EDUC 451 Unit Plan Outline
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Unit Plan Topic: Music Technology in the Classroom
Grade: 11/12
BC Curriculum:

Big Ideas:

· Music composition and production provides an opportunity to represent our identity, context, and culture.
· Music composition and production offers aesthetic experiences that can transform our perspective.

Purposeful choices enhance the quality, artistry, and authenticity of musical processes.

Curricular Competencies: *students are expected to be able to do the following.*

1. Create, produce, reproduce, or manipulate music using available technologies.
2. Use musical vocabulary in composition and production.
3. Experiment with musical elements to achieve specific effects in composition.
4. Consider the physical and aural health of musicians and audiences.
5. Use musical vocabulary in response to, and in critiques of, musical compositions or productions.
6. Receive and apply constructive feedback.
7. Safely care for and maintain electronic tools, equipment, materials, and work spaces.
8. Explore personal, educational, and professional opportunities in music and music-related industries.
9. Demonstrate understanding of creative processes.

Content: *students are expected to be able to know the following.*

1. musical elements, principles, vocabulary, symbols, and theory.
2. hardware and software used to create, record, and structure sound.
3. a range of current technologies.
4. roles of composer, producer, performer and audience.
5. health and safety issues and procedures, including the impact of audio volume on aural health.
6. moral, ethical, and legal issues related to music production, duplication, and distribution.
7. Physics and physical properties of sound and sound synthesis.

8. Explore selection and choice related to orchestration, instrumentation, and sound sampling.

Lesson #1

v Introduction

o Introduce students to tech, Garage Band, Notation software, Logic X. These are the programs that will be important/required for the course.

o Basic acoustics.

o MIDI

o Mics, cords, amps, speakers: set up and proper care.

o Assessment: exit slip with one or more takeaways from the class.

Lesson #2

Composition

Big Ideas:

- Music composition and production provides an opportunity to represent our identity, context, and culture.
- Music composition and production offers aesthetic experiences that can transform our perspective.

Curricular competencies:

- Create, produce, reproduce, or manipulate music using available technologies.
- Use musical vocabulary in composition and production.
- Experiment with musical elements to achieve specific effects in composition.
- Use musical vocabulary in response to, and in critiques of, musical compositions or productions.
- Receive and apply constructive feedback.

Content:

- Musical elements, principles, vocabulary, symbols, and theory.
- Arange of current technologies.
- Roles of composer, producer, performer and audience.

- Explore selection and choice related to orchestration, instrumentation, and sound sampling.

Materials:
- Glossary sheet for students
- Hand written document for students to transfer into notation software
- Devices with music notation software.

Strategies: using hands on activities, guided and independent practice, a glossary sheet, the student will learn about basic setup of electronic music documents, note values, and articulations by completing a worksheet on music notation software and handing it into the instructor.

Assessment: Have students replicate a short, hand written melody using notation software.

Lesson #3
Recording: Crash course in Garageband, plus basic car of mics, basic levels and set up for amps, how to wrap up cables properly, and audio editing.
Big Idea: Composers and producers develop creative skill and proficiency through perseverance, resilience, and risk taking.
Curriculum Competencies:
- Create, produce, reproduce, or manipulate music using available technologies
- Develop and refine technical and expressive skills
- Analyze and interpret musicians' use of technique, technology, and environment in musical composition and production, using musical language
- Consider the physical and aural health of musicians and audiences
- Combine technical knowledge and contextual observation to make musical decisions
- Identify and practise self-care to prevent performance-related injury
- Safely care for and maintain electronic tools, equipment, materials, and work spaces

Content:
- techniques and technical skills to support creative processes • a range of current technologies
- hardware and software used to create, record, and structure sound
- physics and physical properties of sound and sound synthesis

Material:
- Garageband/youtube link: https://www.youtube.com/watch?v=CFIcLTqzIR8

- 18 computers
- Vocal Amp, guitar amp, bass amp
- Mic, mic cable, patch cords, guitar, bass
- Garageband scavenger worksheet

T. Strategies:

- Media- YouTube
- Demonstration
- Guided Practice
- Independent Practice

Assessment: To complete a garage band scavenger worksheet, plus be able to set up an amp with a mic, as well as wrap up a mic cable **(Formative).**

Lesson #4

Mixing/Production

Big Ideas:

- Purposeful choices enhance the quality, artistry, and authenticity of musical processes.
- Music composition and production offers aesthetic experiences that can transform our perspective.

Curricular Competencies:

- Create, produce, reproduce, or manipulate music using available technologies.
- Analyze and interpret musicians' use of technique, technology, and environment in musical composition and production, using musical language.
- Explore selection and choice related to orchestration, instrumentation, and sound sampling
- Combine technical knowledge and contextual observation to make musical decisions.
- Receive and apply constructive feedback.

Materials:

- Computer lab
- Music Software (Garageband and Logic X)
- Music Software Worksheet

- Midi Keyboards

Content:

- hardware and software used to create, record, and structure sound
- musical elements, principles, vocabulary, symbols, and theory
- techniques and technical skills to support creative processes • a range of current technologies

Teaching Strategies:

- Following a lecture and demonstration, students will follow the instructions given by the teacher while filling in the blanks of the music software worksheet.
- Using hands-on activities
- Examples and demonstrations
- Guided and independent practice
- Questions and discussion

Assessment:

- The student will be required to fill in a Music Software Worksheet that will require them to follow along throughout the class to find the answers; this worksheet will be handed in at the end of class and will be marked based on completion and thoroughness.

o Introduction to basic concepts and practices in Music production and mixing software (i.e. Garageband, Logic X).
o Lecture with definitions on basic concepts and ideas in sound mixing such as: hertz, sonic highs and lows, equalizer, etc.
o Introduction to using midi instruments or technology to produce music in music software
o Assessment: To complete an instructional worksheet throughout the lesson which includes filling in definitions and providing short answer responses on where the student found the solution. Handed in at the end of class.

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