Unit 3: DAWs and Logic Pro X

Content Area: **Fine and Performing Arts**
Course(s): **Music Tech III**
Time Period: **September**
Length: **1**
Status: **Published**

Unit Overview:

Students will have had an introductory experience with one of the most common amateur DAWs, or Digital Audio Workstations, Apple's Garageband, from their time in Music Tech I and II. This unit will focus on the different available DAWs for purchase as well as those that are available for free. The primary focus of the unit will be the transition from Garageband to it's more robust, professional software package, Logic Pro X. Principals of mixing will be applied in such a manner that students can transfer the skills to any DAW and not be reliant upon Logic Pro.

Enduring Understandings:

Different DAWs provide different options for producers but can each produce high quality recordings.

Logic Pro X is an industry standard DAW capable of producing professional-quality recordings.

Essential Questions:

When would different DAWs be used and why might one be more optimal than another?

Analyze the fundamnetal differences between Garageband and Logic Pro X. How does Logic Pro extend the functions of Garageband?

Standards/Indicators/Student Learning Objectives (SLOs):

MU.9-12.1.3E.12prof.Cr1	Generating and conceptualizing ideas.
MU.9-12.1.3E.12adv.Cr3	Refining and completing products.

Lesson Titles:

- Getting into Mixes
- Intellectual Property/Copyright Law
- Introduction to Digital Audio Workstations (DAWs)
- Song Form and EDM

Career Readiness, Life Literacies, & Key Skills

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:

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Levels 1-4 of the DoK will be used.

Modifications

- Extra time
- Office hours
- Supplemental videos

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

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

Formative Assessment:

Warm up

Exit Ticket

Assignments

Questioning

Summative Assessment:

Students will complete a series of mixes of various complexities and lengths, each with a different focus. One project will be an original composition in an Electronic Dance Music (EDM) style. The Unit will culminate in the NJMEA Expo Mixing Competition which serves as both MPA4 as well as an exit examination. It is adjudicated by Professor Mathieu Gendreau of Rowan University.

Resources & Materials:

- ASSR Videos
- Cambridge MT Multitrack Library
- Logic Pro
- YouTube

Technology:

- Cambridge MT Multitrack Library

- iMac Lab
- Logic Pro

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.