

Course: *Tech in Music I*
Unit #: 3 - *The Evolution of Electronic Music*

Year of Implementation: 2021-2022

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/>

Unit Standards:

1.3E.12prof.Pr4a: Develop and explain the criteria used for selecting varied sound resources based on interest, music reading skills, and an understanding of the performer's musical and technological skill.

1.3E.12prof.Pr4b: Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.

1.3E.12prof.Pr4c: Identify the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.

1.3E.12acc.Pr4c: Demonstrate how understanding the style, genre, context, and use of digital tools and resources in a varied repertoire of music influences prepared or improvised performances and performers' ability to connect with audiences.

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

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

Transfer Goal: Students will be able to independently use their learning to *produce, present and perform music created using their experience, training and knowledge gained using digital tools.*

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. . .

EU 1

electronic music evolved over time to create new approaches to music creation.

EU 2

that technological advances have increased accessibility to electronic music creation.

EU 3

the historical relationship between the development of electronic music and social themes expressed in music that used them.

Essential Questions

EU 1

- Why were synthesizers and samplers invented?
- What types of technology spawned synthesizers and samplers?
- What sounds were originally created with synthesizers and samplers?

EU 2

- How are electronic musical instruments different today than when they were initially invented?
- What were some historically significant music technology breakthroughs and why were they so significant?

EU 3

- In what genres of music did synthesis and/or sampling first appear?
- In what genres are synthesizer/samplers used as the primary instrument?
- How did artists integrate synthesis/sampling into socially driven music?

Knowledge

Students will know . . .

EU 1

- the elements of synthesis. (1.3E.12prof.Pr4a)
- the elements of sampling. (1.3E.12prof.Pr4a)
- the function of synthesis in expressing ideas. (1.3E.12prof.Pr4a)
- the function of sampling in expressing ideas. (1.3E.12prof.Pr4a)

EU 2

- the role of synthesis and sampling in the creation of original music. (1.3E.12prof.Pr4a)

EU 3

- which synthesizers and samplers were found in certain styles of music (ex. West Coast Lead - Snoop Dogg, Super Saw- Future Bass music) (1.3E.12acc.Pr4c, 1.3E.12prof.Pr4c)

Skills

Students will be able to . . .

EU 1

- create new sounds from scratch with a digital synthesizer and sampler. (1.3E.12prof.Pr4c, 3E.12acc.Pr4c)
- Integrate a synthesizer and a sampler into various genres of music created by the student.

EU 2

- create original songs using synthesized sounds. (1.3E.12prof.Pr4a)
- create original songs using sampled sounds only. (1.3E.12prof.Pr4a)
- create original songs using a combination of synthesized and sampled sounds. (1.3E.12prof.Pr4a)

EU 3

- categorize the relationship between genres/eras of music and the synthesizers/samplers found in said music. (1.3E.12acc.Pr4c, 1.3E.12prof.Pr4c)
- emulate synthesizer sounds from historical hardware synthesizers/samplers used in said music. (1.3E.12acc.Pr4c, 1.3E.12prof.Pr4c)

Stage Two - Assessment

Other Evidence:

- *Listening Journals*
- *Performance Critique Discussions*
- *Tests/Quizzes on the elements of music*
- *Small projects on isolated elements of music and their combination*

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. {place A, M and/or T along with the applicable EU number in parentheses after each statement}

- *Review basic elements of crafting music with synthesizers such as Pitch, Timbre and Amplitude. (T, EU2)*
- *Trace the lineage of synthesis creating a slideshow. (A, EU1)*
- *Walkthrough of Ableton's Learning Synthesizers website. (A, M, EU 1, EU 2)*
- *Create a patch using a sample in a sampler. (M,T, EU 2, EU 3)*
- *Explore subtractive synthesis using tools in Reason and other DAW's. (A, EU1)*
- *Create a portfolio of sounds/patches created with a sampler/synthesizer.(M,T, EU 1)*
- *Create original patches using a subtractive synthesizer. (T,M, EU1)*
- *Analyze certain styles of music such as (West Coast Lead - Snoop Dogg, Super Saw- Future Bass music) creating the synthesizer sounds from these styles. (T,M, EU3, EU)*