# Digital Audio
# Course Compendium

Digital Audio  Credits: 5  Grades: 9, 10, 11, 12

This course fulfills the visual and performing arts graduation requirement OR the 21st Century Skills graduation requirement.

This course is designed for students who wish to explore the digital and electronic applications in music. Areas of study include digital audio, MIDI, sequencing, film scoring, digital music composition, music note processing, recording, synthesis and sound reinforcement using the computer and/or synthesizer as the mode of instruction. (This course may only be taken once.)

## UNITS OF STUDY*

Unit 1- *Talking Digital and Electronic Music*
Unit 2- *Introduction to Digital Media and Software*
Unit 3- *Introduction to Digital Film Scoring Techniques*
Unit 4- *Creating a Digital Media Portfolio*
Unit 5- *Introduction to Digital Audio Composition*
Unit 6- *Introduction to Notation Processing Software*
Unit 7- *Digital Portfolio and Development*

## INTERDISCIPLINARY CONNECTIONS
## NJSLS Companion Standards

**RST.9-10.3.** Follow precisely a complex multistep
procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
**RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
**RST.11-12.9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
**NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

*See individual units for Pacing Guide, NJSLS Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills,  Resources, & Assessments*

# 21st Century Life and Careers

**CRP1.**   Act as a responsible and contributing citizen and employee.

**CRP4**.   Communicate clearly and effectively and with reason.

**CRP7**.   Employ valid and reliable research strategies.

**CRP10.** Plan education and career paths aligned to personal goals.

**CRP11**. Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

**9.3.HT-RFB.4** Demonstrate leadership qualities and collaboration with others.

**9.3.12.AR-PRF.1** Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.

**9.3.12.AR PRF.4** Demonstrate knowledge of music theory.

# Technology

**8.2.8.E.1** Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.

| GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS | | |
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| **English Language Learners** | **Students Receiving Special Education Services** | **Advanced Learners** |
| - Personal glossary<br>- Text-to-speech<br>- Extended time<br>- Simplified / verbal instructions<br>- Frequent breaks<br><br>WIDA Can Do Descriptors for Grade 9-12<br>WIDA Essential Actions Handbook<br>FABRIC Paradigm<br>Wall Township ESL Grading Protocol<br><br>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs). | - Small group/One to one<br>- Additional time<br>- Review of directions<br>- Student restates information<br>- Space for movement or breaks<br>- Extra visual and verbal cues and prompts<br>- Preferential seating<br>- Follow a routine/schedule<br>- Rest breaks<br>- Verbal and visual cues regarding directions and staying on task<br>- Checklists<br>- Immediate feedback<br><br>Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.<br><br>National Center on Universal Design for Learning - About UDL<br>UDL Checklist | - Use of high level academic vocabulary/texts<br>- Problem-based learning<br>- Preassess to condense curriculum<br>- Interest-based research<br>- Authentic problem-solving<br>- Homogeneous grouping opportunities<br>Knowledge and Skill Standards in Gifted Education for All Teachers<br>Pre-K-Grade 12 Gifted Programming Standards<br>Gifted Programming Glossary of Terms |
| | | **Students with 504 Plan** |

*See individual units for Pacing Guide, NJSLS Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills,  Resources, & Assessments*

| | [UDL Key Terms](#) | Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan. |
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| **At Risk Learners / Differentiation Strategies** |
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| Alternative Assessments | Independent Research & Projects | Jigsaw |
| Choice Boards | Multiple Intelligence Options | Think-Tac-Toe |
| Games and Tournaments | Project-Based Learning | Cubing Activities |
| Group Investigations | Varied Supplemental Activities | Exploration by Interest |
| Guided Reading | Varied Journal Prompts or RAFT Writing | Flexible Grouping |
| Learning Contracts | Tiered Activities/Assignments | Goal-Setting with Students |
| Leveled Rubrics | Tiered Products | Homework Options |
| Literature Circles | Graphic Organizers | Open-Ended Activities |
| Multiple Texts | Choice of Books/Activities | Use of Reading Buddies |
| Personal Agendas | Mini-Workshops to Reteach or Extend | Varied Product Choices |
| | Think-Pair-Share by readiness or interest | Stations/Centers |
| | Use of Collaboration of Various Activities | Work Alone/Together |

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