

# **Unit 5: Mastering Copied from: Art Behind the Music, Copied on: 02/21/22**

Content Area: **Art**  
Course(s): **Art Behind the Music**  
Time Period: **AprMay**  
Length: **15 days**  
Status: **Published**

## **Title Section**

## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**Art Behind the Music, GRADES 11 & 12**

**Unit 5: Mastering**

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

**Prepared by:** Teacher of Art, Carolina Rivera

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education K-8, ESL Coordinator K-12

Mr. George Droste, Director of Secondary Education

Board Approved: September 23, 2019

## **Unit Overview**

Unit Five will introduce the concepts and methods for mastering an audio recording.

Mastering:

- This unit will introduce students to the concepts and methods for mastering an audio recording.
- The students will learn the difference between mixing an audio recording and mastering an audio recording.
- The unit will involve all the previous works created by the students in the creation of a final project.

## **Enduring Understanding**

- The basic differentiation between mixing an audio recording and mastering an audio recording.
- The concepts of what it is to master an audio recording.
  - Unifying the sound of the recording.
  - Maintaining a consistent sound across the album.
  - Preparing the album for distribution (depending upon medium).
- The basic methods of mastering an audio recording.

- It is important to have knowledge of the concepts and methods of mastering an audio recording to create a product viable for consumption by the intended audience.

## **Essential Questions**

---

- How do I unify the sound of an audio recording?
- How do I maintain a consistent sound across an album?
- How do I prepare the album for distribution?
- How does the knowledge of the concepts and methods of mastering an audio recording help me to better understand how the audio they consume sounds the way it does?

## **Exit Skills**

---

By the end of Unit Five:

- All students will demonstrate an understanding of mastering by:
  - Taking a quiz on the concepts and methods of mastering an audio recording.
  - Applying the concepts and methods of mastering an audio recording to all cumulative audio projects by:
    - Unifying the sound of all cumulative audio projects.
    - Maintaining a consistent sound across the album of all cumulative audio projects.
    - Preparing that album for distribution.
  - The students will have some sort of understanding of how to master an audio recording to create an audio product that is consumable by others.

## **New Jersey Student Learning Standards (NJSLS-S)**

---

MU.K-12.1.3C.12nov.Cr	Creating
MU.K-12.1.3C.12nov.Cr1	Generating and conceptualizing ideas.  Imagine
MU.K-12.1.3C.12nov.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
MU.K-12.1.3C.12nov.Cr2	Organizing and developing ideas.  Plan, Make
MU.K-12.1.3C.12nov.Cr2a	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
MU.K-12.1.3C.12nov.Cr3	Refining and completing products.  Evaluate, Refine

MU.K-12.1.3C.12nov.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.
MU.K-12.1.3C.12nov.Cr3b	Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
MU.K-12.1.3C.12nov.Pr	Performing
MU.K-12.1.3C.12nov.Pr4	Selecting, analyzing and interpreting work.
MU.K-12.1.3C.12nov.Pr5	Developing and refining techniques and models or steps needed to create products.
	Rehearse, Evaluate, Refine
MU.K-12.1.3C.12nov.Pr6	Conveying meaning through art.
TECH.9.4.12.ILM.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5).

## Interdisciplinary Connections

---

9.3.12.AR	Arts, A/V Technology & Communications
9.3.12.AR.1	Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
9.3.12.AR.5	Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
9.3.12.AR.6	Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

## Learning Objectives

---

After completing Unit Five the students will be able to:

**Appraise** the qualities of the audio recording and apply the proper effects and equalization to the audio.

**Formulate** a cohesive sound that will apply to all tracks of audio in the album.

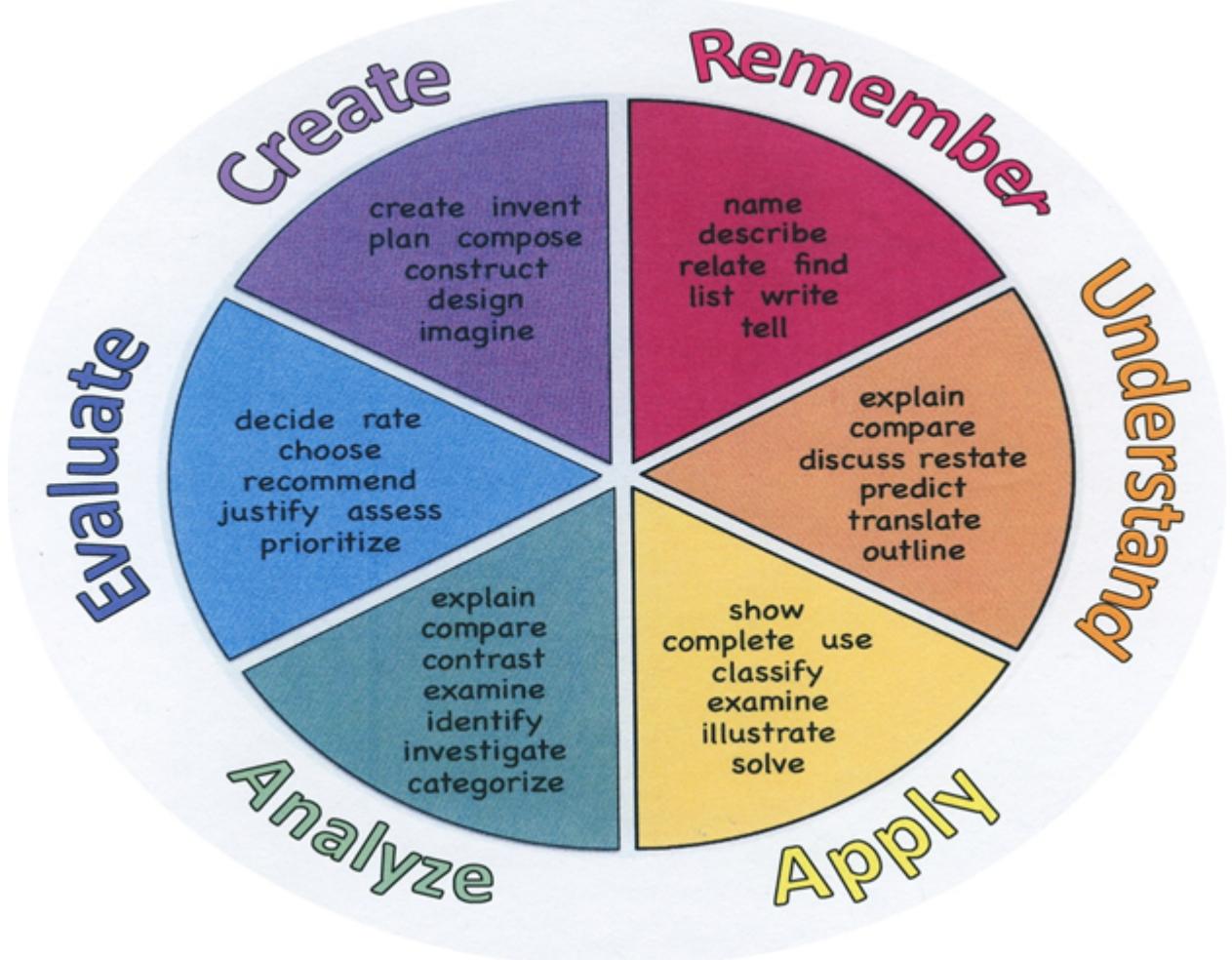
**Critique** the application of the mastering methods to the album using various audio playback devices.

**Transform** the audio tracks that have been recorded into a final product that can be consumed and enjoyed by the masses.

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize

Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



## **Suggested Activities & Best Practices**

---

- Demonstrate the ability to appraise the qualities of the separate audio tracks to transform them into a cohesive package.
- Critique--individually, in groups, and as a class--the mastered albums for the purpose of possible revisions.
- Class discussion on producers of various cultures and diverse backgrounds.

## **Assessment Evidence - Checking for Understanding (CFU)**

---

The following Evidence of Student learning with Checking for Understanding techniques will be employed:

- Unit Quiz (summative assessment)
- Unit Review (formative assessment)
- Web-Based Assessment (alternative assessment)
- Exit Tickets (formative assessment)
- Self-Assessments (formative assessment)
- Compare and Contrast (formative assessment)
- Study Guide (formative assessment)
- Observations (formative assessment)
- Homework (formative assessment)
- Exam (summative assessment)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration

- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

---

## **Primary Resources & Materials**

Materials to be used for this course may include, but not be limited to:

- YouTube videos
- Websites
- Information accessible via websites
- Chromebooks
- Smart TV
- PCs with audio production hardware

---

## **Ancillary Resources**

Ancillary resources may include, but not be limited to:

- Musical instruments
- Instrument amplifiers

- Non-student performances

## **Technology Infusion**

---

- Music Maker Jam
- Podcasts
- Khan Academy
- Twitter
- Windows Movie Maker
- Wikipedia
- TED Talks

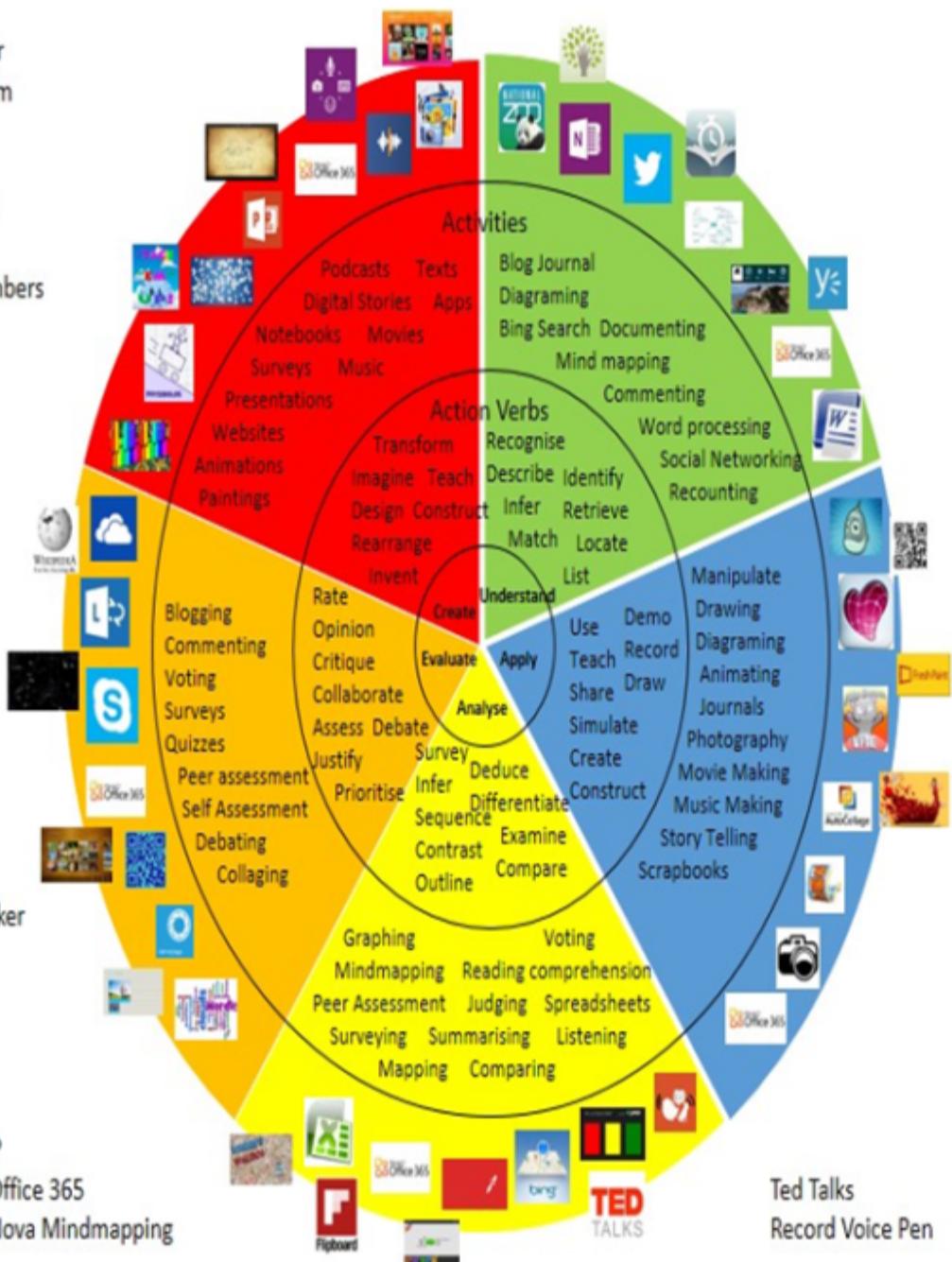
What **Technology Infusion** and/or strategies are integrated into this unit to enhance learning? Please list all hardware, software and strategies. Please find a technology pedagogy wheel for assistance while completing this section.

## Win 8.1 Apps/Tools Pedagogy Wheel

- Podcasts
- Photostory 3
- Kid Story Builder
- Music Maker Jam
- Paint A Story
- Office 365
- MS PowerPoint
- Stack 'Em Up
- NqSquared Numbers
- Physamajig
- Xylophone 8

- Wikipedia
- Skydrive
- Lync
- SkyMap
- Skype
- Office 365
- Puzzle Touch
- Easy QR
- Memorylage
- Life Moments
- Word Cloud Maker

Where's Waldo?  
MS Excel      Office 365  
Flipboard      Nova Mindmapping



## **Alignment to 21st Century Skills & Technology**

---

WRK.9.2.12.CAP	Career Awareness and Planning
WRK.9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.DC	Digital Citizenship
	With a growth mindset, failure is an important part of success.
	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

## **21st Century Skills/Interdisciplinary Themes**

---

- Global awareness
- Environmental literacy
- Civic literacy
- Communication and Collaboration
- Creativity and Innovation
- Life and Career Skills
- Critical Thinking and Problem Solving

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## **21st Century Skills**

---

- Communication and Collaboration
- Information Literacy
- ICT (Information, Communications and Technology) Literacy
- Life and Career Skills
- Creativity and Innovation
- Critical Thinking and Problem Solving

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## **Differentiation**

---

- Students will have the same subject matter but will have different outcomes.
- Progress will be the same but the product will be different.
- Guided instruction, direct instruction, group instruction.
- Assist students with IEP & 504 guidelines.
- Study guides, group and peer instruction, extended time/ test time, oral testing
- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Scheduled breaks
- Rephrase written directions

- Alternative formative and summative assessment
- Leveled rubrics
- Project-based learning

- Exploration by interest
- Open-ended activities

## **Special Education Learning (IEP's & 504's)**

---

- additional time for skill mastery
- preview of content, concepts, and vocabulary
- behavior management plan
- have student repeat directions to check for understanding
- teacher initiated weekly assignment sheet
- assistive technology
- check work frequently for understanding
- secure attention before giving instruction/directions
- multi-sensory presentation
- preferential seating
- Reduced/shortened written assignments

- printed copy of board work/notes provided
- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

---

- using videos, illustrations, pictures, and drawings to explain or clarify
- teaching key aspects of a topic. Eliminate nonessential information
- having peers take notes or providing a copy of the teacher's notes
- providing study guides
- allowing students to correct errors (looking for understanding)
- reducing or omitting lengthy outside reading assignments
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- teaching key aspects of a topic. Eliminate nonessential information

- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## At Risk

---

- decreasing the amount of workpresented or required
- using videos, illustrations, pictures, and drawings to explain or clarify
- tutoring by peers
- having peers take notes or providing a copy of the teacher's notes
- providing study guides
- allowing students to correct errors (looking for understanding)
- marking students' correct and acceptable work, not the mistakes
- educing or omitting lengthy outside reading assignments
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- modifying tests to reflect selected objectives
- allowing the use of note cards or open-book during testing
- collaborating to modify vocabulary, omit or modify items how the grade will be determined prior to giving the test to reflect objectives for the student, eliminate sections of the test, and determine

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes

- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Talented and Gifted Learning (T&G)**

---

- Create a blog or social media page about their unit
- Debate issues with research to support arguments
- Complete activities aligned with above grade level text using Benchmark results
- Advanced problem-solving
- Above grade level placement option for qualified students
- Higher order, critical & creative thinking skills, and discovery
- Flexible skill grouping within a class or across grade level for rigor
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Multi-disciplinary unit and/or project
- Allow students to work at a faster pace

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## **Sample Lesson**

---

**Unit Name:** Unit Five: Mastering

**NJSLS:** See Above

**Interdisciplinary Connection:** Technology, social studies/history

**Statement of Objective:** SWDAT understand the basic differentiation between mixing an audio recording and mastering an audio recording.

**Anticipatory Set/Do Now:** Students will split up into groups to help each other and critique their audio recordings.

**Learning Activity:** Students will observe classmates and critique each others' recordings.

**Student Assessment/CFU's:** Class discussion, quiz

**Materials:** Videos, examples of such technologies

**21st Century Themes and Skills:** Communication and Collaboration, Information Literacy, Media Literacy

**Differentiation/Modifications:** Preferential seating for observing video, allowance for necessary repetition during discussion, extra time for quiz

**Integration of Technology:** Google Classroom, access to internet for YouTube videos and other exemplary materials