

# Digital Music Production

## Unit 1 Music Theory

**Unit Description: Students will learn the basics of music theory and analysis needed for music composition.**

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
1-2 weeks	The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	Why is it important to be able to create, recreate and perform music independently?	While much of the school-based musical experience happens within a group, it is also important for people to be able to create, recreate, rehearse and perform music independently.	Demonstrate the ability to independently create, recreate, rehearse and perform musical works and explain why this is important.	<a href="http://Musictheory.net">Musictheory.net</a>  Alfred's Essentials of Music Theory  Computers with internet access	Musical form: Binary, ternary, rondo Song structure (verse/chorus) Time signatures Tempo Dynamics Major/minor scale Chords	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.1.12.J 9.1.12.K 9.3.12.A
	The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	How do musicians make creative decisions?  How do individuals choose music to experience?  What are the components and structure of a modern song?	Students will know the basics of music theory for use in digital music composition.	Students will:  Identify form in music.  Differentiate between verse and chorus in song structure.  Build scales and chords for use in compositions.	Musictheory.net  Alfred's Essentials of Music Theory  Computers with internet access	Musical form: Binary, ternary, rondo Song structure (verse/chorus) Time signatures Tempo Dynamics Major/minor scale Chords	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.1.12.J 9.1.12.K 9.3.12.A

		<p>How does understanding the structure and context of music form a response?</p> <p>What is musical form?</p> <p>What are the elements of music composition?</p>		<p>Identify tempos in music.</p> <p>Identify dynamics in music.</p> <p>Sample works from various musical artists.</p> <p>Identify compositional techniques.</p> <p>Compare and contrast musical works.</p>			
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## Unit 2 History of Music Technology

**Unit Description: Students will learn about the progression of music technology and Electronic Music, as well as notable composers of Electronic Music.**

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
1-2 weeks	People have expressed experiences and ideas through the arts throughout time and across cultures.	<p>How and why do works in the different arts disciplines share characteristics?</p> <p>As technology has changed, how has it changed the way we make music?</p>	There are similarities between works in different arts disciplines from different time periods and different cultures.	Explain similarities between works in dance, music, theater and visual arts in various cultural and historical contexts.	<p>Webquest Research paper/presentation Nearpod</p> <p>Computers with internet access</p>	<p>Synthesizer Computer music Phonograph Record CD MP3 Electronic Music</p>	<p>9.1.12.C 9.1.12.J 9.1.12.K 9.2.12.A 9.2.12.B 9.2.12.C 9.2.12.D 9.2.12.E 9.2.12.F 9.2.12.G 9.2.12.L</p>

		How do musicians generate creative ideas?  How do performers select repertoire?	Electronic music  Synthesizers, computers  Composer research	Students will:  Study the history of Electronic Music in the United States.  Examine the progression of music technology.  Research a composer of electronic music and create a presentation.			
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### Unit 3 Composition Using a DAW

**Unit Description: Students will learn about composition in Bandlab for Education: basics of loops, audio mastering, MIDI, and sound effects.**

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
2-3 weeks	The arts provide a medium to understand and exchange ideas.	How do musicians generate creative ideas?  As technology has changed, how has it changed the way we make music?	Contemporary technology allows people to share and collaborate on musical ideas.	Collaborate with others to create a musical work using contemporary technologies.	Bandlab for Education OR Soundtrap for Education  Loop song project  Midi songwriting  Drum kit rhythm creation  Computers with internet access	DAW BPM Loop Melody Harmony Rhythm Accompaniment MIDI Automation Volume Panning Reverb Echo	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.1.12.J 9.1.12.K

		<p>What is a DAW (Digital Audio Workstation)?</p> <p>How does Bandlab work?</p>	Utilize the Bandlab program for digital music composition.	<p>Students will:</p> <p>Create loops, melodies, bass lines, chords, and rhythms in a DAW.</p> <p>Create MIDI tracks in a DAW.</p> <p>Create a song using loops and effects in Bandlab.</p> <p>Utilize automation, panning, reverb, and other volume effects to create sound effects in music.</p>			
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## Unit 4 Copyright

**Unit Description: Students will learn about Copyright law, legal and ethical issues surrounding copyright, fair use, music industry**

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
1 week	There are formal and informal processes used to assess the quality of works in the arts.	<p>How do musicians make creative decisions?</p> <p>How do musicians compare their work to the work of others?</p>	Musicians use both aesthetic and critical processes to assess their own work and compare it to the works of others.	Analyze their own performances and compositions and make judgments about their own works as compared with those of other performers and composers.	<p>Documentary on Copyright</p> <p>Nearpod presentation on copyright law and fair use policies</p> <p>Remix project</p>	<p>Copyright</p> <p>Creative Work</p> <p>Fair Use</p> <p>Public Domain</p> <p>Commercial Purposes</p> <p>Public Performance</p> <p>License</p> <p>Creative Commons</p>	<p>9.1.12.C</p> <p>9.3.12.A</p> <p>9.3.12.B</p> <p>9.3.12.C</p> <p>9.3.12.D</p> <p>9.3.12.E</p> <p>9.3.12.F</p> <p>9.3.12.G</p>

					Bandlab for Education OR Soundtrap for Education  Computers with internet access	Parody Cover (music)	
	There are formal and informal processes used to assess the quality of works in the arts	How can we make responsible choices when using other people's work?  What is copyright law?	Introduction to Copyright Laws  Copyright Laws in America	Students will:  Identify the legal and ethical considerations of copyright and use of other's work.  Understand the process and responsibilities involved with being a content consumer.  Explain the differences in copyright and usage laws.  Create a remix of an existing song to better understand fair use, copyright law, and artistic choices.	Documentary on Copyright  Nearpod presentation on copyright law and fair use policies  Remix project  Bandlab for Education OR Soundtrap for Education  Computers with internet access	Copyright Creative Work Fair Use Public Domain Commercial Purposes Public Performance License Creative Commons Parody Cover (music)	9.1.12.C 9.3.12.A 9.3.12.B 9.3.12.C 9.3.12.D 9.3.12.E 9.3.12.F 9.3.12.G

## Unit 5 Recording Studio/Music Careers

**Unit Description: Students learn the setup of a recording studio and the job of an audio engineer. Research into careers in the music field.**

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
1-2 weeks	Artists use tools and resources as well as their own experiences and skills to create art.	How and why do people continue to engage in music after graduation?	People use resources available in their communities to make music throughout their lives.	Identify post-graduation opportunities to be part of the musical community as audience members, amateur musicians or professional musicians.	Recording studio tour/set up  Live recording  Music careers research project  Bandlab for Education OR Soundtrap for Education  Computers with internet access	Recording studio XLR cable Microphone Interface Mixer Levels Gain Amplifier Adapter Quantizing Audio Engineer Producer Lyricist	9.1.12.C 9.1.12.G 9.1.12.H 9.3.12.A 9.3.12.B 9.3.12.C 9.3.12.D 9.3.12.E 9.3.12.F 9.3.12.G
	Artists use tools and resources as well as their own experiences and skills to create art.	What is the role of an audio engineer?  What elements are involved in a recording studio?  How is electronic music performed?  What are the different types of microphones and what are their functions?	Use a recording studio for music production.  Career options in the music field.	Students will:  Visit the recording studio in the Carlynton JSHS Shop.  Identify major parts of a recording studio.  Learn the basics of how to set up a recording studio with microphones and an interface.	Recording studio tour/set up  Live recording  Music careers research project  Bandlab for Education OR Soundtrap for Education  Computers with internet access	Recording studio XLR cable Microphone Interface Mixer Levels Gain Amplifier Adapter Quantizing Audio Engineer Producer Lyricist	9.1.12.C 9.1.12.G 9.1.12.H 9.3.12.A 9.3.12.B 9.3.12.C 9.3.12.D 9.3.12.E 9.3.12.F 9.3.12.G

				<p>Participate in a live recording demonstration.</p> <p>Create a mix of two different songs and edit live in the recording studio.</p> <p>Research one career path in the music field and create a presentation.</p>			
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## Unit 6 Movie/Video Game Music

**Unit Description: Students will compose music for a silent film and create their own music for a video game.**

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
2-3 weeks	People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.	What decisions do musicians make to influence the way people experience their work?	Musicians make choices that influence the way people experience their work.	Analyze the ways in which a musician's use of rhythm, melody, harmony, form, texture and expressive qualities influence an audience's response to the music.	<p>Create an original soundtrack (2:00) to accompany a movie clip from a silent film.</p> <p>Create a soundtrack for a video game title/level(s).</p> <p>Bandlab for Education OR Soundtrap for Education</p> <p>Computers with internet access</p>	Foley Theme	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.1.12.J 9.1.12.K 9.3.12.C 9.4.12.C

		<p>What role does music play in video games and movies?</p> <p>What is a musical theme or sequence?</p>	<p>Applying previous knowledge in content creation in Bandlab.</p> <p>Screen recording</p>	<p>Students will:</p> <p>Use music and sound effects to enhance a story or scene.</p> <p>Utilize automation, panning, reverb, and other volume effects to create sound effects in music.</p>			
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## Unit 7 Commercial Music

**Unit Description: Students will learn the impact of music in marketing by creating their own commercials with music.**

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
1-2 weeks	People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.	What decisions do musicians make to influence the way people experience their work?	Musicians make choices that influence the way people experience their work.	Analyze the ways in which a musician's use of rhythm, melody, harmony, form, texture and expressive qualities influence an audience's response to the music.	<p>Creating music for an existing commercial</p> <p>Creating a commercial for an original product.</p> <p>Bandlab for Education OR Soundtrap for Education</p> <p>Computers with internet access</p>	Commercial	<p>9.1.12.A</p> <p>9.1.12.B</p> <p>9.1.12.C</p> <p>9.1.12.D</p> <p>9.1.12.E</p> <p>9.1.12.F</p> <p>9.1.12.J</p> <p>9.1.12.K</p> <p>9.3.12.C</p> <p>9.4.12.C</p>
	People use both aesthetic and critical processes	What role does music play in marketing?	Applying previous knowledge in content creation in Bandlab.	Students will:	Creating music for an existing commercial	Commercial	<p>9.1.12.A</p> <p>9.1.12.B</p> <p>9.1.12.C</p>



	to assess quality, interpret meaning and determine value.	How are commercials created?  How does music influence audience reaction to a commercial?	Role of music in marketing.	Record a commercial and musical jingle for a product.  Create a new soundtrack for an existing commercial.	Creating a commercial for an original product.  Bandlab for Education OR Soundtrap for Education  Computers with internet access		9.1.12.D 9.1.12.E 9.1.12.F 9.1.12.J 9.1.12.K 9.3.12.C 9.4.12.C
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## Unit 8 (Final Project: Podcasting)

**Unit Description: Students will create, record, and edit their own podcast with original script and audio.**

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
2-3 weeks	There are formal and informal processes used to assess the quality of works in the arts.	How do musicians make creative decisions?  How do musicians compare their work to the work of others?	Musicians use both aesthetic and critical processes to assess their own work and compare it to the works of others.	Analyze their own performances and compositions and make judgments about their own works as compared with those of other performers and composers.	Podcast creation  Project Presentations  Self-Evaluation with rubric  Course evaluation  Bandlab for Education OR Soundtrap for Education  Computers with internet access	Podcast	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.J 9.1.12.K 9.3.12.A 9.3.12.B 9.3.12.C 9.3.12.E 9.3.12.F 9.3.12.G 9.4.12.C
	There are formal and informal processes used to	What is a podcast?	Applying previous knowledge in content creation in Bandlab.	Students will:	Podcast creation  Project Presentations	Podcast	9.1.12.B 9.1.12.C 9.1.12.J

	assess the quality of works in the arts		Mixing, mastering, script writing, recording.	Create a podcast with an original script, theme music, and recorded content.  Complete a presentation and self-evaluation. Complete a course evaluation.	Self-Evaluation with rubric  Course evaluation  Bandlab for Education OR Soundtrap for Education  Computers with internet access		9.1.12.K 9.3.12.A 9.3.12.B 9.3.12.C 9.3.12.E 9.3.12.F 9.3.12.G 9.4.12.C
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### Standards and Curriculum Framework

<https://www.pmea.net/wp-content/uploads/2012/10/PA-Standards.pdf>

<https://www.pdesas.org/CMap/Cframework/>

<https://www.pdesas.org/Standard/View>

<https://nafme.org/wp-content/uploads/2014/11/2014-Music-Standards-Technology-Strand.pdf>