



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Visual and Performing Arts

COURSE Music Technology and Audio Engineering I

Curriculum Development Timeline

School: Ocean Township High School

Course: Music Technology and Audio Engineering I

Department: Visual and Performing Arts

Board Approval	Supervisor	Notes
July 2014	Jayne VanNosdall	Born Date
August 2017	Valerie Sorce	Revisions
March 2019	Ian Schwartz	Name Change & Review
August 2020	Ian Schwartz	Alignment to Standards
August 2024	Erin Leahy	Updated to Include New State Mandate
August 2025	Erin Leahy	Revision

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COURSE Music Technology and Audio Engineering I

Ocean Township Pacing Guide			
Week	Unit	Week	Unit
1	Introduction to Digital Music Composition	21	Music Theory: Knowledge, Skills, and Application
2	Introduction to Digital Music Composition	22	Music Theory: Knowledge, Skills, and Application
3	Introduction to Digital Music Composition	23	Music Theory: Knowledge, Skills, and Application
4	Introduction to Digital Music Composition	24	Music Theory: Knowledge, Skills, and Application
5	Introduction to Digital Music Composition	25	Music Theory: Knowledge, Skills, and Application
6	Introduction to Digital Music Composition	26	Music Theory: Knowledge, Skills, and Application
7	Introduction to Digital Music Composition	27	Developing Advanced Composition Skills
8	Introduction to Digital Music Composition	28	Developing Advanced Composition Skills
9	Introduction to Digital Music Composition	29	Developing Advanced Composition Skills
10	Introduction to Digital Music Composition	30	Developing Advanced Composition Skills
11	Introduction to Digital Music Composition	31	Developing Advanced Composition Skills

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COURSE Music Technology and Audio Engineering I

12	Introduction to Digital Music Composition	32	Developing Advanced Composition Skills
13	Introduction to Digital Music Composition	33	Developing Advanced Composition Skills
14	Music Theory: Knowledge, Skills, and Application	34	Developing Advanced Composition Skills
15	Music Theory: Knowledge, Skills, and Application	35	Developing Advanced Composition Skills
16	Music Theory: Knowledge, Skills, and Application	36	Developing Advanced Composition Skills
17	Music Theory: Knowledge, Skills, and Application	37	Developing Advanced Composition Skills
18	Music Theory: Knowledge, Skills, and Application	38	Developing Advanced Composition Skills
19	Music Theory: Knowledge, Skills, and Application	39	Developing Advanced Composition Skills
20	Music Theory: Knowledge, Skills, and Application	40	Developing Advanced Composition Skills

Core Instructional & Supplemental Materials including various levels of Texts

Teaching Music Through Composition - Barbara Freedman

Using Technology to Unlock Musical Creativity - Scott Watson

Using Pro Tools in Music Education - Robin Hodson

Mixing in Pro Tools - Brian Smithers

Music First

Newsela - Articles and Text Sets Differentiated by Reading Level (Struggling Learners;

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Advanced Learners)

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COURSE Music Technology and Audio Engineering I

Time Frame	Unit 1: 6 Weeks
Topic	
Introduction to Digital Music Composition	
Alignment to 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. 1.3E.12prof.Cr3b: Share compositions or improvisations that demonstrate musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas. 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.12prof.Pr6b: Demonstrate an understanding of the context of music through prepared and improvised performances. 1.3E.12prof.Re7b: Explain how knowledge of the structure (e.g., repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response. 1.3B.12prof.Cn10a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
Learning Objectives and Activities	
SWBAT answer the following questions: • What are the different entry methods for inputting music? • What are the different functions of our Digital Audio Workstations (Soundation, Audacity, FL Studio, & Pro Tools)? • How can I use pre-loaded tracks in my own composition? • How can I use the different input methods to create original music? • What makes up a song? • What are the different rhythmic and melodic notation symbols? SWBAT demonstrate understanding of the following:	

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COURSE Music Technology and Audio Engineering I

- Demonstrate ability to add software instrument tracks
- Demonstrate ability to add pre-recorded loops
- Demonstrate ability to create melodies from pre-recorded material by selecting and editing loops
- Demonstrate understanding of AB Form by analyzing and mapping a contemporary piece of music and by creating a composition using loop melodies
- Demonstrate understanding of reading basic rhythms by singing, clapping, and playing
- Demonstrate ability to peer critique other pupil's work and provide feedback

Learning Activities:

- Tour of the Software for Music Creation
- Using Loops
- Recording Drum Tracks
- Composing Drum and Percussion Beats
- Writing Melodies
- Melodic Variations Using Rhythmic Alterations
- Composing with Original Regions
- Peer Critique
- Student lead discussion about audio engineering and the careers/opportunities associated with it
- Student lead discussion about the different DAWs available
- Individualized note taking
- Peer Critique
- Hands-on exploration and practice with editing and creating audio tracks
- Students create and compose melodies using prerecorded loops in different song forms
- Student reflection on possible careers in the audio engineering field

Assessments

Formative:

- Written Quiz
- Review Quiz Games
- Career Research

Alternative:

- Peer Critique
- Reflection writing
- Observation of class discussion

Summative:

- Written reflection on careers in audio engineering

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- Student-created/composed melodies

Interdisciplinary Connections

Student lead discussion about audio engineering and the careers/opportunities associated with it:

SL.PE.9-10.1. A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.PE.9-10.1. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Career Readiness, Life Literacies, and Key Skills

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.7 Describe how technology and technical support enhance performing arts productions.

Technology Integration

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Students will access and assess Soundation, Audacity, FL Studio, & Pro Tools software programs to further investigate lesson concepts.

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

Students will access and assess digital resources to conduct research and investigations which extend their knowledge.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Additional resources and extension activities will be posted on Google Classroom or other

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COURSE Music Technology and Audio Engineering I

collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

Students will collaborate on several different projects, selecting a new partner each time to practice working with different people.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Students will research and discuss copyright laws and the legal consequences for using someone else's work without their permission

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

Desktop Computer Workstation

Speakers

Headphones

MIDI Keyboard

USB Microphone

Library of Different Pre-Recorded Loops

ELMO

Projector

Digital Audio Workstation (Soundation, Audacity, FL Studio, & Pro Tools)

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

Time Frame	Unit 2: 7 Weeks
Topic	
Music Theory: Knowledge, Skills, and Application	
Alignment to Standards	

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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.

1.3E.12prof.Cr3b: Share compositions or improvisations that demonstrate musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.

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.12prof.Pr6b: Demonstrate an understanding of the context of music through prepared and improvised performances.

1.3E.12prof.Re7b: Explain how knowledge of the structure (e.g., repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.

1.3B.12prof.Cn10a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Learning Objectives and Activities

SWBAT answer the following questions:

- How does music influence a scene?
- How can Sound FX be used to tell a story?
- How can I use pre-recorded material to compose new music?
- How can I use standard music notation in my DAW?
- What different media can I compose for?
- How can the speakers being used impact the length and content of my piece?

SWBAT demonstrate understanding of the following:

- Demonstrate understanding of how sounds create imagery
- Demonstrate understanding of creating two-dimensional space in their tracks
- Understand and be able to identify whole steps, half steps, and basic intervals on the piano keyboard
- Understand how to build a major scale starting on any note
- Demonstrate knowledge of song form by analyzing and comparing two given pieces of music
- Demonstrate understanding of how to manipulate MIDI to create an original piece
- Demonstrate knowledge of how to use basic improvisation over accompaniment
- Demonstrate understanding of the relationship between the tonic and dominant intervals

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- Demonstrate understanding of the difference between major, minor, diminished, and augmented triads
- Demonstrate understanding of basic chord progressions using the I, IV, and V chords and the 12-bar blues progression
- Demonstrate ability to peer critique other pupil's work and provide feedback

Learning Activities:

- Improvisation
- Using the tools within the DAW to create two-dimensional space on the track
- Utilize different Sound FX to create different effects
- Basic comprehension of the piano keyboard
- Critique of different musical pieces
- Writing Melodies
- Peer Critique
- Student lead discussion about art and how it can influence music
- Student lead discussion standard music notation and the different forms a song can be written in
- Individualized note taking
- Peer Critique
- Hands-on exploration and practice with editing and creating audio tracks
- Students create and compose original melodies in different song forms
- Students will manipulate MIDI to create an original piece
- Student reflection on pieces composed

Assessments

Formative:

- Written Quiz
- Review Quiz Games

Alternative:

- Peer Critique
- Observation of class *discussion
- Student-teacher conferences
- Reflection

Summative:

- MIDI compositions

Interdisciplinary Connections

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COURSE Music Technology and Audio Engineering I

**Students lead discussion about art and how it can influence music;
Students lead discussion standard music notation and the different forms a song can be written in:**

SL.PE.9-10.1. A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-AV.2 Demonstrate the use of basic Career Readiness, Life Literacies, and Key Skills 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-PRE.7 Describe how technology and technical support enhance performing arts productions.

Technology Integration

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Students will access and assess Soundation, Audacity, FL Studio, & Pro Tools software programs to further investigate lesson concepts.

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

Students will access and assess digital resources to conduct research and investigations which extend their knowledge.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

Students will collaborate on several different projects, selecting a new partner each time to practice working with different people.

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COURSE Music Technology and Audio Engineering I

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Students will research and discuss copyright laws and the legal consequences for using someone else's work without their permission

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

Students will research and discuss different technologies available that will help minimize the effect of climate change

9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.

Desktop Computer Workstation

Speakers

Headphones

MIDI Keyboard

USB Microphone

Audio Clips

Library of Different Pre-Recorded Loops

ELMO

Projector

Digital Audio Workstation (Soundation, Audacity, FL Studio, & Pro Tools)

Internet Access

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

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COURSE Music Technology and Audio Engineering I

Time Frame	Unit 3: 6 Weeks
Topic	
Developing Advanced Composition Skills	
Alignment to 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. 1.3E.12prof.Cr3b: Share compositions or improvisations that demonstrate musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas. 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.12prof.Pr6b: Demonstrate an understanding of the context of music through prepared and improvised performances. 1.3E.12prof.Re7b: Explain how knowledge of the structure (e.g., repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response. 1.3B.12prof.Cn10a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
Learning Objectives and Activities	
SWBAT answer the following questions: • How can I extend the melody using notes that are outside the basic chord? • How will my composition sound being played on a live instrument? • How can I transcribe my composition from MIDI to standard musical notation? • How can art influence music? • How can I compose a melody while incorporating existing music • How can I alter how the sound is played using EQ? • How can I market my CD in the music industry? SWBAT demonstrate understanding of the following: • Demonstrate knowledge of notes in a scale and a chord in a given key • Demonstrate knowledge of standard notation by composing for a solo instrument	

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- Demonstrate understanding of rondo form
- Demonstrate understanding of editing prerecorded audio into an original composition
- Demonstrate understanding of manipulating EQ
- Demonstrate understanding of alternate recording processes such as radio commercials and podcasts
- Demonstrate knowledge of marketing CDs in the music industry
- Demonstrate knowledge of syncing music to video
- Demonstrate ability to peer critique other pupil's work and provide feedback

Learning Activities:

- Improvisation
- Using the tools within the DAW to create two-dimensional space on the track
- Utilize different Sound FX to create different effects
- Advanced comprehension of the piano keyboard
- Understanding and composing in different song forms
- Using EQ to enhance a track
- Recording different media forms
- Composing music that relates and syncs to a video clip
- Critique of different musical pieces
- Writing Melodies
- Marketing CDs
- Peer Critique
- Student lead discussion about two- and three-dimensional space in music
- Student lead discussion about EQ and altering the output of a track
- Student lead discussion (in collaboration with marketing class) about different strategies for marketing CDs
- Students will collaborate with art classes to create an album cover for their CD
- Individualized note taking
- Peer Critique
- Hands-on exploration and practice with editing and creating audio tracks
- Viewing video and adding music and Sound FX behind video
- Student reflection on pieces composed
- Students create an Aural report on a topic in music
- Digital portfolio update

Assessments

Formative:

- Written Quiz
- Review Quiz Games

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Alternative:

- Observation of class discussion
- Peer Critique
- Written reflection on student compositions

Summative:

- Aural report on topic in music

Benchmark:

- Written project critique

Interdisciplinary Connections

Student written reflection on pieces composed:

W.RW.9-10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- Collaborate with Music Department to have Instrumental and Vocal Music students perform solo instrument pieces
- Collaborate with Business/Marketing Classes on how to market student CDs
- Collaborate with Art Department to create an album cover for student CDs

Career Readiness, Life Literacies, and Key Skills

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.7 Describe how technology and technical support enhance performing arts productions.

Technology Integration

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

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9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

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9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

Students will research and discuss different technologies available that will help minimize the effect of climate change

9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.

Desktop Computer Workstation

Speakers

Headphones

MIDI Keyboard

USB Microphone

Video Clips

Audio Clips

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Library of Different Pre-Recorded Loops

ELMO

Projector

Digital Audio Workstation (Soundation, Audacity, FL Studio, & Pro Tools)

Internet Access

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson

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- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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