

| Marking Period                                     | Unit Title   | Recommended Instructional Days   |
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| 3  | Electronic Music & Technology  | 45 - 90 days   |
| <i>Artistic Process:</i>                           | <b>Anchor Standard:<br/>General Knowledge &amp; Skills</b>   | <b>Recommended Activities, Investigations,<br/>                     Interdisciplinary Connections, and/or Student<br/>                     Experiences to Explore NJSL-S-VPA within Unit</b> |
| Creating<br>Performing<br>Responding<br>Connecting | <p><b>Anchor Standard 1: Generating and conceptualizing ideas</b></p> <p><b>Anchor Standard 2: Organizing and developing ideas.</b></p> <p><b>Anchor Standard 3: Refining and completing products.</b></p> <p><b>Anchor Standard 7: Perceiving and analyzing products.</b></p> <p><b>Anchor Standard 8: Interpreting intent and meaning.</b></p> <p><b>Anchor Standard 9: Applying criteria to evaluate products.</b></p> <p><b>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</b></p> <p><b>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</b></p> |  |
| <i>Artistic Practice:</i>                          | <b>Performance Expectation/s:</b>  |  |

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| <p><b>Creating</b></p> <ul style="list-style-type: none"><li>● Imagine</li><li>● Plan, Make</li><li>● Evaluate, Refine</li></ul> | <p><b>1.3A.8.Cr1</b><br/>a. Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme &amp; Variations) and expanded forms (e.g., introductions, transitions, and codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p> <p><b>1.3A.8.Cr2</b><br/>a. Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.</p> <p>b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p><b>1.3A.8.Cr3</b><br/>a. Evaluate, refine, and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form and use of sound sources.</p> <p>b. Present the final versions of documented a. personally and collaboratively created music that</p> | <p><b><u>Activity Description:</u></b></p> <p><b>Unit Title:</b> Electronic Music &amp; Technology</p> <p><b>Unit Overview:</b> In this unit students will explore the use of technology in music, studying not only the development of electronic musical instruments and the use of computers in music, but also the creative practices used within the genre of electronic music. Students will learn to use digital audio workstations and sequencers to record and produce their own music, becoming composers and music producers.</p> <p><b>Unit Duration:</b> One-Two marking periods (approximately 10-20 weeks)</p> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"><li>1. Students will get a brief introduction (gr. 6) or review (gr. 7-8) into the science of sound and learn about different electronic musical instruments.</li><li>2. Students will learn to use Soundtrap, an online digital audio workstation, to create music using premade loops, student recorded sounds, and MIDI synthesizers.</li><li>3. Students will learn how to manipulate the various elements of music including rhythm, harmony, bass, melody, dynamics, and form to create their own original music.</li><li>4. Students will develop their own creative process to hone their craft and develop their own sense of musicianship.</li></ol> <p><b>Sessions 1-2: The History of Technology in Music &amp; The Science of Sound.</b></p> <ul style="list-style-type: none"><li>● Students will discuss the science of sound, and should be able to understand how sound works, measuring pitch (frequency) and volume (decibels)</li><li>● Students will explore the sounds and development of early electronic instruments including the Telharmonium, the theremin, the Ondes-Martenot, the Hammond Organ, the RCA</li></ul> |
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| <p><b>Respond</b></p> <ul style="list-style-type: none"><li>● Select, Analyze</li><li>● Evaluate</li><li>● Interpret</li></ul> | <p>demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.</p> <p><b>1.3A.8.Re7</b><br/>a. Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.</p> <p>b. Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist or live performance).</p> <p>c. Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.</p> <p><b>1.3A.8.Re8</b><br/>a. Apply appropriate personally developed criteria to evaluate musical works or performances.</p> <p><b>1.3A.8.Re9</b><br/>a. Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures, and historical periods convey expressive intent.</p> | <p>Synthesizer I &amp; II, and the Fairlight Computer Music Instrument (CMI).</p> <p><b>Sessions 3-4: Intro (or Review) of Soundtrap &amp; the DAW</b></p> <ul style="list-style-type: none"><li>● Students will review the use of Soundtrap, working through the online course videos and completing small tasks assigned by the teacher that review the basic use of the Soundtrap app.</li><li>● By Grade 6 Students should be able to:<ul style="list-style-type: none"><li>○ search the loop browser based on keywords or sounds,</li><li>○ select major/minor loops;</li><li>○ manipulate loops within their tracks, cutting loops, looping loops, and adjusting the fade-in/out settings;</li><li>○ adjust the track loop settings (repeat bars);</li><li>○ identify the major parts of the workspace including the loop browser, track controls, chat controls, and the transport;</li><li>○ Set the colors of each track to correspond to the elements of music;</li><li>○ adjust the tempo and metronome settings;</li><li>○ zoom in and out;</li><li>○ add comments at specific parts of the song to label issues, newly developed skills, things they need help with, etc;</li><li>○ adjust the ruler and measure settings;</li><li>○ use the collaboration panel to write and reflect after each session, or to ask the teacher for help.</li></ul></li><li>● By Grade 7 Students should be able to:<ul style="list-style-type: none"><li>○ use the Beat Maker to create custom drum patterns,</li><li>○ use a microphone to record and adjust track recording settings,</li><li>○ use automation to automate volume, pan, and sweep</li><li>○ use the MIDI keyboard to create original melodies and/or harmony parts.</li></ul></li><li>● By Grade 8 Students should be able to:</li></ul> |
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| <p><b>Connecting</b></p> <ul style="list-style-type: none"> <li>Interconnect</li> </ul>   | <p><b>1.3A.8.Cn10</b><br/>                 a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>1.3A.8.Cn11</b><br/>                 a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> | <ul style="list-style-type: none"> <li>cut and manipulate tracks at a more advanced level, changing pitch, cleaning up and tuning vocals, add effects, and use the sampler.</li> </ul> <p><b>Session 4-7: Creating with Soundtrap</b></p> <ul style="list-style-type: none"> <li>Students will complete a short song example to demonstrate that they can use the newly learned skills.</li> <li>Students will follow a checklist that defines the project and outlines all skills and components of the project.</li> <li>Students will work on their mini-project for 2-3 weeks—in class and at home—and will reflect on their work and progress after every session, writing notes in the chat section so that they can work with the teacher and get feedback answering the following prompts:                         <ul style="list-style-type: none"> <li><i>What did I complete today? What did I like/dislike about my progress today? What did I have trouble with? What did I accomplish?</i></li> <li><i>What's next? What notes can I leave myself so I know what to do next when I jump back into this project?</i></li> </ul> </li> <li>Students should label and list all newly acquired skills and write a reflection using <i>I Like, I Wish</i> in the collaboration panel for teacher feedback.</li> </ul> <p><b>Sessions 8-9: Electronic Music: Artists, Music History &amp; Genres</b></p> <ul style="list-style-type: none"> <li>Students will watch a slide show that introduces important musicians, from a diverse background of races and cultures, including artists from the LGBT community.</li> <li>Students will explore and listen to a variety of artists and a variety of different genres of electronic music and discuss which genres and artists they most connect with and why.</li> <li>After watching the slideshow students will create their own multimedia presentation from a preset template that will include                         <ul style="list-style-type: none"> <li>a page for a photo and short biography</li> </ul> </li> </ul> |
| <p><b>Enduring Understanding/s:</b></p>   |   |  |
| <ol style="list-style-type: none"> <li>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</li> <li>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</li> <li>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to</li> </ol> | <ol style="list-style-type: none"> <li>How do musicians generate creative ideas?</li> <li>How do musicians make creative decisions?</li> <li>How do musicians improve the quality of their creative work?</li> <li>How do individuals choose music to experience? How does understanding the structure and context of music inform a response?</li> </ol>                       |  |

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| <p>music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</p> <p>5. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>6. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> | <p>5. How do we judge the quality of musical work(s) and performance(s)?</p> <p>6. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>  | <ul style="list-style-type: none"> <li>○ a page for the person’s important contributions in electronic music</li> <li>○ a page to list the person’s musical compositions</li> <li>○ a page where the student can discuss why this artist connected with them and why they chose this person</li> <li>○ a page for links - bibliography</li> <li>● Selections of artists per grade level:             <ul style="list-style-type: none"> <li>○ Grade 6 - <i>Blacktronika (Parts I &amp; II) Exploring Innovators of Color in Electronic Music</i> curated by King Brit</li> <li>○ Grade 7</li> </ul> </li> </ul> <p><b>Sessions 10: Preparing for the Final Project</b></p> <ul style="list-style-type: none"> <li>● For the final project students will complete an electronic music project on Soundtrap. The projects are listed below by grade level and can be differentiated to meet the skill levels of all students.</li> <li>● <b>Grade 6: <i>Exploring Conservation &amp; Nature through Music</i></b> <ul style="list-style-type: none"> <li>○ Students will create a multimedia, informative slide show that illustrates a specific natural environment with original music and information about conservation efforts.</li> </ul> </li> <li>● <b>Grade 7: <i>The “I Am” Song</i></b> <ul style="list-style-type: none"> <li>○ Students will complete the “I Am” poem, filling in the blanks to create a poem either about themselves, an historical figure that they relate to, or a fictional character that inspires them.</li> <li>○ Students will record and recite, or rap, the poem and create a song that uses loops and original melodies that reflect the character of the poem.</li> </ul> </li> <li>● <b>Grade 8: <i>Exploring Diversity &amp; Inclusion through Music: Meet Wendy Carlos: Transgender Pioneer and Electronic Music Icon</i></b> <ul style="list-style-type: none"> <li>○ Students will learn about and research Wendy Carlos, a trans musician who is noted for popularizing early</li> </ul> </li> </ul> |
| <p><b>Social and Emotional Learning:<br/> <i>Competencies</i></b></p>   | <p><b>Social and Emotional Learning:<br/> <i>Sub-Competencies</i></b></p>  |   |
| <p>SEL/Create<br/>             - (1) Generate and conceptualize artistic ideas and work.</p> <p>SEL/Respond</p>   | <p>SEL/Create<br/>             CONSOLIDATED EU<br/>             Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.</p> <p>CONSOLIDATED EQ<br/>             How do artists generate creative ideas?</p> <p>SEL/Respond<br/>             CONSOLIDATED EU</p> |   |

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| <p>- (7) Perceive and analyze artistic work.</p> <p>SEL/Connect</p> <p>- (11) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> | <p>Artists reflect, understand and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works.</p> <p>CONSOLIDATED EQ<br/>             How do artists comprehend and process creative experiences in ways that impact one’s perception and responses to personal life experiences?</p> <p>SEL/Connect<br/>             CONSOLIDATED EU<br/>             People develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through their interactions with an analysis of the arts.</p> <p>CONSOLIDATED EQ<br/>             What relationships are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work; and how does this knowledge connect us to the art around us and enhance literacy in the arts and connection to our communities?</p> | <p>electronic music with her groundbreaking <i>Hooked On Bach</i> recording.</p> <ul style="list-style-type: none"> <li>○ Students will also study and explore J.S. Bach and the Art of Fugue, learning how a fugue is created and the proper form.</li> <li>○ Students will create a multimedia presentation about Wendy Carlos and compose their own original short fugue.</li> </ul> <p><b>Interdisciplinary Connections:</b></p> <p><b>English/Language Arts</b></p> <ul style="list-style-type: none"> <li>● Integrate language arts skills into music composition by having students write and complete poems and practice reciting them for recording and music composition.</li> <li>● Discuss the use of prose and beat within a poem and how the spoken words can be aligned with the beat of the music.</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>● Collaborate with science teachers to explore the scientific principles of climate change, including greenhouse gas emissions, global warming, and the impact on ecosystems.</li> <li>● Engage students in discussions and activities that integrate scientific concepts with musical compositions, such as analyzing data on climate change trends and translating them into musical patterns or motifs.</li> </ul> |
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| <b>Assessments (Formative)</b><br><i>To show evidence of meeting the standard/s, students will successfully engage within:</i>  |   | <b>Assessments (Summative)</b><br><i>To show evidence of meeting the standard/s, students will successfully complete:</i>   |   |
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| <b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>Peer and self feedback following the <i>I like, I wish, What If?</i> prompts.</li> <li>Group listening and guided critique with the teacher</li> </ul>   |   | <b>Benchmarks:</b> <ul style="list-style-type: none"> <li>Regular recordings to document musical growth</li> <li>Written critiques and self-assessments</li> </ul><br><b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>In-class and/or Public Performances/Publications</li> <li>School/community/festival performances</li> <li>Final recordings and self-assessments</li> </ul> |   |
| <b>Differentiated Student Access to Content:<br/>                 Teaching and Learning Resources/Materials</b>   |   |   |   |
| Core Resources  | Alternate Core Resources<br><i>IEP/504/At-Risk/ESL</i>  | ELL Core Resources  | Gifted & Talented Core Resources  |
| Brian Laasko, <i>Alfred's Music Tech 101 (A Group Study Course in Modern Music Production Using Audio Technology)</i> , Alfred Music Publishing<br><br>Websites:<br><i>120 Years of Electronic Music</i> , <a href="https://120years.net/">https://120years.net/</a><br><br>Soundtrap EDU, <i>Student Resources</i> , <a href="https://edu.soundtrap.com/student-resources/">https://edu.soundtrap.com/student-resources/</a><br><br>Soundtrap EDU, <i>Lesson Plans &amp; Teacher Resources</i> , | Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quizzes or test to their individual needs, as well as to discuss whether or not homework is appropriate.<br><br>Provide access to an individual or classroom aide, when required by the student's IEP or 504, to improve student focus, comprehension and time on | Allow access to supplemental materials, including the use of online bilingual dictionaries.<br><br>Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs.   | Connect students to related talent development opportunities, often offered through area colleges and universities, with the assistance of guidance counselors. |

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| <p><a href="https://edu.soundtrap.com/teacher-resources/lesson-plans/">https://edu.soundtrap.com/teacher-resources/lesson-plans/</a></p> <p>Soundtrap EDU, <i>Culture Capsules</i>,<br/><a href="https://edu.soundtrap.com/teacher-resources/culture-capsules/">https://edu.soundtrap.com/teacher-resources/culture-capsules/</a></p> <p><i>I Am</i> project, Soundtrap EDU<br/><a href="https://edu.soundtrap.com/teacher-resources/lesson-plans/i-am-song/">https://edu.soundtrap.com/teacher-resources/lesson-plans/i-am-song/</a></p> <p>Google Arts &amp; Culture, <i>Music Makers Machines</i>,<br/><a href="https://artsandculture.google.com/project/music-makers-and-machines">https://artsandculture.google.com/project/music-makers-and-machines</a></p> <p>Google Arts &amp; Culture, <i>Early Pioneers of Electronic Music</i>,<br/><a href="https://artsandculture.google.com/story/OwWRWOUJpScspQ?hl=en">https://artsandculture.google.com/story/OwWRWOUJpScspQ?hl=en</a></p> <p>Google Arts &amp; Culture, <i>An Introduction to Electronic Music</i>,<br/><a href="https://artsandculture.google.com/project/intro-musicmakersmachines">https://artsandculture.google.com/project/intro-musicmakersmachines</a></p> <p>San Francisco Conservatory of Music, <i>Meet Wendy Carlos: Transgender Pioneer and Electronic Music Icon</i>,<br/><a href="https://sfc.edu/discover/newsroom/meet-wendy-carlos-transgender-pioneer-and-electronic-music-icon">https://sfc.edu/discover/newsroom/meet-wendy-carlos-transgender-pioneer-and-electronic-music-icon</a></p> | <p>task.</p> |  |  |
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**Supplemental Resources**

**Technology:**

- Assistive technology may be required for students with IEPs and 504s. Access to computers with screen readers, voice recognition software, and talking word processing applications may be beneficial. Some students with limited verbal abilities may require access to assistive communication devices and tablets that can be accessed through the school’s speech therapist.
- SMARTBoard
- Recording equipment

**Differentiated Student Access to Content:  
 Recommended *Strategies & Techniques***

| Core Resources   | Alternate Core Resources<br><i>IEP/504/At-Risk/ESL</i>  | ELL Core Resources  | Gifted & Talented Core  |
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| <ul style="list-style-type: none"> <li>• Offer resources to students in a variety of ways to accommodate for multiple learning styles.</li> <li>• Engage all learners through implementation of various resources including visual, audio, and tactile materials.</li> <li>• Provide easy access to course resources so the student can utilize materials within the classroom or at home to reiterate content learned within the course.</li> </ul> | <ul style="list-style-type: none"> <li>• Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners.</li> <li>• Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc).</li> <li>• Allow additional time to complete classwork as needed, when required according to students’ IEP or 504 plan. Break assignments up into</li> </ul> | <ul style="list-style-type: none"> <li>• Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified.</li> <li>• Provide access to preferred seating, when requested.</li> <li>• Check often for understanding, and review as needed, providing oral and visual prompts when necessary.</li> </ul> | <ul style="list-style-type: none"> <li>• Offer pre-assessments to better understand students’ strengths, and create an enhanced set of introductory activities accordingly.</li> <li>• Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically.</li> <li>• Propose interest-based extension activities and opportunities for extra credit.</li> </ul> |

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|  | <p>shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed.</p> <ul style="list-style-type: none"> <li>• Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments.</li> </ul> |  |  |
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| <p><b>NJSLs CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p> | <p><b>Disciplinary Concept:</b></p> <ul style="list-style-type: none"> <li>• Career Awareness and Planning</li> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem-solving</li> <li>• Global and Cultural Awareness</li> </ul> |  |  |
|  | <p><i>Core Ideas:</i></p>  | <p>Provide students with the necessary skills to make informed career decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.</p>  |  |
|  | <p><i>Performance Expectation/s:</i></p>   | <ul style="list-style-type: none"> <li>• There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace.</li> <li>• Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</li> <li>• With a growth mindset, failure is an important part of success.</li> <li>• Innovative ideas or innovation can lead to career opportunities.</li> <li>• Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</li> <li>• Solutions to the problems faced by a global society require the</li> </ul> |  |

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|  |  | contribution of individuals with different points of view and experiences. |
|  | <b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>   |  |
|  | <p><input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee.</p> <p><input checked="" type="checkbox"/> CRP2. Apply appropriate academic and technical skills.</p> <p><input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being.</p> <p><input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively and with reason.</p> <p><input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p><input checked="" type="checkbox"/> CRP6. Demonstrate creativity and innovation.</p> <p><input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies.</p> <p><input checked="" type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p><input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership and effective management.</p> <p><input checked="" type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals.</p> <p><input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity.</p> <p><input checked="" type="checkbox"/> CRP12 Work productively in teams while using cultural global competence.</p> |  |

| New Jersey Legislative Statutes and Administrative Code<br>(place an "X" before each law/statute if/when present within the curriculum map) |   |  |   |   |   |   |  |   |   |
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|   | Amistad Law:<br><i>N.J.S.A. 18A<br/>52:16A-88</i> |  | Holocaust Law:<br><i>N.J.S.A. 18A:35-28</i> | X | LGBT and Disabilities<br>Law: <i>N.J.S.A.<br/>18A:35-4.35</i> | X | Diversity & Inclusion:<br><i>N.J.S.A. 18A:35-4.36a</i> | X | Standards in Action:<br><i>Climate Change</i> |