

Course: Music Production 1 Unit #3: <i>Studio Techniques</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: ○ Content 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. ○ 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 specified 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 ○ Interdisciplinary Content Standards ■ 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.	

- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- ***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 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): <https://www.lrhdsd.org/academics/curriculum>

2. Understand the principles that govern the elements of music
3. Apply acquired knowledge to make sense of unfamiliar music in order to persevere in listening to, performing, and/or composing independently and collaboratively
4. Critique and be critiqued in a helpful and ethical manner

Enduring Understandings

Students will understand that. . .

EU 1

the role of a producer is independent from the role of a musician.

EU 2

Essential Questions

- How can available resources, plug-ins, and materials be used to adjust and influence an audio project?
- How do context and the manner in which a musical work is presented influence audience response?

knowledge of a digital audio workstation and its features creates opportunity for self-expression and artistry,	
<u>Knowledge</u> Students will know . . . EU 1 - the elements of music (harmony, melody, rhythm, form, etc.) and their role in expressing ideas. (1.3E.12prof.Pr4a) - systems of analysis. (1.3E.12acc.Pr4c) - how to critique in a constructive way. (1.3E.12prof.Pr4a) - reviewing and revising their work will produce a better performance/presentation. (1.3E.12acc.Pr4c:) EU 2 - where the influence of songs they listen to is rooted. (1.3E.12prof.Pr4c) - how their music would fit into the lineage of a genre. (1.3E.12prof.Pr4c) - ways to vary their setlist for live performance. (1.3E.12acc.Pr4c) - 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. (1.3E.12acc.Pr4c)	<u>Skills</u> Students will be able to. . . EU 1 - identify and describe the elements of music. (harmony, melody, rhythm, form, etc.)(1.3E.12prof.Pr4a) - explain how to analyze a performance and provide feedback for further improvement.(1.3E.12prof.Pr4a) - develop criteria to select sound resources to study based on interest (1.3E.12acc.Pr4c:) - apply criteria to select sound resources to perform based on interest (1.3E.12acc.Pr4c:) - use their skill as a performer and the understanding of musical characteristics to review and revise their work (1.3E.12acc.Pr4c:) - use digital tools to review and revise their work (1.3E.12acc.Pr4c:) EU 2 - produce music that is indicative of a certain genre.(1.3E.12prof.Pr4c) - listen and identify what makes a certain song fit into a genre.(1.3E.12prof.Pr4c) - string together a playlist of original work made up of varying styles.(1.3E.12prof.Pr4c) - critique, using musical criteria, the quality of a work or a performance.(1.3E.12prof.Pr4c)

- formulate an opinion applying musical criteria on how a musical work or performance communicates, or doesn't communicate emotion to an audience.(1.3E.12prof.Pr4c)

Stage Two - Assessment

Other Evidence:

- Digital 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**. 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**

- Listen to major/minor chords and establish how they typically convey specific emotions (A, EU1)
- Apply new understanding of music fundamentals to enhance a project from Unit 1 such as: harmony, melody, rhythm, form, etc. (T, EU1)
- Recreate drum grooves within different genres (M,EU2)
- Review basic elements of melody, harmony, and form as they are applied in a new DAW (T, EU1)
- **Trace the lineage of certain drum grooves through the study of genre (A, EU2)**
- Utilize original patterns in a step sequencer to identify how the swing function changes the style of a song (M, T, EU3)
- Examine and utilize standard chord progressions to harmonize an earlier melodic project. (M,
- Examine and utilize various chord progressions to create original songs. (M, T, EU1)
- Transcribe an existing drum pattern of a choice song and build an original song around the structure of the beat (T, EU 2)
- Explore how a band/artist can have a consistently personal "sound" throughout different songs. (T, EU2)
- **Use AI to generate a chord progression in the style of particular artists to kickstart an original (T, EU2)**
- Edit an existing song from unit 1 to be more characteristic of the genre it was intended to convey (M, T, EU 1)

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Music Creation	70
2	Evolution of Electronic Music	35
3	Studio Techniques	30

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.