

## *Unit 2: How music is measured in Logic Pro*

### *Timeline: 1.5 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:**

This will be a unit where students learn about time and rhythm. As well as, how we stick to certain time signatures within modern music when creating projects inside Logic Pro.

**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

**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 <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>How we teach content and skills</i>	Evidence (Assessments) <i>How we know students have learned</i>
<p>Students will know what the use of time signature within Logic Pro</p> <p>Use tools to create create original beats &amp; rhythm</p> <p>Students will know basic note and rest lengths</p> <p>How people communicate pieces of music work within the industry</p> <p>Know where a Bass Drum, Snare and High Hat should typically fall within a Bar.</p>	<p>Draw basic notes and rests to create rhythm.</p> <p>Identify Note lengths and Rests</p> <p>Identify a Bass Drum, Snare and High Hat</p>	<p>1. Label &amp; Drawing notes of a particular length in logic</p> <p>2. Label Rests</p> <p>3. Drawing notes and rests in Logic to create a certain rhythm with in the 4/4 time signature</p>	<p>Composition/arranging projects assessed according to established criteria</p> <p>Quizzes</p> <p>Think, pair, share during the working-draft phase.</p> <p>Peer review and assessment.</p>

**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
Utilizing Logic Pro X software	How to create compositions in logic pro	Digital Audio Workstation composition

Methods of composition and advantages and limitations of each.		
<p><b><u>21<sup>st</sup> Century Skills:</u></b></p> <ul style="list-style-type: none"> <li>• 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.</li> <li>• 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.</li> <li>• 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).</li> <li>• 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</li> <li>• 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.</li> <li>• 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.</li> </ul>		
<p><b><u>Key resources:</u></b></p> <p>Teacher with Prior Experience in the Industry, The internet, Youtube, Notes, Logic Pro X, Midi Controller and iMac pros</p>		
<p><b><u>Interdisciplinary Connections:</u></b></p> <p><b>RST.9-10.7</b> Translate quantitative or technical information expressed in words in a text into visual form and translate information expressed visually or mathematically</p> <p><b>RI.11-12.7(ELA)</b> 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.</p>		
<p><b><u>Intersections of History:</u></b></p> <p><b><u>Black:</u></b></p> <p><b><u>Hispanic:</u></b></p>		

**Women:**

**LGBTQ:**

**Important Vocabulary:**

Time Signature

Bar

Beat

Rhythm

Whole Note

Half Note

Quarter Note

Eighth Note

Sixteenth Note

Flag

Stem

Note head

Beam