



MUSIC TECHNOLOGY

9-12, Fine & Performing Arts

Developed By: Mr. Stephone Gaines & Vincent Vicchiarello

Effective Date: September 2023

Scope and Sequence

Month	Unit 1: The Language and Elements of Music	Unit 2: Demonstrate Notational Software Literacy	Unit 3: Record and Evaluate Audio	Unit 4: MIDI Music Instrument Digital Interface	Unit 5: Digital Audio Workstation	Unit 6: Understand and Create Multi-track Recordings
September (MP1)						
October (MP1)						
November (MP2)						
December (MP2)						
January (MP2)						
February (MP3)						
March (MP3)						
April (MP4)						
May (MP4)						
June (MP4)						

Unit 1	
The Language and Elements of Music	
Summary and Rationale	
<p>Unit Summary This unit contains the skills and tools that a student needs to engage and demonstrate musical and technological competency and craftsmanship at the proficient level.</p> <p>The students will build a strong vocabulary and context of key elements of music while being exposed to a varied form of musical expression through teacher chosen exercises and assignments.</p> <p>Unit Rationale Students enrolled in Music Technology need to become artistically literate through the expression and realization of the language and elements of music. These concepts will provide students the necessary tools to advance to a higher grade level of proficiency and technical craftsmanship.</p>	
Recommended Pacing	
40 weeks	
Standards	
NJ: 2020 SLS: Visual and Performing Arts - Music Technology - NJ: Proficient (link)	
Anchor Standard 1: Generating and conceptualizing ideas	
1.3E.12prof.Cr1	Generate melodic, rhythmic, and harmonic ideas for composition or improvisations using digital tools.
Anchor Standard 2: Organizing and developing ideas	
1.3E.12prof.Cr2	Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.
Anchor Standard 3: Refining and completing product	
1.3E.12prof.Cr3a	Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.
1.3E.12prof.Cr3b	Share compositions or improvisations that demonstrate musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.
Anchor Standard 4: Selecting, analyzing, and interpreting work	
1.3E.12prof.Pr4a	Develop and explain the criteria used for selecting varied sound resources based on interest, music reading skills, and an understanding of the performer's musical and technological skill.
1.3E.12prof.Pr4b	Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.

1.3E.12prof.Pr4c	Identify the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products	
1.3E.12prof.Pr5	Identify and implement rehearsal strategies to improve the technical and expressive aspect of prepared and improvised performances in a varied repertoire of music.
Anchor Standard 6: Conveying meaning through art	
1.3E.12prof.Pr6a	Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
1.3E.12prof.Pr6b	Demonstrate an understanding of the context of music through prepared and improvised performances.
Anchor Standard 7: Perceiving and analyzing products	
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.
1.3E.12prof.Re7b	Explain how knowledge of the structure (i.e., repetition, similarities, contrasts), technological aspects, and purpose of the music informs response.
Anchor Standard 8: Interpreting intent and meaning	
1.3E.12prof.Re8a	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.
1.3E.12prof.Re8b	Demonstrate basic knowledge of music concepts and how they support creators' performers' expressive talent.
Anchor Standard 9: Applying criteria to evaluate products	
1.3E.12prof.Re9	Evaluate music, using criteria based on analysis, interpretation, digital and electronic features, and personal interests.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
1.3E.12prof.Cn10	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.3E.12prof.Cn11	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
SEL: Social Emotional Learning Competencies (link)	
SEL.PK-12.1: Self-Awareness	<ol style="list-style-type: none"> 1. Recognize one's feelings and thoughts 2. Recognize the impact of one's feelings and thoughts on one's own behavior 3. Recognize one's personal traits, strengths and limitations 4. Recognize the importance of self-confidence in handling daily tasks and challenges

SEL.PK-12.2: Self-Management	<ul style="list-style-type: none"> 5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors 6. Recognize the skills needed to establish and achieve personal and educational goals 7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3: Social-Awareness	<ul style="list-style-type: none"> 8. Recognize and identify the thoughts, feelings and perspectives of others 9. Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds 10. Demonstrate an understanding of the need for mutual respect when viewpoints differ 11. Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4: Relationship Skills	<ul style="list-style-type: none"> 12. Establish and maintain healthy relationships 13. Utilize positive communication and social skills to interact effectively with others 14. Identify ways to resist inappropriate social pressure 15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways 16. Identify who, when, where, or how to seek help for oneself or others when needed
SEL.PK-12.5: Responsible Decision-Making	<ul style="list-style-type: none"> 17. Develop, implement and model effective problem solving and critical thinking skills 18. Identify the consequences associated with one's actions in order to make constructive choices 19. Evaluate personal, ethical, safety and civic impact of decisions

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts

NJSLS ELA: Comprehension and Collaboration

SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

NJSLS ELA: Craft and Structure

NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
NJSLS ELA: Presentation of Knowledge and Ideas	
NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
9.1 Personal Financial Literacy: Civic: Financial Responsibility	
9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
9.2 Career Awareness, Exploration, Preparation, and Training	
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them. Including educational/training requirements, costs, loans, and debt repayment.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.

Integration of Technology	
Computer Science and Design Thinking - NJSLA 2020	
Data & Analysis	
8.1.12.DA.1	Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
Algorithms & Programming	
8.1.12.AP.5	Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
8.1.12.AP.6	Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.
8.1.12.AP.7	Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.
8.1.12.AP.8	Evaluate and refine computational artifacts to make them more usable and accessible.
8.1.12.AP.9	Collaboratively document and present design decisions in the development of complex programs.
Engineering Design	
8.2.2.ED.1	Communicate the function of a product or device.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process
8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process
Interaction of Technology and Humans	
8.2.2.ITH.2	Identify how technology impacts or improves life
8.2.2.ITH.3	Identify how various tools reduce work and improve daily tasks.
Nature of Technology	

8.2.12.NT.1	Explain how different groups can contribute to the overall design of a product.
8.2.12.NT.2	Redesign an existing product to improve form or function.
Ethics & Culture	
8.2.12.EC.1	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
8.2.12.EC.2	Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. • Musicians' creative choices are influenced by their expertise, context, and expressive intent. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. • 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. • 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. • Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) 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 work(s) and performance(s) is informed by analysis, interpretation, and established criteria. • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. 	<ul style="list-style-type: none"> • How do musicians generate creative ideas? • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? • How do performers select repertoire? • How do musicians improve the quality of their performance? • When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? • How do individuals choose music to experience? How does understanding the structure and context of music inform a response? • How do we discern the musical creators' and performers' expressive intent? • How do we judge the quality of musical work(s) and performance(s)? • 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?

<ul style="list-style-type: none"> ● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. 	
Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> ● Classroom Observations, Questioning, and Discussions ● Quizzes/tests ● Student Reflection ● Projects/reports ● Performance evaluations ● Pre/post assessments ● Thinking routines ● Independent/group presentation 	
Objectives (SLO)	
Students will know:	Students will be able to:
<p>Elements of Music Theory</p> <ul style="list-style-type: none"> ● Pitch recognition ● Duration of pitch ● Intensity/Dynamics ● Tone color (i.e., identification of instruments) ● Scales ● Intervals ● Triads ● Harmonic Progression ● Extended harmonies ● Voice leading <p>Music Terminology</p> <ul style="list-style-type: none"> ● Tempo markings ● Dynamic markings ● Styles of music ● Improvisation ● Form <p>Computer and Electronics Equipment Terminology</p> <ul style="list-style-type: none"> ● Panning ● Equalizing ● Balancing ● Quantization ● Mixing <p>Listening Skills</p> <ul style="list-style-type: none"> ● Baroque ● Classical ● Romantic 	<ul style="list-style-type: none"> ● Evaluate and respond to musical works or performances by drawing on aesthetic and aural concepts. ● Make judgments based on musical knowledge with an emphasis on the integration of computer-based music technology and sound synthesis. ● Listen perceptively to music, distinguishing such elements of pitch, harmony, rhythm, melody, timbre, dynamics, and form as these relate to the incorporation of computer-aided music instruction and sequencing. ● Demonstrate awareness of music as a means of communication and expression. ● Discuss the techniques and media used to convey expressive ideas in a musical work. ● Demonstrate an awareness of the music of varied styles and historical periods, as well as the contributions by a diverse roster of artists. ● Demonstrate familiarity with traditional notation. ● Demonstrate familiarity with sequencing, mixing, and audio production through the use of music hardware and software. ● Be aware of, appreciate, and develop respect for creators, performers, and various styles of music. ● Identify and describe, using appropriate terminology, various musical forms, materials, and methods of composition from different historical periods of world cultures.

<ul style="list-style-type: none"> ● 20th Century (Country, R&B, Rap) ● Jazz ● Rock <p>Form</p> <ul style="list-style-type: none"> ● 12-bar blues ● Improvisation ● Free form ● Asymmetrical meters ● Rondo ● Theme and variations <p>Recording Techniques</p> <ul style="list-style-type: none"> ● Multi-tracking ● Sequencing ● Mixing ● Effects <p>Career Infusion</p> <ul style="list-style-type: none"> ● Education ● Performance ● Engineering ● Music business/management ● Sales ● Technical Support 	
Suggested Resources/Technology Tools	
<ul style="list-style-type: none"> ● Individual computers ● Music software; Garage Band, Adobe, iMovie ● MIDI interface/controller keyboard ● Earphones ● Microphone ● Resource Books; Software Manuals, Equipment Manuals, Music Scores ● Websites; College Board approved Music Theory websites ● Audio Recordings ● Music notation software ● Schoology ● Google Drive 	
<p>Tier 1 Modifications and Accommodations</p> <p><i>Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans</i></p>	
<p>Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to performing arts practice include, but are not limited to:</p> <ul style="list-style-type: none"> ● Follow individual IEP/504 plans for specific modifications. ● Preferential seating ● Extended/Additional time for assessments 	

- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

MLL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to performing arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures or visuals to aid in understanding
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- When showing videos, use Closed Captioning
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to performing arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP9: Model integrity, ethical leadership and effective management.
 CRP10: Plan education and career paths aligned to personal goals.
 CRP11: Use technology to enhance productivity.
 CRP12: Work productively in teams while using cultural global competence.

Unit 2
Demonstrate Notational Software Literacy
Summary and Rationale
<p>Unit Summary This unit contains the skills and tools that a student needs to engage and demonstrate notational software competency and craftsmanship at the proficient level.</p> <p>The students will continue to develop and implement their knowledge of the language and elements of music through the artistic process of creation through product based learning practices.</p> <p>Unit Rationale When students enrolled in Music Technology explore the artistic process of creating music, including improvising, composining and refining musical decisions, they are empowered to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive ideas. These concepts will provide students the necessary tools to advance to a higher grade level of proficiency and technical craftsmanship.</p>
Recommended Pacing
12 weeks
Standards

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Engineering Design	
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8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process
Interaction of Technology and Humans	
8.2.2.ITH.2	Identify how technology impacts or improves life
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Nature of Technology	
8.2.12.NT.1	Explain how different groups can contribute to the overall design of a product.
8.2.12.NT.2	Redesign an existing product to improve form or function.
Ethics & Culture	
8.2.12.EC.1	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
8.2.12.EC.2	Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
Instructional Focus	

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. • Musicians' creative choices are influenced by their expertise, context, and expressive intent. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. • 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. 	<ul style="list-style-type: none"> • How do musicians generate creative ideas? • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? • How do performers select repertoire?
Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> • Classroom Observations, Questioning, and Discussions • Quizzes/tests • Student Reflection • Projects/reports • Performance evaluations • Pre/post assessments • Thinking routines • Independent/group presentation 	
Objectives (SLO)	
Students will know:	Students will be able to:
<p>Elements of Music Theory</p> <ul style="list-style-type: none"> • Pitch recognition • Duration of pitch • Intensity/Dynamics • Tone color (i.e., identification of instruments) • Scales • Intervals • Triads • Harmonic Progression <p>Music Terminology</p> <ul style="list-style-type: none"> • Tempo markings • Dynamic markings • Improvisation • Form <p>Form</p> <ul style="list-style-type: none"> • 12-bar blues • Improvisation • Free form • Asymmetrical meters 	<ul style="list-style-type: none"> • Create music using music notation software. • Interpret musical symbols, terms, and signs used in music literature. • Accurately annotate single line and multiple line arrangements and compositions, including lyrics. • Demonstrate knowledge of meters and key signatures. • Demonstrate knowledge of basic chords and chord progressions and cadences. • Notate expressive markings. • Demonstrate familiarity with traditional notation.

- Rondo
- Theme and variations

Suggested Resources/Technology Tools

- Individual computers
- Music software; Garage Band, Adobe, iMovie
- MIDI interface/controller keyboard
- Earphones
- Microphone
- Resource Books; Software Manuals, Equipment Manuals, Music Scores
- Websites; College Board approved Music Theory websites
- Audio Recordings
- Music notation software
- Schoology
- Google Drive

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to performing arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

MLL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to performing arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures or visuals to aid in understanding
- Present instructions both verbally and visually

- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- When showing videos, use Closed Captioning
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to performing arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

CRP1: Act as a responsible and contributing citizen and employee.
 CRP2: Apply appropriate academic and technical skills.
 CRP3: Attend to personal health and financial well-being.
 CRP4: Communicate clearly and effectively and with reason.
 CRP5: Consider the environmental, social and economic impacts of decisions.
 CRP6: Demonstrate creativity and innovation.
 CRP7: Employ valid and reliable research strategies.
 CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP9: Model integrity, ethical leadership and effective management.
 CRP10: Plan education and career paths aligned to personal goals.
 CRP11: Use technology to enhance productivity.
 CRP12: Work productively in teams while using cultural global competence.

Unit 3

Record and Evaluate Audio

Summary and Rationale

Unit Summary

This unit contains the skills and tools that a student needs to engage and demonstrate recording and audio evaluation competencies and craftsmanship at the **proficient** level.

The students will make connections, explore and develop critical listening and evaluation skills while working with pre-recorded and new audio examples from varied musical genres and musical eras.

Unit Rationale

When students enrolled in Music Technology reflect, evaluate, and critically think about musical products, it enables them to have meaningful experiences as musicians and take ownership of their craftsmanship and the personal advancement of learning in the content area.

Recommended Pacing

12 weeks

Standards

NJ: 2020 SLS: Visual and Performing Arts - Music Technology - NJ: Proficient ([link](#))

Anchor Standard 4: Selecting, analyzing, and interpreting work

1.3E.12prof.Pr4a	Develop and explain the criteria used for selecting varied sound resources based on interest, music reading skills, and an understanding of the performer's musical and technological skill.
1.3E.12prof.Pr4b	Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.
1.3E.12prof.Pr4c	Identify the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.

Anchor Standard 7: Perceiving and analyzing products

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.
1.3E.12prof.Re7b	Explain how knowledge of the structure (i.e., repetition, similarities, contrasts), technological aspects, and purpose of the music informs response.

Anchor Standard 8: Interpreting intent and meaning

1.3E.12prof.Re8a	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.
1.3E.12prof.Re8b	Demonstrate basic knowledge of music concepts and how they support creators' performers' expressive talent.

Anchor Standard 9: Applying criteria to evaluate products

1.3E.12prof.Re9	Evaluate music, using criteria based on analysis, interpretation, digital and electronic features, and personal interests.
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Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

1.3E.12prof.Cn10	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
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Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

1.3E.12prof.Cn11	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
SEL: Social Emotional Learning Competencies (link)	
SEL.PK-12.1: Self-Awareness	<ol style="list-style-type: none"> 1. Recognize one's feelings and thoughts 2. Recognize the impact of one's feelings and thoughts on one's own behavior 3. Recognize one's personal traits, strengths and limitations 4. Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2: Self-Management	<ol style="list-style-type: none"> 5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors 6. Recognize the skills needed to establish and achieve personal and educational goals 7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3: Social-Awareness	<ol style="list-style-type: none"> 8. Recognize and identify the thoughts, feelings and perspectives of others 9. Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds 10. Demonstrate an understanding of the need for mutual respect when viewpoints differ 11. Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4: Relationship Skills	<ol style="list-style-type: none"> 12. Establish and maintain healthy relationships 13. Utilize positive communication and social skills to interact effectively with others 14. Identify ways to resist inappropriate social pressure 15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways 16. Identify who, when, where, or how to seek help for oneself or others when needed
SEL.PK-12.5: Responsible Decision-Making	<ol style="list-style-type: none"> 17. Develop, implement and model effective problem solving and critical thinking skills 18. Identify the consequences associated with one's actions in order to make constructive choices 19. Evaluate personal, ethical, safety and civic impact of decisions
Interdisciplinary Connections	
New Jersey Student Learning Standards for English Language Arts	
NJSLS ELA: Comprehension and Collaboration	
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
NJSLS ELA: Craft and Structure	
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
NJSLS ELA: Presentation of Knowledge and Ideas	
NJSLSA.SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
9.1 Personal Financial Literacy: Civic: Financial Responsibility	
9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
9.2 Career Awareness, Exploration, Preparation, and Training	
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them. Including educational/training requirements, costs, loans, and debt repayment.

9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
Integration of Technology	
Computer Science and Design Thinking - NJSLA 2020	
Data & Analysis	
8.1.12.DA.1	Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
Algorithms & Programming	
8.1.12.AP.5	Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
8.1.12.AP.6	Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.
8.1.12.AP.7	Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.
8.1.12.AP.8	Evaluate and refine computational artifacts to make them more usable and accessible.
8.1.12.AP.9	Collaboratively document and present design decisions in the development of complex programs.
Engineering Design	
8.2.2.ED.1	Communicate the function of a product or device.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process
8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process
Interaction of Technology and Humans	

8.2.2.ITH.2	Identify how technology impacts or improves life
8.2.2.ITH.3	Identify how various tools reduce work and improve daily tasks.
Nature of Technology	
8.2.12.NT.1	Explain how different groups can contribute to the overall design of a product.
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Ethics & Culture	
8.2.12.EC.1	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
8.2.12.EC.2	Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> 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. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. 	<ul style="list-style-type: none"> How do performers select repertoire? How do individuals choose music to experience? How does understanding the structure and context of music inform a response? How do we discern the musical creators' and performers' expressive intent? How do we judge the quality of musical work(s) and performance(s)? 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?
Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> Classroom Observations, Questioning, and Discussions Quizzes/tests Student Reflection Projects/reports 	

- Performance evaluations
- Pre/post assessments
- Thinking routines
- Independent/group presentation

Objectives (SLO)

Students will know:

Music Terminology

- Tempo markings
- Dynamic markings
- Styles of music
- Improvisation
- Form

Computer and Electronics Equipment Terminology

- Panning
- Equalizing
- Balancing
- Quantization
- Mixing

Listening Skills

- Baroque
- Classical
- Romantic
- 20th Century (Country, R&B, Rap)
- Jazz
- Rock

Form

- 12-bar blues
- Improvisation
- Free form
- Asymmetrical meters
- Rondo
- Theme and variations

Recording Techniques

- Multi-tracking
- Sequencing
- Mixing
- Effects

Students will be able to:

- Record and evaluate musical recordings in terms of audio clarity, recording quality and musical effectiveness.
- Understand and utilize microphone polarization and placement for various acoustic situations.
- Understand and utilize audio processors for enhanced recording.
- Set up and utilize recording equipment for various acoustic situations and musical styles.
- Compare and contrast live musical performances with recordings
- Evaluate and respond to musical works or performances by drawing on aesthetic and aural concepts.
- Make judgments based on musical knowledge with an emphasis on the integration of computer-based music technology and sound synthesis.
- Listen perceptively to music, distinguishing such elements of pitch, harmony, rhythm, melody, timbre, dynamics, and form as these relate to the incorporation of computer-aided music instruction and sequencing.
- Demonstrate awareness of music as a means of communication and expression.
- Discuss the techniques and media used to convey expressive ideas in a musical work.
- Demonstrate an awareness of the music of varied styles and historical periods, as well as the contributions by a diverse roster of artists.
- Demonstrate familiarity with sequencing, mixing, and audio production through the use of music hardware and software.
- Be aware of, appreciate, and develop respect for creators, performers, and various styles of music.
- Identify and describe, using appropriate terminology, various musical forms,

materials, and methods of composition from different historical periods of world cultures.

Suggested Resources/Technology Tools

- Individual computers
- Music software; Garage Band, Adobe, iMovie
- MIDI interface/controller keyboard
- Earphones
- Microphone
- Resource Books; Software Manuals, Equipment Manuals, Music Scores
- Websites; College Board approved Music Theory websites
- Audio Recordings
- Music notation software
- Schoology
- Google Drive

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 CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
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 CRP12: Work productively in teams while using cultural global competence.

Unit 4	
MIDI: Music Instrument Digital Interface	
Summary and Rationale	
<p>Unit Summary This unit contains the skills and tools that a student needs to engage and demonstrate a proficient level of competency and mastery when working with a Music Instrument Digital Interface.</p> <p>The students will learn the importance of the music instrument digital interface and how to effectively implement MIDI into the artistic creation process.</p> <p>Unit Rationale When students enrolled in Music Technology explore the artistic process of creating music, including improvising, composining and refining musical decisions, they are empowered to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive ideas. These concepts will provide students the necessary tools to advance to a higher grade level of proficiency and technical craftsmanship.</p>	
Recommended Pacing	
12 weeks	
Standards	
NJ: 2020 SLS: Visual and Performing Arts - Music Technology - NJ: Proficient (link)	
Anchor Standard 1: Generating and conceptualizing ideas	
1.3E.12prof.Cr1	Generate melodic, rhythmic, and harmonic ideas for composition or improvisations using digital tools.
Anchor Standard 2: Organizing and developing ideas	
1.3E.12prof.Cr2	Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.
Anchor Standard 3: Refining and completing product	
1.3E.12prof.Cr3a	Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.
1.3E.12prof.Cr3b	Share compositions or improvisations that demonstrate musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.
Anchor Standard 4: Selecting, analyzing, and interpreting work	

1.3E.12prof.Pr4a	Develop and explain the criteria used for selecting varied sound resources based on interest, music reading skills, and an understanding of the performer's musical and technological skill.
1.3E.12prof.Pr4b	Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.
1.3E.12prof.Pr4c	Identify the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products	
1.3E.12prof.Pr5	Identify and implement rehearsal strategies to improve the technical and expressive aspect of prepared and improvised performances in a varied repertoire of music.
Anchor Standard 6: Conveying meaning through art	
1.3E.12prof.Pr6a	Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
1.3E.12prof.Pr6b	Demonstrate an understanding of the context of music through prepared and improvised performances.
SEL: Social Emotional Learning Competencies (link)	
SEL.PK-12.1: Self-Awareness	<ol style="list-style-type: none"> 1. Recognize one's feelings and thoughts 2. Recognize the impact of one's feelings and thoughts on one's own behavior 3. Recognize one's personal traits, strengths and limitations 4. Recognize the importance of self-confidence in handling daily tasks and challenges
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SEL.PK-12.3: Social-Awareness	<ol style="list-style-type: none"> 8. Recognize and identify the thoughts, feelings and perspectives of others 9. Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds 10. Demonstrate an understanding of the need for mutual respect when viewpoints differ 11. Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4: Relationship Skills	<ol style="list-style-type: none"> 12. Establish and maintain healthy relationships 13. Utilize positive communication and social skills to interact effectively with others 14. Identify ways to resist inappropriate social pressure 15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways 16. Identify who, when, where, or how to seek help for oneself or others when needed

SEL.PK-12.5: Responsible Decision-Making	17. Develop, implement and model effective problem solving and critical thinking skills 18. Identify the consequences associated with one's actions in order to make constructive choices 19. Evaluate personal, ethical, safety and civic impact of decisions
Interdisciplinary Connections	
New Jersey Student Learning Standards for English Language Arts	
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SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
NJSLS ELA: Presentation of Knowledge and Ideas	
NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
9.1 Personal Financial Literacy: Civic: Financial Responsibility	

9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
9.2 Career Awareness, Exploration, Preparation, and Training	
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them. Including educational/training requirements, costs, loans, and debt repayment.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
Integration of Technology	
Computer Science and Design Thinking - NJSLA 2020	
Data & Analysis	
8.1.12.DA.1	Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
Algorithms & Programming	
8.1.12.AP.5	Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
8.1.12.AP.6	Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.
8.1.12.AP.7	Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.
8.1.12.AP.8	Evaluate and refine computational artifacts to make them more usable and accessible.

8.1.12.AP.9	Collaboratively document and present design decisions in the development of complex programs.
Engineering Design	
8.2.2.ED.1	Communicate the function of a product or device.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process
8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process
Interaction of Technology and Humans	
8.2.2.ITH.2	Identify how technology impacts or improves life
8.2.2.ITH.3	Identify how various tools reduce work and improve daily tasks.
Nature of Technology	
8.2.12.NT.1	Explain how different groups can contribute to the overall design of a product.
8.2.12.NT.2	Redesign an existing product to improve form or function.
Ethics & Culture	
8.2.12.EC.1	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
8.2.12.EC.2	Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Musicians' creative choices are influenced by their expertise, context, and expressive intent. 	<ul style="list-style-type: none"> How do musicians generate creative ideas? How do musicians make creative decisions? How do musicians improve the quality of their creative work? How do performers select repertoire?

<ul style="list-style-type: none"> • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. • 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. • 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. 	<ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> • Classroom Observations, Questioning, and Discussions • Quizzes/tests • Student Reflection • Projects/reports • Performance evaluations • Pre/post assessments • Thinking routines • Independent/group presentation 	
Objectives (SLO)	
Students will know:	Students will be able to:
<p>Elements of Music Theory</p> <ul style="list-style-type: none"> • Pitch recognition • Duration of pitch • Intensity/Dynamics • Tone color (i.e., identification of instruments) • Scales • Intervals • Triads • Harmonic Progression • Extended harmonies <p>Music Terminology</p> <ul style="list-style-type: none"> • Tempo markings • Dynamic markings • Styles of music • Improvisation • Form <p>Computer and Electronics Equipment Terminology</p> <ul style="list-style-type: none"> • Panning • Equalizing 	<ul style="list-style-type: none"> • Develop fundamental performance skills on the MIDI keyboard. • Employ various techniques to manipulate and record MIDI files. • Correctly perform rhythms and pitches. • Edit and alter MIDI files with basic functions.

<ul style="list-style-type: none"> ● Balancing ● Quantization ● Mixing <p>Form</p> <ul style="list-style-type: none"> ● 12-bar blues ● Improvisation ● Free form ● Asymmetrical meters ● Rondo ● Theme and variations <p>Recording Techniques</p> <ul style="list-style-type: none"> ● Multi-tracking ● Sequencing ● Mixing ● Effects 	
Suggested Resources/Technology Tools	
<ul style="list-style-type: none"> ● Individual computers ● Music software; Garage Band, Adobe, iMovie ● MIDI interface/controller keyboard ● Earphones ● Microphone ● Resource Books; Software Manuals, Equipment Manuals, Music Scores ● Websites; College Board approved Music Theory websites ● Audio Recordings ● Music notation software ● Schoology ● Google Drive 	
<p>Tier 1 Modifications and Accommodations</p> <p><i>Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans</i></p>	
<p>Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to performing arts practice include, but are not limited to:</p> <ul style="list-style-type: none"> ● Follow individual IEP/504 plans for specific modifications. ● Preferential seating ● Extended/Additional time for assessments ● Behavior management support ● Assignments/resources in electronic and physical format ● Break down assignments with oral directions, written directions, and visuals ● Provide frequent reminders to stay on task and reinforce on-task behavior ● Work on organizational skills ● Provide visual supports ● Partnering/Grouping of students ● Re-teaching and review 	

- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

MLL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to performing arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures or visuals to aid in understanding
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- When showing videos, use Closed Captioning
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to performing arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2: Apply appropriate academic and technical skills.
- CRP3: Attend to personal health and financial well-being.
- CRP4: Communicate clearly and effectively and with reason.
- CRP5: Consider the environmental, social and economic impacts of decisions.
- CRP6: Demonstrate creativity and innovation.
- CRP7: Employ valid and reliable research strategies.
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management.
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using cultural global competence.

Unit 5	
Digital Audio Workstation (DAW)	
Summary and Rationale	
<p>Unit Summary This unit contains the skills and tools that a student needs to engage and demonstrate a proficient level of competency and mastery when working with a Digital Audio Workstation.</p> <p>The students will learn how to maintain a digital audio workstation and build a solid foundation of how it exists and has been used throughout the history of music composition and production.</p> <p>Unit Rationale When students are tasked with building a greater understanding of a product and its importance, they deepen their own understanding, musicianship and craftsmanship when using it.</p>	
Recommended Pacing	
12 weeks	
Standards	
NJ: 2020 SLS: Visual and Performing Arts - Music Technology - NJ: Proficient (link)	
Anchor Standard 1: Generating and conceptualizing ideas	
1.3E.12prof.Cr1	Generate melodic, rhythmic, and harmonic ideas for composition or improvisations using digital tools.
Anchor Standard 2: Organizing and developing ideas	
1.3E.12prof.Cr2	Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.
Anchor Standard 3: Refining and completing product	
1.3E.12prof.Cr3a	Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.
1.3E.12prof.Cr3b	Share compositions or improvisations that demonstrate musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.
Anchor Standard 4: Selecting, analyzing, and interpreting work	
1.3E.12prof.Pr4a	Develop and explain the criteria used for selecting varied sound resources based on interest, music reading skills, and an understanding of the performer's musical and technological skill.

1.3E.12prof.Pr4b	Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.
1.3E.12prof.Pr4c	Identify the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products	
1.3E.12prof.Pr5	Identify and implement rehearsal strategies to improve the technical and expressive aspect of prepared and improvised performances in a varied repertoire of music.
Anchor Standard 6: Conveying meaning through art	
1.3E.12prof.Pr6a	Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
1.3E.12prof.Pr6b	Demonstrate an understanding of the context of music through prepared and improvised performances.
SEL: Social Emotional Learning Competencies (link)	
SEL.PK-12.1: Self-Awareness	<ol style="list-style-type: none"> 1. Recognize one's feelings and thoughts 2. Recognize the impact of one's feelings and thoughts on one's own behavior 3. Recognize one's personal traits, strengths and limitations 4. Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2: Self-Management	<ol style="list-style-type: none"> 5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors 6. Recognize the skills needed to establish and achieve personal and educational goals 7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3: Social-Awareness	<ol style="list-style-type: none"> 8. Recognize and identify the thoughts, feelings and perspectives of others 9. Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds 10. Demonstrate an understanding of the need for mutual respect when viewpoints differ 11. Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4: Relationship Skills	<ol style="list-style-type: none"> 12. Establish and maintain healthy relationships 13. Utilize positive communication and social skills to interact effectively with others 14. Identify ways to resist inappropriate social pressure 15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways 16. Identify who, when, where, or how to seek help for oneself or others when needed
SEL.PK-12.5: Responsible Decision-Making	<ol style="list-style-type: none"> 17. Develop, implement and model effective problem solving and critical thinking skills 18. Identify the consequences associated with one's actions in order to make

	<p>constructive choices</p> <p>19. Evaluate personal, ethical, safety and civic impact of decisions</p>
Interdisciplinary Connections	
New Jersey Student Learning Standards for English Language Arts	
NJSLS ELA: Comprehension and Collaboration	
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
NJSLS ELA: Craft and Structure	
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
NJSLS ELA: Presentation of Knowledge and Ideas	
NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
9.1 Personal Financial Literacy: Civic: Financial Responsibility	
9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
9.2 Career Awareness, Exploration, Preparation, and Training	
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them. Including educational/training requirements, costs, loans, and debt repayment.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
Integration of Technology	
Computer Science and Design Thinking - NJSLA 2020	
Data & Analysis	
8.1.12.DA.1	Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
Algorithms & Programming	
8.1.12.AP.5	Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
8.1.12.AP.6	Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.
8.1.12.AP.7	Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.
8.1.12.AP.8	Evaluate and refine computational artifacts to make them more usable and accessible.
8.1.12.AP.9	Collaboratively document and present design decisions in the development of complex programs.

Engineering Design	
8.2.2.ED.1	Communicate the function of a product or device.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process
8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process
Interaction of Technology and Humans	
8.2.2.ITH.2	Identify how technology impacts or improves life
8.2.2.ITH.3	Identify how various tools reduce work and improve daily tasks.
Nature of Technology	
8.2.12.NT.1	Explain how different groups can contribute to the overall design of a product.
8.2.12.NT.2	Redesign an existing product to improve form or function.
Ethics & Culture	
8.2.12.EC.1	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
8.2.12.EC.2	Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. ● Musicians' creative choices are influenced by their expertise, context, and expressive intent. ● Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. ● Performers' interest in and knowledge of musical works, understanding of their own technical skill, 	<ul style="list-style-type: none"> ● How do musicians generate creative ideas? ● How do musicians make creative decisions? ● How do musicians improve the quality of their creative work? ● How do performers select repertoire? ● How do musicians improve the quality of their performance? ● When is a performance judged ready to present? How do context and the manner in

<p>and the context for a performance influence the selection of repertoire.</p> <ul style="list-style-type: none"> ● 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. 	<p>which musical work is presented influence audience response?</p>
Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> ● Classroom Observations, Questioning, and Discussions ● Quizzes/tests ● Student Reflection ● Projects/reports ● Performance evaluations ● Pre/post assessments ● Thinking routines ● Independent/group presentation 	
Objectives (SLO)	
Students will know:	Students will be able to:
<p>Computer and Electronics Equipment Terminology</p> <ul style="list-style-type: none"> ● Panning ● Equalizing ● Balancing ● Quantization ● Mixing <p>Form</p> <ul style="list-style-type: none"> ● 12-bar blues ● Improvisation ● Free form ● Asymmetrical meters ● Rondo ● Theme and variations <p>Recording Techniques</p> <ul style="list-style-type: none"> ● Multi-tracking ● Sequencing ● Mixing ● Effects 	<ul style="list-style-type: none"> ● Create and manipulate a recording session in a Digital Audio Workstation ● Identify and operate basic controls in a Digital Audio Workstation ● Manipulate pre-recorded sounds and files. ● Utilize basic sound editing tools. ● Operate and function with live audio feed and MIDI input. ● Compose musical ideas using recognizable musical structures and forms. ● Explore and employ various musical electronic media and computer software applications.
Suggested Resources/Technology Tools	

- Individual computers
- Music software; Garage Band, Adobe, iMovie
- MIDI interface/controller keyboard
- Earphones
- Microphone
- Resource Books; Software Manuals, Equipment Manuals, Music Scores
- Websites; College Board approved Music Theory websites
- Audio Recordings
- Music notation software
- Schoology
- Google Drive

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

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CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Unit 6	
Understand and Create Multi-Track Recordings	
Summary and Rationale	
<p>Unit Summary The material content covered in this unit includes building an understanding, creation and implementation of multi-track audio files at the proficient level.</p> <p>The students will develop musical and technological skills throughout the year to reach proficient level with the artistic processes of creation, evaluation and production.</p> <p>Unit Rationale When students enrolled in Music Technology explore the artistic process of creating music, including improvising, composing, and refining musical decisions they are empowered to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities.</p>	
Recommended Pacing	
12 weeks	
Standards	
NJ: 2020 SLS: Visual and Performing Arts - Music Technology - NJ: Proficient (link)	
Anchor Standard 4: Selecting, analyzing, and interpreting work	
1.3E.12prof.Pr4a	Develop and explain the criteria used for selecting varied sound resources based on interest, music reading skills, and an understanding of the performer's musical and technological skill.
1.3E.12prof.Pr4b	Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.
1.3E.12prof.Pr4c	Identify the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products	
1.3E.12prof.Pr5	Identify and implement rehearsal strategies to improve the technical and expressive aspect of prepared and improvised performances in a varied repertoire of music.
Anchor Standard 6: Conveying meaning through art	
1.3E.12prof.Pr6a	Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
1.3E.12prof.Pr6b	Demonstrate an understanding of the context of music through prepared and improvised performances.

Anchor Standard 7: Perceiving and analyzing products	
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.
1.3E.12prof.Re7b	Explain how knowledge of the structure (i.e., repetition, similarities, contrasts), technological aspects, and purpose of the music informs response.
Anchor Standard 8: Interpreting intent and meaning	
1.3E.12prof.Re8a	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.
1.3E.12prof.Re8b	Demonstrate basic knowledge of music concepts and how they support creators' performers' expressive talent.
Anchor Standard 9: Applying criteria to evaluate products	
1.3E.12prof.Re9	Evaluate music, using criteria based on analysis, interpretation, digital and electronic features, and personal interests.
SEL: Social Emotional Learning Competencies (link)	
SEL.PK-12.1: Self-Awareness	<p>Recognize one's feelings and thoughts</p> <p>Recognize the impact of one's feelings and thoughts on one's own behavior</p> <p>Recognize one's personal traits, strengths and limitations</p> <p>Recognize the importance of self-confidence in handling daily tasks and challenges</p>
SEL.PK-12.2: Self-Management	<p>Understand and practice strategies for managing one's own emotions, thoughts and behaviors</p> <p>Recognize the skills needed to establish and achieve personal and educational goals</p> <p>Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals</p>
SEL.PK-12.3: Social-Awareness	<p>Recognize and identify the thoughts, feelings and perspectives of others</p> <p>Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds</p> <p>Demonstrate an understanding of the need for mutual respect when viewpoints differ</p> <p>Demonstrate an awareness of the expectations for social interactions in a variety of settings</p>
SEL.PK-12.4: Relationship Skills	<p>Establish and maintain healthy relationships</p> <p>Utilize positive communication and social skills to interact effectively with others</p> <p>Identify ways to resist inappropriate social pressure</p> <p>Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</p> <p>Identify who, when, where, or how to seek help for oneself or others when needed</p>
SEL.PK-12.5: Responsible Decision-Making	<p>Develop, implement and model effective problem solving and critical thinking skills</p> <p>Identify the consequences associated with one's actions in order to make constructive choices</p> <p>Evaluate personal, ethical, safety and civic impact of decisions</p>

Interdisciplinary Connections	
New Jersey Student Learning Standards for English Language Arts	
NJSLS ELA: Comprehension and Collaboration	
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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NJSLS ELA: Presentation of Knowledge and Ideas	
NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
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9.1 Personal Financial Literacy: Civic: Financial Responsibility	
9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.

9.2 Career Awareness, Exploration, Preparation, and Training	
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them. Including educational/training requirements, costs, loans, and debt repayment.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
Integration of Technology	
Computer Science and Design Thinking - NJSLA 2020	
Data & Analysis	
8.1.12.DA.1	Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
Algorithms & Programming	
8.1.12.AP.5	Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
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8.1.12.AP.7	Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.
8.1.12.AP.8	Evaluate and refine computational artifacts to make them more usable and accessible.
8.1.12.AP.9	Collaboratively document and present design decisions in the development of complex programs.
Engineering Design	

8.2.2.ED.1	Communicate the function of a product or device.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process
8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process
Interaction of Technology and Humans	
8.2.2.ITH.2	Identify how technology impacts or improves life
8.2.2.ITH.3	Identify how various tools reduce work and improve daily tasks.
Nature of Technology	
8.2.12.NT.1	Explain how different groups can contribute to the overall design of a product.
8.2.12.NT.2	Redesign an existing product to improve form or function.
Ethics & Culture	
8.2.12.EC.1	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
8.2.12.EC.2	Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. • Musicians' creative choices are influenced by their expertise, context, and expressive intent. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. • 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. 	<ul style="list-style-type: none"> • How do performers select repertoire? • How do musicians improve the quality of their performance? • When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? • How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

	<ul style="list-style-type: none"> ● How do we discern the musical creators' and performers' expressive intent? ● How do we judge the quality of musical work(s) and performance(s)?
Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> ● Classroom Observations, Questioning, and Discussions ● Quizzes/tests ● Student Reflection ● Projects/reports ● Performance evaluations ● Pre/post assessments ● Thinking routines ● Independent/group presentation 	
Objectives (SLO)	
Students will know:	Students will be able to:
Elements of Music Theory <ul style="list-style-type: none"> ● Pitch recognition ● Duration of pitch ● Intensity/Dynamics ● Tone color (i.e., identification of instruments) ● Scales ● Intervals ● Triads ● Harmonic Progression ● Extended harmonies ● Voice leading Computer and Electronics Equipment Terminology <ul style="list-style-type: none"> ● Panning ● Equalizing ● Balancing ● Quantization ● Mixing Recording Techniques <ul style="list-style-type: none"> ● Multi-tracking ● Sequencing ● Mixing ● Effects Career Infusion <ul style="list-style-type: none"> ● Education ● Performance ● Engineering 	<ul style="list-style-type: none"> ● Demonstrate techniques for creating an acoustically pleasing mix of multi-layer tracks. ● Perform and enjoy music related to various cultures, times, and places. ● Create and manipulate multi-track recording in GarageBand. ● Evaluate how multi-track recordings have developed over time; the technologies associated with them. ● Understand the history of Commercial Music in the United States ● Understand how Synthetic music has shaped the 20th century and beyond. ● Be able to utilize and create streaming audio content that is of good acoustic quality and easily accessible. ● Demonstrate an awareness of the music of varied styles and historical periods, as well as the contributions by a diverse roster of artists. ● Identify and describe, using appropriate terminology, various musical forms, materials, and methods of composition from different historical periods of world cultures.

- Music business/management
- Sales
- Technical Support

Suggested Resources/Technology Tools

- Individual computers
- Music software; Garage Band, Adobe, iMovie
- MIDI interface/controller keyboard
- Earphones
- Microphone
- Resource Books; Software Manuals, Equipment Manuals, Music Scores
- Websites; College Board approved Music Theory websites
- Audio Recordings
- Music notation software
- Schoology
- Google Drive

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to performing arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

MLL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to performing arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures or visuals to aid in understanding
- Present instructions both verbally and visually

- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- When showing videos, use Closed Captioning
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to performing arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- CRP1: Act as a responsible and contributing citizen and employee.
 CRP2: Apply appropriate academic and technical skills.
 CRP3: Attend to personal health and financial well-being.
 CRP4: Communicate clearly and effectively and with reason.
 CRP5: Consider the environmental, social and economic impacts of decisions.
 CRP6: Demonstrate creativity and innovation.
 CRP7: Employ valid and reliable research strategies.
 CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP9: Model integrity, ethical leadership and effective management.
 CRP10: Plan education and career paths aligned to personal goals.
 CRP11: Use technology to enhance productivity.
 CRP12: Work productively in teams while using cultural global competence.