Unit 1: Intro to Logic Pro X
Timeline: 3 weeks

Targeted Standards (Write the overall NJSLS standards that are most applicable to this unit.).
Anchor Standard 1: Generating and conceptualizing ideas.
1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.

Anchor Standard 2: Organizing and developing ideas.
1.2.12prof.Cr2c: Apply aesthetic criteria in developing, refining and proposing media arts artwork.

Rationale and Transfer Goals :
How technology is used in the production of music. How technology fits invisibly into the recording and production of non-electronic and electronic music. How technology aids in live music performance: the synthesizer & other MIDI controllers. Our Projects and Course Goals for the Course. Hardware Overview: Keyboard and PC, Computer & Equipment care, Computer Navigation .We are learning how sound is reproduced digitally using a Digital Audio Workstation, DAW called Logic Pro X. We are learning how music is currently created and recorded with industry standard equipment.

Enduring Understandings: What are the most essential conclusions that students should be guided towards throughout this unit?

Anchor Standard 1:
Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.

Anchor Standard 2:
Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning

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Essential Questions: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.

Anchor Standard 1:

How do media artists generate ideas and formulate artistic intent?

How can creative risks be encouraged?

Anchor Standard 2:

How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error?

Content/Objectives		Instructional Actions	
Content *What students will know*	**Skills** *What students will be able to do*	**Activities/Strategies** *How we teach content and skills*	**Evidence (Assessments)** *How we know students have learned*
1. Common methods of digital music composition. 2. Methods of composition and advantages and limitations of each. 3. Use tools to create original works. 4. Various methods of composition and arranging in use in current popular music. 5. Use electronic composition and arranging tools selectively to create original musical works.	1. Utilizing Logic Pro X software, students will identify and explain common methods of digital music composition. 2. Students will examine various methods of composition and explore advantages and limitations of each. 3. Students use tools to create original works. 4. Students will compare and contrast various methods of composition and arranging in use in current popular music. 5. Students will use electronic composition and arranging tools selectively to create their original musical works.	1. Digital Audio Workstation composition assignment 1 2. Digital Audio Workstation composition assignment 2 3. MIDI Editing Arranging Project 1 (see appendix B) 4. MIDI Editing Composition Project 2	Composition/arranging projects assessed according to established criteria Composition/arranging projects assessed according to established criteria . Think, pair, share during the working-draft phase. Peer review and assessment.

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Spiraling for Mastery		
Where does this unit spiral back to other units from this or previous years		
in order to ensure that students retain mastery of what they've learned?		
Content or Skill for this Unit	**Spiral Focus from Previous Unit** || **Instructional Activity**

21ˢᵗ Century Skills:

• 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

• 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.

• 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

• 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

• 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

• 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.

Key resources:

Teacher with Prior Experience in the Industry, The internet, Youtube, Notes, Logic Pro X, Midi Controller and iMac pros

Interdisciplinary Connections:
RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form and translate information expressed visually or mathematically

RI.11-12.7(ELA) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Intersections of History:
Black:

Hispanic:

Women:

LGBTQ:

Important Vocabulary:
MIdi
Play
Stop
Record
Mute
Solo
Cycle Range
Midi Region
Audio Region
Waveform
Draw