

**Newport-Mesa Unified School District**  
**Office of Secondary Curriculum and Instruction**  
**Middle School Course of Study**

<b>Course Title</b>	<i>Introduction to Music Technology</i>	<b>Course Code</b>	<b>NT007 &amp; NT008</b>
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<b>Transcript Title:</b>	<i>Introduction to Music Technology</i>		<b>Grades Levels:</b>	<i>7,8</i>	<b>Board Adoption Date:</b>	<i>4/19/22</i>
<b>Content Area:</b>	<i>VAPA/CTE</i>		<b>GPA Scale:</b>	<i>4.0</i>	<b>Date Course Submitted:</b>	<i>3/25/22</i>
<b>Credential Required:</b>	<i>CTE Arts, Media, and Entertainment</i>	<b>Graduation Subject Areas:</b>	<i>N/A</i>		<b>CALPADS Code:</b>	<i>7000</i>
<b>UC/CSU "A-G" Area Approvals:</b>	<i>N/A</i>	<i>N/A</i>	<b>School Site/person that wrote and submitted the course:</b>	<i>Matt Hancock</i>		
<b>Recommend Skills:</b>	<i>Ability to follow directions, written and verbal communication skills. No prior music experience required.</i>					
<b>Next course(s):</b>	<i>Students may want to continue with the Music Technology courses at the high school level.</i>					
<b>Textbook and/or software to be used:</b>	<i>No textbooks GarageBand software</i>					

**Newport-Mesa Unified School District  
Office of Career Technical Education  
Middle School Course of Study**

## Introduction to Music Technology

**DATE:** March 25, 2022

**INDUSTRY SECTOR:** Multiple Industry Sectors (MIS)

**PATHWAY:** Multiple Pathways (Pathway 999)

**CALPADS TITLE:** Exploratory Career Technical Education

**CALPADS CODE:** 7000

**HOURS:**

Total	Classroom	Laboratory/CC/CVE
180	77	108

JOB TITLE	ONET CODES	JOB TITLE	ONET CODES
Sound Engineering Technicians	27-4014.00	Music Composers and Arrangers	27.2041.04
Audio and Video Equipment Technicians	27-4011.00		
Musicians, Instrumental	27.2042.02		

**COURSE DESCRIPTION:**

This course introduces junior high students to skills from several CTE Arts, Media, and Entertainment pathways. These subjects are introduced primarily through the study of audio production. Audio production is a field that blends a variety of music and entertainment industry related skills. Students complete projects that demonstrate basic skills in recording technique, song arrangement, music theory, individual musicianship, acoustic theory, live sound production, and record production. The standards for the class are taken primarily from the Production & Managerial Arts pathway. There is considerable overlap with the Performing Arts pathway. This class is designed to be followed by high school Music Technology 1AB.

The first semester is primarily an introductory technical course in basic audio production. In lessons designed for middle school, students learn the basic skills of creating and recording music. Subjects include sound safety, multitrack recording, microphone selection, electronic music, MIDI instruments, and music terminology.

The second semester lessons are more wide-ranging. Subjects include introduction to music theory, introductory instrument lessons (guitar, bass, keyboard, drums), live sound production, music industry jobs, and basic copyright law. The second semester also provides time for student driven projects with lessons designed to support those projects. Students produce projects based on their interests, musical taste, and prior knowledge.

Students develop and maintain a digital portfolio of all their work. The portfolio will follow the student through high school and be useful when seeking employment.

This class is accessible to non-musicians. Students will be taught introductory music theory and will have access to a variety of instruments (guitar, bass, keyboards, conga, trap-set drums). Accomplished singers and other musicians are encouraged to develop recording projects that emphasize their skills. Producers and engineers are encouraged to use the studio and work with other musicians to create musical projects.

Newport-Mesa Unified School District  
Office of Career Technical Education  
Middle School Course of Study

PREREQUISITES: None

Middle School Name:	Site Prerequisite:
Costa Mesa Middle School	None

A – G APPROVAL:  Yes  No  Desired

Newport-Mesa Unified School District  
Office of Career Technical Education  
Middle School Course of Study

LEVEL: X Exploratory

**METHOD OF STUDENT EVALUATION:**

- ✓ Pre and Post test
- ✓ Student Projects
- ✓ Written work
- ✓ Observation record of student performance
- ✓ Completion of assignments and worksheets

**METHOD OF INSTRUCTION:**

- ✓ Lecture
- ✓ Group and individual applied projects
- ✓ Demonstration
- ✓ Field Trips
- ✓ Guest Speaker

**RECOMMENDED TEXTS OR SOFTWARE:**

No Textbooks  
GarageBand software

**MODEL CTE PATHWAY:**

<b>Grade:</b>	<b>Fall Semester:</b>	<b>Spring Semester:</b>
7-8	Introduction to Music Technology	Introduction to Music Technology
9-11	Music Technology 1A	Music Technology 1B
10-12	Music Technology 2A	Music Technology 2B

**Newport-Mesa Unified School District  
Office of Career Technical Education  
Middle School Course of Study**

**CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS**

California Department of Education CTE Standards website: <http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>

**INDUSTRY SECTOR  
KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS**

**1.0 Academics**

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Arts, Media, and Entertainment academic alignment matrix for identification of standards.

**2.0 Communications**

Acquire and accurately use Arts, Media, and Entertainment sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

2.1 Recognize the elements of communication using a sender–receiver model.

2.2 Identify barriers to accurate and appropriate communication.

2.3 Interpret verbal and nonverbal communications and respond appropriately.

2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.

2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

**3.0 Career Planning and Management**

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.

3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.

3.3 Explore how information and communication technologies are used in career planning and decision making.

3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.

3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.

3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.

3.7 Recognize the importance of small business in the California and global economies.

3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.

3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.

**4.0 Technology**

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Arts, Media, and Entertainment sector workplace environment. (Direct alignment with WS 11-12.6)

4.1 Use electronic reference materials to gather information and produce products and services.

4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.

4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.

**Newport-Mesa Unified School District  
Office of Career Technical Education  
Middle School Course of Study**

4.4 Discern the quality and value of information collected using digital technologies and recognize bias and intent of the associated sources.

4.5 Research past, present, and projected technological advances as they impact a particular pathway.

4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.

**5.0 Problem Solving and Critical Thinking**

Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Arts, Media, and Entertainment sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

5.1 Identify and ask significant questions that clarify various points of view to solve problems.

5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.

5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.

5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

**6.0 Health and Safety**

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Arts, Media, and Entertainment sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.

6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.

6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.

6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.

6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.

6.6 Maintain a safe and healthful working environment.

6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

**7.0 Responsibility and Flexibility**

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Arts, Media, and Entertainment sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

7.1 Recognize how financial management impacts the economy, workforce, and community.

7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

7.3 Understand the need to adapt to changing and varied roles and responsibilities.

7.4 Practice time management and efficiency to fulfill responsibilities.

7.5 Apply high-quality techniques to product or presentation design and development.

7.6 Demonstrate knowledge and practice of responsible financial management.

7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.

7.8 Explore issues of global significance and document the impact on the Arts, Media, and Entertainment sector.

**8.0 Ethics and Legal Responsibilities**

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment

**Newport-Mesa Unified School District  
Office of Career Technical Education  
Middle School Course of Study**

with SLS 11-12.1d)

8.1 Access, analyze, and implement quality assurance standards of practice.

8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Arts, Media, and Entertainment industry sector.

8.3 Demonstrate ethical and legal practices consistent with Arts, Media, and Entertainment sector workplace standards.

8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.

8.5 Analyze organizational culture and practices within the workplace environment.

8.6 Adhere to copyright and intellectual property laws and regulations and use and appropriately cite proprietary information.

8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Arts, Media, and Entertainment sector laws and practices.

**9.0 Leadership and Teamwork**

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organizations. (Direct alignment with SLS 11-12.1b)

9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.

9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.

9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.

9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.

9.5 Understand that the modern world is an international community and requires an expanded global view.

9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.

9.7 Participate in interactive teamwork to solve real Arts, Media, and Entertainment sector issues and problems.

**10.0 Technical Knowledge and Skills**

Apply essential technical knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.

10.2 Comply with the rules, regulations, and expectations of all aspects of the Arts, Media, and Entertainment sector.

10.3 Construct projects and products specific to the Arts, Media, and Entertainment sector requirements and expectations.

10.4 Collaborate with industry experts for specific technical knowledge and skills.

**11.0 Demonstration and Application**

Demonstrate and apply the knowledge and skills contained in the Arts, Media, and Entertainment anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the SkillsUSA career technical student organizations.

11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Arts, Media, and Entertainment sector program of study.

11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.

11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.

11.4 Employ entrepreneurial practices and behaviors appropriate to Arts, Media, and Entertainment sector opportunities.

11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

**Newport-Mesa Unified School District  
Office of Career Technical Education  
Middle School Course of Study**

CR = Classroom Hours      LAB/CC = Laboratory/Shop/Community Classroom Hours

I.	INTRODUCTION TO DIGITAL SOUND PROCESSING	CR	LAB/CC	STANDARDS
	<p>The primary focus of the first semester is developing the basic skills and vocabulary of audio production. Using the freely available GarageBand software students learn how music is recorded, mixed, and published. The lectures and demonstrations are of specific technical skills. There are short student projects designed to reinforce each of these lessons.</p> <p>Specific skills and concepts include:</p> <ul style="list-style-type: none"> <li>• Students will demonstrate proper sound safety throughout the course.</li> <li>• Digital audio editing basics <ul style="list-style-type: none"> <li>○ Cut, copy, paste</li> <li>○ Master track manipulation</li> <li>○ Master effects settings</li> <li>○ Simple automated functions (volume)</li> <li>○ Use of the stereo spectrum</li> </ul> </li> <li>• Students make mixdowns of existing multitrack recordings.</li> <li>• Live instrumental performances are recorded. Each student produces a mixdown.</li> <li>• Students are instructed in microphone types, characteristics, and placement. An assortment of microphones is provided for student projects.</li> <li>• Using loops and prerecorded music. Students produce short sample of music made with prerecorded loops.</li> <li>• Students cut loops from studio recordings and refit to a grid.</li> <li>• Simple three microphone techniques are demonstrated to record a standard 5-piece drum set as well as other percussion (shakers, conga, cajon).</li> <li>• The artistic layering of sounds for effect is demonstrated and practiced in various projects.</li> </ul>	30	45	<p><b>Academic:</b>  LS 11-12.1, 11-12.2, 11-12.6  RSIT 11-12.7  RLST 11-12.3, 11-12.9  WHSST 11-12.2, 11-12.4, 11-12.6  ETS 1A,1B, 1C  SEP 1, 8</p> <p><b>CTE Anchor:</b>  1.0  2.0  4.0  5.0  6.0  7.0  8.0  9.0  10.0  11.0</p> <p><b>CTE Pathway:</b>  C1.0, 1.2, 1.3, 1.4  C2.1  C3.1  C4.1, 4.2, 4.3, 4.4  C5.1, 5.2  C6.4  C7.0, 7.1</p>



**Newport-Mesa Unified School District  
Office of Career Technical Education  
Middle School Course of Study**

	<ul style="list-style-type: none"> <li>• Effects including reverb, delay, exciters, pitch correction, and compressors are demonstrated as then used appropriately in subsequent recordings.</li> <li>• Remixing and overdubbing to create 'mashup' songs. Students create their own remixed songs with overdubs of other music. Teacher provides core material that is similar in tempo and texture.</li> <li>• Students the function of a sampler. Students use a sampler in their creations.</li> <li>• Students learn to program simple drumbeats using a software drum machine.</li> <li>• Students learn to use basic quantization to fit notes to a grid.</li> <li>• Students learn the function of MIDI information.</li> <li>• Students learn to track signal flow through different musical systems (mixers, software plugins, cabling, and amplifiers).</li> <li>• Students are assigned to fill various roles in the recording process (producer, engineer, artist, mixer, tech).</li> </ul>			
<b>II.</b>	<b>MUSIC STYLES &amp; MOTIFS</b>	<b>CR</b>	<b>LAB/CC</b>	<b>STANDARDS</b>
	<p>The intent is to expose young students to a wide range of music, instruments, and production styles not common to most young people. Music is chosen to represent a wide range of cultures and styles.</p> <p>A short daily lesson ongoing unit throughout the year to start each class period. The class period starts with the introduction of a new artist chosen to represent a specific skill, instrument, style, song, or other notable musical trait. There is a short lecture followed by listening to and watching (if available) a single song performance. Students are asked to respond to the music through discussion and short answer questions. Some example artists used as daily lessons:</p>	10		<p><b>Academic:</b>  LS 11-12.1, 11-12.2, 11-12.4, 11-12.5, 11-12.6  RSIT 11-12.4 11-12.7,  RLST 11-12.4, 11-12.7  WS 11-12.2, 11-12.4, 11-12.5, 11-12.6, 11-12.7  WHSST 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9</p> <p><b>CTE Anchor:</b>  1.0  2.0  3.0  4.0  11.0</p> <p><b>CTE Pathway:</b>  C2.0, 2.1  C4.2  B1.0  B2.0, 2.2, 2.6  B7.0, 7.3</p>

**Newport-Mesa Unified School District  
Office of Career Technical Education  
Middle School Course of Study**

	<ul style="list-style-type: none"> <li>• Alan Parson – to highlight production (The Art &amp; Science of Sound Production series)</li> <li>• Neil Peart – to highlight progressive technical drumming</li> <li>• Jaco Pastorious - to highlight jazz bass guitar</li> <li>• Muddy Waters – to highlight early blues music</li> <li>• John Petrucci – to highlight modern progressive rock guitar</li> <li>• Steve Gadd – to highlight session work and jazz drumming</li> <li>• Paco de Lucia – to highlight flamenco guitar</li> <li>• Luciano Pavarotti - to highlight the operatic tenor voice</li> </ul> <p>Skills and concepts include:</p> <ul style="list-style-type: none"> <li>• Comparing styles and features of popular music to other styles.</li> <li>• Students will compare production techniques unique from different styles of music.</li> <li>• Students will gain insight into the music production industry by watching and listening to artists/ producers/ sound engineers.</li> <li>• Students will learn the archetypes commonly used as references points for specific sounds and styles.</li> <li>• Students will gain appreciation for song writing, performance, and other aesthetic qualities.</li> </ul>			<p>B8.0, 8.1, 8.2, 8.3, 8.4 B9.0, 9.1, 9.5</p>
<b>III.</b>	<b>MUSIC THEORY, SONG WRITING, AND INSTRUMENT LESSONS</b>	<b>CR</b>	<b>LAB/CC</b>	<b>STANDARDS</b>
	<p>Basic music skills are necessary to be able to understand and effectively work with musicians in a professional recording environment. Sound engineers should have rudimentary experience on a variety of instruments. Introductory lessons are given in guitar, bass, keyboards, and drums. Class is structured to allow time for small group, hands-on lessons on various instruments. No prior musical instrument experience is necessary.</p>	5	15	<p><b>Academic:</b> LS 11-12.1, 11-12.2, 11-12.6 RSIT 11-12.4 RLST 11-12.3, 11-12.7 WS 11-12.6 WHSST 11-12.4</p> <p><b>CTE Anchor:</b> 1.0 2.0 4.0 5.0</p>

**Newport-Mesa Unified School District  
Office of Career Technical Education  
Middle School Course of Study**

<p>Lessons are structured for primarily for beginners but can fully accommodate those who already play an instrument.</p> <p>Skills and concepts include:</p> <ul style="list-style-type: none"> <li>• Students learn basic music theory and notation techniques.</li> <li>• Students create simple arrangements using simplified notation</li> <li>• Students create a simple arrangement by just listening to the song. Count and notate the bars of music and their contents (verse, chorus, solo, etc.).</li> <li>• Students learn tuning techniques for guitar and bass.</li> <li>• Students learn the construction of a major scale. Students find the scale on at least one other instrument.</li> <li>• Students are introduced to music scoring software.</li> <li>• Rudimentary rhythmic concepts are taught and incorporated into student projects.</li> <li>• Students study songwriting and composition in simple forms of music.</li> <li>• Students analyze vocal performance and techniques from a range of different vocal styles.</li> <li>• Students learn the construction of 12 bar blues and can recognize music created using this pattern.</li> <li>• Given an identified set of notes and background track, students learn the basics of improvisation.</li> <li>• Students learn basic technique on conga, shakers, cajon and other hand percussion instruments.</li> <li>• Students learn to play simple melodies and chords on a piano keyboard.</li> <li>• Students learn common music progressions (1-4-5 blues) and</li> </ul>		<p>6.0 10.0 11.0</p> <p><b>CTE Pathway:</b> C5.0 B2.0, 2.5, 2.6 B5.0, 5.2, 5.4</p>
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**Newport-Mesa Unified School District  
Office of Career Technical Education  
Middle School Course of Study**

	the vocabulary to describe them.			
<b>IV.</b>	<b>LIVE SOUND REINFORCEMENT</b>	<b>CR</b>	<b>LAB/CC</b>	<b>STANDARDS</b>
	<p>Sound safety is an integral part of all amplified sound lessons. Opportunities are sought to have students participate in the live sound reinforcement for various school events. Students learn the basics of the setup and operation of a small live sound system. Students provide sound DJ music at lunch and may help with sound at rallies and other simple sound reinforcement opportunities.</p> <p>Skills and concepts include:</p> <ul style="list-style-type: none"> <li>• Speaker placement and sound coverage mapping.</li> <li>• Analogue mixers used for small multi-track recordings.</li> <li>• Microphone selection and placement.</li> <li>• How to avoid and correct feedback.</li> <li>• Simple effects including reverb, and noise gates.</li> <li>• Single mix stage monitors.</li> <li>• Cable routing and stage safety</li> <li>• Electrical safety.</li> <li>• Performance limits of available equipment.</li> <li>• Avoiding common mistakes.</li> </ul>	2	8	<p><b>Academic:</b> LS 11-12.1, 11-12.2, 11-12.6 RLST 11-12.7 WHSST 11-12.2, 11-12.4 SEP 1, 8</p> <p><b>CTE Anchor:</b> 1.0 2.0 4.0 5.0 6.0 10.0</p> <p><b>CTE Pathway:</b> C1.0, 1.2, 1.3, 1.4 C2.0, 2.1, 2.3 C3.0 C4.0, 4.4 C5.0, 5.1, 5.2 C6.0 C7.1</p>
<b>V.</b>	<b>STUDENT PROJECTS</b>	<b>CR</b>	<b>LAB/CC</b>	<b>STANDARDS</b>
	<p>Students complete a variety of assigned and self-directed projects in an ongoing unit throughout the year. Teacher directed projects are used regularly to provide practice and demonstration of a specific skills. Teacher directed projects seek to incorporate as much student choice in style and genre as possible.</p> <p>The focus of the second semester is the production of student directed projects. Students are asked to produce their own projects to demonstrate mastery of the skills learned. Students seek approval of the project, timeline, and check in points. Students can book studio time for their projects online. Time slots</p>	5	40	<p><b>Academic:</b> LS 11-12.1, 11-12.2, 11-12.3, 11-12.6 RSIT 11-12.7 RLST 11-12.3, 11-12.7, 11-12.9 WS 11-12.4, 11-12.6 WHSST 11-12.2</p> <p><b>CTE Anchor:</b> 1.0 2.0 3.0 4.0 5.0 8.0 9.0</p> <p><b>CTE Pathway:</b> C1.0, 1.2., 1.3, 1.4 C2.0, 2.1, 2.3</p>

**Newport-Mesa Unified School District  
Office of Career Technical Education  
Middle School Course of Study**

<p>are offered during the class period, lunch, and after school. Small group lessons are provided for students working on similar projects. These projects allow students to focus time on desired niches in the world of audio production.</p> <p>Skills and concepts include:</p> <ul style="list-style-type: none"> <li>• Sound safety for both artist and audience.</li> <li>• Project management: what can make recording a slow process.</li> <li>• Separation of responsibilities in a studio. Student projects often involve several students with different roles and responsibilities.</li> <li>• Artist management – what to expect from performers and writers.</li> <li>• Use of a pre-programmed digital mixer for recording and mixing.</li> <li>• Coaching singers to get the best recorded sound.</li> <li>• Effectively blending electronic instruments into a mix.</li> <li>• Create a karaoke track for a vocalist.</li> <li>• Microphones for various instruments.</li> <li>• Recording solo artists (acoustic guitar and vocal).</li> <li>• Common file formats and simple compression.</li> <li>• Final mastering basics. Using preset compressors.</li> <li>• Writing original music using simple instrumentations.</li> <li>• Recreating sounds from famous soundtracks and songs (Jaws theme, Star Wars intro, etc.).</li> <li>• Copyright related to using existing materials</li> <li>• Using MIDI to program drumbeats and other instrument tracks.</li> <li>• The layout of equipment in a studio.</li> <li>• Monitor mixes, knowing what people are hearing (performers in the booth,</li> </ul>			<p>C3.0 C4.0, 4.1, 4.3 C5.0, 5.2 B5.0 B6.0</p>
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**Newport-Mesa Unified School District  
Office of Career Technical Education  
Middle School Course of Study**

	<p>engineers at the console, playback samples).</p> <ul style="list-style-type: none"> <li>• Use of fully automatic pitch correction.</li> </ul>			
<b>VI.</b>	<b>CAREER READINESS</b>	<b>CR</b>	<b>LAB/CC</b>	<b>STANDARDS</b>
	<p>Students examine a wide variety of careers within the Arts, Media, and Entertainment industry. Audio production is integral to many different parts of the entertainment industry.</p> <p>Skills and concepts include:</p> <ul style="list-style-type: none"> <li>• Students study basic copyright law as it relates to published music. Student read and respond in writing and discussion to various case studies and examples of common legal misunderstandings.</li> <li>• Students study artist relations and common entertainment contracts. Students study real contracts as examples of legal concepts.</li> <li>• Students maintain a digital portfolio of all work.</li> <li>• Students can identify the many audio related jobs within the entertainment industry.</li> <li>• Students know the different trade unions and professional organizations common to the entertainment industry.</li> </ul>	10		<p><b>Academic:</b> LS 11-12.1, 11-12.2, 11-12.3, 11-12.5, 11-12.6 RSIT 11-12.3, 11-12.4, 11-12.7 RLST 11-12.2, 11-12.4, 11-12.7, 11-12.0 WS 11-12.1, 11-12.2, 11-12.3, 11-12.6, 11-12.7 WHSST 11-12.4</p> <p><b>CTE Anchor:</b> 1.0 2.0 3.0 4.0 5.0 8.0</p> <p><b>CTE Pathway:</b> C3.0, 3.1 C4.0, 4.1, 4.2, 4.3 C5.1 C7.1, 7.3</p>
<b>VII</b>	<b>EMPLOYMENT PORTFOLIO</b>	<b>CR</b>	<b>LAB/CC</b>	<b>STANDARDS</b>
	<p>Students will prepare a professional portfolio. Work completed throughout the year is kept and the best included in a digital portfolio.</p> <ul style="list-style-type: none"> <li>• Portfolio showcases best professional level work</li> <li>• Portfolio is organized; includes a job application and entry level resume with references</li> </ul>	10		<p><b>Academic:</b> LS 11-12.1, 11-12.2, 11-12.5, 11-12.6 WS 11-12.4, 11-12.6 WHSST 11-12.4</p> <p><b>CTE Anchor:</b> 1.0 2.0 3.0 4.0</p> <p><b>CTE Pathway:</b> C4.0, 4.1 C5.1 C7.0</p>

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