

East EPO Course Overview For Intro to Music Technology

Disciplinary long-term transfer goals aligned with mission/vision:

Students will be able to independently use their learning to:

- Creating: Create new musical ideas and work that express their experiences and connections to the world around them.
- Performing: Prepare for performance through analysis, interpretation, and intentional practice in order to communicate perspectives and experiences to an audience.
- Responding: Develop an understanding of a variety of music through listening, analyzing and connecting to personal experience and society

Pacing Guide:

Marking Period 1			Marking Period 2			Marking Period 3			Marking Period 4	
Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
Unit 1 - The GEC Project 9 Classes PERFORM	Unit 2 - Mixing 101 in Mixcraft 14 Classes CREATE		Unit 3 - Beatmaking and Virtual Instruments 20 Classes CREATE			Unit 4 - Recording Audio 13 Classes RESPONDING		Unit 5 - Live Sound 13 Classes CREATE/PERFORM		

Unit Overviews

Unit 1	Understandings:	Essential Questions:
The GEC Project 9 Classes	• EU1 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. • EU2 Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	• EQ 1 How do musicians improve the quality of their creative work? • EQ2 How does understanding the structure and context of musical works inform performance?
Transfer Goal: • Performing: Connect and communicate perspectives and experiences through collaborative or individual musical performances.		
CEPT: About Me Profile and Skills Showcase • Goal: Facilitate, engage in, explore, and present fundamental performance skills on the keyboard • Role: Musician, performer • Audience: Classroom peers and teacher • Situation: To start off the year, scholars will all begin with developing fundamental performance skills on the keyboard as a universal medium for digital music making. • Product: Scholars will prepare a brief profile outlining their experiences as musicians and prepare a short musical piece on the keyboard for an informal skills showcase in class. • Standards: Work will be judged based on students' understanding of how the arts convey meaning and realizing artistic ideas and work through interpretation and presentation.  Fundamental Performance Skills on Keyboard - Parts of the Keyboard • Notes and note names		

- How to find notes on the keyboard (black and white keys)
- Chord shapes
- Rhythms in chord shapes
- Chord changes
- "Key signature"
- Major vs. minor (in sound)

✓ Identify strengths, weaknesses, and goals as a musician/scholar

(Strengths and weaknesses related to the East Mission and Vision, and performance standards for music.)

✓ Present musical skills in a performance

(Informal skills presentation - all students are required to complete before moving into Unit 2. Rhythmic, melodic, and harmonic criteria will vary depending on level of experience.)

Identify experiences in music - as a consumer, performer, artist

(Students discuss school music experience, artists they enjoy listening to, how they have been influenced by specific artists or songs.)

Additional Criteria integrated into assessment:

- Content Knowledge
- Appropriate Use of Technology
- Software Functionality
- Critique, Analysis, and Assessment of Work
- Digital Presentation of Work
- Habits of Work Rubric

Unit 2	Understandings:	Essential Questions:
Mixing 101 in Mixcraft 14 Classes	• EU1 Musicians' creative choices are influenced by their expertise, context, and expressive intent. • EU2 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. • EU3 Musicians' presentation of creative work is the culmination of a process of creation and communication.	EQ 1 How do musicians make creative decisions? EQ 2 How do musicians improve the quality of their creative work? EQ 3 When is creative work ready to share?
Transfer Goal: • Creating: Create new musical ideas and work that express their experiences and connections to the world around them.		
CEPT: Mixing 101 • <u>Goal</u>: Facilitate, engage in, explore, and present material on our experiences through the creation of a basic remix or reimagined recording • <u>Role</u>: Songwriter, arranger, producer. • <u>Audience</u>: Students, staff, members of the school community. • <u>Situation</u>: Students are challenged to utilize their skills and understanding of mixing techniques • <u>Product</u>: Students will prepare a digital recording that is remixed, or transformed into a different genre or style. • <u>Standards</u>: Work will be judged based on students' understanding of digital tools in mixcraft. Criteria for Success: • The art of mixing • Downloading or mixing down audio • Critical listening and reflection		

Unit 3	Understandings:	Essential Questions:
Beatmaking and Virtual Instruments 20 Classes	• EU1 Musicians use a DAW to record, create, edit, and manipulate MIDI. • EU2 MIDI can be used to recreate real life instruments, environment, or sound effects.	EQ1 How do musicians use a DAW to create, edit, and manipulate MIDI? EQ2 Musicians create musical ideas, refine their ideas, and decide when their work is ready to share.
Transfer Goal: • Creating: Create new musical ideas and work that express their experiences and connections to the world around them.		
CEPT - Film Score Project • Goal: Facilitate, engage in, explore, and present material on our experiences through the creation of sound effects and musical themes to accompany a video clip from a commercial or movie scene. • Role: Songwriter, arranger, producer, foley artist. • Audience: Students, staff, members of the school community. • Situation: Students are challenged to utilize their skills and understanding of MIDI in the music and film industry. • Product: Students will prepare audio using MIDI and loops to create three layers of sound - environment, specific sound effects, and musical themes for a video clip of their choosing. • Standards: Work will be judged based on students' understanding of how MIDI is used to realistically recreate audio for a scene - to evoke an emotional response from the audience. Criteria for Success: Use of MIDI to generate ideas for • Sound Effects • Environment/Spacial Sounds • Musical Themes To evoke an emotional response from the audience Use of mixcraft tools such as record, edit, markers, and color coding to organize ideas in the window		

Unit 4	Understandings:	Essential Questions:
Recording Audio 13 Classes	EU1 Microphones can be used to capture a wide variety of vocal and instrumental sounds. EU2 Recorded audio can be edited and transformed in a variety of ways. EU3 Digital recordings can be shared with an outside audience through various means.	EQ1 How/why do musicians use recording microphones to capture their sound? EQ2 How/why do producers and recording engineers alter the sound of recorded audio? EQ3 How/why do musicians share their creative work?
Transfer Goal: • <i>Creating: Create new musical ideas and work that express their experiences and connections to the world around them.</i> • <i>Responding: Develop an understanding of a variety of music through listening, analyzing and connecting to personal experience and society</i>		
Performance Task: CEPT - Goal: Facilitate, engage in, explore, and present material on our experiences through the creation of a commercial voiceover to advertise or support a student club, activity, sporting event, team, or agency at East. Role: Songwriter, arranger, producer, voiceover artist, advocate. Audience: Students, staff, members of the school community. Situation: In an effort to advocate for self and others, we need to create radio commercials! Product: Students will prepare a 30 second radio ad to support a club, activity, sporting event, or agency at East by recording a voiceover from a script, and incorporating interesting musical themes and jingles to entice the audience into wanting to learn more. Standards: Work will be judged based on students' understanding of recording spoken or rapped audio, and knowledge of tools and resources to create musical themes using Mixcraft and/or BandLab. Criteria for Success: Rubric ○ Creativity ○ Craftsmanship ○ Execution ○ Rationale		

- Content Knowledge
- Appropriate Use of Technology
- Software Functionality and use of tools and resources
- Critique, Analysis, and Assessment of Work
- Presentation of Work
- Habits of Work Rubric

Unit 5	Understandings:	Essential Questions:
Live Sound 12 Classes	EU1 Sound reinforcement is used to amplify voices and instruments for a variety of stage events. EU2 The components of a sound system work together to capture, modify, and amplify an audio signal. EU3 Sound engineers and stage workers are highly skilled technical workers that interpret an artist's intent to process audio for a live audience. EU4 Sound engineers and stage workers utilize stage plots to plan and organize their equipment on stage.	EQ1 How are PA systems used to amplify sound? EQ2 How do the components of a PA system work together to process an audio signal? EQ3 How do live sound engineers use their skills and knowledge to support live sound events? EQ4 How do stage workers and live sound engineers plan and execute a stage setup?
Transfer Goal: ● Creating: Create new musical ideas and work that express their experiences and connections to the world around them. ● Performing: Connect and communicate perspectives and experiences through collaborative or individual musical performances.		
Performance Task: CEPT: Mock Live Sound Design Goal: Facilitate, engage in, explore, and present material on our experiences with live sound. Role: Sound Engineer, Stage Crew Member Audience: Students, staff, members of the school community. Situation: Teams of students are tasked with running a live sound production for a variety of ensembles. Product: Students will design and prepare a stage plot and demonstrate their understanding of live sound, signal flow, and handling of equipment by physically setting live sound for a performance. Standards: Work will be judged based on students' understanding of live sound, tools & materials, and jobs and roles. Criteria for Success: ● Rubric		

- Creativity
 - Craftsmanship
 - Execution
 - Rationale
- Content Knowledge
- Appropriate Use of Technology
- Knowledge and use of live music tools and resources
- Critique, Analysis, and Assessment of Work
- Presentation of Work
- Habits of Work Rubric