

# Unit 04: Electronic Composition: Sequencing Digital Sounds

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **FY**  
Status: **Published**

## Standards Alignment

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### New Jersey Student Learning Standards

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LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CCSS.Math.Practice.MP5	Use appropriate tools strategically.
LA.RST.11-12	Reading Science and Technical Subjects
LA.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
VPA.1.1.12.B	Music
VPA.1.1.12.B.1	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.

### Integration of Career Readiness, Life Literacies and Key Skills

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

### Technology / Integration of Computer Science and Design Thinking

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## **Interdisciplinary Connections: NJSLS for ELA, Social Studies, Science and/or Math Section**

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### **Capacities of the Literate Individual**

#### **Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language**

They demonstrate independence.

They build strong content knowledge.

They comprehend as well as critique.

They use technology and digital media strategically and capably.

#### **Key Ideas and Details**

LA.K-12.NJSLSA.R1

Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LA.RI.9-10

#### **Reading Informational Text**

LA.RI.9-10.1

Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy**

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see Crosswalks

## **21st Century Life and Careers**

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## **Stage I: Desired Results**

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## Transfer/Overview/Rationale

### Transfer / Overview / Rationale

#### Unit Rationale

The purpose of this unit...

## Meaning

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## Essential Questions

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### Essential Questions

- How is a Digital Audio Workstation (DAW) different from the analog recording environment?
- Does the Digital Audio Workstation (DAW) help or hinder the creative process?
- Is a Digital Audio Workstation (DAW) better for all genres of music or specific genres of music?
- How can specific emotions be conveyed through recordings, patterns and sequences of digital music compositions?
- What are the song formats of commercial/popular music (Current and Vintage)
- How does the study of music provide essential ways to understand and express life experiences?
- How does participation in music develop self-discipline and focus and develop the capacity to refine work and aspire to high quality standards
- What is the difference between a "beat maker/beat programmer" and a producer?

## Enduring Understanding/Indicators of Understanding

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### Enduring Understanding/Indicators of Understanding

Students will be able to create unique rhythmic and melodic musical patterns and compositions within a Digital Audio Workstation (DAW).

Students will understand the process of creating and capturing digital musical performances within a computer software.

Students will understand song structure specific to multiple genres Ternary format (ABA).

## **Acquisition (Student Learning Objectives)**

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### **Knowledge**

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Knowledge

Students will know...

Students will know how to Utilize FL Studio™ software to identify, explain, and create common methods of digital music composition

Students will know how to examine diverse methods of composition and explore advantages and limitations of each. Students use know how to use tools to create original works.

Students will know how to compare and contrast various methods of composition and arranging in use in current popular music.

Students will use electronic composition and arranging tools selectively to create their original musical works / catalog

### **Skills**

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Skills

Student will be skilled at ...

Operating and troubleshooting a Digital Audio Workstation

Capturing creative performances via MIDI controllers within the FL Studio Software

Sequencing creative performances to make a musical works

Manipulating regions within the software to make unique patterns and songs in commercial and non-commercial formats

Identifying and editing musical notes within a software to adjust/change a composition

Identifying beats per minute (BPM) /tempo of a composition using software tools

Identifying measures within a composition

Identifying the Ternary format (ABA) of musical compositions

Creating a unique portfolio of compositions at various beats per minute (BPM) using sounds and tools within the computer software.

### **Stage 3: Learning Plan**

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### **Resource and Mentor Texts**

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Resources and Mentor Texts

Know It All: FL Studio 11 (DVD/Learning Modules)

Know It All: Digital Producer 4 (DVD/Learning Modules)

Know It All: Digital Arranger (DVD/Learning Module)

FL Studio 11 (Software)

Focusrite 6i6 Scarlet Audio Interface

M-Audio Oxygen 25 MK3 Ignite

## **Formative Assessment Strategies**

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Formative Assessment Strategies

Peer to Peer Arrangement / Composition Analysis

Test/Quiz on software tools familiarity

Individual and group presentations

Writing assessment

## **Learning Activities/Unit of Study**

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Learning Activities/Unit of Study

Class Discussions

Compare/Contrast ABA format in current songs

Student Composition /Arrangement Assignments:

- Loop Based Assignments
- Arrangement Project (MIDI Editing)
- Composition Project (MIDI Composition)

Students will complete the following learning activities using computer software/hardware:

- Record/Loop Record/Overdub Record
- MIDI Editing
- Sound Location/Selection
- Accessing Soundbanks
- Sound Manipulation
- Tempo / Tempo Change
- Sequence functions

## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## **Students with 504 Plans**

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## **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for

clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.