

Course: Music Production 1 Unit #1: <i>Music Creation</i>	Year of Implementation: 2026-2027
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Stage One - Desired Results	
Link(s) to New Jersey Student Learning Standards for this course: https://www.state.nj.us/education/cccs/2020/	
● 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. ○ 1.2.12prof.Cr2a: Organize and design artistic ideas for media arts productions ○ 1.3B.12prof.Cr2a: Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines. ○ 1.3B.12prof.Cr2b: Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary). ○ 1.3E.12acc.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. ○ ● 2020 NJSL Standards: Career Readiness, Life Literacies, and Key Skills Introduction ○ 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task. ○ 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving. https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf ● English Companion Standards	

- WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Interdisciplinary Content Standards

- 6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
- 6.3.12.CivicsPD.1: Evaluate the role of civic symbols (e.g., the flag, national anthem, pledge), civic holidays, and other forms of civic expression in shaping and sustaining civic and national identity.
- 8.1.12.DA.2: Describe the trade-offs in how and where data is organized and stored.
- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion [\(N.J.S.A. 18A:35-4.36a\)](#) A board of education shall incorporate instruction on

diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) [P.L.2021, c.410](#) Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <https://www.nj.gov/education/amistad/about/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently apply technical and creative skills to produce original music that expresses their personal voice and communicates meaning to a broader audience.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/academics/curriculum>

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

Enduring Understandings

Students will understand that. . .

EU 1

music creation requires attention to various musical elements.

EU 2

Essential Questions

How do elements of music work together to complete a piece of music that allows for self-expression?

music creation is a process influenced by a variety of sources. <i>EU 3</i> music creation is a process that allows for self-expression.	How would one source the influences that create your musical style?
<u>Knowledge</u> <i>Students will know . . .</i> <i>EU 1</i> • how elements of music interwork to create a complete piece of music (1.3E.12prof.Cr2a) • The difference midi and audio data (1.2.12prof.Cr2a, 8.1.12.DA.2) • keyboard shortcuts on a Mac (9.4.12.TL.1,WHST.9-10.7) <i>EU 2</i> • how music of particular regions and time periods share similar aspects (1.3E.12prof.Cr3a,WHST.9-10.7) • what music styles they like/dislike and why (1.3E.12acc.Cn10a) <i>EU 3</i> • how to describe musical affect and compare audio to their own expectations (1.3E.12prof.Cr3a) • that tempo impacts the intent of music (1.3E.12prof.Cr2a)	<u>Skills</u> <i>Students will be able to. . .</i> <i>EU 1</i> • create and adjust audio regions to convey melody, harmony, rhythm, etc. (1.3E.12prof.Cr1a) • align audio and midi loops in a sequence. (1.3E.12prof.Cr1a) <i>EU 2</i> • create audio samples that satisfy a predetermined objective or expectation (1.2.12prof.Cr2a) • access and stream music for reference(1.3E.12acc.Cn10a) <i>EU 3</i> • use music software to adjust details about projects to better meet their own expectations (1.3E.12prof.Cr3a, 9.4.12.CT.) • how to tell when their tracks align with a pulse/tempo(1.3E.12acc.Cn10a)
Stage Two - Assessment	
<u>Other Evidence:</u> • Digital Listening Journals • MIDI Arrangement Project • Automation of Volume and Pan • Bouncing Audio • Dubbing/Scoring Film	

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. All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

- Importing audio in a software DAW (A, EU1, EU2)
- Identify and describe the purpose of each area of a Digital Audio Workstation (A, EU1, EU2)
- Aspects of a DAW: Zooming in and out for precision in the arrange window; Cutting /Joining audio files (A, EU1, EU2)
- Create and export an audio file (A, M EU2)
- Setup a Digital Audio Workstation (M, EU1)
- Perform a drum beat using a MIDI keyboard (A, M EU1)
- 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)
- Create a "Mashup" of two songs using audio imported from the internet (T, EU2, EU3)
- Editing Audio and importing sound effects into projects. (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)
- Edit a recording of the Pledge of Allegiance, that is purposely incorrect, to have it play back properly (M, T EU2)
- Apply effects processors to an audio track (A, M, T EU1, EU2, EU3)

Pacing Guide

<i>Unit #</i>	<i>Title of Unit</i>	<i>Approximate # of teaching days</i>
1	Music Creation	55
2	Evolution of Electronic Music	35
3	Studio Techniques	45

Instructional Materials

- Digital Audio Workstations
- Logic, Other DAW (Ableton, FL Studios, etc)
- Midi keyboard controllers and control surfaces
- Stereo monitor speakers
- Mac computers
- Wired on-ear headphones
- Microphones
- Drum Machine
- USB DJ Mixer
- Library of Congress sound files
- Adapters, dongles, cables congruent with latest technologies

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.