Unit 4B: Live Audio Production (Radio & TV) Copied from: Art Behind the Music, Copied on: 02/21/22

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Belleville Public Schools

Curriculum Guide

Art Behind the Music, GRADES 11 & 12

Unit 4B: Live Audio Production (Radio & TV)

Belleville Board of Education

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Board Approved: September 23, 2019

Unit Overview

Unit Four will briefly introduce concepts of producing and recording audio in a live radio and television environment.

Live Audio Production (Radio & TV):

- This unit will briefly introduce concepts involved in producing audio for radio and television, including recording it.
- Concepts may include, but will not be limited to, different equipment used, microphone and monitoring setup, ancillary audio sources, and output for broadcast (primarily contemporary internet broadcast as examples).
- Students will also learn how to set up audio sources for recording.

Enduring Understanding

- How hardware configuration differs between radio and television environments versus other recording

environments.
- How different software is used for production of audio for radio and television environments versus other recording environments.
- It is important to have knowledge of live audio production and how this knowledge is related to other methods of recording audio.

Essential Questions

- How is live audio production different than multitrack recording in the studio environment?
- How is live audio production the same as multitrack recording in the studio environment?
- What additional equipment is used for live audio production versus multitrack recording in the studio environment?
- What are the different software and hardware methods of outputting audio for radio and television broadcast?
- How will learning to produce audio in a live environment aid me in understanding the audio I consume through live broadcasts?

Exit Skills

By the end of Unit Four:

- All students will display an understanding of Live Audio Production (Radio & TV) by:
    - Taking quizzes comparing and contrasting live audio production versus multitrack recording in the studio.
    - Displaying an understanding of equipment and software set up for live audio broadcast.
    - Displaying an understanding of how to broadcast and record live audio.

New Jersey Student Learning Standards (NJSLS-S)

1.3C.12nov.Cr	Creating
1.3C.12nov.Cr1	Generating and conceptualizing ideas.
	Imagine
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.
	Plan, Make
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.
1.3C.12nov.Cr3	Refining and completing products.
	Evaluate, Refine

1.3C.12nov.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.
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.
1.3C.12nov.Pr	Performing
1.3C.12nov.Pr4	Selecting, analyzing and interpreting work.
1.3C.12nov.Re	Responding
1.3C.12nov.Re7	Perceiving and analyzing products.
9.4.12.IML.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., NJSLSA.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.
9.3.12.AR-JB.3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).

Learning Objectives

Upon completion of Unit Four the students will be able to:

Differentiate between the configurations of hardware for live audio environments and the recording studio environment.

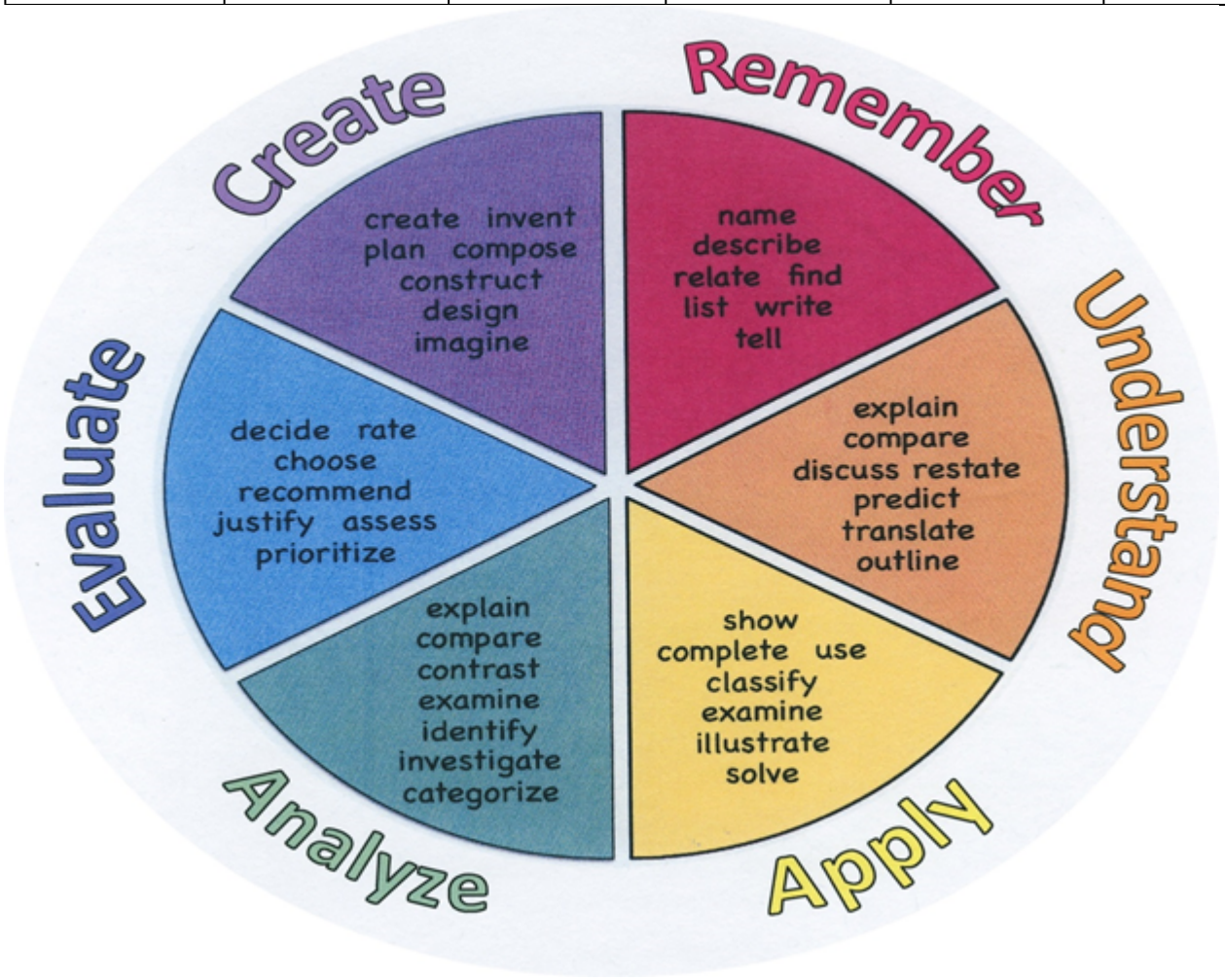
Assess the needs of the live audio environment on the fly to maintain the quality of the production.

Outline a plan of what is necessary to **construct** a quality production.

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



Suggested Activities & Best Practices

- Listen to radio and television broadcasts for reference material.
- Demonstrate ability to assess needs for a live production and configure hardware as necessary.
- Demonstrate ability to broadcast audio as necessary.
- Demonstrate ability to monitor broadcast and adjust audio on an as needed basis.
- Discuss various cultures and diverse groups and their influence on live audio production and TV.

Assessment Evidence - Checking for Understanding (CFU)

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

- Unit Quiz (summary assessment)
- Unit Review (formative assessment)
- Web-Based Assessment (alternative assessment)
- Exit Tickets (formative assessment)
- Self-Assessments (alternative assessment)
- Describe (formative assessment)
- Define (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 for this course may include, but not be be limited to:

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

Ancillary Resources

Ancillary resources may include, but not be limited to:

- Compact Discs
- MP3s and other consumer digital media

- Vinyl records
- Audio cassettes
- YouTube videos

Technology Infusion

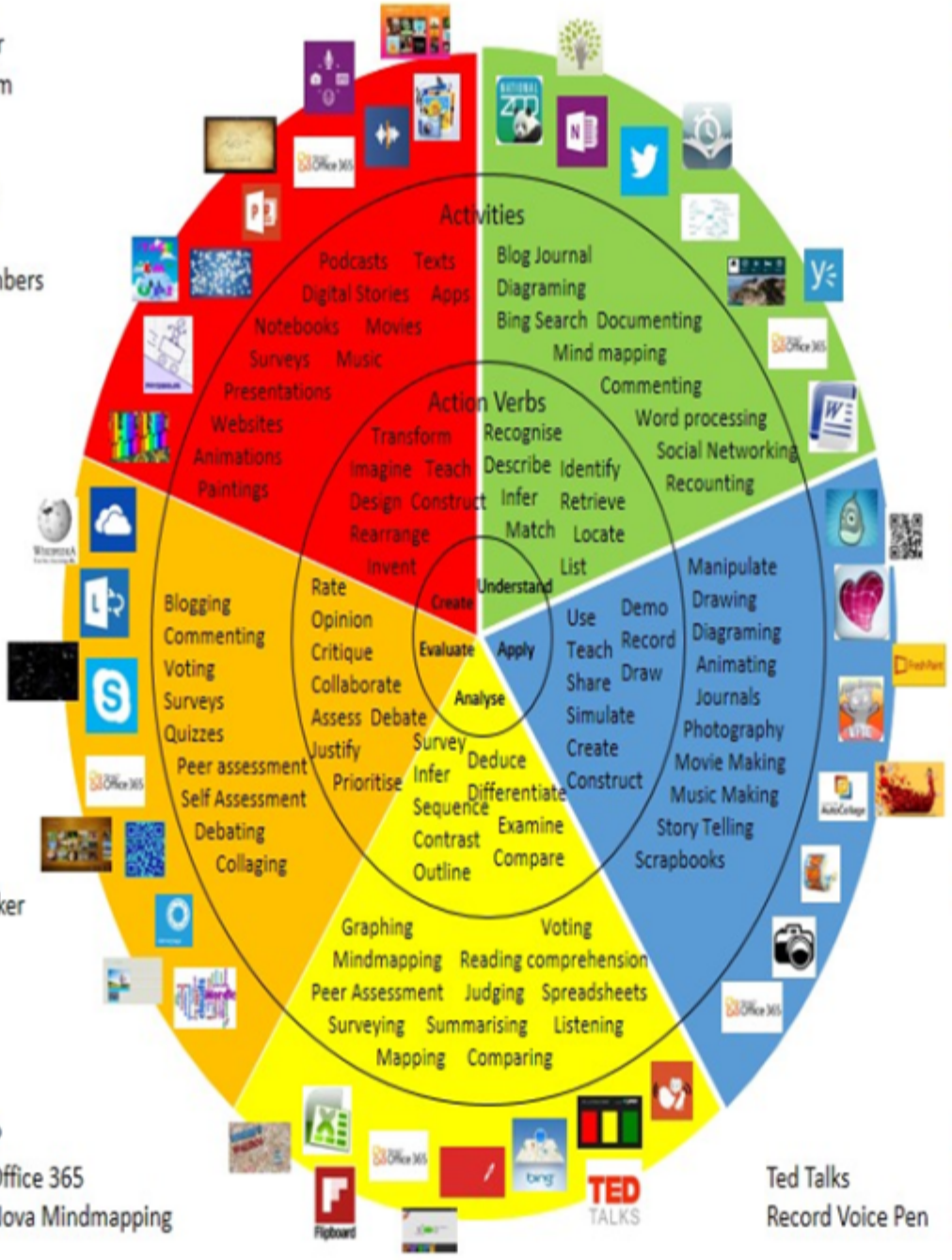
- Music Maker Jam
- Podcasts
- Khan Academy
- Twitter
- Windows Movie Maker
- Wikipedia
- Office 365
- TED Talks
- Mixlr.com and other internet radio broadcast applications
- YouTube

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

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

9.2.12.CAP	Career Awareness and Planning
9.4.12.CI	Creativity and Innovation
	There are strategies to improve one's professional value and marketability.
	With a growth mindset, failure is an important part of success.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.4.12.CT	Critical Thinking and Problem-solving
	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

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;

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- 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 Four: Live Audio Production (Radio and TV)

NJSLS: See above

Interdisciplinary Connection: Technology, social studies/history

Statement of Objective: SWDAT understand the concepts of producing and recording audio in a live radio and television environment.

Anticipatory Set/Do Now: Students will discuss what equipment needs to be set up for a live recording.

Learning Activity: Students will create an audio production for a live presentation and set up the equipment.

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