

Course: *Tech in Music I*
Unit #1 - Digital Tools and Music Creation

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Curriculum Team Members

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

<https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Unit Standards:

1.3E.12prof.Cr1a: Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools.

1.3E.12prof.Cr2a: Select melodic, rhythmic and harmonic ideas to develop into a larger work using digital tools and resources.

1.3E.12prof.Cr3a: Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.

Career Readiness, Life Literacies, and Key Skills

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

Transfer Goal: Students will be able to independently and collaboratively use their learning to generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools and resources.

As aligned with LRHSD Long Term Learning Goal(s):

- develop creative thinking and problem-solving skills.
- understand the principles that govern the elements of music.

Enduring Understandings

Students will understand that. . .

EU 1

the creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.

EU 2

musicians' creative choices are influenced by digital tools that allow them to create music, context and expressive intent.

EU 3

musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.

Essential Questions

EU 1

- How do musicians' generate creative ideas?
- In what ways does a musician's background influence their creative ideas?
- How does genre influence a musicians' creative choices?

EU 2

- How do musicians' make creative decisions?
- How do "digital tools" influence the creative process?
- How do musicians' increase their creative toolkit?

EU 3

- How do musicians improve the quality of their creative work?
- How can musician's explore and apply new ideas into their music creation?

Knowledge

Students will know . . .

EU 1

- that the study of existing compositions will influence the creation of an original song. (1.3E.12prof.Cr3a)

EU 2

- that songs can be produced using classroom tools, along with external influence. (1.3E.12prof.Cr1a, 9.4.12.TL.1)

EU 3

- that a musician's development can be impacted by openness to new ideas and through informed self-critique. (1.3E.12prof.Cr3a, 9.4.12.CT.2)

Skills

Students will be able to . . .

EU 1

- analyze existing compositions and integrate characteristics into an original composition. (1.3E.12prof.Cr3a)
- create an original song based on standard song form such as. (AABA). (1.3E.12prof.Cr3a)

EU 2

- identify and describe a Digital Audio Workstation (DAW). (9.4.12.TL.1)
- explain the workflow of a DAW. (1.3E.12prof.Cr1a, 9.4.12.TL.1)
- align audio and midi loops in a sequencer to create a song. (1.3E.12prof.Cr1a)
- splice two or more existing audio files together to create a new work. (1.3E.12prof.Cr1a)
- use an audio interface to record vocals/guitars and other live instruments. (1.3E.12prof.Cr1a, 9.4.12.TL.1)

EU 3

- edit and refine existing work based on self-reflection and peer feedback. (1.3E.12prof.Cr3a, 9.4.12.CT.2)
- create a song collaboratively with other students sharing ideas and knowledge. (1.3E.12prof.Cr3a, 9.4.12.CT.2)

Stage Two - Assessment

Other Evidence:

- Audio Splicing Project
- MIDI Arrangement Project
- Recording Skills (such as recording with a mic, recording with an audio interface.)
- Automation Basics
- Bouncing Audio

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.

- Identify and describe the purpose of each area of a Digital Audio Workstation (A, EU2)
- Setup a Digital Audio Workstation (M, EU2)
- Create an .mp3 of 3 loops (**A, M, EU2**)
- Perform, a drum beat using a MIDI keyboard, (**A, M, EU1, EU2**)
- Design a virtual drummer to accompany pre-recorded loops (**A, M, EU1, EU2**)
- Recording audio with a microphone (Built-In Mic, USB Mic, Audio Interface, etc.)(**A, M, EU2**)
- Apply effects processors to an audio track (**A,M,T,EU1,EU2,EU3**)
- Aspects of a DAW: Zooming in and out for precision in the arrange window; Cutting /Joining audio files (**A, EU1, EU2**)
- Edit a recording of the Pledge of Allegiance, that is purposely incorrect, to have it play back properly.(**M, T EU2**)
- Importing audio in a software DAW (**A, EU1, EU2**)
- Create a “Mashup” of two songs using audio imported from the Web.(T, EU2, EU3)
- Editing Audio and importing sound effects project. (Ex. Billy Bob Used Car Project.) (**T, EU2, EU3**)
- Audio to a silent movie (Ex: Donald Duck / Elephant’s Dream) (Major Project)(**T,EU2, EU3**)
- Final Project utilizing audio and MIDI sequencing. (Example, The Raven Project)(**T, EU2, EU3**)