

Unit 5: Electronic Music and Performance

24 Class Meetings

Revised May 2026

Essential Questions

- How can technology be used to create music?
- How can music become a lifelong experience?

Enduring Understandings with Unit Goals

EU 1: Technology can be used in a variety of ways to enhance composition and performance.

- Arrange technology in an efficient way to create a recording set up.
- Design and develop multimedia production.

EU 2: Music can be a lifelong experience through hobbies, experiences, or careers.

- Assess the legal and logistical aspects of creating music.
- Predict the various ways students can keep music in their lives after graduation.

Standards

Common Core State Standards:

MU:Cr1.1.T Generate and conceptualize artistic ideas and work.

MU:Cr2.1.T Organize and develop artistic ideas and work.

MU:Cr3.2.T Refine and complete artistic work.

MU:Pr4.1.T Analyze, interpret, and select artistic work for presentation.

MU:Pr5.1.T Develop and refine artistic work for presentation.

MU:Pr6.1.T Convey meaning through the presentation of artistic work.

MU:Re7.1.T Perceive and analyze artistic work.

MU:Re8.1.T Interpret intent and meaning in artistic work.

MU:Re9.1.T Apply criteria to evaluate artistic work.

MU:Cn10.0.T Synthesize and relate knowledge and personal experiences to make art.

MU:Cn11.0.T Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

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Unit Content Overview

1. Composing with Equipment

- Compare and Contrast musical equipment.
- Create music using various equipment.
- **Vocabulary-** Industry

2. Electronic Artists and Genres

- Analyze work of electronic artists.
- Define electronic music genres.
- Create music inspired by electronic music.

3. Recording Technology

- Produce recorded sounds with new technology
- Create a manual for using recording technology
- **Vocabulary-** Record, Sequencing, Quantize, Synthesizer, Resonance, Equalization, Balance, Programming, Performance

4. Music in Our Lives

- Understand common legal and logistical occurrences in the modern music industry.
- Compare and contrast various career paths in the music industry.
- Evaluate the role music may play in students' lives after graduation.
- **Vocabulary-**

Interdisciplinary Connection:

- Language Arts - Word Problems
- Science – Word Problems

Daily Learning Objectives with *Do Now Activities*

Students will be able to...

- Explain the history of electronic music and electronic music artists.
- Define and name electronic music genres (trance, house, techno, dubstep, etc.)
- Compose music in the style of a given genre.
- Identify components that make up an electronic ensemble.
- Discover the history and evolution of electronic ensembles.
- Compare and contrast different equipment that is used in electronic ensembles and recording studios.
- Relate terminology with physical equipment.
- Compose a brief melody using the sequencing technique.
- Generate various sounds and musical ideas through recording technology.

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- Collect key aspects of electronic ensembles.
- Design a beginner's manual for new electronic ensemble members.
- Explain aspects of beginner's manual through presentation.
- Demonstrate how to use various pieces of equipment such as audio interfaces, MIDI keyboards, and recording microphones.
- Assemble a full recording set up for electronic ensembles.
- Generate new musical ideas using familiar and unfamiliar technology.
- Defend musical decisions in peer review.
- Analyze legal aspects of the music industry.
- Compose a musical work using common recording equipment.
- Create a live performance of musical works.
- Summarize thoughts on creative process in verbal and written reflection.
- Explore the numerous ways music can be a part of everyday life.
- Compare and contrast career paths in the music industry.
- Evaluate the role of music in our lives.

Instructional Strategies/Differentiated Instruction

- Lectures with notes
- Guided notes
- Student-led instruction
- Independent problem-solving
- Collaborative problem-solving
- Cross-curricular problem solving (independent and collaborative)
- Accountable Talk
- Homework

EL Strategies

- Word walls
- TWPS (Think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit modeling
- Key Vocabulary
- Graphic organizers
- Strategic grouping
- Non-verbal Assessments

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Assessments

FORMATIVE ASSESSMENTS:

- Warm-ups
- Mid-class check-ins
- Exit Slips
- Accountable Talk Discussions
- Do Now
- Student-led instruction

SUMMATIVE ASSESSMENTS:

- DJ Setlist

Unit Task

Unit Task Name: DJ Setlist

Description: Using the information learned about careers in digital and electronic music, students will be tasked with creating a DJ setlist for a chosen event. Students will be given a “job board” with gigs that require a DJ, such as a wedding, school dance, or block party. They will have access to a bank of songs and must select 5-10 songs that meet the needs of their chosen job (EU2). Using the skills learned in this unit, as well as in the prior remix and mash-up unit, students will arrange their selected songs in Soundtrap and produce with transitions, production effects, and other strategies (EU1).

Evaluation: Summative Assessment and Future Rubric in 2026-2027 school year

Unit Resources

- Worksheets
- Soundtrap
- MIDI grid controller
- Recording Equipment
- Audio Interface
- MIDI Keyboard
- Laptops