Unit 5: Music Tech/Soundtrap

Content Area: **Fine and Performing Arts**
Course(s): **English I, Exploratory Music**
Time Period: **September**
Length: **number of days**
Status: **Published**

Unit Overview

In this unit the students will use the program Soundtrap on Chromebooks to create their own musical composition.

Career Readiness, Life Literacies, and Key Skills

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
WRK.9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
WRK.9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
WRK.9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
WRK.9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
WRK.9.2.8.CAP.19	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.
TECH.9.4.8.CI	Creativity and Innovation

Inter-Disciplinary Connections

Equity Considerations

Asian American Pacific Islander Mandate

Topic: Showcase Solo and Ensemble repertoire from AAPI composers and traditions:

Include pieces for traditional instruments like erhu, koto, shakuhachi, gamelan, and others alongside Western orchestral instruments. Explore diverse AAPI genres like Chinese opera, Indian Carnatic music, Korean pansori, or Filipino kundiman.

Topic: AAPI performers and ensembles:

Share recordings or invite live performances by AAPI musicians representing different styles and backgrounds. Discuss their musical contributions and unique artistic expressions.

Addresses the Following Component of the Mandate: The political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, as part of the district's implementation of the New Jersey Student Learning Standards.

Materials Used and Resources:

- Asian American Composers Alliance: https://composers.com/ - A comprehensive resource for information on AAPI composers, featuring a member directory, news, and educational materials.
- National Association of Asian Pacific Island Educators: https://www.npien.com/ - Offers resources on AAPI culture and history, including music education resources.
- Society of Composers & Lyricists: https://thescl.com/ - This organization dedicated to composers and lyricists hosts an AAPI Composers Initiative, providing networking and support for AAPI members.
- The Asian Art Archive: https://aaa.org.hk/ - A digital archive of Asian art and culture, including music resources like recordings and historical documents.
- The Center for Asian American Media: https://caamedia.org/ - Produces and distributes Asian American media content, including documentaries and music films exploring AAPI composers and traditions.

LGBTQ & Disabilities Mandate

Topic: Diverse composers and performers

Introduce students to music by LGBTQ+ and Disabled musicians, as well as music that depicts diverse stories and experiences.

Topic: Inclusive content and themes

Explore music that addresses social justice issues and promotes empathy and understanding for different communities.

Addresses the Following Component of the Mandate: The political, economic, and social contributions of persons with disabilities as well as lesbian, gay, bisexual, and transgender persons, as part of the district's implementation of the New Jersey Student Learning Standards.

Materials Used and Resources:

The National Endowment for the Arts (NEA): https://www.arts.gov/ - Provides grants and initiatives supporting diverse artists and cultural programs. Explore their "Arts in Education" and "Creativity and Social Impact" sections for resources and examples.

The Kennedy Center: https://www.kennedy-center.org/education/ - Offers educational resources and programs highlighting diverse artists and performances. Check out their "Education Resources" and "Arts for Everyone" sections.

The Sphinx Organization: https://www.sphinxmusic.org/ - Promotes diversity in classical music through education programs and performance opportunities. Explore their "Emerging Artists" and "Education & Community Engagement" sections.

Climate Change Mandate

Holocaust Mandate

Amistad Mandate

Instructional Strategies/Learning Activities/Levels of Blooms/DOK

- At the conclusion of this unit the students will have created an original 8 measure Soundtrap composition

- The students will then input original rhythms that were created specific to their "junk" instrument project.

- Through the creation of these projects, they will evaluate their own level of achievement and decide what could be done to improve their end result.

ELL Modifications

- Create alternate rubrics for assessments

- Offer alternate/modify assignments and assessments where possible

- Read aloud assessments

- Repeat, reword, clarify

- Use flashcards

- Use graphic organizers

- Use of Quizlet, musictechteacher.com, and kahoot as well as other online resources with instruction provided in both English and their native language

- Use visuals

IEP & 504 Modifications

- Create alternate rubrics for assessments

- Offer alternate/modify assignments and assessments where possible

- Read aloud assessments

- Repeat, reword, clarify

- Use flashcards

- Use graphic organizers

- Use of Quizlet, musictechteacher.com, and kahoot as well as other online resources with instruction

- Use visuals

G & T Modifications

- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.

- Determine where students' interests lie and capitalize on their inquisitiveness.

- Encourage students to explore concepts in depth and encourage independent studies or investigations.

- Encourage students to make transformations- use a common task or item in a different way

- Higher level discussion questions

- Student led/directed discussions

At Risk Modifications

- AE help

- Guided notes

- Hands-on Instruction

- Modeling and showing lots of examples

- Non-verbal redirection of behaviors
- review, restate, reword directions
- Speaking to students privately when redirecting behaviors
- Visuals

Formative Assessment

- Exit tickets
- Listening to Soundtrap progress
- Thumbs up/down

Summative Assessment

- Soundtrap composition project

Alternative Assessments:

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Benchmark Assessments:

Skills-based assessment

Reading response

Writing prompt

Lab practical

Resources & Materials

- Self created Soundtrap instructional videos
- Soundtrap user videos

Technology

- Chromebooks
- Google Classroom
- Promethean Board
- Soundtrap
- YouTube tutorials