

Unit 6: Radio Advertising

Timeline: 2.5 weeks

Targeted Standards (Write the overall NJSLS 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.

Rationale and Transfer Goals:

Students will use what they have learned in past units as well as apply newly learned material to complete a Radio commercial from start to finish.

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

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?

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>Begin a recording session for voiceovers</p> <p>How to create a script for Radio</p> <p>How sound effects can be used to create an environment for the actors</p> <p>How music can create mood for different parts of a commercial</p> <p>How to develop a slogan</p> <p>How to reach their target audience</p>	<p>How to compose a commercial from start to finish</p> <p>record a voiceover</p> <p>How to navigate and utilize a Digital Audio Workstation.</p> <p>Construct and plan a project and successfully produce it using the lab</p> <p>Put all the correct elements together in order to have a successful and effective process</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 Chorus Hook Bridg</p>	<p>Class work: written and aural</p> <ul style="list-style-type: none"> ● Logic Pro assessments ● Demonstrations ● Commercial Assembly Projects ● Student Compositions ● Listening Activities/Music Dictations ● Individual/small group practice 	<ul style="list-style-type: none"> ● Class Work ● Homework ● Class Discussion ● Quizzes & Tests ● Music Projects & other assignments ● Critiques & Self/Group Evaluations ● A Portfolio of all music projects and assignments

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>Common methods of digital music composition.</p> <p>Plan recording session according to the material being recorded</p> <p>Why it is important to share digital music responsibly.</p> <p>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 commercial</p> <p>Continue Vocab from Unit 1 & 4</p> <p>Unit4: How to comply with Fair Use guidelines and all intellectual property law.</p>	<p>Composition/arranging projects</p>

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.Cl.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:

Sound Effects/Foley

Mood

Voiceover

Script

Slogan

Gain

Decibel

Automation

