

Glen Ridge Board of Education
Music Technology
7th Grade
Required
Cycle

New Jersey Student Learning Standards

Music Technology Mission Statement:

The Glen Ridge Public School’s Music Technology curriculum will bring students through an interactive journey developing understanding of the essential role technology plays in music. This understanding will inspire students to explore through participation how they can become a part of the dynamic global music community. Our program will illuminate curiosity through collaborative project-based learning highlighting the many career pathways found in Music Technology while using innovative, thought-provoking, and developmentally appropriate learning opportunities. Our students will discover new talents in Music Production & Engineering while using relevant software and online platforms to enhance awareness of Sequencing, Digital Songwriting, Film & Video Game Scoring and Music Supervision. Students will be challenged through real-life music business activities to develop critical thinking skills in the ethics & legal implications of music.

Course Description:

Music Technology is now an accessible and fun learning route for students to explore music through technology. Students will learn about the music business through the songwriting, recording and producing of their own songs using our Ridger Records Recording Studio along with included software and various other easily accessible music technology tools both in school and online.

Name of Course		
Unit 1: Career Paths in Music Technology		
Time Allotted (days of instruction): 7 days		
New Jersey Student Learning Standards (NJSL)		
1.1.8.B.1 Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.		
1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.		
1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.		
1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.		
Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none">● Why has technology become the primary tool to create music?● How is technology used to simplify songwriting?● What types of technology are used in live recording?● Which career paths in music focus on technological skills?	<ul style="list-style-type: none">● Discover multiple career paths in music technology and the roles available in each● Articulate how music technology is leveraged in various genres & styles● Understand the different types of music technology● Collaborate with others to develop a	<ul style="list-style-type: none">● Complete introductory presentation● Introduce Portfolio Requirements● Listen & examine examples of Digital Songwriting● Demonstration of Digital Audio Workstation● Appraise music technology in Rap & Spoken Word● Identify Music Production & Engineering technology, roles and career paths● Argue effectiveness of Film & Video Game music

<ul style="list-style-type: none"> What music business roles are available to someone skilled in technology? 	technical objective based on available music technology	<ul style="list-style-type: none"> Choose Production Teams & Develop a Digital Portfolio Tech Sheet
Resources/Materials	<ul style="list-style-type: none"> Teacher Webpage Youtube.com GarageBand: Software Google Classroom Teacher Created Content 	
Interdisciplinary Connections	-Digital Songwriting & lyric writing connects to Language Arts. -Music Production & Engineering survey connects to Technology. -Film Scoring analysis connects to Visual Arts.	
21st Century Life and Careers	-9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income. -9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. -9.3.12.AR-PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.	
Technology Standards	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Diversity/Inclusion	All students will explore and investigate music technology through a variety of optional mediums while equally examining styles, genres and socioeconomic influences of music without prejudice or stereotype.	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> Discussions & Observations Worksheet 	<ul style="list-style-type: none"> Submitted Tech Sheet 	<ul style="list-style-type: none"> Digital Portfolio Differentiated Groups 	<ul style="list-style-type: none"> Paper Manual Report

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> Google Translate Language-specific Video Visual Software Lesson 	<ul style="list-style-type: none"> Songmaker Chrome Music Lab Modeling & Demonstration Additional Study Materials Extended Time Preferential Seating/Digital Arrangements 	<ul style="list-style-type: none"> Biographical Analysis of specific leaders in the applicable genre/style of music technology Research and profiles of career path options in music technology with examples and presentation

Name of Course

Unit 2: Best Practices of Music Technology

Time Allotted (days of instruction): 6 days

New Jersey Student Learning Standards (NJSLS)

1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.

1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.

Essential Questions			Student Learning Objectives			Activities		
<ul style="list-style-type: none"> ● How does music technology affect communicating emotion and story through song? ● What production techniques can be used to elicit specific emotional responses? ● What styles of music leverage music technology? ● How do current events of the time influence music & technology? ● What were the key innovations in music technology for each decade of modern popular music? 	<ul style="list-style-type: none"> ● Understand the mechanics of how audio is recorded ● Demonstrate how to record audio using multiple pieces of technology ● Examine differences in technology by decade of popular music ● Compare and contrast differences between types of music technology used in production ● Analyze music based on identifying types of music technology used in a composition 	<ul style="list-style-type: none"> ● Experiment: Resonating & recording with a spoon ● Examine early forms of music technology ● Categorize audio of multitrack recordings & examine music technology of the 1960's ● Discover Synthesizers & their roles in 1970's music ● Judge examples of Electronica & music of the 1980's ● Analyze music of "today": 1990-2020 ● Categorically review all eras of music technology ● Formulate & defend the current direction of music technology and what it will look like in the coming years by genre of music with regards to available career paths 						
Resources/Materials	<ul style="list-style-type: none"> ● Teacher Webpage ● Youtube.com ● Billboard.com ● Google Classroom ● Digital Audio Workstation 							
Interdisciplinary Connections	-Acoustics experiment connects to Science. -Multi-track Recording connects to Technology. -The Next Phase of Music Technology connects to Critical Thinking.							
21st Century Life and Careers	-9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. -9.3.12.AR-PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.							
Technology Standards	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.							
Diversity/Inclusion	All students will explore and investigate music technology through a variety of optional mediums while equally examining styles, genres and socioeconomic influences of music without prejudice or stereotype.							

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> Discussions & Observations Worksheet Experiment 	<ul style="list-style-type: none"> Quiz Experiment Report 	<ul style="list-style-type: none"> Digital Portfolio Differentiated Groups 	<ul style="list-style-type: none"> Paper Manual Report

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> Google Translate Language-specific Video Visual Software Lesson 	<ul style="list-style-type: none"> Songmaker Chrome Music Lab Modeling & Demonstration Additional Study Materials Extended Time Preferential Seating/Digital Arrangements 	<ul style="list-style-type: none"> Advanced Research Project on musical themes and metaphors in specific areas of music technology Comparative Analysis Report on usage of music technology in several selected genres

Name of Course		
Unit 3: Software & Sequencing		
Time Allotted (days of instruction): 4 days		
New Jersey Student Learning Standards (NJSLS)		
1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.		
1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.		
1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.		
Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> How can you create something original from non-original musical works? What makes audio samples available for use in sequencing? Which software can be used to create original music? When is it appropriate to use samples of other people's music in an original work? How has technology made it easier to create 'comfortable' repetition in music? 	<ul style="list-style-type: none"> Create an original musical sequence using music technology software Demonstrate how to use a Digital Audio Workstation Install & Prepare software for use in recording & engineering Critique electronic music and identify strengths & weaknesses Justify creative decisions in both music & production technology 	<ul style="list-style-type: none"> Create Chromebook-based Digital Audio Workstations Tutorial on Garageband for Mac and smartphones Tutorial on Bandlab for PC and smart devices Experiment with SongMaker and Chrome Music Lab Complete the team Looping & Sequencing Project Compose an original piece of music using student-created Digital Audio Workstations. Think-pair-share activity during composition Present finished songs in groups
Resources/Materials	<ul style="list-style-type: none"> Teacher Webpage Garage Band: Software BandLab: Software SongMaker 	

	<ul style="list-style-type: none"> ● Chrome Music Lab ● Google Classroom ● Digital Audio Workstation
Interdisciplinary Connections	<p>-Create Your Own Recording Studio Project connects to Computer Science.</p> <p>-Sampling & Loops Project connects to Technology.</p> <p>-Beat Mapping connects to Math.</p>
21st Century Life and Careers	<p>-9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.</p> <p>-9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.</p> <p>-9.3.12.AR-AV.4 Design an audio, video and/or film production.</p>
Technology Standards	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Diversity/Inclusion	All students will explore and investigate music technology through a variety of optional mediums while equally examining styles, genres and socioeconomic influences of music without prejudice or stereotype.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Discussions & Observations ● Worksheet ● Presentation 	<ul style="list-style-type: none"> ● Project Report 	<ul style="list-style-type: none"> ● Digital Portfolio ● Differentiated Groups 	<ul style="list-style-type: none"> ● Paper ● Songmaker ● Chrome Music Lab

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Google Translate ● Language-specific Video ● Visual Software Lesson 	<ul style="list-style-type: none"> ● Songmaker ● Chrome Music Lab ● Modeling & Demonstration ● Additional Study Materials ● Extended Time ● Preferential Seating/Digital Arrangements 	<ul style="list-style-type: none"> ● Create an EP (Extended Play) album of 2 to 3 songs ● Advanced sequencing and drum mapping on a sequencer mixed to a Digital Audio Workstation

Name of Course
Unit 4: Beats & Storytelling
Time Allotted (days of instruction): 5 days
New Jersey Student Learning Standards (NJSLS)
1.1.8.B.1 Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> Which is more important to rap & spoken word: beats or lyrics? How can a songwriter use music technology to convey their personal experiences? What is a Digital Audio Workstation and how is it essential to modern day rap & hip-hop? What is the difference between producing, engineering and composing music? What are simple ways to record vocals using current methodologies? 	<ul style="list-style-type: none"> Use a variety of techniques to produce an original rap or spoken word Understand how to decide on which pieces of technology are needed to complete a specific project Create original lyrics to accompany a digital songwriting project Demonstrate how to use a Digital Audio Workstation to create original rap songs or spoken word pieces Analyze audio tracks to determine what steps in the recording process are complete or need to be rerecorded 	<ul style="list-style-type: none"> Experiment: BYOD microphone testing for vocal recording using audio memo or software Combine royalty-free audio to test software Compose original beats in a Digital Audio Workstation and loop with multiple variations Write lyrics to be sung or spoken Think-pair-share activity for lyric criticism in rotating groups during composition process 1:1 group to teacher review (differentiated) Employ audio recording techniques to record vocals Mix & master finished songs for the Digital Portfolio Present finished Rap or Spoken Word performances via exported audio
Resources/Materials	<ul style="list-style-type: none"> Teacher Webpage Garage Band: Software BandLab: Software SongMaker Chrome Music Lab Google Classroom Digital Audio Workstation 	
Interdisciplinary Connections	<p>-Lyric Writing and analysis connects to Language Arts.</p> <p>-Digital Audio Workstation beat mapping connects to Math.</p> <p>-Create Your Own Vocal Studio project connects to Technology.</p>	
21st Century Life and Careers	<p>-9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> <p>-9.3.12.AR-PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.</p> <p>-9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.</p> <p>-9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.</p> <p>-9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.</p> <p>-9.3.12.AR-AV.4 Design an audio, video and/or film production.</p>	
Technology Standards	<p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>	
Diversity/Inclusion	<p>All students will explore and investigate music technology through a variety of optional mediums while equally examining styles, genres and socioeconomic influences of music without prejudice or stereotype.</p>	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> Discussions & Observations Worksheet Experiment Presentation 	<ul style="list-style-type: none"> Project Report Optional Lyric Assessment 	<ul style="list-style-type: none"> Digital Portfolio Differentiated Groups 	<ul style="list-style-type: none"> Paper Songmaker Chrome Music Lab

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> Google Translate Language-specific Video Visual Software Lesson 	<ul style="list-style-type: none"> Songmaker Chrome Music Lab Modeling & Demonstration Additional Study Materials Extended Time Preferential Seating/Digital Arrangements 	<ul style="list-style-type: none"> Create a thematic song with original lyrics and fully original music Develop an EP of thematic material and original musical works

Name of Course

Unit 5: Legal Implications of Music Technology

Time Allotted (days of instruction): 5 days

New Jersey Student Learning Standards (NJSLS)

1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.

1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> How can a limited number of modern day chords and musical forms keep generating original music? Why is copyright law important to artists? How has music technology revolutionized the music business? Why is marketing & branding as important to music as original works? How does music technology incorporate artist identity and promotion? Why does music technology dictate how the music industry interprets copyright 	<ul style="list-style-type: none"> Understand the importance of knowing copyright law & the ethical implications of creating & producing music Create a unique marketing plan relevant to a digital portfolio or finished published album Identify methods used to calculate royalties and other monetized streams through a variety of music technology platforms Justify the need for legal oversight of music technology & music production 	<ul style="list-style-type: none"> Discuss Copyright Law: reality vs. myth Follow a copyright registration workflow Appraise digital streaming of music & its impact on music technology/digital songwriting Analyze royalty & licensing through ASCAP & BMI Calculate monies earned vs. estimated earnings of digital musical content Discover digital music publishing & options for digital songwriting using new forms of music technology Create a “brand” & establish the music business portion of the Digital Portfolio Design group merchandise

<p>law?</p> <ul style="list-style-type: none"> How are royalties calculated in a digital media market? 	<ul style="list-style-type: none"> Demonstrate understanding of how publishing & licensing are integral to success in the music business 	<ul style="list-style-type: none"> Develop a digital marketing plan Examine other business entities that have been created with advances in music technology Quiz: Legal/Ethical Implications of Music Technology
Resources/Materials	<ul style="list-style-type: none"> Teacher Webpage Teacher Created Content Canva Copyright.gov ASCAP.com Google Classroom 	
Interdisciplinary Connections	<p>-Copyright Law review and analysis connects to Language Arts. -Royalty Calculations and music publishing connects to Math. -Additional Revenue Streams Project connects to Marketing within 21st Century Skills & Language Arts.</p>	
21st Century Life and Careers	<p>-9.1.8.A.1 Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay. -9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income. -9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. -9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. -9.3.MK.1 Describe the impact of economics, economics systems and entrepreneurship on marketing.</p>	
Technology Standards	<p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>	
Diversity/Inclusion	<p>All students will explore and investigate music technology through a variety of optional mediums while equally examining styles, genres and socioeconomic influences of music without prejudice or stereotype.</p>	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> Discussions & Observations Worksheet Project Assessment 	<ul style="list-style-type: none"> Quiz Music Business Report 	<ul style="list-style-type: none"> Digital Portfolio Differentiated Groups 	<ul style="list-style-type: none"> Paper Manual Report

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> Google Translate Language-specific Video 	<ul style="list-style-type: none"> Songmaker Chrome Music Lab 	<ul style="list-style-type: none"> Case Study of a specific landmark copyright case dealing with copyright infringement

<ul style="list-style-type: none"> ● Visual Software Lesson 	<ul style="list-style-type: none"> ● Modeling & Demonstration ● Additional Study Materials ● Extended Time ● Preferential Seating/Digital Arrangements 	<ul style="list-style-type: none"> ● Report on the impact of digital streaming on the legal & financial aspects of music technology
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Name of Course
Unit 6: Film & Video Game Music

Time Allotted (days of instruction): 6 days

New Jersey Student Learning Standards (NJSLS)

1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.

1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

Essential Questions	Student Learning Objectives	Activities
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Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How can music enhance visual images? ● What are the career paths available in music with regards to technology & film? ● How has music technology affected filmmaking? ● What role does music play in video gaming? ● Why are compilations of music equally as popular as original compositions in both film scoring and video game music? ● How can music alter the way we see things? 	<ul style="list-style-type: none"> ● Compose an original piece of music to accompany film or video game scenes ● Create a unique compilation of music to enhance visual images ● Differentiate between the roles of Music Supervisor versus Film Scorer ● Demonstrate understanding of the different styles of film scoring and when each use is appropriate to the finished film or video game ● Analyze & Critique ‘scores’ on how they match visual imagery 	<ul style="list-style-type: none"> ● Compare multiple Film Score composers ● Analyze popular Video Game music ● Appraise the impact of music to visual art & how different music can elicit different emotions ● Identify and collect video for the film portion of the Digital Portfolio ● Create a thematic map of selected scenes ● Identify which music technology to use for the desired visual effect ● Compose original music for Film/Video Game scenes ● Sync, mix & master a finished audio visual project and present to the class with Tech Sheet

Resources/Materials	<ul style="list-style-type: none"> ● Teacher Webpage ● Garage Band: Software ● BandLab: Software ● Teacher Created Content ● Youtube.com ● Google Classroom ● Digital Audio Workstation
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Interdisciplinary Connections	<p>-Digital Audio Workstation Music Project connects to Technology.</p> <p>-SMPTE Time Code in video production connects to Math.</p> <p>-Film Scoring and video editing connects to Visual Arts.</p>
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21st Century Life and Careers	-9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.
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	-9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production. -9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions. -9.3.12.AR-AV.4 Design an audio, video and/or film production. -9.3.12.AR-PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.
Technology Standards	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Diversity/Inclusion	All students will explore and investigate music technology through a variety of optional mediums while equally examining styles, genres and socioeconomic influences of music without prejudice or stereotype.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> Discussions & Observations Presentation 	<ul style="list-style-type: none"> Project Report 	<ul style="list-style-type: none"> Digital Portfolio Differentiated Groups 	<ul style="list-style-type: none"> Paper Songmaker Chrome Music Lab

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> Google Translate Language-specific Video Visual Software Lesson 	<ul style="list-style-type: none"> Songmaker Chrome Music Lab Modeling & Demonstration Additional Study Materials Extended Time Preferential Seating/Digital Arrangements 	<ul style="list-style-type: none"> Create a full soundtrack to a short film using original music on a Digital Audio Workstation Compile a 'Music Supervisor' set of tracks and assemble to a Video Game montage or series of scenes

Name of Course		
Unit 7: Music Production & Engineering		
Time Allotted (days of instruction): 6 days		
New Jersey Student Learning Standards (NJSLS)		
1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.		
1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.		
1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.		
Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> Why is communication important to the success of audio engineers? What expertise is required to follow a 	<ul style="list-style-type: none"> Demonstrate how to use a Digital Audio Workstation Identify the technology & equipment 	<ul style="list-style-type: none"> Examine the many roles & career paths available in the field of Music Production & Engineering Discuss the role of Music Supervisor & the importance

<p>career path in music production & engineering?</p> <ul style="list-style-type: none"> • How has the internet affected the music production industry? • Why is it important to learn older techniques and earlier versions of software that are not considered the 'newest' or most 'modern'? • What types of equipment are used for vocal versus instrumental recordings? 	<p>needed to record vocal audio</p> <ul style="list-style-type: none"> • Compare the differences between instrumental & audio recording • Explain the recording process of an audio engineer in the context of a recording session • Create a digital recording of a vocal or instrumental performance of an original piece of music complete with a 'master' version 	<p>of compilations of music to media</p> <ul style="list-style-type: none"> • Assess different styles of vocal recording • Compare differences in instrumental vs. vocal music technology & make project selections • Compose original music (with optional lyrics) • 1:1 group to teacher review (differentiated) • Team assigning of individual music technology roles • Record audio using a Digital Audio Workstation • Complete a finished example of MP&E and present to the class with a Tech Sheet for the Digital Portfolio
Resources/Materials	<ul style="list-style-type: none"> • Teacher Webpage • Garage Band: Software • BandLab: Software • SongMaker • Chrome Music Lab • Google Classroom • Digital Audio Workstation 	
Interdisciplinary Connections	<p>-Digital Audio Workstation exploration connects to Technology.</p> <p>-Microphone Testing and BYOD microphone testing connects to Science.</p> <p>-Editing of Music Projects connects to Math.</p>	
21st Century Life and Careers	<p>-9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.</p> <p>-9.3.12.AR-PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.</p> <p>-9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>-9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.</p> <p>-9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.</p> <p>-9.3.12.AR-AV.4 Design an audio, video and/or film production.</p>	
Technology Standards	<p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>	
Diversity/Inclusion	<p>All students will explore and investigate music technology through a variety of optional mediums while equally examining styles, genres and socioeconomic influences of music without prejudice or stereotype.</p>	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> • Discussions & Observations • Worksheet • Presentation 	<ul style="list-style-type: none"> • Project Report • Tech Sheet Assessment 	<ul style="list-style-type: none"> • Digital Portfolio • Differentiated Groups 	<ul style="list-style-type: none"> • Paper • Songmaker • Chrome Music Lab

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Google Translate ● Language-specific Video ● Visual Software Lesson 	<ul style="list-style-type: none"> ● Songmaker ● Chrome Music Lab ● Modeling & Demonstration ● Additional Study Materials ● Extended Time ● Preferential Seating/Digital Arrangements 	<ul style="list-style-type: none"> ● Fully produce a single original song using only live performances of both vocal and instrumental tracks ● Remaster an Analog version of a song created prior to the invention of multi-tracking using a Digital Audio Workstation

Name of Course		
Unit 8: Music Technology Production		
Time Allotted (days of instruction): 6 days		
New Jersey Student Learning Standards (NJSLS)		
1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.		
1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.		
1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.		
1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.		
1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.		
Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How can independent artists publish their music online while protecting their rights? ● What is an “EP” and what are the minimum requirements to publish your music? ● Why is a marketing plan essential to the success of a finished musical product? ● What pieces of technology or online platforms are used to share albums or collections of music? ● How is thematic relevance between musical projects key to the success of artists? ● Which forms of software are used to mix, master and publish a finished album? 	<ul style="list-style-type: none"> ● Explain the publishing process used in music technology by musical artists ● Identify methods of music technology used in the creation of their own original musical compositions in various genres & styles ● Present a musical marketing plan and demonstrate how it will leverage the currently available music technology ● Create a finished digital portfolio or album that contains several original works of music along with video production and demonstrated ability to record using the Digital Audio Workstation of their choosing 	<ul style="list-style-type: none"> ● Review options for the final music technology assignment (Music Video vs. Digital Songwriting) ● 1:1 group to teacher (differentiated instruction) to determine workflow (Music Tech & Music Business) ● Complete all Digital Portfolio Requirements for each Unit and compile all finished Tech Sheets ● Compose original music or expand previously created original music ● Record, compile & edit finished project audio ● Collect or record finished project video (if applicable) ● Mix & master finished works and submit final Digital Portfolio ● Present a completed Music Technology plan complete with final project, previous audio works, music business components & Tech Sheets ● Assess Digital Portfolios of other students
Resources/Materials	<ul style="list-style-type: none"> ● Teacher Webpage 	

	<ul style="list-style-type: none"> ● Garage Band: Software ● BandLab: Software ● SongMaker ● Chrome Music Lab ● Youtube.com ● Google Classroom ● Digital Audio Workstation
Interdisciplinary Connections	<p>-Digital Portfolio creation & submission connects to Technology.</p> <p>-Final Project timings editing connects to Math.</p> <p>-Music Business Team Pitch & Presentation connects to 21st Century Skills & Language Arts.</p>
21st Century Life and Careers	<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>-9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.</p> <p>-9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.</p> <p>-9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.</p> <p>-9.3.12.AR-AV.4 Design an audio, video and/or film production.</p> <p>-9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>
Technology Standards	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Diversity/Inclusion	All students will explore and investigate music technology through a variety of optional mediums while equally examining styles, genres and socioeconomic influences of music without prejudice or stereotype.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Discussions & Observations ● Project Assessment ● Presentation 	<ul style="list-style-type: none"> ● Final Project Report 	<ul style="list-style-type: none"> ● Digital Portfolio ● Differentiated Groups 	<ul style="list-style-type: none"> ● Paper ● Songmaker ● Chrome Music Lab ● Manual Report

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Google Translate ● Final Portfolio in Multiple Languages 	<ul style="list-style-type: none"> ● Alternative Project Submission ● Songmaker ● Chrome Music Lab ● Modeling & Demonstration ● Additional Study Materials 	<ul style="list-style-type: none"> ● Create a finished album of collected works of original music created during Music Technology complete with master files, marketing plan and cover art

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| | <ul style="list-style-type: none">• Extended Time• Preferential Seating/Digital Arrangements | |
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