

**Unit 4: History & Copyright**  
**Timeline: 2 weeks**

**Targeted Standards** (Write the overall NJSLS standards that are most applicable to this unit.).

**Anchor Standard 6: Conveying meaning through art**

1.2.12prof.Pr6b: Evaluate the benefits and impacts at the personal, local and social level from presenting media artworks, such as benefits to self and others.

**Rationale and Transfer Goals :**

Sharing music digitally and responsibly. What fair use is. Rise of digital music and the decline of traditional sales. The concept of intellectual property. Take a critical and informed stance on the use and commerce of digital music.

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

**Anchor Standard 6:**

Enduring Understanding: Media artists present, share and distribute media artworks through various social, cultural, and political contexts

**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 6:**

Why do various venues exist for presenting, sharing, or distributing media artworks?

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>
Why it is important to share digital music responsibly. What fair use is. Understand the evolving technology of music distribution.	How to share music responsibly, legally and ethically. How to comply with Fair Use guidelines and all intellectual property law.	Presentation of facts regarding declining record sales Illustration of funding and capital expenditures on “new” artists when record companies thrive.	A critique of Mock Trial Discussion Test

<p>What intellectual property is. The use and commerce of digital music. The limitations of music sharing and copyright</p>	<p>How to articulate what intellectual property and also its importance not only for musicians and the music business, but our entire form of economy. How to take a critical and informed stance on the use and commerce of digital music</p>	<p>Presentation of specific cases in which digital music caused legal disputes. Class discussion on ethical considerations regarding taking what is not freely given. Mock Trial - Students will pick a side or defendant or plaintiff, a judge, and a jury</p>	
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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
<p>Music Creation</p>	<p>Using the instructions on creating your work as well as recreating others' work.</p>	<p>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</p>

**21<sup>st</sup> 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:**

Copyright Law

Fair Use  
Royalties  
Royalty Free  
ASCAP, SESAC & BMI