# Intermediate Unit 2: Songwriting and Intermediate Mixing

Content Area: **Arts**
Course(s): **Music Technology**
Time Period: **Semester 1 & 2**
Length: **4-6 Weeks**
Status: **Published**

## Standards

| | |
|---|---|
| 1.3E.12acc.Pr4b | Describe and provide examples of how context, musical aspects of the composition, and digital media/tools inform prepared and improvised performances. |
| 1.3E.12acc.Pr4c | Demonstrate how understanding the style, genre, context, and use of digital tools and resources in a varied repertoire of music influences prepared or improvised performances and performers' ability to connect with audiences. |
| 1.3E.12acc.Pr6a | Using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. |
| 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. |
| 1.3E.12acc.Re7b | Explain how an analysis of the structure, context and technological aspects of the music informs the response. |
| 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. |
| VPA.1.3.12.B.CS1 | Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era. |
| 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.A.CS1 | Understand and use technology systems. |

## Enduring Understandings

1. Songwriting involves adherence to a tightly constructed series of sections.
2. Sections within a completed song share a harmonic logic rooted in music theory.
3. Additional Mixing Plugins and tools serve to improve mixes both technically and creatively.

## Essential Questions

1. What are the various sections which compose a completed song?
2. How are these sections organized and how does this organization differ between genres?
3. What is the harmonic logic which structures a chord progression?

## Knowledge and Skills

Music Technology students will be able to:

- Dissect popular pieces of music and uncover consistencies in their structure.
- Outline commonly used song forms and apply them to historical and modern examples.
- Integrate these common song forms into their own original compositions.

Terminology:

- Genre
- Introduction
- Verse
- Prechorus
- Chorus
- Bridge
- Outro
- Vamp
- “middle-eight”
- Song structure
- Chord progression
- Dominant
- Tonic
- Root position
- Piano Roll

## Resources

- FL Studio Recording Software (https://www.image-line.com/flstudio/)
- In The Mix FL Studio Training (https://www.youtube.com/channel/UCIcCXe3iWo6lq-iWKV40Oug)
- Splice.com Sampling Application (https://splice.com/home)
- Classroom (M:) Drive
- Supplementary Videos (Teacher created)
- Music Genre Geneology (https://musicmap.info/)
- Hook Theory songwriting software (https://www.hooktheory.com/)
- Nail the Mix - Mixing and Mastering Supplements (https://www.nailthemix.com/)

## Transfer Goals

1. Students will be able to identify common popular song structures and use them in creating original compositions.
2. Students will be able to outline the harmonic logic behind chord progressions to develop their own.

## Assessments

Assessments

## Modifications

Modifications