

Unit 2: Advanced Project Development

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

Unit Overview:

Students in Music Technology 4 not only continue to pursue entrepreneurial opportunities within our SLE, but they must also develop their own projects to complete during each of the four marking periods. These are self-guided projects that are teacher-approved and completed with minimal input from the instructor; rather, the instructor services as a facilitator during the process, stepping in only as topics or concepts prove more cumbersome than is reasonable for the pace of the course.

Enduring Understandings:

- Project completion is student-guided with minimal instructor assistance.
- Projects undertaken are practice and can be used as part of a portfolio for use in applying for jobs or to colleges in audio production.
- Students must take initiative in project selection and take ownership of the learning process.

Essential Questions:

- How will you develop a self-guided workflow that requires minimal assistance from the instructor?
- In what ways can you demonstrate ownership of projects and the learning process?
- What types of projects can be developed that demonstrate learning and can be used to future employment or college admission?

Standards/Indicators/Student Learning Objectives (SLOs):

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:

- Consoles: Analog and Digital
- Critical Listening
- Customer Service in Audio

- Line Checks
- Microphones 101
- Signal Flow

Career Readiness, Life Literacies, & Key Skills:

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:

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

Amistad Mandate

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.*

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

LGBTQ and Disabilities Mandate

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.*

- Social

Climate Change

Topic: Addressing Climate Change in the Music Industry

Materials: [ClimateMusic.org Newsletter](#)

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

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

Materials Used: [Curated AAPI Playlist](#) | [DiMA Media Association](#)

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."

- Social

Holocaust Mandate

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
- Bullying

Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Summative Assessment:

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

Formative Assessment:

- Anticipatory Set
- Closure
- Warm-Up

Resources & Materials:

- Mobile technology
- Recording technology
- Sheet music

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

Instruction is primarily large-group due 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

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:

*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:

- 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

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

- Chromebooks
- Mobile Technology

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.

Computer Science and Design Thinking Standards

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.