Course: Tech in Music II Unit #3: Integrating Audio and Video	Year of Implementation: 2019-2020
Curriculum Team Members: Gina Kehl (gkehl@lrhsd.org) and Brendan Moore (bmoore2@lrhsd.org)	

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:
(https://www.nj.gov/education/aps/cccs/arts/)

Unit 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 collaboratively and to create and communicate knowledge.

1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.

1.1.12.B.2 Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.

1.3.12.B.3 Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

21st Century Standards

https://www.state.nj.us/education/aps/cccs/career/

- **9.2 Career Awareness, Exploration, and Preparation**

  This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

21st Century Career Ready Practices
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

Transfer Goal(s): Students will be able to independently use their learning to produce a high-quality video focusing on audience experience through music.

Enduring Understandings
Students will understand that. . .
 	
  _EU 1_
  musical scoring in video enhances mood, setting, dialogue, and the overall experience for the listener.
	Essential Questions
	
	EU1
	    ● To what extent does audio enhance video?
	    ● How does audio/visual production affect the mood or feeling for the audience?

Knowledge	_Skills_

Students will know. . .	Students will be able to. . .
EU1	EU1
- the basics of audio/video integration including the following: - how to edit video clips - how to splice audio for integration into video clips - how to export the edited video and audio in one format - what storyboards are and how to write them. - what sound effects or sound Foley is and its uses. - film scoring terms.	- synchronize sound effects with onscreen action using a Digital Audio Workstation. - differentiate how the elements of music are manipulated to convey different emotions. - to synchronize sound effects with onscreen action. - to create musical moods based on visual images. - to edit video clips. - splice audio for integration into video clips. - export the edited video and audio in one format.

Stage Two - Assessment

Other Evidence:
- Original compositions that create mood based on visual images
- Group analysis of early film scores
- Quiz on film scoring terms
- Peer critiques of student projects

Stage Three - Instruction

Learning Plan: **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.**

- Group analysis of film scores taking note of compositional devices used to accent visual cues. (M)(EU1)
- Class discussion about storyboards (A) (EU1)
- Student research developing A/V terminology (A) (EU1)
- Create original storyboard (T) (EU1)
- Teacher guided discussion on video editing techniques (A)(EU1)
- Create video shorts of cartoons from full length cartoons (M) (EU1)
- Create voiceover for a TV commercial (T)(EU1)
- Design a TV commercial including audio and video (M)(EU1)
- Design a Podcast using a storyboard and including audio, video and still images. (M)(EU1)