Unit 3B: Building a Recording Project Copied from: Art Behind the Music, Copied on: 02/21/22

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Art Behind the Music, GRADES 11 & 12

Unit 3B: Building a Recording Project

Belleville Board of Education

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Board Approved: September 23, 2019

Unit Overview

Unit Three will introduce the best practices for organizing, setting up, and completing a recording project.

Building a Recording Project:

- This unit will introduce the concepts that may include, but not be limited to, setting up each project with organizational charts, equipment inventories, and effects and mix logs.
- Students will organize each project, noting which performance is contained in each track, what equipment is used, which effects are used, etc.
- Examples of different methods will be presented for use in different situations.

Enduring Understanding

- How to organize intended tracks for both pre- and post-processing of audio.
- How to inventory equipment used for each track in a project for documentation, future use, and the potential of required re-recording.

- It is important to have knowledge of how to organize a project to efficiently produce a a recording project that will eventually be consumed by the intended audience.

Essential Questions

- How can I organize the tracks I'm recording?
    - What sort of charts can I use?
    - How can I indicate how each track has been and needs to be handled?
- What equipment needs to be inventoried for each track?
- How will the logs of effects used and inventory of equipment used in each track help me...
    - ...in reproducing a similar project in the future?
    - ...in re-recording the track if there are any issues?
- How will learning how to organize a recording project aid me in understanding the audio that I and others consume?

Exit Skills

By the end of Unit Three:

- All students will demonstrate an understanding of building a recording project by:
    - Taking quizzes on organization charts, equipment inventories, and effects and mix logs.
    - Creating various types of organization charts while producing a recording project.
    - Taking an inventory of equipment used while producing a recording project.
    - Creating a log of what post-production effects and mixing was performed on a recording project.
    - The students will have some sort of understanding of how to organize and complete a recording project in an efficient manner.

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.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
MU.K-12.1.3C.12nov.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.K-12.1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
MU.K-12.1.3C.12nov.Re	Responding
TECH.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

LA.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
LA.RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
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

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

Organize the tracks, equipment used, and post-production effects and mixing performed on a recording project.

Develop a plan for the recording project.

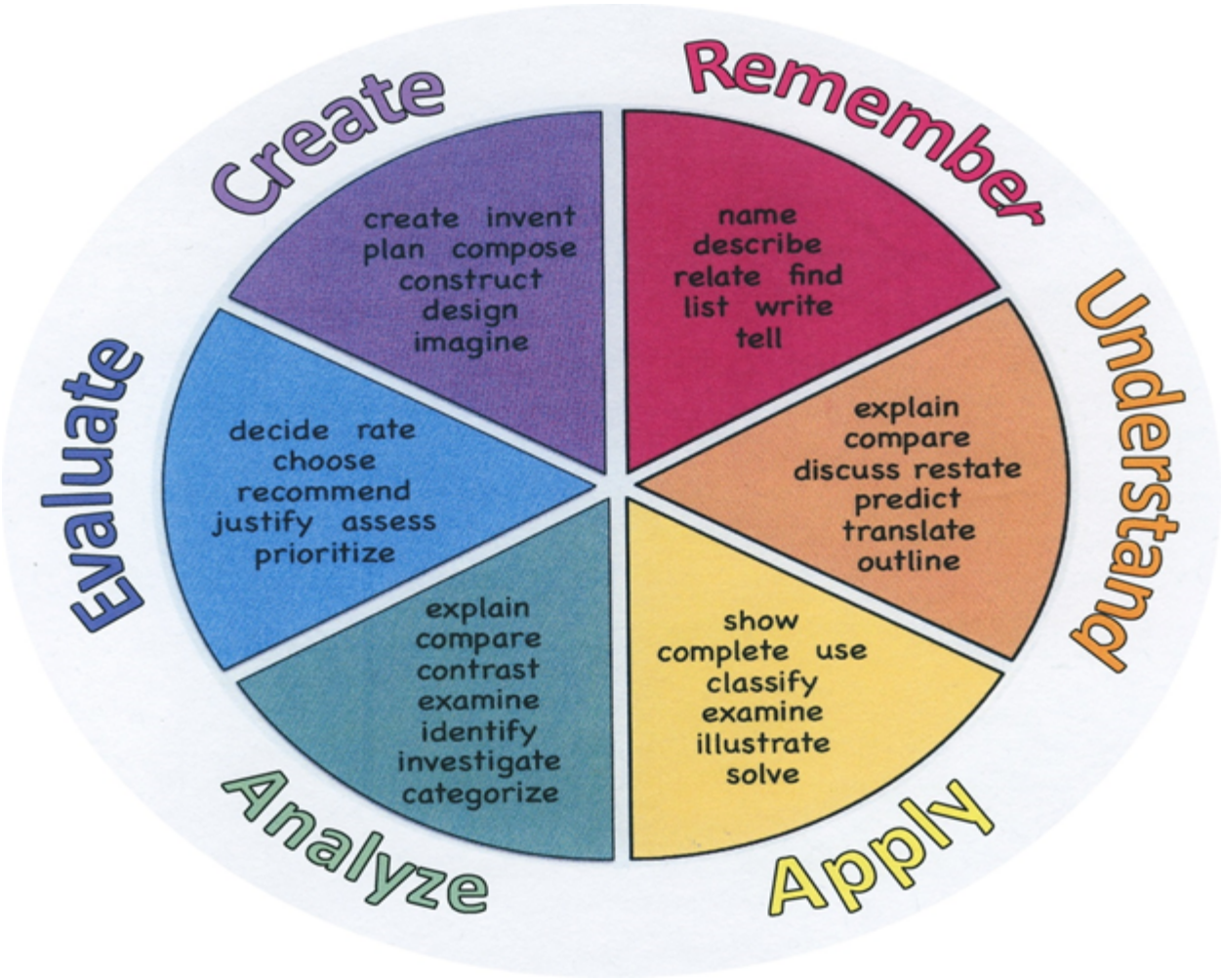
Diagram progress of the recording project.

Reconstruct a track using the collected information if necessary.

Assess the status of the recording project.

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 ability to create a chart displaying plan and progress for a recording project.
- Demonstrate ability to identify and inventory all equipment used for a recording project.
- Demonstrate ability to identify and log all effects used on a track and how the track is mixed within the total project.
- Confer with other students (both within group and during inter-group critiques) using the chart, inventory, and logs.
- Discuss how the ability to share charts and such work via digital means has helped with climate change.

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 (alternative 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

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.

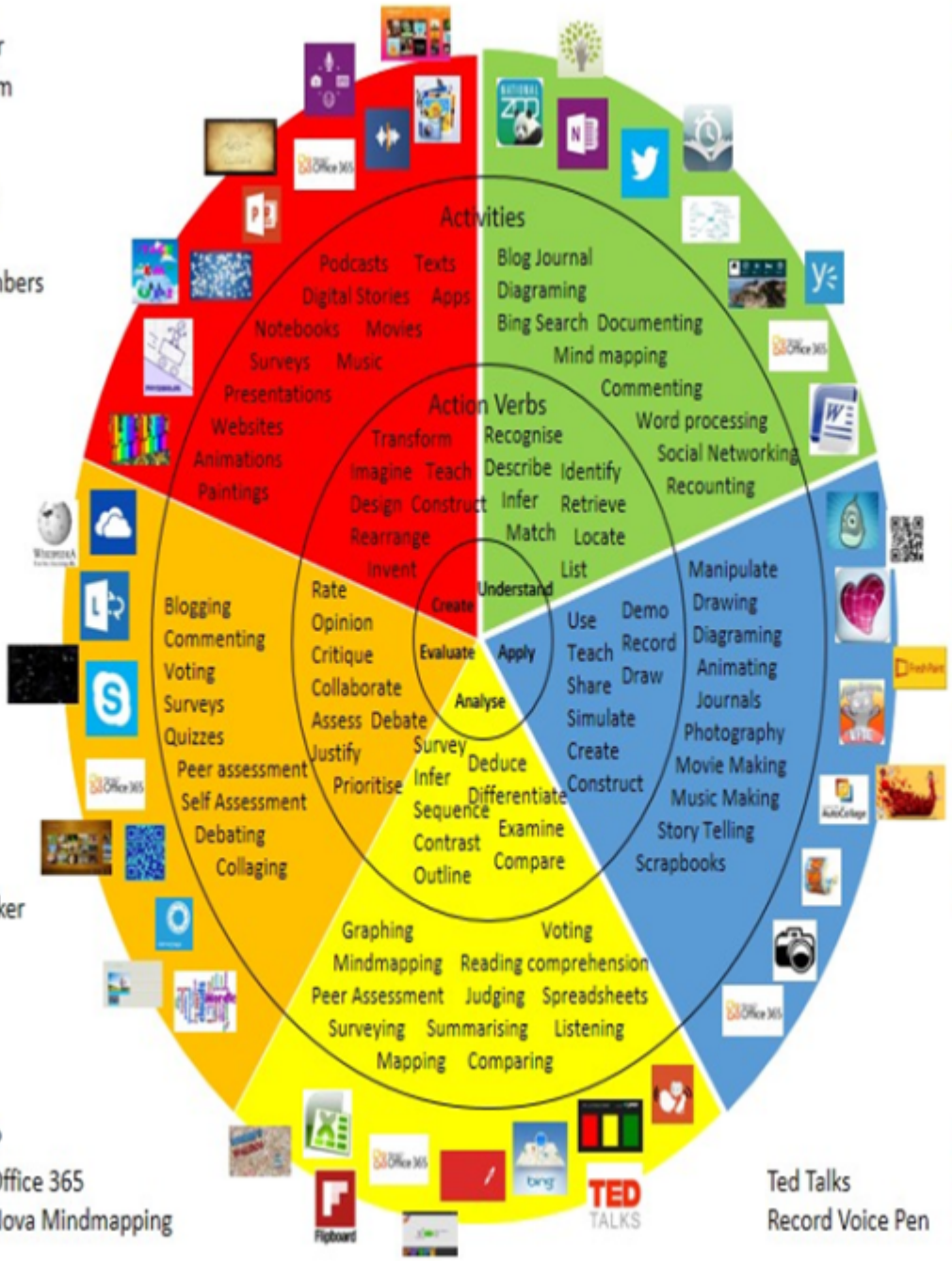
Win 8.1 Apps/Tools Pedagogy Wheel

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
Flipboard
Office 365
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

WRK.9.2.12.CAP	Career Awareness and Planning
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.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT	Critical Thinking and Problem-solving
	With a growth mindset, failure is an important part of success.
	There are strategies to improve one’s professional value and marketability.

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

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- 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

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- 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
- multiple test sessions
- multi-sensory presentation
- 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 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 work presented 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 Three: Building a recording project

NJSLS: See above

Interdisciplinary Connection: Technology, social studies/history

Statement of Objective: SWDAT understand that it is important to have knowledge of how to organize a project to efficiently produce a a recording project that will eventually be consumed by the intended audience

Anticipatory Set/Do Now: Students will prepare for organizing, setting up, and completing a recording project .

Learning Activity: Students will use a recording program on the school computers or their chromebooks to create a recorded audio assignment.

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