

Unit 1 - Foley Artistry & Sound FX

Content Area: **Fine and Performing Arts**
Course(s): **Music Tech 2**
Time Period: **February**
Length: **15 Days**
Status: **Published**

Unit Overview

Foley is the reproduction of everyday sounds for use in filmmaking, television, radio, and video games. Students will learn the history of Foley and how it has enhanced and been a part of various mediums for over 75 years.

Enduring Understandings

- Sound effects from the lowest budget to highest budget productions can be found and made by using everyday objects.
- The art of Foley and the application of sound effects in tv and film is essential to conveying emotion and the creators intent.

Essential Questions

- How can music & sound effects be used to support and enhance visual images?
- How do production choices made post-performance affect the quality of the final product?
- Who was Jack Foley and what was his vision for sound in film?

Standards/Indicators/Student Learning Objectives (SLOs)

MU.9-12.1.3E.12adv.Cr1	Generating and conceptualizing ideas.
MU.9-12.1.3E.12adv.Cr2	Organizing and developing ideas.
MU.9-12.1.3E.12adv.Cr3	Refining and completing products.
MU.9-12.1.3E.12adv.Pr4	Selecting, analyzing and interpreting work.
MU.9-12.1.3E.12adv.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.9-12.1.3E.12adv.Pr6	Conveying meaning through art.
MU.9-12.1.3E.12acc.Re7	Perceiving and analyzing products.
MU.9-12.1.3E.12acc.Re8	Interpreting intent and meaning.
MU.9-12.1.3E.12acc.Re9	Applying criteria to evaluate products.
MU.9-12.1.3B.12adv.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.9-12.1.3B.12adv.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Performance Expectations

MU.9-12.1.3E.12adv.Cr1a	Generate melodic, rhythmic and harmonic ideas for compositions and improvisations that incorporate digital tools and resources.
MU.9-12.1.3E.12adv.Cr2a	Select, develop and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and/or analog tools and resources.
MU.9-12.1.3E.12adv.Cr3a	Develop and implement varied strategies and apply appropriate criteria to improve and refine the technical and expressive aspects of draft compositions and improvisations.
MU.9-12.1.3E.12adv.Cr3b	Share a portfolio of musical creations representing varied styles and genres that demonstrates 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.12adv.Pr4a	Develop and apply criteria to select varied programs to study and perform based on interest, an understanding of the musical characteristics, expressive challenges in the music, and the performer's musical skill using digital tools and resources.
MU.9-12.1.3E.12adv.Pr4b	Examine, evaluate and critique how context, musical aspects of the composition and digital media/tools inform prepared and improvised performances.
MU.9-12.1.3E.12adv.Pr4c	Demonstrate how understanding the style, genre, context, and integration of digital technologies in a varied repertoire of music informs and influences prepared and improvised performances and their ability to connect with audiences.
MU.9-12.1.3E.12adv.Pr5a	Apply appropriate criteria as well as feedback from multiple sources and develop and implement varied strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in varied programs of music.
MU.9-12.1.3E.12adv.Pr6a	Integrating digital and analog tools and resources, demonstrate an understanding and attention to technical accuracy and expressive qualities of the music in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, genres, and historical periods.
MU.9-12.1.3E.12adv.Pr6b	Demonstrate an ability to connect with audience members before and engaging with and responding to them during 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.12acc.Re8a	Connect the influence of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.
MU.9-12.1.3E.12acc.Re9a	Apply criteria to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities.
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.
MU.9-12.1.3B.12adv.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Lesson Titles

- Background - Students will learn how Foley came about and why it is still used today.
- Critique - Students will learn how to give positive feedback to their peers as to project content,

creativity, and overall performance.

- Production Choices - Students will learn how to make sound choices based on a visual stimulus to strengthen the final product.
- Visual Enhancements - Students will learn how to create different sounds to correspond to the visual aspect.

Career Readiness, Life Literacies, & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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).

Inter-Disciplinary Connections

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. Technology is used to access, manage, integrate, and disseminate information.

Instructional Strategies, Learning Activities, Levels of Blooms/DOK

- Classwork
- Critiquing
- Demonstration
- Listening Journal
- Performing Live Using Keyboard Drums
- Performing Live Using Multiple Takes to Achieve Final Product

Modifications

- 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

- 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

- 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

- 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

- 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

- 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

- Layered Drumming & Multi-Take Recording Quiz
- Marking Period Assessment

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

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

Technology

- GarageBand
- iMovie
- iPhoto
- iTunes
- SmartBoard

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.