Ledyard Public Schools
Ledyard High School
Music Department
Music Production Curriculum

Course Description

In this course, students will learn the basics of technology-based music and sound production. Working hands-on with DAW (Digital Audio Workstation) software and other equipment, students will complete projects exploring concepts like audio manipulation & editing, medleys & megamixes, recording using virtual and/or acoustic instruments, and music for advertising. Prior musical study/training is not required to be successful in this course.

- 1⁄2 Credit - 1 Semester Course
- Open to Grades 9-12, no prerequisites

LEDYARD HIGH SCHOOL MUSIC DEPARTMENT
MUSIC PRODUCTION COURSE OUTLINE

MATERIALS:

Soundtrap - Browser-based DAW compatible with Chromebooks
WeVideo - Browser-based video editing software
Chromebooks
MIDI keyboard controllers
USB microphones
Headphones

COURSE OUTLINE:

Unit 1 - Introduction to Music Production - 1 week
Goal: Students will register for SoundTrap and WeVideo, then explore the layout, features, and controls in SoundTrap. Various topics in music/media production will be briefly introduced.

Unit 2 - Song Manipulation - 2 weeks
Goal: Students will transform one song into a new composition by utilizing cuts, splices, and the audio effects available in Soundtrap.

Unit 3 - Medleys and Megamixes! - 2 weeks
Goal: Students will create a medley or mashup using pre-recorded music. Students will learn about keys, time signatures, tempos, and style, while demonstrating mastery of cuts, splices, and audio effects.

Unit 4 - Beats and Loops - 2 weeks
Goal: Students will create an original piece of music using the available beats and loops in Soundtrap.

Unit 5 - Virtual Instruments & Intro to MIDI - 2 weeks
Goal: Students will create an original piece of music using the virtual instruments in Soundtrap in combination with MIDI keyboard controllers. Students will learn how to manipulate/edit MIDI sounds and recordings using the piano roll.

Unit 6 - Recording Live Instruments/Voice - 2 weeks
Goal: Students will create an original piece of music that features at least one instrument/voice track recorded live. Students may recruit other students to do the actual performance, but each student will be responsible for the audio production of their own track.

Unit 7 - "About Me" - 3 weeks
Goal: Students will compose a background track using a combination of beats, loops, virtual instruments, and/or acoustic instruments (no pre-recorded music). Students will write and record a narrative that describes themselves. Next, students will upload their track to WeVideo and create a photo/video montage that accompanies their audio track.

Unit 8 - Music for Advertising - 3 weeks
Goal: Students will create a commercial for radio, television, or social media. The project will include originally composed/arranged music and voice-over narration. Students will choose what they wish to advertise (products, movies, tv shows, video games, school classes, sports teams, clubs, etc.). The project may include visuals, if the student chooses.

Final Project - 3 weeks
Goal: Students will choose from a menu of final project options, or they may submit a proposal based upon their own idea for instructor approval.

Grade Level: 9-12	Unit One: Introduction to Music Production	Timeline: Week 1

Unit Overview and Objective: Register for technology resources. Explore basic layout and functions of technology.

Theme(s): Digital Audio Workstation (DAW) and other resources

Essential/Compelling Questions	● How do musicians and producers create recorded work? ● How will I create recorded work using SoundTrap? ● How will I create video productions using WeVideo? ● How will I represent myself through my recorded work?
Vocabulary	Digital Audio Workstation (DAW) - SoundTrap

Standards:

National Core Arts Standards - Music Technology Strand

Perform:

MU:Pr6.1.T.Ia Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music

Key Concepts/Content to be addressed:	● Creating music/sounds that interest me using DAWs. ● Producing music/sounds that interest me using DAWs. ● Responding to the work of other creators and/or producers to inform my work. ● Connecting my own personal interests to the creation of my music.
Instructional Strategies and Skills	● Students will participate in a teacher demo to access browser-based Digital Audio Workstation. ● Students will participate in a teacher demo of workspaces. ● Students will engage with tutorials and schematics in order to understand how to access browser-based Digital Audio Workstations ● Students will explore the workspace in the Digital Audio Workstation.
Formative Performance Tasks	● Register for Soundtrap and/or make sure access is granted. ● Register for WeVideo and/or make sure access is granted. ● Use of Digital Audio Workstations (DAWs) and understanding their component parts.
Summative Assessment/Extensions with evidence based claims	● Using Digital Audio Workstations, students will create sounds/music. ● Students will present their musical or video work.
Materials	www.soundtrap.com, www.wevideo.com. Software and applications are fluid.

Grade Level: 9-12	Unit Two: Song Manipulation	Timeline: Weeks 2-3

Unit Overview and Objective: Students will transform a song of their choosing into a reinvisioned song by utilizing audio editing technology.

Theme(s): Song Manipulation

Essential/Compelling Questions	● How will I, as a musician, make creative decisions to transform a song of my choosing? ● How do musicians make meaningful connections to creating, performing, and responding? ● How do context and the manner in which musical work is presented influence audience response? ● How will I judge the quality of musical work(s) and performance(s) based on my own interests?
Vocabulary	Cut, Splice, Effects, Drag, Track, Tempo, Key, Pitch, Fades, Phrasing

Standards:

National Core Arts Standards - Music Technology Strand

Create:

MU:Cr2.1.T.Ia: Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.

MU:Cr3.2.T.Ia Share compositions or improvisations that demonstrate a proficient level of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.

Perform:

MU:Pr6.1.T.Ia Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

Respond:

MU:Re7.I.T.Ia Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.

MU:Re7.2.T.Ia Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.

MU:Re9.1.T.Ia Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

Connect:

MU:Cn10.0.T.Ia Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Key Concepts/Content to be addressed:	● Creating my own transformed song based on my interests. ● Performing my transformed song for the class. ● Responding to the elements of music, technological aspects, and digital and electronic features in their chosen music.

	● Connecting their own interests, knowledge, skills, and tastes to the selection of a song.

Instructional Strategies and Skills	● Students will explore SoundTrap and engage with tutorials and schematics to acquire the following skills.
	    ○ Create new tracks
	    ○ Add new media to new tracks.
	    ○ Utilize cuts and splices to manipulate music.
	    ○ Apply musical phrasing.
	    ○ Apply effects to manipulate sounds and music.
	    ○ Utilize fade-ins and fade-outs.
	    ○ Adjust the speed/tempo of a track section.
	    ○ Manipulate the key of a track/section.
	    ○ Drag sections to rearrange music/sound.
	● Students will participate in a teacher demo that addresses the following skills.
	    ○ How to create a new track
	    ○ How to add media to a new track
	    ○ How to make a cut/splice
	    ○ How to apply effects to tracks
	    ○ How to apply a fade-in and fade-out to a track section
	    ○ How to change the speed/tempo of a track section
	● Students will share drafts with teacher for feedback.
	● Students will listen to and view a song manipulation exemplar.
	● Students will create a final transformed song following the requirements listed.

Formative Performance Tasks	**Unit Project Draft(s):** students will receive feedback on their work from the instructor and/or peers. Additional project details below.
Summative Assessment	**Unit Project Submission:** students will put their learning to the test as they transform a song of their choosing into something new by utilizing audio editing technology. **Project Requirements:** ● At least 1 minute 30 seconds. Less than 2 minutes ● Source material may be from only one song ● Utilize at least 10 cuts ● Utilize at least 10 effects to manipulate the sound ● Label effects used by section ● Share as Soundtrap project ● Submit as .mp3
Featured Sources	www.soundtrap.com, www.youtube.com, YouTube to mp3 converter. Software and applications are fluid.

Grade Level: 9-12	Unit Three: Mashups, Medleys, and Megamixes	Timeline: Weeks 4-5

Unit Overview and Objective: Students will create a medley or mashup using pre-recorded music. Students will learn about keys, time signatures, tempos, and style, while demonstrating mastery of cuts, splices, and audio effects.

Theme(s): Mashups, Medleys, and Megamixes

Essential/Compelling Questions	● How do I, as a musician, make individualized decisions in the creation of a medley or mashup? ● How do I, as a musician, improve the quality of my creative work? ● How do I know when my creative work is ready to share? ● How do the context and the manner in which a musical work is presented influence audience response? ● How do I choose music to experience? ● How do I, as a musician, judge the quality of musical work(s) and performance(s)? ● How do I make meaningful connections to creating, performing, and responding?
Vocabulary	Volume, panning, automation, copy and paste, key, tempo, style

Standards:

National Core Arts Standards - Music Technology Strand

Create:

MU:Cr2.1.T.Ia Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.

MU:Cr3.1.T.Ia 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.

MU:Cr3.2.T.Ia Share compositions or improvisations that demonstrate a proficient level of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.

Perform:

MU:Pr6.1.T.Ia Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

Respond:

MU:Re7.2.T.Ia Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.

MU:Re9.1.T.Ia Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

Connect:

MU:Cn10.0.T.Ia Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Key Concepts/Content to be addressed:	● Creating my own medley/mashup based on my judgments and interests ● Performing my medley/mashup for the class. ● Responding to the structure, technological aspects, and purpose of the songs chosen for my medley/mashup.

	● Connecting my own judgments, knowledge, skills, and experiences to my medley/mashup.
Instructional Strategies and Skills	● Students will explore criteria for music selection. ● Students will participate in teacher demos and engage with handouts, tutorials, and schematics to apply the following skills. 　○ Downloading music 　○ Importing files into Soundtrap tracks 　○ Adjusting volume at the track level 　○ Adjusting volume and/or other effects through automation 　○ Utilizing panning 　○ Copying and pasting sections of music ● Students will learn about tempo, key, and style through teacher demo and engaging with handouts/tutorials. ● Students will share drafts with teacher and peers for feedback. ● Students will listen to and view mashups, medleys, and megamixes exemplar. ● Students will create a final medley/mashup following the requirements listed.
Formative Performance Tasks	**Unit Project Draft(s):** students will receive feedback on their work from the instructor and/or peers. Additional project details below.
Summative Assessment/Extensions with evidence based claims	**Unit Project Submission:** students will put their learning to the test as they create an original medley or megamix using pre-recorded music. **Project Requirements:** ● At least 5 different musical selections/clips ● At least 1 minute 30 seconds. Less than 2 minutes ● Rename tracks with title and artist names ● Utilize automation to control volume at least twice ● Use panning at least once ● Balance volume so various selections blend together ● Share as Soundtrap project ● Submit as .mp3
Featured Sources	www.soundtrap.com, www.youtube.com, Youtube to mp3 converter. Software and applications are fluid.

Grade Level: 9-12	Unit Four: Beats and Loops	Timeline: Weeks 7-8

Unit Overview and Objective: Students will create an original piece of music using the available beats and loops in Soundtrap.

Theme(s): Beats and Loops

Essential/Compelling Questions	● How will I, as a musician, generate creative ideas? ● How will I, as a musician, make creative decisions? ● How will I, as a musician, improve the quality of my creative work? ● How will I determine when my creative work is ready to share? ● How do performers interpret musical works? ● How do context and the manner in which musical work is presented influence audience response? ● How do I choose music to experience? ● How will I judge the quality of musical work(s) and performance(s)? ● How will I make meaningful connections to creating, performing, and responding?
Vocabulary	Beats, Loops, MIDI (Musical Instrument Digital Interface), Tracks, Volume, Panning, Automation, Effects, Major/Minor Scales, Key

Standards:

National Core Arts Standards - Music Technology Strand

Create:

MU:Cr1.1.T.Ia Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.

MU:Cr2.1.T.Ia Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.

MU:Cr3.1.T.Ia 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

MU:Cr3.2.T.Ia Share compositions or improvisations that demonstrate a proficient level of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.

Perform:

MU:Pr4.3.T.Ia Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.

MU:Pr6.1.T.Ia Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

Respond:

MU:Re7.I.T.Ia Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.

MU:Re9.1.T.Ia Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

Connect:

MU:Cn10.0.T.Ia Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
Key Concepts/Content to be addressed:	- Creating my own piece of original music using beats and loops based on my interests. - Performing my own piece of original music, which includes beats and loops. - Responding to the elements of music to determine how to apply editing skills, beats, and loops. - Connecting my own judgments, knowledge, skills, and experiences to my beats and loops project.
Instructional Strategies and Skills	- Students will participate in teacher demos and engage with handouts, tutorials, and schematics to apply the following skills and knowledge. - Accessing Loops Library - Understanding key and tempo - Creating Tracks - Adding loops and MIDI to tracks - Adjusting volume, pans, effects - Composing using beats and loops - Musical Form - Students will share drafts with teacher and peers for feedback. - Students will listen to and view a beats and loops exemplar. - Students will create a final piece of music using beats, loops, and editing techniques based on the project requirements listed.
Formative Performance Tasks	**Unit Project Draft(s):** Students will receive feedback on their work from the instructor and/or peers. Additional project details below.
Summative Assessment/Extensions with evidence based claims	**Unit Project Submission:** Students will put their learning to the test as they create original music using the beats and loops embedded within Soundtrap. **Project Requirements:** - At least 1 minute 30 seconds. Less than 2 minutes. - At least 5 different tracks that use pre-recorded beats and loops - Additional tracks are optional - Volume is properly balanced
Featured Sources	www.soundtrap.com. Software and applications are fluid.

Grade Level: 9-12	Unit Five: Virtual Instruments and Introduction to MIDI	Timeline: Weeks 9-10

Unit Overview and Objective: Students will create an original piece of music using the virtual instruments in Soundtrap in combination with MIDI keyboard controllers. Students will learn how to manipulate/edit MIDI sounds and recordings using the piano roll.

Theme(s): Creating using virtual Instruments and MIDI

Essential/Compelling Questions	● How will I, as a musician, generate creative ideas? ● How will I, as a musician, improve the quality of my creative work? ● How will I determine when my creative work is ready to share? ● How will I determine when my creative work is ready to present? ● How will I judge the quality of musical work(s) and performance(s)? ● How will I make meaningful connections to creating, performing, and responding?
Vocabulary	Virtual Instrument, MIDI (Musical Instrument Digital Interface), Piano Roll, MIDI controller, Musical Typing, Synthesizer, Quantization

Standards:

National Core Arts Standards - Music Technology Strand

Create:

MU:Cr1.1.T.Ia Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.

MU:Cr3.1.T.Ia 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.

MU:Cr3.2.T.Ia Share compositions or improvisations that demonstrate a proficient level of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.

Perform:

MU:Pr6.1.T.Ia Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

Respond:

MU:Re9.1.T.Ia Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

Key Concepts/Content to be addressed:	● Creating my own piece of original music using virtual instruments based on my interests. ● Performing my own piece of original music which uses virtual instruments. ● Responding to the elements of music to determine how to create music using virtual instruments. ● Connecting my own judgments, knowledge, skills, and experiences to my virtual instruments project.

Instructional Strategies and Skills	● Students will participate in teacher demos and engage with handouts, tutorials, and schematics to apply the following skills and knowledge.
	   ○ Recording using virtual instruments and MIDI
	   ○ Recording using virtual/MIDI instruments and a MIDI controller
	   ○ Recording using musical typing and virtual instruments/MIDI

	○ Recording and editing using Piano Roll ○ Utilizing Quantization ● Students will share drafts with teacher and peers for feedback. ● Students will listen to and view a virtual instruments project exemplar.
Formative Performance Tasks	**Unit Project Draft(s):** students will receive feedback on their work from the instructor and/or peers. Additional project details below.
Summative Assessment/Extensions with evidence based claims	**Unit Project Submission:** students will put their learning to the test as they create an original piece of music using the virtual instruments in Soundtrap in combination with MIDI keyboard controllers.
Featured Sources	www.soundtrap.com, www.wevideo.com. Software and applications are fluid.

Grade Level: 9-12	Unit Six: Recording Live Instruments/Voice	Timeline: Weeks 11-12

Unit Overview and Objective: Students will create an original piece of music that features at least one instrument/voice track recorded live.

Theme(s): Live Sound, Recording

Essential/Compelling Questions	● How will I, as a musician, generate creative ideas? ● How will I, as a musician, make creative decisions? ● How will I improve the quality of my creative work/performance? ● How will I determine when my creative work or performance is ready to share? ● How will I, as a performer, select repertoire? ● How will I, as a performer, interpret musical works? ● How will I choose music to experience? ● How will I judge the quality of musical work(s) and performance(s)?
Vocabulary	Microphones, XLR cable, Audio Interface, Phantom Power, Gain, Volume

Standards:

National Core Arts Standards - Music Technology Strand

Create:

MU:Cr1.1.T.Ia Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.

MU:Cr2.1.T.Ia Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.

MU:Cr3.1.T.Ia 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.

MU:Cr3.2.T.Ia Share compositions or improvisations that demonstrate a proficient level of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.

Perform:

MU:Pr4.I.T.Ia Develop and explain the criteria used for selecting a varied repertoire of music based on interest, music reading skills, and an understanding of the performer's technical and technological skill.

MU:Pr4.3.T.Ia Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.

MU:Pr5.1.T.Ia Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.

MU:Pr6.1.T.Ia Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music

Respond:

MU:Re7.I.T.Ia Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.

MU:Re9.1.T.Ia Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

Key Concepts/Content to be addressed:	● Creating an original piece of music using at least one live instrument/voice based on my interests. ● Performing my own original piece of music using at least one live instrument/voice. ● Responding to the elements of music and the technological aspects of the recording process to create a piece of music. ● Connecting my own judgments, knowledge, skills, and experiences to my live instruments/voice project.

Instructional Strategies and Skills	● Students will participate in teacher demos and engage with handouts, tutorials, and schematics to apply the following skills and knowledge.
	  ○ Types of microphones
	  ○ Application of audio interface
	  ○ Types of cables
	  ○ Phantom Power
	  ○ Difference between volume and gain
	  ○ Adjusting gain for recording levels
	  ○ Basic studio techniques
	● Students will share drafts with teacher and peers for feedback.
	● Students will create an original piece of music using at least one live instrument/voice.

Formative Performance Tasks	**Unit Project Draft(s):** students will receive feedback on their work from the instructor and/or peers. Additional project details below.
Summative Assessment/Extensions with evidence based claims	**Unit Project Submission:** students will put their learning to the test as they create an original piece of music that features at least one instrument/voice track recorded live.
Featured Sources	www.soundtrap.com, www.wevideo.com. Software and applications are fluid.

Grade Level: 9-12	Unit Seven: About Me	Timeline: Weeks 13-15

Unit Overview and Objective: Students will compose a background track using a combination of beats, loops, virtual instruments, and/or acoustic instruments (no pre-recorded music). Students will write and record a narrative that describes themselves. Next, students will upload their track to WeVideo and create a photo/video montage that accompanies their audio track.

Theme(s): Self-Identity, Musical Identity, Composing and Recording Music, Photo/Video editing

Essential/Compelling Questions	● How will I, as a musician, generate creative ideas? ● How will I, as a musician, make creative decisions? ● How will I, as a musician, improve the quality of my creative work? ● How will I determine when my creative work is ready to share? ● How will I apply my knowledge of the structure and context of musical works to inform performance? ● How will I, as a performer, interpret musical works? ● How do context and the manner in which musical work is presented influence audience response? ● How will I choose music to experience? ● How will I discern the musical creators' and performers' expressive intent? ● How will I judge the quality of musical work(s) and performance(s)? ● How will I 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?
Vocabulary	Beats, loops, virtual instruments, acoustic instruments, self-identity

Standards:

National Core Arts Standards - Music Technology Strand

Create:

MU:Cr1.1.T.Ia Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.

MU:Cr2.1.T.Ia Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.

MU:Cr3.1.T.Ia 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.

MU:Cr3.2.T.Ia Share compositions or improvisations that demonstrate a proficient level of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.

Perform:

MU:Pr4.2.T.Ia Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.

MU:Pr4.3.T.Ia Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.

MU:Pr6.1.T.Ia Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

MU:Pr6.1.T.Ib Demonstrate an understanding of the context of music through prepared and improvised performances.

Respond:

MU:Re7.I.T.Ia Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.

MU:Re7.2.T.Ia Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.

MU:Re8.1.T.Ia Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.

MU:Re9.1.T.Ia Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

Connect:

MU:Cn10.0.T.Ia Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.T.Ia Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Key Concepts/Content to be addressed:	- Creating my own audio/video montage based on my self-identity. - Performing through my own audio/video montage. - Responding to my self-identity and the elements of music to create an audio/video montage. - Connecting my own judgments, knowledge, skills, and experiences to my About Me video project.
Instructional Strategies and Skills	- Students will participate in teacher demos and engage with handouts, tutorials, and schematics to apply the following skills and knowledge - Self-identity - Musical identity - Using music to help tell a story - Basic video editing skills in WeVideo - Uploading videos to WeVideo library - Adding video clips to tracks - Adding new tracks in WeVideo - Adding a music track in WeVideo - Adding transitions and effects in WeVideo - Students will share drafts with teacher and peers for feedback. - Students will create an About Me audio/video montage following the project requirements listed.
Formative Performance Tasks	**Unit Project Draft(s):** students will receive feedback on their work from the instructor and/or peers. Additional project details below.
Summative Assessment/Extensions with evidence based claims	**Unit Project Submission:** students will put their learning to the test as they create a photo/video montage that accompanies their originally-composed audio track. **Project Requirements:** - At least 1 minute. No more than 1 minute 30 seconds. - Soundtrack includes at least 4 sound/music tracks plus 1 narration track - Narration and music tracks are balanced so the narration can be clearly heard

	● Visuals support the narration ● Submit final project by exporting from WeVideo
Featured Sources	www.soundtrap.com, www.wevideo.com. Software and applications are fluid.

Grade Level: 9-12	Unit Eight: Music for Advertising	Timeline: Weeks 16-18

Unit Overview and Objective: Students will create a commercial for radio, television, or social media. The project will include originally composed/arranged music and voice-over narration. Students will choose what they wish to advertise (products, movies, tv shows, video games, school classes, sports teams, clubs, etc.). The project may include visuals, if the student chooses.

Theme(s): Creativity, Music as a tool for advertising and public relations, Composition

Essential/Compelling Questions	● How will I, as a musician, generate creative ideas? ● How will I, as a musician, improve the quality of my creative work? ● How will I determine when my creative work ready to share? ● How will I apply my knowledge of the structure and context of musical works to inform performance? ● How will I judge when my performance is ready to present? ● How do context and the manner in which musical work is presented influence audience response? ● How will I choose music to experience? ● How will I discern the musical creators' and performers' expressive intent? ● How will I judge the quality of musical work(s) and performance(s)? ● How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
Vocabulary	Target Audience

Standards:

National Core Arts Standards - Music Technology Strand

Create:

MU:Cr1.1.T.Ia Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.

MU:Cr2.1.T.Ia Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.

MU:Cr3.1.T.Ia 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.

MU:Cr3.2.T.Ia Share compositions or improvisations that demonstrate a proficient level of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.

Perform:

MU:Pr4.2.T.Ia Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.

MU:Pr6.1.T.Ia Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

MU:Pr6.1.T.Ib Demonstrate an understanding of the context of music through prepared and improvised performances.

Respond:

MU:Re7.I.T.Ia Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.

MU:Re7.2.T.Ia Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.

MU:Re8.1.T.Ia Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.

MU:Re9.1.T.Ia Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

Connect:

MU:Cn11.0.T.Ia Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Key Concepts/Content to be addressed:	- Creating a piece of music to accompany an advertisement (video, radio, social media). - Performing through my own advertisement project. - Responding to the tendencies of my target audience and the elements of music to create a piece of music to accompany an advertisement. - Connecting my own judgments, knowledge, skills, and experiences to my music for advertising project.
Instructional Strategies and Skills	- Students will participate in teacher demos and engage with handouts, tutorials, and schematics to apply the following skills and knowledge. - Knowing your target audience - Having a goal/objective for an advertisement - Making musical decisions that support the objective - Music Production skills from throughout the course will be utilized - Students will share drafts with teacher and peers for feedback. - Students will listen to and view exemplars and real-world marketing examples. - Students will create a piece of music for advertisement following the project requirements listed.
Formative Performance Tasks	**Unit Project Draft(s):** students will receive feedback on their work from the instructor and/or peers. Additional project details below.
Summative Assessment/Extensions with evidence based claims	**Unit Project Submission:** students will put their learning to the test as they create an advertisement featuring original music. **Project Requirements:** - Topic approved by student and teacher - Goals and target audience identified - At least 30 seconds. No more than 60 seconds.

	● Music includes at least 4 tracks ● Narration and music are balanced dynamically so that narration is clearly heard, but does not bury the music. ● If used, visuals help reach the goals/objectives of the advertisement
Featured Sources	www.soundtrap.com, www.wevideo.com. Software and applications are fluid.

Grade Level: 9-12	Unit Nine: Final Media Projects	Timeline: Weeks 19-end of term

Unit Overview and Objective: Students will choose from a menu of final media project options, or they may submit a proposal based upon their own idea for instructor approval.

Theme(s): Individualized Final Projects

Essential/Compelling Questions	● How will I, as a musician, generate creative ideas? ● How will I, as a musician, make creative decisions? ● How will I improve the quality of my creative work? ● How will I determine when my creative work is ready to share? ● How will I, as a performer, select repertoire? ● How does understanding the structure and context of musical works inform performance? ● How will I, as a performer, interpret musical works? ● How will I improve the quality of my performance? ● How will I judge when my performance is ready to present? ● How do context and the manner in which musical work is presented influence audience response? ● How will I choose music to experience? ● How will I discern the musical creators' and performers' expressive intent? ● How will I judge the quality of musical work(s) and performance(s)? ● How will I, as a musician, 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?
Vocabulary	Students will pull upon their knowledge of previously covered vocabulary terms for their final media project.

Standards:

National Core Arts Standards - Music Technology Strand

Create:

MU:Cr1.1.T.Ia Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools

MU:Cr2.1.T.Ia Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.

MU:Cr3.1.T.Ia 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.

MU:Cr3.2.T.Ia Share compositions or improvisations that demonstrate a proficient level of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.

Perform:

MU:Pr4.I.T.Ia Develop and explain the criteria used for selecting a varied repertoire of music based on interest, music reading skills, and an understanding of the performer's technical and technological skill.

MU:Pr4.2.T.Ia Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.

MU:Pr4.3.T.Ia Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.

MU:Pr5.1.T.Ia Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.

MU:Pr6.1.T.Ia Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

MU:Pr6.1.T.Ib Demonstrate an understanding of the context of music through prepared and improvised performances.

Respond:

MU:Re7.I.T.Ia Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.

MU:Re8.1.T.Ia Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.

MU:Re9.1.T.Ia Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

Connect:

MU:Cn10.0.T.Ia Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music

MU:Cn11.0.T.Ia Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Key Concepts/Content to be addressed:	- Creating a final media project that reflects my own interests and skills. - Performing my final media project. - Responding to the elements of music, the technological aspects of the recording process, and my own interests and skills to create a piece of music. - Connecting my own judgments, knowledge, skills, and experiences to my final media project.
Instructional Strategies and Skills	- Students will participate in teacher demos and engage with handouts, tutorials, and schematics to accomplish their goals. This will vary from student to student based on the individualized media project selected. - Students will share drafts with teacher and peers for feedback. - Students will listen to and view exemplars and/or real-world examples of media projects similar to their own.

Formative Performance Tasks	**Unit Project Draft(s):** students will receive feedback on their work from the instructor and/or peers.
Summative Assessment/Extensions with evidence based claims	**Unit Project Submission:** students will put their learning to the test as they create individualized final projects.
Featured Sources	www.soundtrap.com, www.wevideo.com. Software and applications are fluid.