

Course: Music Production 2 Unit #1: <i>Capturing Audio</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.Re7a: Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose. ■ 1.3B.12prof.Pr6a: Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent. ■ 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. ■ 1.3E.12adv.Re7b: Justify (by using examples) how an analysis of the structural characteristics, context, and technological and creative decisions, informs interest in and response to the music. ■ 1.3D.12adv.Cr2a: Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of compositions and improvisations in a variety of styles as well as stylistically appropriate harmonization for given melodies. ○ 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 (e.g., W.11-12.6.). ■ 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. ■ 9.1.2.FP.2: Differentiate between financial wants and needs ■ 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them. ○ https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf ○ English Companion Standards	

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.

- ***Interdisciplinary Content Standards***

- HS-PS4-4: Evaluate the validity and reliability of claims about the effects of different frequencies of electromagnetic radiation when absorbed by matter.
- HS-PS4-5: Communicate technical information about how technological devices use wave behavior and interactions with matter to transmit and capture information and energy.

- ***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 their understanding of recording technologies and techniques to capture high-quality sound in a variety of professional and creative settings.

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 interdependently.

Enduring Understandings

Students will understand that. . .

EU 1

Essential Questions

the quality of recorded audio is affected by a variety of parameters. <i>EU 2</i> the quality and methods in which sound is recorded can have a broad impact on the intent of the material.	What equipment is required to effectively capture sound at the intended fidelity? How does recording quality influence the perception of a piece of recorded audio?
<u>Knowledge</u> <i>Students will know . . .</i> <i>EU 1</i> • there are various steps in the recording chain.(1.3B.12prof.Pr6a) • differences between a dynamic and condenser microphone.(1.3E.12prof.Re7b) • differences between microphone cables.(1.3E.12prof.Re7b) • the difference in value points of equipment (NJSLSA.W7) • mic placement alters the product of recorded sound. (1.3E.12prof.Re7b) • the name effect of usable FX within various programs. (1.3E.12prof.Re7b) • abilities and limitations of different hardware & DAW's(1.3E.12prof.Re7b) <i>EU 2</i> • differences between bit-rates. (1.3C.12prof.Cr1a) • the way filters can alter intent of recorded sounds (1.3E.12adv.Re7b). • personal bias for or against low-quality recordings (1.3E.12prof.Re7a)	<u>Skills</u> <i>Students will be able to. . .</i> <i>EU 1</i> • set up microphones and cables for a recording session.(1.3E.12adv.Re7b) • choose the correct microphone for the recording session. (1.3E.12adv.Re7b) • configure the DAW for the recording session. (1.3E.12prof.Re7b) • determine proper microphone configuration for a recording session (9.4.12.TL.1) • identify different microphone polar patterns (9.4.12.TL.1) • apply the punch in and overdub processes to an audio recording (1.3E.12prof.Re7b). • make a single-track recording (1.3D.12adv.Cr2a) • record additional tracks (1.3D.12adv.Cr2a) • record multiple tracks (1.3D.12adv.Cr2a) <i>EU 2</i> • research costs and reviews of audio equipment (9.1.2.FP.2, 9.1.2.RM.1). • evaluate recording equipment (9.4.12.TL.1). • prioritize purchases based on a given budget (9.1.2.FP.2) • design a personal studio (9.4.8.TL.3). • create a studio budget (9.1.2.FP.2).

Stage Two - Assessment	
<u>Other Evidence:</u> • Small projects • Test and quizzes • Diagram or model of signal flows • Teacher/ Peer Critique of in-class recordings	
Stage Three - Instruction	
<u>Learning Plan:</u> 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 • Chart the signal flow from microphone to DAW (A, EU1) • Teacher-directed discussion on the differences between dynamic and condenser microphones, and microphone patterns (A, EU2) • Run the same recorded audio source through different sound equipment to compare differences (A, EU1) • Teacher-directed discussion on proper input and output configurations in a DAW (A, EU1) • Create an itemized comparison of recording equipment (A, EU1) • Capture a multi-track recording of peers speaking or singing in class (M, EU1) • Record reading of poem for later alteration (M, EU1) • Students analyze the recording quality of their own voice, at different sample rates (T, EU1) • Design a DAW set-up for a recording session (T, EU1) • Recording live instruments from band or orchestra students (T, EU2)	

Pacing Guide

<i>Unit #</i>	<i>Title of Unit</i>	<i>Approximate # of teaching days</i>
1	Capturing Audio	60
2	Sound Manipulation	75

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
- Condenser, Dynamic, and Cardioid Microphones
- Soundproofing Materials
- Portable Recording Booth
- Library of Congress sound files

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.