DIGITAL MUSIC Curricular Document

Digital Music Production & Artistry Information	
CURRICULUM/CONTENT AREA	**COURSE LENGTH**
Music	One term
GRADE LEVEL	**DATE LAST REVIEWED**
9-12	Music Comprehensive Program Evaluation, June 2025
PREREQUISITE(s) ***if applicable***	**BOARD APPROVAL DATE**
NA	February 2026
PRIMARY RESOURCE ***if applicable***	
Soundtrap.com	

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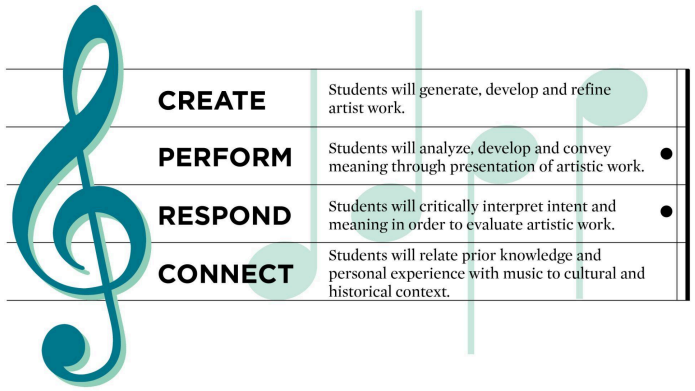
Course Desired Results

COURSE DESCRIPTION

This course introduces students to digital music creation and production using virtual instruments and music mixing software (Soundtrap). Students will explore the elements of music—melody, harmony, rhythm, timbre, texture, and form—while developing original compositions, recordings, and collaborative projects.
Students will experiment with layering, audio effects, sampling, and recording techniques, apply musical concepts creatively, and reflect on expressive intent and cultural context. The course also explores careers in digital music, connecting technical skills to real-world applications and employability.
Projects may include songwriting, covers, recording and mixing original works, collaborative digital projects, ringtones or podcasts, and a final capstone project that demonstrates creativity, technical skill, and artistic intent.

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Music Standards



ENDURING UNDERSTANDINGS *Students will understand that....*	ESSENTIAL QUESTIONS *Students will keep considering....*
CREATING • The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. • Musicians' creative choices are influenced by their expertise,	• How do musicians generate creative ideas? • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? • When is creative work ready to share?

context, and expressive intent. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians' presentation of creative work is the culmination of a process of creation and communication.	
PRESENTING • Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire • Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. • Performers make interpretive decisions based on their understanding of context and expressive intent. • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	• How do performers select repertoire? • How does understanding the structure and context of musical works inform performance? • How do performers interpret musical works? • How do musicians improve the quality of their performance? • How do context and the manner in which musical work is presented influence audience response?
RESPONDING • Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. • Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. • Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	• How do individuals choose music to experience? • How does understanding the structure and context of music inform a response? • How do we discern musical creators' and performers' expressive intent? • How do we judge the quality of musical works and performances?
CONNECTING • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. • Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding	• How do musicians make meaningful connections to creating, performing, and responding? • How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?

POSTSECONDARY, CAREER, AND LIFE READINESS	
• Music provides pathways to career opportunities, and personal fulfillment throughout life.	• Why is career and life readiness important? • What are employability skills? How do I prepare myself for a career that is in demand now and in 5,10, or 20 years from now? • How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings?

COURSE PRIORITY STANDARDS

CREATE Standard Progression:

CREATE: Students will generate, develop, and refine artistic work.

	K-3	3-5	6-8	9-12
Priority Standard *Performance Indicator*				MG1.Cr.13.h: Design and develop musical compositions for voices or instruments.

CREATE Learning Targets:

- I can use a Digital Audio Workstation (DAW) to design original compositions that demonstrate understanding of musical elements (beat, tempo, melody, harmony, form).
- I can organize and layer sounds using loops, virtual instruments, or recorded audio to create a cohesive musical idea.
- I can apply musical forms (binary, ternary, arch) to structure digital compositions.
- I can develop short compositions that incorporate harmonic progressions and melodic phrases.
- I can refine and revise my compositions based on feedback from peers and the teacher.
- I can explain creative choices in my compositions using appropriate musical vocabulary.

PERFORM Standard Progression:

Perform: Students will analyze, develop, and convey meaning through the presentation of artistic work.

	K-3	3-5	6-8	9-12
Priority Standard *Performance Indicator*				MG2.P.18.h: Discuss own ideas and feedback of others to develop and implement strategies to address technical challenges.

PERFORM Learning Targets:

- I can explain my musical ideas clearly to my teacher and peers.
- I can give constructive feedback to my classmates about their digital music projects.
- I can listen to feedback and use it to improve my own compositions.
- I can identify technical challenges in my DAW projects (like timing, layering, or effects) and apply strategies to fix them.
- I can implement new solutions to overcome problems in my music projects after discussion and reflection.

	K-3	3-5	6-8	9-12
				MG2.P.19.h: Illustrate how the setting and elements of music contribute to the context and expressive qualities of the music.

PERFORM Learning Targets:

- I can use the elements of music to set a mood or create an image for the listener
- I can explain how my choice of loops, instruments, and sounds reflects the style or genre of the music.

	K-3	3-5	6-8	9-12
				MG2.P.20.h: Interpret and perform music from aural traditions and through standard and alternative notation with stylistic accuracy.

PERFORM Learning Targets:

- I can use diverse voices, instruments and inputs to perform music with appropriate style and genre conventions (e.g., techno, rock, hip hop) when creating or performing digital music.
- I can play or program musical parts in my DAW accurately according to rhythmic, melodic, and harmonic patterns.
- I can listen to examples of a genre and adapt my performance or digital composition to reflect stylistic characteristics.

RESPOND Standard Progression

Students will critically interpret intent and meaning in order to evaluate artistic work.

	K-3	3-5	6-8	9-12

				MG3.R.14.h: Illustrate understanding of contrasts and similarities of expressive elements in artistic work through discussion and written reflections.

RESPOND Learning Targets:

- I can identify similarities and differences in musical elements (beat, melody, harmony, texture) in my own and others' projects.
- I can explain how these elements create expressive effects in a piece of music.
- I can write or discuss reflections on why certain musical choices work well or could be improved.
- I can compare different musical styles (e.g., rock, hip hop, techno) and describe how expressive elements change in each.

	K-3	3-5	6-8	9-12
				MG3.R.15.h: Express musical ideas through verbal, movement, written, artistic, or technological means.

RESPOND Learning Targets:

- I can discuss musical ideas using proper music vocabulary.
- I can identify musical elements that are used to express musical ideas
- I can use technology (DAW, MIDI, loops, sound editing) to express my musical ideas effectively.

	K-3	3-5	6-8	9-12
				MG3.R.16.h: Analyze, critique, and evaluate musical performances, recordings, and compositions using appropriate music terminology, theory, and technology.

RESPOND Learning Targets:

- I can listen to my own and others' digital music projects and identify strengths and areas for improvement.
- I can use music terminology (e.g., melody, harmony, texture, form) to describe what I hear.
- I can apply basic music theory concepts to analyze compositions.
- I can use technology (DAW, audio playback, notation software) to support my analysis and evaluation.
- I can give constructive feedback to peers based on my analysis of their music and reflect on feedback from others to improve my musicianship.

CONNECT Standard Progression

Students will relate prior knowledge and personal experience with music to cultural and historical context.

	K-3	3-5	6-8	9-12
				MG4.Cn.13.h: Interpret the historical and cultural relationships between music and other disciplines.

CONNECT Learning Targets:

- I can describe how music relates to other subjects like technology, art, and media.
- I can explain how historical and cultural contexts influence musical choices in my projects.
- I can make connections between what I create in digital music and broader artistic or cultural trends.

CONNECT

	K-3	3-5	6-8	9-12
				MG4.Cn.14.h: Explain the relationship between performer and audience using grade appropriate music vocabulary

CONNECT Learning Targets:

- I can describe how the way I present my digital music affects how the audience experiences it.
- I can use music vocabulary to explain why certain musical decisions might impact listeners.
- I can reflect on my audience's response to my projects and adjust my music accordingly.

CONNECT

	K-3	3-5	6-8	9-12

				MG4.Cn.16.h Identify how the influence of two or more cultural traditions impact the genre and style of a piece of music.

CONNECT Learning Targets:

- **I can recognize elements from multiple cultural traditions in the music I listen to or create.**
- **I can explain how blending these cultural influences affects the style, genre, and feel of a piece.**
- **I can incorporate techniques or stylistic traits from different traditions into my own digital music compositions.**

CAREER & LIFE READINESS

- I understand employability skills and how technical knowledge and skills influence one's employability and advancement opportunities within various work settings.

CAREER CLUSTERS *most applicable to this course*	☐ Advanced Manufacturing ☐ Agriculture, Food & Natural Resources ☐ Architecture and Construction ☑ Arts, A/V Technology & Communication ☐ Business Management & Administration ☐ Digital Technology ☐ Education & Training ☐ Finance ☐ Government & Public Administration ☐ Health Science ☐ Hospitality & Tourism ☐ Human Services ☐ Law, Public Safety, Corrections & Security ☐ Marketing ☐ Science, Technology, Engineering & Mathematics ☐ Transportation, Distribution & Logistics
CAREERS *students will learn about*	**Careers in Music Production & Performance** • Music Producer

	• Engineer (audio, recording, mixing, mastering) • Sound Designer • Composer (for media, games, or concert music) • Arranger / Orchestrator • DJ / Electronic Music Artist • Beat Maker / Hip Hop Producer • Film, TV, or Video Game Music Composer **Careers in Music Technology & Audio** • MIDI Programmer • Sound Technician / Audio Technician • Music Software Developer / Plugin Designer • Digital Audio Workstation (DAW) Specialist • Audio Post-Production Specialist • Live Sound Engineer **Careers in Media & Creative Industries** • Podcast Producer • Music Video Producer / Editor • Multimedia Artist / Animator (with integrated music) • Social Media Content Creator (focused on music/audio) • Advertising / Commercial Jingle Composer **Careers in Education & Career Support** • Music Educator / Private Instructor (digital music, production) • Music Librarian or Archivist (digital music collections) • Workshop or Camp Instructor (music tech and production) **Other Emerging / Hybrid Careers** • Interactive Sound Designer (VR/AR experiences, apps, games) • Music Licensing Specialist • Audio Branding Consultant (brands, commercials, apps) • Independent Artist / Entrepreneur (self-releasing music, managing a home studio)
POSTSECONDARY EDUCATION & TRAINING OPTIONS	**INDUSTRY RECOGNIZED CREDENTIALS**: ☐ Avid Pro Tools Certification (for recording and mixing) ☐ Ableton Certified Training (for electronic music performance and production) ☐ Apple Logic Pro Certification ☐ Certified Audio Engineer / Recording Arts Certificates ☐ Certifications in MIDI, Audio Plugins, or Sound Design tools **DUAL CREDIT OPPORTUNITIES**

	☐ **CAREER BASED LEARNING OPPORTUNITIES** ☐ Job shadowing with music producers, audio engineers, or sound designers ☐ Internships at recording studios, radio stations, or local performance venues ☐ Field trips / virtual tours of professional studios or music tech labs ☐ Participation in music competitions, showcases, or industry networking events ☐ Student-led projects that simulate real music production work, such as producing a podcast, remixing commercial music, or creating music for media

UNIT 1: Elements of Music & Understanding the DAW

Students will be introduced to the foundations of digital music creation through exploration of the elements of music and hands-on work in a Digital Audio Workstation (DAW), such as Soundtrap. They will learn how to navigate the platform, create tracks using loops and original ideas, and apply key concepts of rhythm, melody, harmony, and form. Students will produce short projects that demonstrate their ability to organize sounds meaningfully and expressively while developing technical fluency and musical understanding.

UNIT 1 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

- ➔ How do musicians generate creative ideas?
- ➔ How do musicians make creative decisions?
- ➔ How do musicians improve the quality of their creative work?

UNIT-SPECIFIC GUIDING QUESTIONS:

- How can loops and layers be used to build a cohesive musical idea?
- What role do beat, tempo, and rhythm play in digital production?
- How can chord progressions and melody create musical tension and resolution?
- How can I apply traditional musical forms (binary, ternary, etc.) in digital composition?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

CREATE

MG1.Cr.13.h Students will generate, develop, and refine artistic work.	I can use a Digital Audio Workstation (DAW) to design original compositions that demonstrate understanding of musical elements (beat, tempo, melody, harmony, form). I can organize and layer sounds using loops, virtual instruments, or recorded audio to create a cohesive musical idea.

PRESENT

MG2.P.18.h MG2.P.19.h MG2.P.20.h	I can explain my musical ideas clearly to my teacher and peers. I can play or program musical parts in my DAW accurately according to rhythmic, melodic, and harmonic patterns.

RESPOND

MG3.R.14.h MG3.R.15.h MG3.R.16.h	I can identify similarities and differences in musical elements (beat, melody, harmony, texture) in my own and others' projects. I can give constructive feedback to peers based on my analysis of their music.

CONNECT

MG4.Cn.13.h MG4.Cn.14.h MG4.Cn.16.h	I can describe how historical and cultural contexts influence musical choices in my projects. I can recognize elements from multiple cultural traditions in the music I listen to or create.

CAREER DEVELOPMENT

	I understand employability skills and how technical knowledge and skills influence one's employability and advancement opportunities within various work settings.

UNIT 1 ASSESSMENT EVIDENCE

Performance is evaluated in terms of: application of musical elements in original projects, technical proficiency in DAW workflow, creativity and aesthetic quality of final products, and reflection and use of feedback. Students will show their learning through growth and depth of projects, showing they have an understanding of musical concepts and what sounds "objectively good."

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- **Example:** Hip Hop Project & Checklist Rubric

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Engagement for All: Differentiation Strategies/ Strategies for Access & Extension** **(aka- Multiple Means of Representation)** *May include, but are not limited to the following:*
What Is Digital Music and/or Soundtrap Tutorial/Scavenger Hunt	☐ Creating ☐ Presenting ☐ Responding ☑ Connecting ☐ Career Development	Alternative ways to show understanding Guided templates provided, with visual, audio and hands-on demonstrations

Ringtones & Alarms (understanding beat, tempo, musical characteristics)	☑ Creating ☑ Presenting ☐ Responding ☑ Connecting ☐ Career Development	Various resources (for students who cannot use soundtrap for various reasons)
Binary Form Project (ternary and arch form projects also available)	☑ Creating ☑ Presenting ☑ Responding ☐ Connecting ☐ Career Development	Presentations allowed through in-class listening sessions, exported files, or one-on-one presentation
Techno Beat Rock Beat Hip Hop Beat	☑ Creating ☑ Presenting ☐ Responding ☑ Connecting ☐ Career Development	Beat pre-produced for students who need it Various difficulty levels of beat patterns

UNIT 1 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

Will include, but are not limited to the following...

Loop • Layer • Tempo • Beat • Mix • DAW (Digital Audio Workstation) • Form • Binary • Ternary • Chord • Progression • MIDI • Melody • Harmony • Track • Key Signature • Style • Genre

Strategies for Varied Level Learners

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

☑ **Vary presentation of new learning**; utilize all three modalities, visual, aural, kinesthetic	☑ **Vary assessments**; build activities that create evidence of learning that generate feedback through self-assessment, peer assessment, teacher feedback and digital feedback	☑ **Vary supports and gradual release of supports**; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning

☑ **Vary pacing,** use a learning management system to allow students to work at their own pace. Use growth as a measure of success	☑ **Vary size** of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted	☑ **Create Peer Partnerships/Mentors:** Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support,
☑ **Vary visuals**; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking	☑ **Vary groupings** for small group instruction	☑ **Student Choice:** Implementing student choice as much as possible
☑ **Sensory:** Provide sensory safe zone for student breaks	☑ **Preview:** Engage students through previewing new material and connecting to prior learning	☑ **Extensions:** Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.

Soundtrap (or similar DAW), Headphones, MIDI keyboard (optional), computers/Chromebooks, Teacher-created tutorials, YouTube genre exemplars, project templates, mixing reference tracks, rubric sheets and assignment guides

UNIT 2: Digital Music as a Career, Technology & Equipment

Students will explore careers in the digital music industry and gain knowledge with the tools and technologies that professionals use. They will learn about the roles of music producers, engineers, and performers, while designing and building virtual home studios and experimenting with audio effects. Projects emphasize understanding equipment, signal flow, and the creative possibilities of digital music production, linking technical skills with career readiness.

UNIT 1 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

- ➔ How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings?
- ➔ Why is career and life readiness important?

UNIT-SPECIFIC GUIDING QUESTIONS:

- What are the key roles and responsibilities of professionals in the digital music industry?
- How does equipment choice and setup affect the quality and style of a digital music production?
- How can audio effects be used creatively while maintaining musical integrity?
- How do technical decisions in a home studio reflect real-world industry standards?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

CREATE

MG1.Cr.13.h	I can organize and layer sounds using loops, virtual instruments, or recorded audio to create a cohesive musical idea. I can apply musical elements to develop short compositions with stylistic and technical intent.

PRESENT

MG2.P.18.h MG2.P.20.h	I can explain my musical ideas clearly to my teacher and peers. I can implement new solutions to overcome technical challenges in digital music projects.

RESPOND

MG3.R.15.h MG3.R.16.h	I can give constructive feedback to peers based on my analysis of their music. I can identify similarities and differences in musical elements (beat, melody, harmony, texture) in my own and others' projects.

CONNECT

MG4.Cn.13.h MG4.Cn.16.h	I can describe how historical and cultural contexts influence musical choices in digital music. I can recognize elements from multiple cultural traditions in the music I listen to or create.

CAREER DEVELOPMENT

	I understand employability skills and how technical knowledge and skills influence one's employability and advancement opportunities within various work settings.

UNIT 2 ASSESSMENT EVIDENCE

Performance is evaluated in terms of: *understanding music career roles and responsibilities (quiz and discussion), application of technical skills to home studio setup and equipment management, creative use of audio effects in a remix or production project, and reflection on career pathways and technological decisions.*

Students will show their learning by: *completing the Music Producers reading and quiz to demonstrate understanding of industry roles, designing and presenting a functional home studio setup project, exploring and using vocal effects to create a remix project, reflecting on technical and creative decisions in written or verbal form, and both providing and receiving peer feedback on projects to refine technical and creative work.*

Feedback & Scoring Rubric(s) based on Priority Standards
Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

-

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka- Multiple Means of Representation)** *May include, but are not limited to the following:*
Music Producers (reading & quiz)	☐ Creating ☐ Presenting ☑ Responding ☑ Connecting ☑ Career Development	Encourage peer mentoring for troubleshooting technical issues. Offer flexible pacing via learning management system for reading, quiz, and project work.
Home Studio Build Project (understanding equipment)	☐ Creating ☐ Presenting	Provide guided templates for home studio setups; allow advanced students to explore alternative configurations.

	☑ Responding ☑ Connecting ☑ Career Development	Include industry examples, career interviews, or virtual studio tours to connect learning to real-world contexts.
Vocal Effects Remix Project (audio effects)	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☐ Career Development	Allow student choice in genre or instrument selection for remix projects. Provide extension opportunities such as experimenting with multiple effect chains, virtual mixing techniques, or researching emerging music technologies.

UNIT 2 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

Will include, but are not limited to the following...

Audio Effects • Equalization (EQ) • Compression • Reverb • Delay • DAW • Signal Flow • Input / Output • Track • Mixer • Home Studio • MIDI • Loop • Layer • Producer • Engineer • Remix • Genre

Strategies for Varied Level Learners

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

☑ **Vary presentation of new learning**; utilize all three modalities, visual, aural, kinesthetic	☑ **Vary assessments**; build activities that create evidence of learning that generate feedback through self-assessment, peer assessment, teacher feedback and digital feedback	☑ **Vary supports and gradual release of supports**; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning
☑ **Vary pacing,** use a learning management system to allow students to work at their own pace. Use growth as a measure of success	☑ **Vary size** of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted	☑ **Create Peer Partnerships/Mentors:** Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support,
☑ **Vary visuals**; make music larger or bolder, utilize color coding and	☑ **Vary groupings** for small group instruction	☑ **Student Choice:** Implementing student choice as much as possible

highlighting, remove non-essential information, practice tracking		
☑ **Sensory:** Provide sensory safe zone for student breaks	☑ **Preview:** Engage students through previewing new material and connecting to prior learning	☑ **Extensions:** Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.

DAW software, Headphones, MIDI keyboards (optional), audio interfaces (if available), Teacher-created tutorials and templates for audio effects and home studio setup, Music Producers reading and quiz materials, equipment diagrams and reference guides, Rubric sheets for self-assessment and teacher feedback

UNIT 3: Creative Freedom, Recording Techniques & Other Resources

Students will explore creative expression in digital music through recording techniques, peer collaboration, and alternative digital tools. They will experiment with layering, sampling, and applying effects to create original compositions while exploring diverse resources such as Chrome Music Lab. Students will develop projects that demonstrate both individual creativity and collaboration skills, with a focus on effective communication, musical structure, and artistic intent.

UNIT 3 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

- ➔ How do musicians generate creative ideas?
- ➔ How do musicians make creative decisions?
- ➔ How do musicians improve the quality of their creative work?
- ➔ How do we discern musical creators' and performers' expressive intent?

UNIT-SPECIFIC GUIDING QUESTIONS:

- How can recording techniques and digital tools enhance my musical ideas?
- How can collaboration with peers improve a musical project?
- What strategies can I use to creatively manipulate sound and musical elements?
- How can I communicate my artistic intent through a digital composition or project?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

CREATE

MG1.Cr.13.h	I can organize and layer sounds using loops, virtual instruments, or recorded audio to create a cohesive musical idea. I can refine and revise my compositions based on feedback from peers and the teacher.

PRESENT

MG2.P.18.h MG2.P.19.h	I can explain my musical ideas clearly to my teacher and peers. I can use the elements of music to set a mood or create an image for the listener. I can implement new solutions to overcome technical challenges in digital music projects.

RESPOND

MG3.R.15.h MG3.R.16.h	I can give constructive feedback to peers based on my analysis of their music. I can identify similarities and differences in musical elements (beat, melody, harmony, texture) in my own and others' projects.

CONNECT

MG4.Cn.13.h MG4.Cn.16.h	I can describe how historical and cultural contexts influence musical choices in digital music. I can recognize elements from multiple cultural traditions in the music I listen to or create.

CAREER DEVELOPMENT

	I understand employability skills and how technical knowledge and skills influence one's employability and advancement opportunities within various work settings.

UNIT 3 ASSESSMENT EVIDENCE

Performance is evaluated in terms of: student ability to creatively apply recording techniques and digital tools, effectiveness in collaboration with peers to produce a cohesive musical product, artistic and technical quality of compositions, and reflection on creative decisions. Students will show their learning through completion of projects with use of knowledge gained in this class (use of digital recording, layering, manipulation of audio samples, etc).

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- **Example:** Musical Scenery Project

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Engagement for All: Differentiation Strategies/ Strategies for Access & Extension** **(aka- Multiple Means of Representation)** *May include, but are not limited to the following:*
Musical Scenery Project	☑ Creating ☐ Presenting ☐ Responding ☑ Connecting ☐ Career Development	Offer flexible pacing through a learning management system for project work. Allow student choice in sound selection, musical style, and project format.

Mini-Collab Project (using what you know at this point in the class, but peer collaboration)	☑ Creating ☑ Presenting ☐ Responding ☑ Connecting ☑ Career Development	Provide templates and examples for collaborative projects; allow advanced students to experiment with multiple tracks and complex effects. Encourage peer mentoring for troubleshooting technical and creative challenges.
Sample This! Project	☑ Creating ☑ Presenting ☐ Responding ☑ Connecting ☑ Career Development	Provide visual supports, color-coded tracks, or diagrams for tracking layered compositions.
Poetic Project	☑ Creating ☑ Presenting ☐ Responding ☑ Connecting ☐ Career Development	Include extension opportunities such as exploring alternative DAWs, creating multi-genre projects, or combining sound with poetry/narrative.

UNIT 3 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

Will include, but are not limited to the following...

Recording Techniques • Sampling • Layering • Effects (Reverb, Delay, Compression) • DAW • Loop • Track • MIDI • Collaboration • Artistic Intent • Texture • Form • Genre • Audio Manipulation • Creative Process

Strategies for Varied Level Learners

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

☑ **Vary presentation of new learning**; utilize all three modalities, visual, aural, kinesthetic	☑ **Vary assessments**; build activities that create evidence of learning that generate feedback through	☑ **Vary supports and gradual release of supports**; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning

	self-assessment, peer assessment, teacher feedback and digital feedback	
☑ **Vary pacing,** use a learning management system to allow students to work at their own pace. Use growth as a measure of success	☑ **Vary size** of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted	☑ **Create Peer Partnerships/Mentors:** Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support,
☑ **Vary visuals**; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking	☑ **Vary groupings** for small group instruction	☑ **Student Choice:** Implementing student choice as much as possible
☑ **Sensory:** Provide sensory safe zone for student breaks	☑ **Preview:** Engage students through previewing new material and connecting to prior learning	☑ **Extensions:** Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.

DAW software, Headphones, MIDI keyboards (optional), audio interfaces (if available), tutorials, example projects, chrome music lab access, rubrics and assignment guides

UNIT 4: Culminating Summative Projects

Students will apply all the skills and knowledge acquired throughout the course to complete large-scale digital music projects. They will create a cover of a song of their choice and a final project that synthesizes everything they've learned, including layering, audio effects, musical forms, recording techniques, and collaborative strategies. This unit emphasizes creative freedom, technical mastery, and professional presentation while encouraging students to make personal artistic choices.

UNIT 4 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

- ➔ How do musicians generate creative ideas?
- ➔ How do musicians make creative decisions?
- ➔ How do musicians improve the quality of their creative work?
- ➔ When is creative work ready to share?
- ➔ How do we judge the quality of musical works and performances?

UNIT-SPECIFIC GUIDING QUESTIONS:

- How can I combine techniques learned throughout the course to create a cohesive, expressive project?
- How can I make musical choices that reflect both my style and the intent of the original work?
- How can collaboration and feedback improve the final project?
- How do technical and creative decisions influence how the audience experiences my music?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

CREATE

MG1.Cr.13.h	I can organize and layer sounds using loops, virtual instruments, or recorded audio to create a cohesive musical idea. I can refine and revise my compositions based on feedback from peers and the teacher.

PRESENT

MG2.P.18.h MG2.P.20.h	I can explain my musical ideas clearly to my teacher and peers. I can use the elements of music to set a mood or create an image for the listener. I can play or program musical parts in my DAW accurately according to rhythmic, melodic, and harmonic patterns.

RESPOND

MG3.R.15.h MG3.R.16.h	I can give constructive feedback to peers based on my analysis of their music. I can identify similarities and differences in musical elements (beat, melody, harmony, texture) in my own and others' projects.

CONNECT

MG4.Cn.13.h MG4.Cn.16.h	I can describe how historical and cultural contexts influence musical choices in digital music. I can recognize elements from multiple cultural traditions in the music I listen to or create.

CAREER DEVELOPMENT

	I understand employability skills and how technical knowledge and skills influence one's employability and advancement opportunities within various work settings.

UNIT 4 ASSESSMENT EVIDENCE

Performance is evaluated in terms of: ability to synthesize and apply skills learned throughout the course into a polished large-scale project, creative, technical, and stylistic quality of the Cover Project and Final Project, effective use of layering, audio effects, musical forms, and recording techniques, demonstrated understanding of expressive elements and audience impact, and collaboration, reflection, and peer feedback as applicable. Students will show their learning by creating projects that demonstrate stylistic interpretation and technical skill, integrating multiple musical elements, recording techniques, and creative decisions, and explaining their own artistic choices using musical vocabulary and reflective analysis.

Feedback & Scoring Rubric(s) based on Priority Standards
Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- [ADD LINK TO RUBRICS HERE]

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka- Multiple Means of Representation)** *May include, but are not limited to the following:*
Cover Project	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☐ Career Development	Scaffold project planning with checklists, timelines, and milestone deadlines. Encourage peer mentoring and collaborative problem solving.

		Offer flexible pacing for complex projects; allow students to work at their own speed using the learning management system. Use visual supports, project templates, or guided DAW sessions for students who need extra technical assistance.
Final Project (choice-based, large-scale synthesis of skills)	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☐ Career Development	Provide examples of project formats and styles to guide student choice. Provide extension opportunities such as experimenting with multi-track arrangements, genre blending, or advanced effects chains. Incorporate student choice in song selection, instruments, and compositional style.
Peer and self-assessment reflections	☐ Creating ☐ Presenting ☑ Responding ☑ Connecting ☑ Career Development	

UNIT 4 LEARNING PLAN RESOURCES *How will learning be relevant, accessible & engaging?*
Academic Vocabulary *Will include, but are not limited to the following...*
Cover • Remix • Layering • Loop • DAW • Audio Effects (Reverb, Delay, Compression) • MIDI • Track • Mixer • Recording Techniques • Texture • Form • Melody • Harmony • Rhythm • Genre • Collaboration • Artistic Intent • Peer Feedback
Strategies for Varied Level Learners *Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.*

☑ **Vary presentation of new learning**; utilize all three modalities, visual, aural, kinesthetic	☑ **Vary assessments**; build activities that create evidence of learning that generate feedback through self-assessment, peer assessment, teacher feedback and digital feedback	☑ **Vary supports and gradual release of supports**; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning
☑ **Vary pacing,** use a learning management system to allow students to work at their own pace. Use growth as a measure of success	☑ **Vary size** of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted	☑ **Create Peer Partnerships/Mentors:** Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support,
☑ **Vary visuals**; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking	☑ **Vary groupings** for small group instruction	☑ **Student Choice:** Implementing student choice as much as possible
☑ **Sensory:** Provide sensory safe zone for student breaks	☑ **Preview:** Engage students through previewing new material and connecting to prior learning	☑ **Extensions:** Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance

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