Music Tech and Composition Overview

Content Area: **Art**
Course(s): **MUSIC TECHNOLOGY AND COMPOSITION**
Time Period:
Length: **N/A**
Status: **Published**

Course Overview

Students will learn the fundamentals of digital music production and editing. Topics covered will include digital recording, editing, MIDI, song creation/mixing, and basic melodic composition and harmonization. This course is recommended for those students who perform vocal or instrumental music in or out of school, for students who intend to continue musical study at the college level and for those intending to pursue a music-related career. This course serves as the pre-requisite for Advanced Music Studio.

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards		NJ Student Learning Standards		NJ Student Learning Standards	
1. Visual and Performing Arts	P	5. Science		9. Career Education and Consumer/ Family/ Life Skills	S
2. Health and Physical Education		6. Social Studies			
3. Language Arts Literacy		7. World Languages			
4. Mathematics		8. Technology Literacy	S		

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Textbooks and other resources

COURSE RESOURCES

SoundTree Music Technology Lab with Roland RD-64 Keyboards

Computers with internet access and music software (loop-based music production, multi-track audio

recording/editing, MIDI sequencing and music notation software)

Standards

Students will demonstrate the ability to use computers to create, record, mix and edit music in digital audio, MIDI and musical notation forms (1.1.12.B.1)(M), (1.1.12.B.2)(M), (1.3.12.B.4)(M), (8.1.8.A.5)(D).

Students will engage in music composition and arranging activities, including self- and peer critique (1.3.12.B.3)(M), (1.3.12.B.4)(M), (1.4.12.B.1)(M), (1.4.12.B.2)(M).

Musical styles to be included in the course of study will represent varied cultures and time periods (1.2.12.A.2)(M).

Students will use keyboards, computers and internet-based applications for music creation, arranging, collaboration, career exploration and self-assessment (8.1.8.A.5)(D), (8.1.12.A.3)(D), (9.1.12.C.4)(D).

COURSE SCOPE AND SEQUENCE CHART

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Sequential Unit Description:	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	Proficiency (Summative) Assessments
Unit 1 Workstation Orientation & Music Notation Review Basic care functionality of computer & keyboard workstation. Music reading/performance skill assessment and review.	1.1.12.B.1 (M) 1.1.12.B.2 (M) 1.3.12.B.1 (M) 1.3.12.B.3 (M) 8.1.8.A.5 (D) 9.1.12.A.1 (D)	1	1-2 days	Performance Assessment Written music notation skills assessment

Unit 2 Loop-Based Music – MIDI and Digital Audio Song creation/arranging using loop libraries, MIDI and real audio with entry-level music production software. Review of musical form to ensure song destination and cohesion. Control of levels, fades and pan.	1.1.12.B.2 (M) 1.2.12.A.2 (M) 1.3.12.B.1 (M) 1.3.12.B.2 (M) 1.3.12.B.3 (M) 1.3.12.B.4 (M) 1.4.12.B.1 (M) 8.1.8.A.5 (D) 8.1.12.D.2 (D) 9.1.12.A.1 (D) 9.1.12.F.2 (D)	1	6-8 classes	Performance assessment Self- and peer critique Rubric-based project evaluations
Unit 3 Music Industry Vocabulary & Careers Essential analog and digital music terms and definitions, application of vocabulary to music recording situations. Implications of copyright law and digital music. Related music industry career opportunities.	1.2.12.A.2 (M) 1.4.12.B.3 (M) 8.1.12.A.3 (D) 8.1.12.D.2 (D) 9.1.12.A.1 (D) 9.1.12.C.4 (D) 9.1.12.F.6 (D) 9.2.12.A.1 (D) 9.2.12.A.5 (D) 9.3.8.B.3 (D) 9.4.12.A.16	1	2 classes, then ongoing	Written assessments (quiz) Online records of student journal (blog) entries

	(D)			
Unit 4 Audio Editing Audio file correction and compilation using entry-level multi-track recording software. Audio clip import, mixing, levels, fades, pan and file export.	1.1.12.B.2 (M) 1.3.12.B.4 (M) 1.4.12.A.1 (M) 1.4.12.B.1 (M) 1.4.12.B.3 (M) *8.1.8.A.5 (D)* *8.1.12.D.2 (D)* *9.1.12.A.1 (D)* *9.1.12.F.2 (D)* *9.1.12.F.6 (D)*	1	3-5 classes	Self- and peer critique Rubric-based project evaluation

Unit 5 Composition – Melodies and Harmonies
 	
Review, instruction and practice utilizing standard chord progressions and methods for melody improvisation and composition across various genres and historical time periods
	1.1.12.B.1 (M)
	
	1.1.12.B.2 (M)
	
	1.3.12.B.2 (M)
	
	1.3.12.B.3 (M)
	
	1.3.12.B.4 (M)
	
	1.4.12.B.1 (M)
	
	9.1.12.A.1 (D)
	
	9.1.12.F.2 (D)
		1	3-5 classes	Written & electronic music
				
				  composition exercises
				
				Self- and peer critique
				
				Rubric-based project
				
				  evaluation

Unit 6 MIDI music production MIDI input of chord progressions and melodies to record and compose songs. Export/transfer of MIDI files between software platforms.	1.1.12.B.1 (M) 1.1.12.B.2 (M) 1.3.12.B.2	1	4-6 classes	Self- and peer critique Rubric-based project evaluation

	(M) 1.3.12.B.3 (M) 1.3.12.B.4 (M) 1.4.12.B.1 (M) *8.1.12.D.2 (D)* *9.1.12.A.1 (D)* *9.1.12.F.2 (D)* *9.1.12.F.6 (D)*			
Unit 7 Music Notation Software Inputting and editing notes, chords and lyrics in music notation software to reproduce and arrange songs. Importing, exporting and editing songs and MIDI files.	1.1.12.B.1 (M) 1.1.12.B.2 (M) 1.3.12.B.2 (M) 1.3.12.B.4 (M) 1.4.12.B.2 (M) *8.1.12.D.2 (D)* *9.1.12.A.1 (D)* *9.1.12.F.2 (D)* *9.1.12.F.6 (D)*	1	5-8 classes	Evaluation of printed sheet music (accuracy) Self- and peer critique Rubric-based project evaluation
Unit 8 Original Song Composition and Recording Composition, recording and editing of original song utilizing most appropriate choices of software and hardware for desired end goal.	1.1.12.B.1 (M) 1.1.12.B.2 (M) 1.3.12.B.2 (M) 1.3.12.B.3 (M)	1	6-10 classes	Self- and peer critique Rubric-based project evaluation

		1.3.12.B.4 (M)			
		1.4.12.B.1 (M)			
		1.4.12.B.2 (M)			
		8.1.12.D.2 (D)			
		9.1.12.A.1 (D)			
		9.1.12.F.2 (D)			

VPA.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.
VPA.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.
VPA.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.
VPA.1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores.
VPA.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.
VPA.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.
VPA.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
VPA.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.
VPA.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.
VPA.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.
TECH.8.1.8.A.5	Create a database query, sort and create a report and describe the process, and explain the report results.
TECH.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
TECH.8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.

Grading and Evaluation Guidelines

GRADING PROCEDURES

Marking period grades will be based on the average of:

- Class participation (individual time on task)
- Individual music production assignments
- Tests and quizzes
- Original song composition projects.

Final course grades will be based on:

- Marking period grade (weighted 90%)
- Final music composition & recording project (weighted 10%)

In terms of proficiency level the East Brunswick grades equate to:

A	Excellent	Advanced Proficient
B	Good	Above Proficient
C	Fair	Proficient
D	Poor	Minimally proficient
F	Failing	Partially Proficient

COURSE EVALUATION

In Music Technology and Composition, the goal is that a minimum of 95% of all pupils will achieve at least minimum proficiency (D or better) relative to the NJSLS set for this course. The department will review student achievement at all levels of proficiency relative to marking period grades, and if necessary, the individual components and assignments comprising these grades. Student achievement will further be analyzed to compare the achievement of the total enrollment vs. sub-groups to determine course areas requiring greater support or modification. As a result of the analysis, decisions will be made concerning modifications to course content and/or instructional methodology.

Other Details

 # 1005 Music Technology and Composition (East Brunswick High School)

Projected Number of Students	School #'s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/ Required	Initial Course Adopted
60	050	A	Q	10-12	1.25	210	E	12/13/2001