

## Unit 5: Song Structure

### Timeline: 3 weeks

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

**Anchor Standard 4: Selecting, analyzing, and interpreting work.**

1.2.12prof.Pr4a: Integrate various arts, media arts forms and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

1.2.12prof.Pr5a: Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.

- 1.2.12prof.Pr5b: Develop and refine creativity and adaptability, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions.
- 1.2.12prof.Pr5c: Demonstrate adaptation and innovation through the combination of tools, techniques and content to communicate intent in the production of media artworks.

**Anchor Standard 7: Perceiving and analyzing products.**

- 1.2.12prof.Re7a: Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.
- 1.2.12prof.Re7b: Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when addressing global issues including climate change.

**Rationale and Transfer Goals :**

Students will use what they've learned to reproduce music from various artists as well as produce music composition of their own in logic proYeah .

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

**Anchor Standard 4:**

Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.

**Anchor Standard 5:**

Media artists require a range of skills and abilities to creatively solve problems

**Anchor Standard 7:**

An artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.

**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 4:**

How are complex media arts experiences constructed? At what point is a work considered "complete"?

**Anchor Standard 5:**

How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

**Anchor Standard 7:**

How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?

| Content/Objectives  |   | Instructional Actions   |  |
|---|---|---|--|
| Content<br><i>What students will know</i>   | Skills<br><i>What students will be able to do</i>   | Activities/Strategies<br><i>How we teach content and skills</i>   | Evidence (Assessments)<br><i>How we know students have learned</i>   |
| Begin a recording session<br>Plan recording session according to the material being recorded<br><br>Manage recording time effectively.<br>The setup of a project to record specific instruments, parts or sections.<br><br>Set expectations for a recording date and plan accordingly<br>Analyze recorded material to begin editing | How to compose a song from start to finish<br><br>How to navigate and utilize a Digital Audio Workstation.<br><br>Construct and plan a project and successfully produce it using the lab<br>Put all the correct elements together in order to have a successful and effective process | Class work: written and aural<br><ul style="list-style-type: none"> <li>● Logic Pro assessments</li> <li>● Demonstrations</li> <li>● Music Projects</li> <li>● Student Compositions</li> <li>● Listening Activities/Music</li> <li>● Students will compare various ways to produce their work and choose which will be a better option to accomplish a desired result.</li> </ul> | <ul style="list-style-type: none"> <li>● Class Work</li> <li>● Homework</li> <li>● Class Discussion</li> <li>● Quizzes &amp; Tests</li> <li>● Music Projects &amp; other assignments</li> <li>● Critiques &amp; Self/Group Evaluations</li> <li>● A Portfolio of all music projects and assignments</li> </ul> |

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|--|--|--|--|
| <p>Create a song with different sections</p> | <p>Use all the tools available in the lab to maximize the effectiveness of their work.</p> <p>Explain and understand basic parts of a song. i.e. Verse<br/>Chorus<br/>Hook<br/>Bridg</p> | <ul style="list-style-type: none"> <li>• Various technologies and methods will be combined or altered to fit the production.</li> <li>• Individual/small group practice</li> </ul> |  |
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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?**

| <b>Content or Skill for this Unit</b>  | <b>Spiral Focus from Previous Unit</b>  | <b>Instructional Activity</b>         |
|--|---|---------------------------------------|
| <p>Common methods of digital music composition.<br/>Methods of composition and advantages and limitations of each.</p> <p>Create Midi and and Audio Loops</p> <p>Why it is important to share digital music responsibly.<br/>What fair use is.</p> | <p>Students use tools and Terms learned from Unit 1- and continue to use electronic composition and arranging tools selectively to create their original musical works.</p> <p>Continue Vocab from Unit 1, 2, 3 &amp; 4</p> <p>Unit4: How to comply with Fair Use guidelines and all intellectual property law.</p> | <p>Composition/arranging projects</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:**

Dive into how they have influenced music and the recording industry over the years.

**Hispanic:**

Dive into how they have influenced music and the recording industry over the years.

**Women:**

Dive into how they have influenced music and the recording industry over the years.

**LGBTQ:**

Dive into how they have influenced music and the recording industry over the years.

**Important Vocabulary:**

Track

Loop

Cut

Paint  
Time Signature  
BPM - Beats Per Measure  
Bar  
Verse  
Chorus  
Hook  
Bridge