Sound Design, Unit 3: Composition

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **Ongoing; throughout the school year 30/45 Day Cycle**
Status: **Published**

Brief Summary of Unit

In this unit, students will identify and become familiar with various composers and the tools and techniques they use for composition. Students will learn to use the software equivalents of the elements of music in a Digital Audio Workstation (DAW). They will use original ideas, live and pre-set instruments, vocals, DAW loops, and instrumental variations to develop their own compositions. They will be proficient at using editing and export tools in order to play and share a finished product as an audio file. Students will meet curriculum objectives by the end of eighth grade.

Essential Questions

- What is the difference between a composer and a sound designer?
- How does a composer choose elements of music to create a musical work?
- How does a composer determine the sound design of a project?
- What ways can musical and non-musical sounds be used in one composition?
- How can multiple tracks or parts be aligned to create texture, while maintaining rhythmic and tonal accuracy?
- What is involved in the revising and editing process?

Essential Understandings

- In digital media, the roles of a composer and sound designer can overlap.
- Composers select variations of musical elements to align to the context of the work.
- Composers use dynamics and other expressive qualities to shape sound and solicit emotional reactions from an audience
- Composers can combine musical and non-musical ideas such as sound effects and pre-existing loops to create an audio production.
- Composers can combine musical components with non-musical ideas such as scripts, sound effects, and existing text to create an audio production.
- In digital media and recordings, editing tools can be used to manipulate sound.

- Multiple stages of editing are often necessary before reaching the final mix.

Students Will Know

Students will know there are varying elements specific to different genres of music and digital media.

Students will know the DAW can be used to combine musical components, such as a composed piece of music, with developed scripts, texts, and sound effects to create an audio production.

Students will know that the elements of music exist in a DAW, but they are not represented through traditional notation.

Students will know that DAW software allows for existing or recorded sound to be manipulated in various ways: dynamics can be manipulated through automation, pitch can be transposed or warped and rhythm can be lengthened or shortened.

Students will know that a melody and rhythms can be developed through the use of an existing DAW instrument, a recorded live instrument, a vocal track, or the use of a preset loop.

Students will know how to create or recreate a melody from the pitches in a major scale.

Students Will Be Skilled At

Students will be skilled at creating layers of sound using various instruments and effects in a DAW to produce a final mix.

Students will be skilled at using pitch and rhythm to generate original or existing melodies.

Students will be skilled at adding texture to a melody through the use of loops, pre-set harmonic or rhythmic variations, or their own harmonies by utilizing multiple timbres in the DAW.

Students will be skilled at creating structure for compositions that include multiple tracks by planning a sound design that best suits the project.

Students will be skilled at labeling and following vocals, timbres, and sound effects on the track view page in a DAW.

Students will be skilled at using editing tools to align multiple tracks and develop a composition into a final mix.

Students will be skilled at using a DAW to convert a final mix into an audio file that can be exported and shared.

Learning Plan

Present and discuss the essential questions, making connections to these questions throughout the unit.

The teacher will develop strategies in daily learning plans to promote student independence and understanding in composition and sound design within a DAW.

Listen to and analyze various examples of instrumental and vocal compositions from various artists, composers, and genres.

Explore what musical variations make up different genres and styles.

Identify musical forms and how they are organized.

Explore the timbres of instruments available in the classroom and on DAW software.

Make vocal and instrumental recordings into a DAW.

Use composition, editing, and mixing tools in the DAW.

Compose music that includes multiple tracks, lyrics, and/or sound effects.

Manage multiple tracks that include musical and non-musical content.

Align, cut, automate, and mix as part of the editing process.

Share music compositions as mp3 or mp4 audio files.

Utilize a rubric throughout the editing process to create a final mix.

Engage in constructive discussion regarding their work and the work of others.

Develop musical ideas that will be recorded and produced as an audio production.

Generating text to be utilized in music composition or digital media such as but not limited to lyrics and scripts

Evidence/Performance Tasks

Formative:

Student response: ongoing discussion of essential questions and curriculum objectives.

Teacher observation of student performance pertaining to development stages of group or individual composition.

Teacher observation of student ability to make musical and creative choices.

Teacher observation of students' understanding of editing and mixing tools.

Summative:

Completed Projects presented throughout the cycle or marking period based on rubric

Individual and group critique of audio production based on rubric

Benchmark

Project Drafts: Students will have multiple stages of progress for each production

Self and group critique of production based on rubric throughout the editing process

Assessment will have the following grade-level competency expectations:

6th Grade-with assistance

7th Grade- with limited assistance

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

* To reach curriculum goals, students will use classroom instruments given their availability and at the discretion of the music teacher.

Standards

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

1.3A.8.Cr2a	Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
1.3A.8.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
1.3A.8.Cr3a	Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
1.3A.8.Cr3b	Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.
1.3A.8.Pr4e	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).
1.3A.8.Pr5a	Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.
1.3A.8.Pr6a	Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
1.3A.8.Pr6b	Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
1.3A.8.Re7c	Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
1.3A.8.Re8a	Apply appropriate personally developed criteria to evaluate musical works or performances.
1.3A.8.Re9a	Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.
1.3A.8.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations:

Performing Arts Accommodations & Modifications