

# Unit 1: SLE - Live Audio Production

Content Area: **Fine and Performing Arts**  
Course(s): **Music Tech IV**  
Time Period: **September**  
Length: **Year-long**  
Status: **Published**

## Unit Overview:

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After acquiring the necessary skills in Music Technology 3, students will expand their experience with live audio by taking a leadership role in program's small, live audio production offering. Students will be responsible for booking events, meeting with clients/potential clients and assessing their needs. Once a booking is made, students will provide the necessary equipment (PA sound system) for the respective event(s).

## Essential Questions:

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- How can we provide the best customer service to our clients?
- How do we differentiate between educating a client and simply proving we know our craft?
- What practice opportunities exist to practice your skills in between events?

## Enduring Understandings:

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- Students must have the opportunity to practice their skill(s) in between live events.
- To enter the field, students must understand how to provide customer service in their field.

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

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MU.9-12.1.3B.12acc.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
MU.9-12.1.3B.12acc.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

## Lesson Titles:

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- Consoles: Analog and Digital
- Critical Listening
- Customer Service in Audio
- Line Checks
- Microphones 101
- Signal Flow

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

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WRK.9.2.12.CAP.2

Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

## Inter-Disciplinary Connections:

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LA.RH.11-12.3

Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

## Equity Considerations

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### Holocaust Mandate

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Topic: Listening Journal

Materials Used: **Music by or about Jewish artists and culture, in tandem with talks about bias, prejudice, and discrimination that can lead to genocide.**

Addresses the Following Component of the Mandate: *From the Section: 18A:35-28: Instruction on Holocaust, genocides required in elementary, secondary school curriculum:*

***b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.***

- Bias

### Amistad Mandate

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Topic: Careers in Live Audio Production

Materials Used: Soundgirls: [Black Technicians Matter](#) | Guest Speaker: Dr. Adrian Barnes, Rowan University

Addresses the Following Component of the Mandate: *This addresses racism across an industry (and, having been drafted during a previous federal government, it addresses those issues as well) but also how to move forward with opportunities for recruitment through HBCUs.*

- Contributions of African Americans to our Society

## **LGBTQ and Disabilities Mandate**

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Topic: **Careers in Audio Production**

Materials Used: Soundgirls: [Pride Through Our Eyes](#) | Guest Speaker: Prof. Barbara Adams, Rowan University

Addresses the Following Component of the Mandate: *This addresses sexuality in the workplace and building a positive environment for LGBTQ women in the audio profession.*

- Economic
- Political
- Social

## **Climate Change**

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Topic: **Addressing Climate Change in the Music Industry**

Materials: The Face: [What's the music industry doing about climate change?](#)

Addresses the Follow Component of the Mandate: *This will help frame the impact of climate change on local and global communities, particularly within the audio industry.*

## **Asian American Pacific Islander Mandate**

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Topic (Person and Contribution Addresses): **Careers in Audio Production**

Materials Used: SoundGirls: [Life in the Less than 5%](#)

Addresses the Following Component of the Mandate: *This addresses the following: "By expanding the K-12 curriculum to include lessons on the history and contributions of the AAPI community, we can help break down persisting negative stereotypes and show the over [140,000](#) Asian American and Pacific Islander students in our state that their stories and experiences matter."*

- Economic
- Political
- Social

## Benchmark Assessments

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Skills-based assessment

Reading response

Writing prompt

Lab practical

## Summative Assessment:

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- Alternate Assessment
- Benchmark
- Class Presentations
- Marking Period Assessment

## Alternative Assessments

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

### **Formative Assessment:**

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- Anticipatory Set
- Closure
- Warm-Up

### **Resources & Materials:**

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- Mobile technology
- Recording technology
- Sheet music

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

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Instruction is primarily large-group do to the nature of rehearsals. However, through those rehearsals we are able to cover a wide range of topics using a variety of activities.

- Levels 1-3 of Webb's DOK chart (Level 4 rarely reached, though always the goal for "Creating")

### **Modifications**

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### **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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\*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- 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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The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- 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

## **Technology Materials and Standards**

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- Chromebooks
- Mobile Technology

## **Computer Science and Design Thinking Standards**

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CS.9-12.8.2.12.ITH.1

Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

