

# Unit 3 - Basic Editing and the Visual Connection

Content Area: **Fine and Performing Arts**  
Course(s): **Music Tech**  
Time Period: **October**  
Length: **24 Days**  
Status: **Published**

## Unit Overview

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The music that we listen to has already been edited, mixed, and mastered. Students will gain an understanding of the time and effort it takes to edit a piece of music to make it consumer ready. In addition, music is all around us from songs, to television and movie background music, to radio ads and commercials. Students will create their own music based upon a visual stimulus and explain the process with which they used to create their music.

## Enduring Understandings

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- As a performing artist, understanding demographics, markets, and timing is necessary to engineering a career in music production.
- Generic concepts of recording, mixing, editing, and processing are common across most industry-standard technology, but each application has specific features and benefits that will determine the best set of tools for a solution.
- Music production and the field of entertainment/arts, as a whole, is a language through which people relate to each other, experience life, and learn about themselves. The manipulation of technology in this process should add value to the experience of everyone.

## Essential Questions

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- To what extent should technological trends pertaining to the creation of music be followed in music production?
- What are the differences between some of the cultures in our field versus mainstream culture in the USA? How does that differ from other world cultures?
- When does technology begin to detract from the human experience of Art?
- Why is it necessary or valuable to identify and discern between demographic markets, and how might that affect artistic choices?

## Standards/Indicators/Student Learning Objectives (SLOs)

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MU.9-12.1.3E.12acc.Cr1	Generating and conceptualizing ideas.
MU.9-12.1.3E.12acc.Cr2	Organizing and developing ideas.
MU.9-12.1.3E.12acc.Cr3	Refining and completing products.
MU.9-12.1.3E.12prof.Pr4	Selecting, analyzing and interpreting work.
MU.9-12.1.3E.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.

MU.9-12.1.3E.12acc.Pr6	Conveying meaning through art.
MU.9-12.1.3E.12acc.Re7	Perceiving and analyzing products.
MU.9-12.1.3E.12prof.Re8	Interpreting intent and meaning.
MU.9-12.1.3E.12prof.Re9	Applying criteria to evaluate products.
MU.9-12.1.3B.12adv.Cn10	Synthesizing and relating knowledge and personal experiences to create products.

## Performance Expectations

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MU.9-12.1.3E.12acc.Cr1a	Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools and resources.
MU.9-12.1.3E.12acc.Cr2a	Select melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and/or analog tools.
MU.9-12.1.3E.12acc.Cr3a	Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.
MU.9-12.1.3E.12acc.Cr3b	Share compositions and improvisations that demonstrate musical and technological craftsmanship as well as the use of digital and/or analog tools and resources in developing and organizing musical ideas.
MU.9-12.1.3E.12prof.Pr4a	Develop and explain the criteria used for selecting varied sound resources based on interest, music reading skills, and an understanding of the performer's musical and technological skill.
MU.9-12.1.3E.12prof.Pr4b	Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.
MU.9-12.1.3E.12prof.Pr4c	Identify the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.
MU.9-12.1.3E.12prof.Pr5a	Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.
MU.9-12.1.3E.12acc.Pr6a	Using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
MU.9-12.1.3E.12acc.Pr6b	Demonstrate an understanding of the expressive intent when connecting with an audience through prepared and improvised performances.
MU.9-12.1.3E.12acc.Re7a	Select and critique contrasting musical works, defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works.
MU.9-12.1.3E.12acc.Re7b	Explain how an analysis of the structure, context and technological aspects of the music informs the response.
MU.9-12.1.3E.12prof.Re8a	Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.
MU.9-12.1.3E.12prof.Re9a	Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.
MU.9-12.1.3B.12adv.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music.

## Lesson Titles

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- Basic Editing - Students will learn how to "dismantle" a song by creating intros and turnarounds.
- Critique - Students will learn how to give positive feedback to their peers as to project content, creativity, and overall performance.
- Radio Jingle - Students will learn how music is an integral part of all aspects of the Arts by creating an ad for a product to sell on the radio.
- Visual Stimulus - Students will learn how composers, for centuries, have used something they have seen as the inspiration to compose a piece of music.

## **Career Readiness, Life Literacies, & Key Skills**

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TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

## **Inter-Disciplinary Connections**

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LA.9-12.3.3	All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
LA.9-12.3.5	All students will access, view, evaluate, and respond to print, nonprint, and electronic text and resources.
SOC.9-12.6.2.12	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
TEC.9-12.8.2.12	All students will develop an understanding of the nature and impact of technology, engineering, technological design and the designed world as they relate to the individual, global society, and the environment.

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK**

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- Classwork
- Critiquing
- Demonstration
- Developing Scripts for Voice Overs
- Learning Basic Arranging Techniques
- Listening Journal
- Utilizing Visuals to Enhance Aural Skills

## **Modifications**

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- Determine where students' interests lie and capitalize on their inquisitiveness.
- Employ differentiated instruction to keep interest & success high.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Give direction orally.
- Invite students to explore different points of view on a topic of study and compare the two.

## **ELL Modifications**

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- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

## **IEP & 504 Modifications**

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- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

## **G & T Modifications**

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- Alternate assignments/enrichment assignments
- Enrichment projects

- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

## **At Risk Modifications**

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- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

## **Formative Assessment**

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- Anticipatory Set: Question of the Day
- Closure: 3-2-1, Exit Card, Sum It Up, Ticket Out The Door
- Critique
- Homework
- Individual Feedback
- Warm-Up: Listening Journal

## **Summative Assessment**

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- Basic Editing Project
- Marking Period Assessment
- Radio Jingle Quiz
- Visual Stimulus Project

## **Alternative Assessments**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Benchmark Assessments**

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Skills-based assessment

Reading response

Writing prompt

Lab practical

## Resources & Materials

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- Behringer C-1 Condenser Microphone
- M-Audio KeyRig 49
- M-Audio Mobile Pre

## Technology

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- GarageBand
- iMovie
- iPhoto
- iTunes
- Promethean Board

TECH.8.1.12

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.12.B.CS2

Create original works as a means of personal or group expression.

TECH.8.1.12.C.CS1

Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

TECH.8.1.12.C.CS2

Communicate information and ideas to multiple audiences using a variety of media and formats.