

HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS  
HILLSBOROUGH, NJ 08844

     NEW   X   REVISED CURRICULUM

DATE: JUNE 2012

CONTENT AREA: FINE & PERFORMING ARTS – HHS – MUSIC TECHNOLOGY AND APPLICATIONS

SUPERVISOR:	CURRICULUM REVISION TEAM:
Olga Zarestky	Jonathan Klizas

**WHY WAS THIS CURRICULUM REVISION COMPLETED?**

Revise and update to 2009 NJ Core Curriculum Content Standards

**HOW IS THIS RELATED TO THE DISTRICT PLAN FOR CURRICULUM DEVELOPMENT?**

     As scheduled on the five-year curriculum revision cycle

  X   Other

**WERE THE FINANCIAL RESOURCES BUDGETED FOR THIS REVISION?**

  X   Yes

     No (please explain) \_\_\_\_\_

**OTHER COMMENTS:** \_\_\_\_\_

**APPROVAL DATES:**

*Liu 12/23/14* Approved by Assistant Superintendent

*JA 12/11/14* Approved by Education Committee

\_\_\_\_\_ on

Board of Educ. Approved  
12/22/14

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

HILLSBOROUGH HIGH SCHOOL  
FINE & PERFORMING ARTS

**MUSIC TECHNOLOGY AND APPLICATIONS**  
**GRADES 9-12**

JUNE 2012

# Course Overview

*"It occurred to me by intuition, and music was the driving force behind that intuition. My discovery was the result of musical perception." (When asked about his theory of relativity) - Albert Einstein*

*"During the Gulf War, the few opportunities I had for relaxation I always listened to music, and it brought me great peace of mind. I have shared my love of music with people throughout this world, while listening to the drums and special instruments of the Far East, Middle East, Africa, the Caribbean, and the Far North, and all of this started with the music appreciation course that I was taught in a third-grade elementary class in Princeton, New Jersey. What a tragedy it would be if we lived in a world where music was not taught to children."*

*- General H. Norman Schwarzkopf — United States Army*

NJCCCS 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

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Music Technology & Applications provides students with a music experience that will take place in one forty-eight minute class period every school day for half the year. Music Technology and Applications is an exploration of musical elements and their relation with audio processing. Music Technology and Applications fits the needs of a variety of students. The course does not require the student to have a musical background. This does not imply Music Technology is a beginning music course, as the accomplished music student will find much to advance their musicianship as well. The thrust of this course is in the creation of music and the study of audio production techniques in a contemporary computer-based, digital audio environment. The students use concepts of musical form, rhythm, melody and harmony, orchestration and texture as they progress through the projects of this course. Software synthesizers, sample libraries and student recordings become the tools and objects of the projects. At the same time, these projects utilize and explore audio production techniques and strategies. It offers the conscientious student a creative experience unique in their music education.

The curriculum is aligned to the New Jersey Core Curriculum Content Standards for Visual and Performing Arts which are:

- **Standard 1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- **Standard 1.2 History of Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.
- **Standard 1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
- **Standard 1.4 Aesthetic Responses and Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

The interdisciplinary and experiential nature of the Arts (where rigorous academic concepts are coupled with real-world hands-on lessons) allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators have been noted (including the NJCCCS areas of Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Technology, and 21<sup>st</sup> Century Life and Careers), along with integrations to the Common Core State Standards for English Language Arts and Mathematics.

This 2.5 credit half-year course helps fulfill the state mandate contained in N.J.A.C. 6A:8-5.1(a)lvii for "at least 5 credits in Visual and Performing Arts" for all students who entered high school in 2010 or later.

<p><b>Enduring Understandings</b></p>	<p>An appreciation and understanding of music as an art form.                  An appreciation and understanding of music production and audio processing as an art form.                  The discipline and dedication necessary to create and perform music effectively.                  The ability to constructively analyze and critique musical compositions and performances.                  The ability for the individual to analyze his or her own musical creations and to create intelligent strategies to address areas of need.                  Fluency in communicating ideas through contemporary technology.                  Practicing a positive work ethic, modeling constructive behaviors for others.</p>
<p><b>Days</b></p>	<p>7</p>
<p><b>NJCCCS</b></p>	<p><b>1.1 The Creative Process</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.  <b>1.3 Performance</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p>
<p><b>NJCCCS CPI</b></p>	<p>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.                  1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.</p>
<p><b>Essential Questions</b></p>	<p>What is computer-based audio production?                  How does a computer interface enhance or detract from the workflow?                  When does sound become music?</p>
<p><b>Skills The Student Will...</b></p>	<p>Distinguish between analog and digital                  Distinguish MIDI from digital audio                  Navigate a multi-tracking software program                  Identify basic elements of music such as form, rhythm, melody and texture.                  Create a vocabulary of digital audio processing techniques and jargon.</p>
<p><b>Assessment</b></p>	<p>The student will complete various commands displaying fluency with computer interfaces used in the classroom.                  The student will recognize and describe various elements of music.                  The student will define a range of musical and audio processing terminology.</p>
<p><b>Literacy Integration</b></p>	<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
<p><b>World Language Integration</b></p>	<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>
<p><b>Technology Integration</b></p>	<p>8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p>
<p><b>21<sup>st</sup> Century Life &amp; Careers</b></p>	<p>9.4.12.C.(1).3 Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.</p>

<b>Unit/Skill:</b> <b>II. Student Journal</b>	
<b>Days</b>	Ongoing
<b>Content</b>	<b>1.4 Aesthetic Responses &amp; Critique Methodologies</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
<b>Core Content</b>	1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork. 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.
<b>Essential Questions</b>	What influences contribute to a style of music? How does writing about music contribute to an understanding of music? How do you, the student, see your musicianship evolving throughout this course and beyond?
<b>Skills The Student Will...</b>	Maintain a journal, documenting their experience and growth through the projects of the course. Give examples of different genres of music and different artistic disciplines and describe how they contribute to a cohesive aesthetic. Relate their ongoing experience with their evolving perception of themselves as a creative artist. Discuss their evolving understanding of audio processing techniques and how to utilize them in their projects.
<b>Assessment</b>	Use student journals to aid on instruction differentiation.
<b>Literacy Integration</b>	SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
<b>World Language Integration</b>	7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
<b>Technology Integration</b>	8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.4.12.C(1).3 Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.

<b>Unit/Skill: III. Rhythm Inputting</b>	
<b>Days</b>	7
<b>NJCCCS</b>	<b>1.3 Performance</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
<b>NJCCCS CPI</b>	1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.
<b>Essential Questions</b>	How does time exist in a musical context? How is rhythm expressive in music?
<b>Skills The Student Will...</b>	Convert written rhythms in a variety of styles into digital commands (MIDI) creating audio files as an output. Apply digital processing techniques to various audio tracks. Produce a stereo file from various audio tracks.
<b>Assessment</b>	The students will be assessed on accuracy of their audio files regarding rhythm and audio processing techniques (panning, equalization, volume levels).
<b>Literacy Integration</b>	SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<b>World Language Integration</b>	7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
<b>Technology Integration</b>	8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.4.12.C.(1).3 Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.

<b>Unit/Skill: IV. Meaning in Music</b>	
<b>Days</b>	6
<b>NJCCCS</b>	<p><b>1.1 The Creative Process</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p><b>1.2 History of the Arts and Culture</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p><b>1.3 Performance</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p><b>1.4 Aesthetic Responses &amp; Critique Methodologies</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p> <p>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.</p> <p>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.</p> <p>1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>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.</p> <p>How is music expressive?                  How is music with text expressively different from absolute music?                  How does art and music reflect the culture of its time?</p>
<b>NJCCCS CPI</b>	<p>Select a piece of music that is expressive of the content it is trying to convey                  Identify various elements of music and describe how those elements enhance and illustrate the meaning of their selected piece of music.                  Write a podcast script explaining the expressivity of their selected piece.                  Produce a podcast interweaving highlighted sections of their selected piece with their script.                  Mix down their various tracks to a stereo output file.</p>
<b>Essential Questions</b>	<p>The choice of topic is teacher-approved and is evaluated on its merit as an example of expressivity in music.                  Students present their project first, by a brief oral description, and secondly, by the class listening to the project.                  Description of how musical elements of the piece are used to underscore the meaning of the music.                  Overall technical and content quality of the 3-minute podcast.</p>
<b>Skills The Student Will...</b>	<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
<b>Assessment</b>	<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>
<b>Literacy Integration</b>	<p>8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.</p>
<b>World Language Integration</b>	<p>9.4.12.C.(1).3 Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.</p>
<b>Technology Integration</b>	
<b>21<sup>st</sup> Century Life &amp; Careers</b>	

<b>Unit/Skill:</b>	
<b>V. Music Notation, Orchestration</b>	
<b>Days</b>	10
<b>NJCCCS</b>	<p><b>1.1 The Creative Process</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p><b>1.3 Performance</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p>
<b>NJCCCS CPI</b>	<p>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.</p> <p>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.</p>
<b>Essential Questions</b>	<p>How does musical sound relate to color?</p> <p>How do families of musical instruments blend with each other?</p> <p>How does form play a unifying element in musical compositions?</p>
<b>Skills The Student Will...</b>	<p>Duplicate a written piece of music in music notation software creating printed output and a notation software specific file (<i>Pachelbel's Canon in D</i>, for example).</p> <p>Convert the above file to MIDI and import it into a multi-tracking software program.</p> <p>Arrange the parts of the music by assigning certain instrumental families to the parts.</p> <p>Create a solo part of his or her devising.</p> <p>Convert the MIDI tracks to audio and apply processing to them.</p> <p>Produce a stereo file as output.</p>
<b>Assessment</b>	<p>The student- created MIDI file of the music originally entered into music notation software will be evaluated for accuracy.</p> <p>Certain guidelines <i>must</i> be followed regarding the choice of instruments used for the arrangement, the sequential entrance order of the instrumental part and the creation of a solo part of the students own imagination.</p> <p>Evaluation of the audio quality of the final output with special attention to rhythmic and harmonic accuracy, volume balances, panning and equalization.</p> <p>Students present their project: first, by a brief oral description, and secondly, by the class listening to the project.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
<b>Literacy Integration</b>	
<b>World Language Integration</b>	7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
<b>Technology Integration</b>	8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.4.12.C(1).3 Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.



<b>Unit/Skill: VI. Arranging for a Small Ensemble</b>	
<b>Days</b>	10
<b>NJCCCS</b>	<p><b>1.1 The Creative Process</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p><b>1.3 Performance</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p>
<b>NJCCCS CPI</b>	<p>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.</p> <p>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.</p>
<b>Essential Questions</b>	How do elements of music (melody, rhythm, harmony, texture) work together to create a coherent entity?
<b>Skills The Student Will...</b>	<p>Duplicate a 12-bar walking bass part in music notation software creating printed output and a music notation file.</p> <p>Convert the above file to MIDI and import it into a multi-tracking software program.</p> <p>Add a percussion part to the arrangement.</p> <p>Use appropriate instruments for harmony in a simple I-IV- V harmonic progression.</p> <p>Create a solo part of at least twelve measures in length.</p> <p>Use staggered entrances to highlight each part.</p> <p>Convert the MIDI tracks to audio and apply processing to them.</p> <p>Produce a stereo file as output.</p>
<b>Assessment</b>	<p>The student's initial walking bass printed and MIDI file will be examined for accuracy.</p> <p>Students are evaluated on their accuracy in following the requirements of the project.</p> <p>Evaluation of the audio quality of the final output with special attention to rhythmic and harmonic accuracy, volume balances, panning and equalization.</p> <p>Students present their project: first, by a brief oral description, and secondly, by the class listening to the project.</p>
<b>Literacy Integration</b>	SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
<b>World Language Integration</b>	7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
<b>Technology Integration</b>	8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.4.12.C.(1).3 Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.

<b>Unit/Skill: VII. Commercial Project</b>	
<b>Days</b>	10
<b>NJCCCS</b>	<p><b>1.1 The Creative Process</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p><b>1.3 Performance</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p>
<b>NJCCCS CPI</b>	<p>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.</p> <p>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.</p>
<b>Essential Questions</b>	<p>How does a musical logo, a brief musical motive, become associated with an entity?                      How is music descriptive of a physical object or action?</p>
<b>Skills The Student Will...</b>	<p>Create a original teacher-approved product or service and design a 30-second advertisement for that product.</p> <p>Create a musical jingle or logo associated with the product.</p> <p>Write a script describing the essence of the product.</p> <p>Record the script and music.</p> <p>Mix the project in multi-track recording software.</p> <p>Produce a stereo file as output.</p>
<b>Assessment</b>	<p>Students are evaluated on their accuracy in following the requirements of the project.</p> <p>Evaluation of the audio quality of the final output with special attention to rhythmic and harmonic accuracy, volume balances, panning and equalization.</p> <p>Students present their project: first, by a brief oral description, and secondly, by the class listening to the project.</p>
<b>Literacy Integration</b>	<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
<b>World Language Integration</b>	<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>
<b>Technology Integration</b>	<p>8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p>
<b>21<sup>st</sup> Century Life &amp; Careers</b>	<p>9.4.12.C.(1).3 Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.</p>

<b>Unit/Skill: VIII. Form: Pop Song</b>	
<b>Days</b>	15
<b>NJCCCS</b>	<p><b>1.1 The Creative Process</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p><b>1.3 Performance</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p>
<b>NJCCCS CPI NJCCCS</b>	<p>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.</p> <p>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.</p>
<b>Essential Questions</b>	<p>How does a listener perceive form in music?</p> <p>How do the sections of a piece of music create interest for the listener?</p> <p>How do the rhythm, melody, and texture of a piece of music create interest for the listener?</p>
<b>Skills The Student Will...</b>	<p>Compose and realize a piece in the following pop-format: Introduction, Verse 1, Verse 2, Chorus, Bridge or solo, Chorus, Coda or Outro.</p> <p>Convert the above file to MIDI and import it into a multi-tracking software program.</p> <p>Arrange their work with appropriate orchestration.</p> <p>Use processing techniques such as equalization and panning to create a well-balanced mix.</p> <p>Mix down their work to a stereo output file.</p>
<b>Assessment</b>	<p>Students are assessed according to their ability to stay within the parameters of the project.</p> <p>Organization of their workspace with the multi-tracking program.</p> <p>Students are evaluated on their accuracy in following the requirements of the project.</p> <p>Evaluation of the audio quality of the final output with special attention to rhythmic and harmonic accuracy, volume balances, panning and equalization.</p> <p>Students present their project: first, by a brief oral description, and secondly, by the class listening to the project.</p>
<b>Literacy Integration</b>	<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
<b>World Language Integration</b>	<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>
<b>Technology Integration</b>	<p>8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p>
<b>21<sup>st</sup> Century Life &amp; Careers</b>	<p>9.4.12.C(1).3 Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.</p>

<b>Unit/Skill: IX. The Final Project</b>	
<b>Days</b>	25
<b>NJCCCS</b>	<p><b>1.1 The Creative Process</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p><b>1.3 Performance</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p><b>1.4 Aesthetic Responses &amp; Critique Methodologies</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>
<b>NJCCCS CPI</b>	<p>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.</p> <p>1.1.12.B.2 Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>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.</p> <p>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.</p> <p>1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</p>
<b>Essential Questions</b>	<p>How does form and texture create interest for the listener?              How is variation an important tool for formal organization in music?              How does the manipulation of audio frequencies, e.g. equalization, enhance or detract from the overall effect of a piece of music?</p>
<b>Skills The Student Will...</b>	<p>Synthesize the audio processing techniques used throughout the course.              Create at least three sections of music of a contrasting nature totaling ten minutes.              *****add examples              Utilize all processing techniques studied in class.              Keep to predefined time deadlines.</p>
<b>Assessment</b>	<p>Original project proposal is approved by the teacher and must be presented in a timely manner.              Students must adhere to time deadlines and project structure.              Project workspace must be meticulously organized.              Examples of all mixing techniques studied in class must be present.              Evaluation of the audio quality of the final output with special attention to rhythmic and harmonic accuracy, volume balances, panning and equalization.              Students present their project: first, by a brief oral description, and secondly, by the class listening to the project.              SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
<b>Literacy Integration</b>	<p>2.2.12.A.2 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.</p>
<b>Health &amp; Phys Ed Integration</b>	<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>
<b>World Language Integration</b>	<p>8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p>

Fine and Performing Arts Department  
HHS Music Technology and Applications  
Grades 9-12

<b>21<sup>st</sup> Century Life &amp; Careers</b>	<b>Unit/Skill:</b> <b>IX. The Final Project</b> 9.4.12.C.(1).3 Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.
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## **Bibliography**

This class uses finale software and does not use any hard cover books. An example of web-sites used can be found in the weblibliography.

Instead of text books, the HHS Music Technology class uses the following software for instruction:

*Mixcraft Version 5*

*Sibelius Student Version 6*

## Webliography

<http://www.soundonsound.com/>

<http://music.tutsplus.com/>

<http://www.synthtopia.com/>

<http://www.emusician.com/index>

<http://www.kaosaudio.com/>

<http://www.musicradar.com/computermusic>