



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Curriculum Development Timeline

School: Ocean Township High School
Course: Music Technology and Audio Engineering II
Department: Visual & Performing Arts

Board Approval	Supervisor	Notes
August 2019	Ian Schwartz	Born Date

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Pacing Guide	
Week	Marking Period 1/2
1	Course Introduction & Review of Recording Programs
2	Form and Structure
3	Form and Structure
4	Synthesizers & Oscillators, Signal Flow & Processing, Types of Microphones
5	Synthesizers & Oscillators, Signal Flow & Processing, Types of Microphones
6	Synthesizers & Oscillators, Signal Flow & Processing, Types of Microphones
7	Microphone Placement & Live Sound Production
8	Microphone Placement & Live Sound Production
9	Microphone Placement & Live Sound Production
10	Microphone Placement & Live Sound Production
Week	Marking Period 3/4
11	The Music Business: DJ History & Culture, Remixing and Mastering
12	The Music Business: DJ History & Culture, Remixing and Mastering
13	The Music Business: DJ History & Culture, Remixing and Mastering
14	The Music Business: DJ History & Culture, Remixing and Mastering
15	Music in Media: Sound FX & Foley, Music for TV, Film, & Video Games
16	Music in Media: Sound FX & Foley, Music for TV, Film, & Video Games
17	Music in Media: Sound FX & Foley, Music for TV, Film, & Video Games
18	Music in Media: Sound FX & Foley, Music for TV, Film, & Video Games
19	Final Projects & Presentations
20	Final Projects & Presentations

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Core Instructional & Supplemental Materials including various levels of Texts

- Teaching Music Through Composition - Barbara Freedman
- Using Technology to Unlock Musical Creativity - Scott Watson
- Using Pro Tools in Music Education - Robin Hodson
- Mixing in Pro Tools - Brian Smithers
- Music Tech 101 - Brian Laakso
- The Sound Reinforcement Handbook - Gary Davis, Ralph Jones
- Music First
- Newsela - Articles and Text Sets Differentiated by Reading Level (Struggling Learners; Advanced Learners)

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Time Frame	Week 1
Topic	
Course Introduction & Review of Recording Programs	
Essential Questions	
<ul style="list-style-type: none">• What are the qualities of a good music producer?• How can I use digital audio workstations to create music?• How can we incorporate MIDI and audio together to create?	
Enduring Understandings	
<ul style="list-style-type: none">• Students will identify and discuss various music producers and their characteristics• Students will review DAWs learned in Music Tech I and expand on techniques. Students will also be introduced to additional DAWs• Students will discuss and create projects that include both audio and MIDI using advanced features of the DAW	
Alignment to Standards	
<ul style="list-style-type: none">• 1.1.12.B.1: Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.• 1.2.12.A.1: Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.• 1.2.12.A.2: Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.• 1.3.12.B.1: Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.• 1.3.12.B.4: Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.• 1.4.12.A.2: Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.	
Learning Activities & Key Concepts and Skills	

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- Favorite Song / Least Favorite Song
- Ableton Live “Learning Music” projects
- “Listening Like A Producer” Article Responses
- Loops Project

Assessments

Formative:

- Assessment through informal class critiques

Summative:

- Submissions of projects / work via Google Drive & Google Classroom
- Article responses

Benchmark:

- Opening Benchmark via Google Forms

Alternative:

- One on one teacher-student feedback

Career Education

- CRP2. Apply appropriate academic and technical skills.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.

21st Century Skills

- 9.3.12.AR- PRF.1: Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.

Interdisciplinary Connections

- “Listening Like A Producer” Articles
 - RH.11-12.8. Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.

Technology Integration

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- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - TECH.8.1.12.C.CS1 - - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- Students will access Soundation software program to further investigate lesson concepts.
 - TECH.8.1.12.A.CS2 - - Select and use applications effectively and productively.
- Students will access digital resources to conduct research and investigations which extend their knowledge.=
 - TECH.8.1.12.E.CS1 - - Plan strategies to guide inquiry.
 - TECH.8.1.12.E.CS2 - - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Students will select the media platform which best suits their project needs.
 - TECH.8.1.12.A.CS2 - - Select and use applications effectively and productively.

Time Frame	Weeks 2-3
Topic	
Form and Structure	
Essential Questions	
<ul style="list-style-type: none"> ● How do I properly structure a song? ● What are some different musical concepts I can incorporate into my creations? ● What makes great songs great? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● Students will learn and study types of common song structure ● Students will discover how to make songs more musical using concepts such as FX and chord progressions ● Students will listen and reflect on timeless pieces and analyze what makes them memorable and enjoyable 	
Alignment to Standards	

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- 1.1.12.B.1: Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
- 1.2.12.A.1: Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
- 1.2.12.A.2: Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
- 1.3.12.B.1: Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
- 1.3.12.B.4: Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.
- 1.4.12.A.2: Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

Learning Activities & Key Concepts and Skills

- Visualizing Song Structures
- Does Repetition Define Music?
- Loops Song 2 - Analysis and Response
- Novation Launchpad Intro
- From Garageband Loop to Grammy Award
- Song Structure Analysis

Assessments

Formative:

- Assessment through informal class critiques

Summative:

- Submissions of projects / work via Google Drive & Google Classroom
- Article responses

Alternative:

- One on one teacher-student feedback

Career Education

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.

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- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.

21st Century Skills

- 9.3.12.AR- PRF.3: Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.
- 9.3.12.AR- PRF.7: Describe how technology and technical support enhance performing arts productions.

Interdisciplinary Connections

- Song Structure Analysis
 - NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Technology Integration

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - TECH.8.1.12.C.CS1 - - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
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 - TECH.8.1.12.A.CS2 - - Select and use applications effectively and productively.
- Students will access digital resources to conduct research and investigations which extend their knowledge.
 - TECH.8.1.12.E.CS1 - - Plan strategies to guide inquiry.
 - TECH.8.1.12.E.CS2 - - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Students will select the media platform which best suits their project needs.
 - TECH.8.1.12.A.CS2 - - Select and use applications effectively and productively.

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Time Frame	Weeks 4-6
Topic	
Synthesizers & Oscillators, Signal Flow & Processing, Types of Microphones	
Essential Questions	
<ul style="list-style-type: none">• How can I use electronic instruments to create various sounds?• What is the proper way signal goes from creation to audio?• Are certain types of microphones better in certain situations?	
Enduring Understandings	
<ul style="list-style-type: none">• Students will learn that synthesizers and oscillators combined with different FX can be used to create limitless sounds• Students will learn and create proper signal flow• Students will study different types of microphones including dynamic, condenser, and ribbon, and all the variations and demonstrate when each should be used	
Alignment to Standards	
<ul style="list-style-type: none">• 1.3.12.B.1: Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.• 1.3.12.B.2: Analyze how the elements of music are manipulated in original or prepared musical scores.• 1.3.12.B.4: Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.	
Learning Activities & Key Concepts and Skills	
<ul style="list-style-type: none">• "Learning Synths" interactive site• The Overtone Series• How to play "Thriller" using synths• 808 Emulator in the Browser• How Sound Works• NPR's Ear Training Guide for Audio Engineers• Mic Placement Demonstration	

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Assessments

Formative:

- Assessment through informal class critiques

Summative:

- Submissions of projects / work via Google Drive & Google Classroom
- Article responses
- Mic Placement Demonstration

Alternative:

- One on one teacher-student feedback

Career Education

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.

21st Century Skills

- 9.3.12.AR- PRF.3: Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.
- 9.3.12.AR- PRF.7: Describe how technology and technical support enhance performing arts productions.

Interdisciplinary Connections

- Reading and analysis of NPR's Ear Training Guide for Audio Engineers
 - NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 - NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Technology Integration

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

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- TECH.8.1.12.C.CS1 - - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
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 - TECH.8.1.12.A.CS2 - - Select and use applications effectively and productively.
- Students will access digital resources to conduct research and investigations which extend their knowledge.
 - TECH.8.1.12.E.CS1 - - Plan strategies to guide inquiry.
 - TECH.8.1.12.E.CS2 - - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Students will select the media platform which best suits their project needs.
 - TECH.8.1.12.A.CS2 - - Select and use applications effectively and productively.

Time Frame	Weeks 7-10
Topic	
Microphone Placement & Live Sound Production	
Essential Questions	
<ul style="list-style-type: none"> ● What is the proper way to place microphones in the studio and on the stage? ● How can I use my knowledge of DAWs in live sound production? ● What methods do DJs use in their performances? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● Students will learn about miking techniques and demonstrate how to set up and break down microphones in the studio and stage ● Students will discuss how to use DAW techniques like EQ in a live setting and demonstrate on a soundboard ● Students will research popular DJs and compare their performances 	
Alignment to Standards	

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- 1.3.12.B.1: Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
- 1.3.12.B.2: Analyze how the elements of music are manipulated in original or prepared musical scores.
- 1.3.12.B.4: Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.

Learning Activities & Key Concepts and Skills

- Mic Placement Demonstration
- Cable wrapping and storage
- Record scratching documentary
- Editing tape
- Live Sound Editing Demonstration

Assessments

Formative:

- Assessment through informal class critiques

Summative:

- Submissions of projects / work via Google Drive & Google Classroom
- Article responses
- Mic Placement Demonstration
- Live Sound Editing Demonstration

Alternative:

- One on one teacher-student feedback

Career Education

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
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21st Century Skills

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- 9.3.12.AR- PRF.3: Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.
- 9.3.12.AR- PRF.7: Describe how technology and technical support enhance performing arts productions.

Interdisciplinary Connections

- Viewing and analysis/discussion of Record Scratching Documentary
 - NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 - NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Technology Integration

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - TECH.8.1.12.C.CS1 - - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- Students will access Soundation software program to further investigate lesson concepts.
 - TECH.8.1.12.A.CS2 - - Select and use applications effectively and productively.
- Students will access digital resources to conduct research and investigations which extend their knowledge.
 - TECH.8.1.12.E.CS1 - - Plan strategies to guide inquiry.
 - TECH.8.1.12.E.CS2 - - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Students will select the media platform which best suits their project needs.
 - TECH.8.1.12.A.CS2 - - Select and use applications effectively and productively.

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Time Frame	Weeks 11-14
Topic	
The Music Business: DJ History & Culture, Remixing and Mastering	
Essential Questions	
<ul style="list-style-type: none">• How did DJs perform before many of the technological advances of today?• What is remixing and how is it done in the studio?• What is mastering and how is it different than remixing?	
Enduring Understandings	
<ul style="list-style-type: none">• Students will research DJs and discuss the evolution and culture• Students will discuss remixing and provide examples, and practice remixing within the DAW• Students will compare remixing to mastering and practice mastering a full song	
Alignment to Standards	
<ul style="list-style-type: none">• 1.2.12.A.2: Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.• 1.3.12.B.1: Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.• 1.3.12.B.2: Analyze how the elements of music are manipulated in original or prepared musical scores.• 1.3.12.B.3: Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.• 1.3.12.B.4: Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.	
Learning Activities & Key Concepts and Skills	
<ul style="list-style-type: none">• Mad Zach, Ableton Push Performance• You.DJ• Mixing "Call Me Maybe"	

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- Everything is a Remix
- Sampling Ethics
- Peer Remix

Assessments

Formative:

- Assessment through informal class critiques

Summative:

- Submissions of projects / work via Google Drive & Google Classroom
- Article responses
- Peer Remix

Alternative:

- One on one teacher-student feedback

Career Education

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.

21st Century Skills

- 9.3.12.AR- PRF.3: Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.
- 9.3.12.AR- PRF.7: Describe how technology and technical support enhance performing arts productions.

Interdisciplinary Connections

- Reading and discussion of informational texts on Sampling Ethics
 - NJSLA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 - NJSLA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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Technology Integration

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 - TECH.8.1.12.E.CS2 - - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Students will select the media platform which best suits their project needs.
 - TECH.8.1.12.A.CS2 - - Select and use applications effectively and productively.

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Time Frame	Weeks 15-18
Topic	
Music in Media: Sound FX & Foley, Music for TV, Film, & Video Games	
Essential Questions	
<ul style="list-style-type: none">• How are sound FX created for media?• How does music affect TV, Film, and Video Games?• What can be done to recorded Foley sounds for placement in media?	
Enduring Understandings	
<ul style="list-style-type: none">• Students will research pre-recorded sound FX and Foley Sound FX and practice using them• Students will discuss how music affects the mood of media• Students will practice using different FX and EQ on Foley sounds	
Alignment to Standards	
<ul style="list-style-type: none">• 1.2.12.A.2: Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.• 1.3.12.B.1: Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.• 1.3.12.B.2: Analyze how the elements of music are manipulated in original or prepared musical scores.• 1.3.12.B.3: Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.• 1.3.12.B.4: Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.	
Learning Activities & Key Concepts and Skills	
<ul style="list-style-type: none">• Environmental Phone Recording• Sound FX Story• Foley Artist Project	

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- How Music Affects Movies

Assessments

Formative:

- Assessment through informal class critiques

Summative:

- Submissions of projects / work via Google Drive & Google Classroom
- Article responses

Alternative:

- One on one teacher-student feedback

Career Education

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.

21st Century Skills

- 9.3.12.AR- PRF.3: Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.
- 9.3.12.AR- PRF.7: Describe how technology and technical support enhance performing arts productions.

Interdisciplinary Connections

- Students will apply their understanding of the principles of narrative to Sound FX Project
 - NJLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Technology Integration

- Students will use Google Classroom to participate in an online classroom discussion

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utilizing pre-learned etiquette about blended learning platforms.

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 - TECH.8.1.12.A.CS2 - - Select and use applications effectively and productively.
- Students will access digital resources to conduct research and investigations which extend their knowledge.
 - TECH.8.1.12.E.CS1 - - Plan strategies to guide inquiry.
 - TECH.8.1.12.E.CS2 - - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Students will select the media platform which best suits their project needs.
 - TECH.8.1.12.A.CS2 - - Select and use applications effectively and productively.

Time Frame	Weeks 19-20
Topic	
Final Projects & Presentations	
Essential Questions	
<ul style="list-style-type: none">● How have you progressed as an audio engineer?● Were you inspired by any artists we discussed, or did you discover something new?● What was the most exciting topic you learned about?	
Enduring Understandings	
<ul style="list-style-type: none">● Students will reflect on their time in the class and give thought to what they learned● Students will review artists that were researched and consider how they affected them● Students will think about the course as a whole and talk about what topics were the most impactful	
Alignment to Standards	

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- 1.2.12.A.2: Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
- 1.3.12.B.1: Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
- 1.3.12.B.2: Analyze how the elements of music are manipulated in original or prepared musical scores.
- 1.4.12.B.1: Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
- 1.4.12.B.2: Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
- 1.4.12.B.3: Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

Learning Activities & Key Concepts and Skills

- Presentation skills
- Group Critique
- Uploading to public platform
- Mixing and mastering a full song

Assessments

Formative:

- Assessment through informal class critiques

Summative:

- Submissions of projects / work via Google Drive & Google Classroom
- Article responses

Alternative:

- One on one teacher-student feedback
- Digital Portfolio Update

Benchmark:

- Google Form test, mixing and mastering a full song, and project critique

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Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Career Education

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.

21st Century Skills

- 9.3.12.AR- PRF.3: Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.
- 9.3.12.AR- PRF.7: Describe how technology and technical support enhance performing arts productions.

Interdisciplinary Connections

- Portfolio reflection writing:
 - LA.11-12.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- Portfolio presentations:
 - LA.11-12.SL.11-12.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience

Technology Integration

- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
 - **TECH.8.1.12.A.1** - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - **TECH.8.1.12.C.CS1** - - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- Students will access Soundation software program to further investigate lesson concepts.
 - **TECH.8.1.12.A.CS2** - - Select and use applications effectively and productively.
- Students will access digital resources to conduct research and investigations which

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extend their knowledge.

- TECH.8.1.12.E.CS1 - - Plan strategies to guide inquiry.
- TECH.8.1.12.E.CS2 - - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Students will select the media platform which best suits their project needs.
 - TECH.8.1.12.A.CS2 - - Select and use applications effectively and productively.

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Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations

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- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Common Misconceptions

Students may struggle with:

- Offering constructive feedback
- Using the software to its fullest extent
- Taking risks and being confident

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