

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

THE ACADEMY OF FINE & PERFORMING ARTS CENTER

HONORS MUSIC TECHNOLOGY

Course Philosophy

Honors Music Technology curriculum fosters a student-centered learning environment, which allows students to use knowledge and methods of reading, writing, speaking, listening, history, health, math, science and technology. Goals include the ability to recognize and nurture the developmental nature of each individual learner, promote critical thinking skills, foster excellent communication skills, and identify differences between academics and real-life applications in the field; the primary goal is to behave and perform in a way that aligns with the professional etiquette that is expected from our field. The over-arching purpose is to create pathways and options for each student to pursue a realistic and viable career in the Arts/Entertainment/Music Production field, and/or prepare each student for entrance into higher education in a program associated with Music, Music Production, or the entertainment field. As educators, our goal, at this level, is to introduce students to the skills required to become critical thinkers, eloquent speakers and musically/technically savvy individuals as they develop a professional skill set in the Arts.

Course Description

Grade Level: 10

Department: F.P.A.A.

Course Title: Honors Music Technology

Credits: 5

Course Code: 153850

BOARD OF EDUCATION INITIAL ADOPTION DATE: AUGUST 30, 2010

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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Course Philosophy

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Course Description

In this course, Entertainment Technology refers to the introduction to, and study of, music, composition, theory, recording, songwriting, music/entertainment industry and music performance. This course provides the student with a variety of activities that will enable him/her to understand and appreciate the application and value of “Entertainment Technology” by using up-to-date industry technology. Moreover, use of current industry resources both online and in print (including trade magazines), and student excursions to events and workshops will draw necessary and meaningful links between the classroom experience and the professional and collegiate worlds of music production. Student production support of in-school events, shows and activities will also provide students with real-time application of understandings, principles, and goals of this course. To this end, some course units below will recur and overlap as needed to provide a real-world experience in the business of music production at the professional level. Students will be expected to achieve these skill sets to a 75% rate of proficiency, or demonstrate significant levels of improvement and discipline in these areas which indicate eminent success.

**Freehold Regional High School District
Curriculum Map
Honors Music Technology**

| Relevant Standards ¹ | Enduring Understandings | Essential Questions | Assessments | | |
|--|--|--|---|---|--|
| | | | Diagnostic (before) | Formative (during) | Summative (after) |
| 1.1, 1.3, 1.4, 9.1A & B, 9.4C | As a performing artist, understanding demographics, markets, and timing is necessary to engineering a career in music production. | <p>Why is it necessary or valuable to identify and discern between demographic markets, and how might that affect artistic choices?</p> <p>How does the timing of execution, release dates and delivery affect sales and opportunities?</p> <p>How do culture, politics and economics (semiotics) interact with the Arts and Entertainment?</p> | <p>Oral Questions/ Discussion</p> <p>Anticipatory Set Questions</p> <p>Listening Exercise/Journal</p> | <p>Notebooks Quizzes Unit Test Oral Presentations Observations Participatory Rubrics Research Hands-on Activities Project Assignments Collaborative Assignments Sharing Music Listening Etiquette</p> | <p>Unit Assessments</p> <p>Weekly Assessments</p> <p>Project Assessments</p> <p>Mid Term Exam</p> <p>Final Exam</p> <p>Director Feedback</p> |
| 1.1, 1.3, 9.1, 9.4C 1.1, 1.3, 9.1, 9.4C | Generic concepts of recording, mixing, editing, and processing are common across most industry-standard technology, but each application/tool has specific features and benefits that will determine the best set of tools for a solution. | <p>What is the value of being able to walk into any work environment and be effective and useful – as a composer/producer/arranger/musician?</p> <p>To what extent should technological trends pertaining to the creation of music be followed in the sub-fields of music production?</p> <p>Where can information about the evolving state of the Art be found?</p> | <p>Oral Questions/ Discussion</p> <p>Anticipatory Set Questions</p> <p>Listening Exercise/Journal</p> | <p>Notebooks Quizzes Unit Test Oral Presentations Observations Participatory Rubrics Research Hands-on Activities Project Assignments Collaborative Assignments Sharing Music Listening Etiquette</p> | <p>Unit Assessments</p> <p>Weekly Assessments</p> <p>Project Assessments</p> <p>Mid Term Exam</p> <p>Final Exam</p> <p>Director Feedback</p> |
| 1.4, 9.1A, 9.4C | Industry trends for operational procedures may differ, in some but not all ways, from genre to genre, but general professional etiquette is not only standard, but specific and necessary. | <p>What is the value of, and key to, good communication in the field of Music Production and Production?</p> <p>How does the concept of ‘routine’ affect daily operations in recording, rehearsal, production or distribution?</p> <p>How and when is ‘routine’ a negative?</p> <p>How do these ideas apply to the artistic creation of music?</p> | <p>Oral Questions/ Discussion</p> <p>Anticipatory Set Questions</p> <p>Listening Exercise/Journal</p> | <p>Notebooks Quizzes Unit Test Oral Presentations Observations Participatory Rubrics Research Hands-on Activities Project Assignments Collaborative Assignments Sharing Music Listening Etiquette</p> | <p>Unit Assessments</p> <p>Weekly Assessments</p> <p>Project Assessments</p> <p>Mid Term Exam</p> <p>Final Exam</p> <p>Director Feedback</p> |

| Relevant Standards ¹ | Enduring Understandings | Essential Questions | Assessments | | |
|---------------------------------|--|--|--|---|--|
| | | | Diagnostic (before) | Formative (during) | Summative (after) |
| 1.1, 1.3, 1.4, 9.1, 9.4C | Some work in the recording arts and sciences, as well as other areas of music production, must have specific goals/needs outlined prior to the start of the project based on the client's needs or desires; not all work will satisfy your creative desires. | <p>What are the components of a healthy client relationship?</p> <p>What does it mean to have a 'filter' between your own creative desires and the needs of the project 'at hand'?</p> <p>How is it possible to maintain energy and enthusiasm for others' projects?</p> <p>To what extent are creative processes components of business?</p> | <p>Oral Questions/ Discussion</p> <p>Anticipatory Set Questions</p> <p>Listening Exercise/Journal</p> | <p>Notebooks</p> <p>Quizzes</p> <p>Unit Test</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Research</p> <p>Hands-on Activities</p> <p>Project Assignments</p> <p>Collaborative Assignments</p> <p>Sharing</p> <p>Music Listening</p> <p>Etiquette</p> | <p>Unit Assessments</p> <p>Weekly Assessments</p> <p>Project Assessments</p> <p>Mid Term Exam</p> <p>Final Exam</p> <p>Director Feedback</p> |
| 1.1, 1.3, 9.1, 9.4C | A customer or client is anyone with whom you work. | <p>What is a customer?</p> <p>What is the value of professional etiquette?</p> <p>How does 'training your customer' affect your career?</p> | <p>Oral Questions/ Discussion</p> <p>Anticipatory Set Questions</p> <p>Listening Exercise/Journal</p> | <p>Notebooks</p> <p>Quizzes</p> <p>Unit Test</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Research</p> <p>Hands-on Activities</p> <p>Project Assignments</p> <p>Collaborative Assignments</p> <p>Sharing</p> <p>Music Listening</p> <p>Etiquette</p> | <p>Unit Assessments</p> <p>Weekly Assessments</p> <p>Project Assessments</p> <p>Mid Term Exam</p> <p>Final Exam</p> <p>Director Feedback</p> |
| 1.1, 1.4, 9.1A, 9.4C | A practical, successful, wage-earning career in music production is very attainable, and is not the same thing as becoming famous or exceedingly wealthy. | <p>What is your definition of success, and is fame and extreme wealth something you desire? Why?</p> <p>Where can work opportunities become career opportunities?</p> <p>What is the value of backward planning?</p> <p>What are effective ways of marketing one's self?</p> <p>How can manipulating chord progressions and instrumentation influence client satisfaction?</p> | <p>Oral Questions/ Discussion</p> <p>Anticipatory Set Questions</p> <p>Listening Exercise/ Journal</p> | <p>Notebooks</p> <p>Quizzes</p> <p>Unit Test</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Research</p> <p>Hands-on Activities</p> <p>Project Assignments</p> <p>Collaborative Assignments</p> <p>Sharing</p> <p>Music Listening</p> <p>Etiquette</p> | <p>Unit Assessments</p> <p>Weekly Assessments</p> <p>Project Assessments</p> <p>Mid Term Exam</p> <p>Final Exam</p> <p>Director Feedback</p> |

| Relevant Standards ¹ | Enduring Understandings | Essential Questions | Assessments | | |
|---------------------------------|---|--|--|---|--|
| | | | Diagnostic (before) | Formative (during) | Summative (after) |
| 1.4, 9.1A & C, 9.4C | An ongoing awareness of current events, trends and music practices allows professionals to communicate and plan intelligently and effectively. | <p>What is happening right now in the sub-fields of Music Production?</p> <p>Why is understanding the present important to your future?</p> <p>What is the value of intelligent and effective communication as it pertains to music creation and music production?</p> | <p>Oral Questions/ Discussion</p> <p>Anticipatory Set Questions</p> <p>Listening Exercise/ Journal</p> | <p>Notebooks</p> <p>Quizzes</p> <p>Unit Test</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Research</p> <p>Hands-on Activities</p> <p>Project Assignments</p> <p>Collaborative Assignments</p> <p>Sharing</p> <p>Music Listening</p> <p>Etiquette</p> | <p>Unit Assessments</p> <p>Weekly Assessments</p> <p>Project Assessments</p> <p>Mid Term Exam</p> <p>Final Exam</p> <p>Director Feedback</p> |
| 1.1, 1.4, 9.1A, 9.4C | Utilizing online marketing, networking and promotional resources is how candidates locate and secure work; word-of-mouth is also a valuable source of employment/success. | <p>How has the internet changed our field, and in what ways will it continue to change our field?</p> <p>What aspects of marketing and promotion our artistic processes can not be achieved online?</p> <p>How can good communication skills lead to being given best possible resources in the creative process?</p> | <p>Oral Questions/ Discussion</p> <p>Anticipatory Set Questions</p> <p>Listening Exercise/ Journal</p> | <p>Notebooks</p> <p>Quizzes</p> <p>Unit Test</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Research</p> <p>Hands-on Activities</p> <p>Project Assignments</p> <p>Collaborative Assignments</p> <p>Sharing</p> <p>Music Listening</p> <p>Etiquette</p> | <p>Unit Assessments</p> <p>Weekly Assessments</p> <p>Project Assessments</p> <p>Mid Term Exam</p> <p>Final Exam</p> <p>Director Feedback</p> |
| 1.1, 1.3, 1.4, 9.1, 9.4C | Command of various styles and genres of music provides for a wider array of choices in one's own music creation, as well as one's ability to communicate to professionals in an effective manner. | <p>What is the value of artistic freedom?</p> <p>How does increasing one's 'toolbox' lead to more (or less) rewarding experiences?</p> <p>How does knowledge, articulation, and an open mind lead to trust and the 'benefit of the doubt' (in the process of creating art/product), and what is the value of that?</p> | <p>Oral Questions/ Discussion</p> <p>Anticipatory Set Questions</p> <p>Listening Exercise/ Journal</p> | <p>Notebooks</p> <p>Quizzes</p> <p>Unit Test</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Research</p> <p>Hands-on Activities</p> <p>Project Assignments</p> <p>Collaborative Assignments</p> <p>Sharing</p> <p>Music Listening</p> <p>Etiquette</p> | <p>Unit Assessments</p> <p>Weekly Assessments</p> <p>Project Assessments</p> <p>Mid Term Exam</p> <p>Final Exam</p> <p>Director Feedback</p> |

| Relevant Standards ¹ | Enduring Understandings | Essential Questions | Assessments | | |
|---------------------------------|--|---|--|---|--|
| | | | Diagnostic (before) | Formative (during) | Summative (after) |
| 1.1, 1.4, 9.1A & C, 9.4C | Understanding the history of music, music recording, production, and delivery systems allows for better understanding of our current field as well as perspectives from other members of our customers. | <p>What is the significance of history?</p> <p>How can understanding antiquated technology and delivery systems be useful in predicting future trends; how does this affect creative choices now?</p> <p>How can understanding antiquated technology and delivery systems be useful in relating to senior professionals and customers?</p> | <p>Oral Questions/ Discussion</p> <p>Anticipatory Set Questions</p> <p>Listening Exercise/ Journal</p> | <p>Notebooks</p> <p>Quizzes</p> <p>Unit Test</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Research</p> <p>Hands-on Activities</p> <p>Project Assignments</p> <p>Collaborative Assignments</p> <p>Sharing</p> <p>Music Listening</p> <p>Etiquette</p> | <p>Unit Assessments</p> <p>Weekly Assessments</p> <p>Project Assessments</p> <p>Mid Term Exam</p> <p>Final Exam</p> <p>Director Feedback</p> |
| 1.1, 1.3, 1.4, 9.1A & B, 9.4C | Music, production and the field of entertainment/Arts, as a whole, is a language through which people relate to each other, experience life, and learn about themselves. The manipulation of technology in this process should add value to the experience of the target end-user. | <p>Where do the Arts (specifically the Recording and Compositional Arts) fit into our society?</p> <p>What are the differences between some of the cultures in our field versus mainstream culture in the USA? How does that differ from other world cultures?</p> <p>When does technology begin to detract from the human experience of Art?</p> | <p>Oral Questions/ Discussion</p> <p>Anticipatory Set Questions</p> <p>Listening Exercise/ Journal</p> | <p>Notebooks</p> <p>Quizzes</p> <p>Unit Test</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Research</p> <p>Hands-on Activities</p> <p>Project Assignments</p> <p>Collaborative Assignments</p> <p>Sharing</p> <p>Music Listening</p> <p>Etiquette</p> | <p>Unit Assessments</p> <p>Weekly Assessments</p> <p>Project Assessments</p> <p>Mid Term Exam</p> <p>Final Exam</p> <p>Director Feedback</p> |
| 1.1, 1.3, 1.4, 9.1, 9.4C | An on-going growth of music vocabulary, theory, instrumentation listening, and music-making skills will increase craft, candidacy, efficacy, and general quality of life. | <p>Why is it important to be a lifelong learner / creator of Art?</p> <p>How will future generations of music production professionals affect your ability to stay employed/successful?</p> <p>How will your life be affected if you can not make a career out of being who you are as an Artist?</p> | <p>Oral Questions/ Discussion</p> <p>Anticipatory Set Questions</p> <p>Listening Exercise/ Journal</p> | <p>Notebooks</p> <p>Quizzes</p> <p>Unit Test</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Research</p> <p>Hands-on Activities</p> <p>Project Assignments</p> <p>Collaborative Assignments</p> <p>Sharing</p> <p>Music Listening</p> <p>Etiquette</p> | <p>Unit Assessments</p> <p>Weekly Assessments</p> <p>Project Assessments</p> <p>Mid Term Exam</p> <p>Final Exam</p> <p>Director Feedback</p> |

**Freehold Regional High School District
Course Proficiencies and Pacing**

Honors Music Technology

| Unit Title | Unit Understandings and Goals | Recommended Duration |
|---|---|-----------------------------|
| Unit #1: Professional Etiquette and Operations | <p>Industry trends for operational procedures differ, in some but not all ways, from genre to genre, but general professional etiquette in music production is not only standard, but specific and necessary.</p> <p>Students will analyze and execute the rules of professional behavior, vocabulary, and standard operations.</p> | 2 weeks and on-going |
| Unit #1a: Careers, Pathways and Lifestyles | <p>A practical, successful, wage-earning career in music production is very attainable, and is not the same thing as becoming famous or exceedingly wealthy.</p> <p>Students will explore and evaluate careers, portfolio planning, networking, balance, reality planning, personal presentational skills, and professional writing skills.</p> | 2 weeks |
| Unit #1b: Aesthetics | <p>Music, production, and the field of entertainment/Arts, as a whole, is a language through which people relate to each other, experience life, and learn about themselves.</p> <p>The manipulation of technology in this process should add value to the experience of the target end-user.</p> <p>The creation of music as an Art is subjective.</p> <p>Students will theorize and employ Listening Skills, Critical Suggestion/Appreciation, and Analysis in writing.</p> | 1 week and on-going |
| Unit #1c: Current Events | <p>An ongoing awareness of current events, trends and technologies allows professionals to communicate and plan intelligently and effectively, as well as compose record and arrange effectively.</p> <p>Students will utilize and review Billboard, Sound scan, Hollywood Reporter, FOH, Mix, Vibe, and web resources to identify and discern industry issues.</p> | 1 week and on-going |
| Unit # 2: Studio and Applications | <p>Generic concepts of recording, mixing, editing, and processing are common across most industry-standard technology, but each application/tool has specific features and benefits that will determine the best set of tools for a solution</p> <p>Students will construct and assemble concepts of, and then implement, Care of gear, Triton LE, ProTools, basic microphone technique, and inventory.</p> | 8 weeks |
| Unit #3: Music and Production Support for HHS and FRHSD | <p>A customer or client is anyone with whom you work.</p> <p>Students will illustrate techniques of client recognition, and professional etiquette, and then organize and execute ET-supported HHS shows, call board and scheduling, production schedules, and job assignments for events.</p> | 2 weeks and ongoing |

| Unit Title | Unit Understandings and Goals | Recommended Duration |
|--|---|----------------------|
| Unit # 4: Structure of Markets | <p>As a performing artist, understanding demographics, markets, and timing is necessary to engineering a career in music production.</p> <p>Students will interpret demographics, Billboard Charts, Delivery Systems, Revenue Streams, and Consumerism.</p> | 4 weeks |
| Unit #5: Music and Industry History | <p>Understanding the history of music, music recording, production, and delivery systems allows for better understanding of our current field as well as perspectives from other members of our customers.</p> <p>Students will explore history/development of industry, and assimilate value and function of key roles (artist, manager, label, promoter, attorney, accountant, technical, production, administration, etc.)</p> | 6 weeks |
| Unit #6: Concrete Music, Musicianship, Performance and Composition | <p>An on-going growth of music vocabulary, theory, instrumentation listening, and music-making skills will increase craft, candidacy, efficacy, and general quality of life.</p> <p>Students will execute/demonstrate awareness of, and improvement of, specific musical skills, while exploring new and traditional pedagogical techniques.</p> | 8 weeks |

Freehold Regional High School District
Honors Music Technology
Unit #1: Professional Etiquette and Operations

Enduring Understanding: Industry trends for operational procedures differ, in some but not all ways, from genre to genre, but general professional etiquette is not only standard, but specific and necessary.

Essential Questions: What is the value of, and key to, good communication in the field of Music Production and Production?
 How does the concept of ‘routine’ affect daily operations in recording, rehearsal, production or distribution?
 How and when is ‘routine’ a negative?
 How do these ideas apply to the artistic creation of music?

Unit Goal: Students will analyze and execute the rules of professional behavior, vocabulary, and standard operations.

Duration of Unit: 2 weeks and on-going throughout the year.

NJCCCS: 1.4, 9.1A, 9.4C

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|--|---|---|--|---|
| <p>What is the value of, and key to, good communication in the field of Music Production and Production?</p> | <p>Content: Interpersonal communication skills, knowledge of industry and production, current events, and musical/artistic practices.</p> <p>Skills: Articulation, fluency, professional stature and demeanor, sure-footedness, self-respect.</p> | <p>Current textbook and/or trade publications</p> <p>Internet</p> <p>Teamwork / Individual Projects</p> <p>Educational Excursions</p> <p>Gear manuals / tutorials</p> | <p>Model, lecture and question/answer.</p> <p>Concept-based games and projects.</p> <p>Compare and discuss student responses to different topics relating to pertinent topics and ideas</p> <p>Role-play / Projects</p> <p>Daily Journals / Current Events</p> | <p>Journals</p> <p>Quizzes</p> <p>Unit Test</p> <p>Oral</p> <p>Presentations</p> <p>Observations</p> <p>Participatory</p> <p>Rubrics</p> <p>Research</p> <p>Hands-on</p> <p>Collaborative</p> <p>Assignments</p> <p>Sharing</p> <p>Music Listening</p> <p>Etiquette</p> |
| <p>How does the concept of ‘routine’ affect daily operations in recording, rehearsal, production or distribution?</p> <p>How do these ideas apply to the artistic creation of music?</p> | <p>Content: 25 Rules of Professional Etiquette, applications of Rules</p> <p>Skill: Memorization, analysis, application, articulation, demeanor, stature</p> | <p>Current textbook and/or trade publications</p> <p>Internet</p> <p>Teamwork / Individual Projects</p> <p>Educational Excursions</p> <p>Gear manuals / tutorials</p> | <p>Model, lecture and question/answer.</p> <p>Concept-based games and projects.</p> <p>Compare and discuss student responses to different topics relating to pertinent topics and ideas</p> <p>Role-play / Projects</p> <p>Daily Journals / Current Events</p> | <p>Journals</p> <p>Quizzes</p> <p>Unit Test</p> <p>Oral</p> <p>Presentations</p> <p>Observations</p> <p>Participatory</p> <p>Rubrics</p> <p>Research</p> <p>Hands-on</p> <p>Collaborative</p> <p>Assignments</p> <p>Sharing</p> <p>Music Listening</p> <p>Etiquette</p> |

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|--|---|--|---|
| <p>How and when is 'routine' a negative?</p> <p>How do these ideas apply to the artistic creation of music?</p> | <p>Content: Proper and savvy behavior and reliability; interpersonal communication; verbal and written communication</p> <p>Skill: Prepared written proposals; public speaking; prepared formatted documents; flexibility of creative desires.</p> | <p>Current textbook and/or trade publications</p> <p>Internet</p> <p>Teamwork / Individual Projects</p> <p>Educational Excursions</p> <p>Gear manuals / tutorials</p> | <p>Model, lecture and question/answer.</p> <p>Concept-based games and projects.</p> <p>Compare and discuss student responses to different topics relating to pertinent topics and ideas</p> <p>Role-play / Projects</p> <p>Daily Journals / Current Events</p> | <p>Journals</p> <p>Quizzes</p> <p>Unit Test</p> <p>Oral</p> <p>Presentations</p> <p>Observations</p> <p>Participatory</p> <p>Rubrics</p> <p>Research</p> <p>Hands-on</p> <p>Collaborative</p> <p>Assignments</p> <p>Sharing</p> <p>Music Listening</p> <p>Etiquette</p> |
| <p>Suggestions on how to differentiate in this unit:</p> <ul style="list-style-type: none"> • Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods • A wide variety of assessments and strategies complement the individual learning experience. | | | | |

Freehold Regional High School District
Honors Music Technology
Unit #1a: Careers, Pathways and Lifestyles

Enduring Understanding: A practical, successful, wage-earning career in music production is very attainable, and is not the same thing as becoming famous or exceedingly wealthy.

Essential Questions: What is your definition of success, and is fame and extreme wealth something you desire? Why?
 Where can work opportunities become career opportunities?
 What is the value of backward planning?
 What are effective ways of marketing one's self?
 How can manipulating chord progressions and instrumentation influence client satisfaction?

Unit Goal: Students will explore and evaluate careers, portfolio planning, networking, balance, reality planning, personal presentational skills, and professional writing skills.

Duration of Unit: 2 weeks and on-going throughout the year.

NJCCCS: 1.1, 1.4, 9.1A, 9.4C

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|--|---|--|--|
| <p>What is your definition of success, and is fame and extreme wealth something you desire? Why?</p> <p>How can manipulating chord progressions and instrumentation influence client satisfaction?</p> | <p>Content: Value systems, life-budgeting, goal-setting</p> <p>Skills: Organizational techniques, macro time-budgeting, high-order analytic judgment criteria</p> | <p>Current textbook and/or trade publications</p> <p>Internet</p> <p>Teamwork / Individual Projects</p> <p>Educational Excursions</p> <p>Gear manuals / tutorials</p> | <p>Model, lecture and question/answer.</p> <p>Concept-based games and projects.</p> <p>Compare and discuss student responses to different topics relating to pertinent topics and ideas</p> <p>Role-play / Projects</p> <p>Daily Journals / Current Events</p> | <p>Journals</p> <p>Quizzes</p> <p>Unit Test</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Research</p> <p>Hands-on</p> <p>Collaborative Assignments</p> <p>Sharing</p> <p>Music Listening</p> <p>Etiquette</p> |
| <p>Where can work opportunities become career opportunities?</p> <p>What is the value of backward planning?</p> <p>How can manipulating chord progressions and instrumentation influence client satisfaction?</p> | <p>Content: Exploration of careers and jobs that lead to the 'ladder'</p> <p>Skill: Identifying opportunity, vocabulary usage, creativity as a creator of work opportunity</p> | <p>Current textbook and/or trade publications</p> <p>Internet</p> <p>Teamwork / Individual Projects</p> <p>Educational Excursions</p> <p>Gear manuals / tutorials</p> | <p>Model, lecture and question/answer.</p> <p>Concept-based games and projects.</p> <p>Compare and discuss student responses to different topics relating to pertinent topics and ideas</p> <p>Role-play / Projects</p> <p>Daily Journals / Current Events</p> | <p>Journals</p> <p>Quizzes</p> <p>Unit Test</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Research</p> <p>Hands-on</p> <p>Collaborative Assignments</p> <p>Sharing</p> <p>Music Listening</p> <p>Etiquette</p> |

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|--|---|--|--|
| <p>What are effective ways of marketing one's self?</p> <p>How can manipulating chord progressions and instrumentation influence client satisfaction?</p> | <p>Content: resume, online media kit, writing, articulation skills</p> <p>Skill: Networking, relationship building, organization, professional etiquette</p> | <p>Current textbook and/or trade publications</p> <p>Internet</p> <p>Teamwork / Individual Projects</p> <p>Educational Excursions</p> <p>Gear manuals / tutorials</p> | <p>Model, lecture and question/answer.</p> <p>Concept-based games and projects.</p> <p>Compare and discuss student responses to different topics relating to pertinent topics and ideas</p> <p>Role-play / Projects</p> <p>Daily Journals / Current Events</p> | <p>Journals</p> <p>Quizzes</p> <p>Unit Test</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Research</p> <p>Hands-on</p> <p>Collaborative Assignments</p> <p>Sharing</p> <p>Music Listening</p> <p>Etiquette</p> |

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Honors Music Technology
Unit #1b: Aesthetics**

Enduring Understandings: Music, production, and the field of entertainment/Arts, as a whole, is a language through which people relate to each other, experience life, and learn about themselves.

The manipulation of technology in this process should add value to the experience of the target end-user.

Essential Questions: Where do the Arts (specifically the Recording and Compositional Arts) fit into our society?

What are the differences between some of the cultures in our field versus mainstream culture in the USA? How does that differ from other world cultures?

When does technology begin to detract from the human experience of Art?

Unit Goal: Students will theorize and employ Listening Skills, Critical Suggestion/Appreciation, and Analysis in Writing.

Duration of Unit: 1 week and on-going throughout the year.

NJCCCS: 1.1, 1.3, 1.4, 9.1A & B, 9.4C

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|--|---|---|--|--|
| Where do the Arts (specifically the Recording and Compositional Arts) fit into our society? | <p>Content: Various styles of contemporary music, recorded, notated, and performed. All music has value. There is a difference between enjoyment and respect.</p> <p>Skills: Critical analysis, articulation, music value systems and development of appropriate filters based on genres.</p> | <p>Current textbook and/or trade publications</p> <p>Internet</p> <p>Teamwork / Individual Projects</p> <p>Educational Excursions</p> <p>Gear manuals / tutorials</p> | <p>Model, lecture and question/answer.</p> <p>Concept-based games and projects.</p> <p>Compare and discuss student responses to different topics relating to pertinent topics and ideas</p> <p>Role-play / Projects</p> <p>Daily Journals / Current Events</p> | <p>Journals</p> <p>Quizzes</p> <p>Unit Test</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Research</p> <p>Hands-on</p> <p>Collaborative Assignments</p> <p>Sharing</p> <p>Music Listening</p> <p>Etiquette</p> |
| What are the differences between some of the cultures in our field versus mainstream culture in the USA? How does that differ from other world cultures? | <p>Content: Ethnomusicology</p> <p>Skill: Critical analysis, articulation, music value systems and development of appropriate filters based on genres</p> | <p>Current textbook and/or trade publications</p> <p>Internet</p> <p>Teamwork / Individual Projects</p> <p>Educational Excursions</p> <p>Gear manuals / tutorials</p> | <p>Model, lecture and question/answer.</p> <p>Concept-based games and projects.</p> <p>Compare and discuss student responses to different topics relating to pertinent topics and ideas</p> <p>Role-play / Projects</p> <p>Daily Journals / Current Events</p> | <p>Journals</p> <p>Quizzes</p> <p>Unit Test</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Research</p> <p>Hands-on</p> <p>Collaborative Assignments</p> <p>Sharing</p> <p>Music Listening</p> <p>Etiquette</p> |

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|---|---|--|--|
| When does technology begin to detract from the human experience of Art? | <p>Content: Examples of technology-centered musical work.</p> <p>Skill: Critical analysis, articulation, music value systems and development of appropriate filters based on genres</p> | <p>Current textbook and/or trade publications</p> <p>Internet</p> <p>Teamwork / Individual Projects</p> <p>Educational Excursions</p> <p>Gear manuals / tutorials</p> | <p>Model, lecture and question/answer.</p> <p>Concept-based games and projects.</p> <p>Compare and discuss student responses to different topics relating to pertinent topics and ideas</p> <p>Role-play / Projects</p> <p>Daily Journals / Current Events</p> | <p>Journals</p> <p>Quizzes</p> <p>Unit Test</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Research</p> <p>Hands-on</p> <p>Collaborative Assignments</p> <p>Sharing</p> <p>Music Listening</p> <p>Etiquette</p> |

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Honors Music Technology
Unit #1c: Current Events**

Enduring Understanding: An ongoing awareness of current events, trends and technologies allows professionals to communicate and plan intelligently and effectively.

Essential Questions: What is happening right now in the sub-fields of Music Production? Why is understanding the present important to your future?
What is the value of intelligent and effective communication as it pertains to music creation and music production?

Unit Goal: Students will utilize and Billboard, Sound scan, Hollywood Reporter, FOH, Mix, Vibe, and web resources to identify and discern industry issues.

Duration of Unit: 1 week and on-going throughout the year.

NJCCCS: 1.4, 9.1A & C, 9.4C

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|--|---|---|--|--|
| Why is it important to be a lifelong learner? | <p>Content: Examples of change turned into opportunity throughout the history of the industry</p> <p>Skills: Focus, awareness, out-of-the-box thinking, cooperation, persistence</p> | <p>Current textbook and/or trade publications</p> <p>Internet</p> <p>Teamwork / Individual Projects</p> <p>Educational Excursions</p> <p>Gear manuals / tutorials</p> | <p>Model, lecture and question/answer.</p> <p>Concept-based games and projects.</p> <p>Compare and discuss student responses to different topics relating to pertinent topics and ideas</p> <p>Role-play / Projects</p> <p>Daily Journals / Current Events</p> | <p>Journals</p> <p>Quizzes</p> <p>Unit Test</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Research</p> <p>Hands-on</p> <p>Collaborative Assignments</p> <p>Sharing</p> <p>Music Listening</p> <p>Etiquette</p> |
| How will future generations of music production professionals affect your ability to stay employed/successful? | <p>Content: Psychological mechanisms to stay willing and eager to learn from those newer than you in the field. Examples of mentoring, peer coaching and multi-level work.</p> <p>Skill: Patience, observation, flexibility, self-confidence.</p> | <p>Current textbook and/or trade publications</p> <p>Internet</p> <p>Teamwork / Individual Projects</p> <p>Educational Excursions</p> <p>Gear manuals / tutorials</p> | <p>Model, lecture and question/answer.</p> <p>Concept-based games and projects.</p> <p>Compare and discuss student responses to different topics relating to pertinent topics and ideas</p> <p>Role-play / Projects</p> <p>Daily Journals / Current Events</p> | <p>Journals</p> <p>Quizzes</p> <p>Unit Test</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Research</p> <p>Hands-on</p> <p>Collaborative Assignments</p> <p>Sharing</p> <p>Music Listening</p> <p>Etiquette</p> |

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|---|---|--|--|
| How will your life be affected if you can not make a career out of being who you are? | <p>Content: Sense of accomplishment, meaningfulness, satisfaction and confidence.</p> <p>Skill: Coping mechanisms, persistence, dedication, follow-through, identity, self-worth.</p> | <p>Current textbook and/or trade publications</p> <p>Internet</p> <p>Teamwork / Individual Projects</p> <p>Educational Excursions</p> <p>Gear manuals / tutorials</p> | <p>Model, lecture and question/answer.</p> <p>Concept-based games and projects.</p> <p>Compare and discuss student responses to different topics relating to pertinent topics and ideas</p> <p>Role-play / Projects</p> <p>Daily Journals / Current Events</p> | <p>Journals</p> <p>Quizzes</p> <p>Unit Test</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Research</p> <p>Hands-on</p> <p>Collaborative Assignments</p> <p>Sharing</p> <p>Music Listening</p> <p>Etiquette</p> |
| <p>Suggestions on how to differentiate in this unit:</p> <ul style="list-style-type: none"> • Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods • A wide variety of assessments and strategies complement the individual learning experience. | | | | |

Freehold Regional High School District
Honors Music Technology
Unit #2: Studio and Applications

Enduring Understanding: Generic concepts of recording, mixing, editing, and processing are common across most industry-standard technology, but each application/tool has specific features and benefits that will determine the best set of tools for a solution.

Essential Questions: What is the value of being able to walk into any work environment and be effective and useful – as a composer/producer/arranger/musician?
 To what extent should technological trends pertaining to the creation of music be followed in the sub-fields of music production?
 Where can information about the evolving state of the Art be found?

Unit Goal: Students will construct and assemble concepts of, and then implement, Care of gear, Triton LE, ProTools, basic microphone technique, and inventory.

Duration of Unit: 8 Weeks

NJCCCS: 1.1, 1.3, 9.1, 9.4C

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|--|--|---|---|
| What is the value of being able to walk into any work environment and be effective and useful – as a composer/producer/arranger/musician? | <p>Content: Definition of ‘effective’. Standard concepts regarding music, production and studio gear and facility. Sequencers, Triton, ProTools, mics, accessories, amps.</p> <p>Skills: Command of vocabulary, ability to use knowledge base in the correct applications, professional judgment with gear usage and politics.</p> | Current textbook and/or trade publications Internet Teamwork / Individual Projects Educational Excursions Gear manuals / tutorials | Model, lecture and question/answer. Concept-based games and projects. Compare and discuss student responses to different topics relating to pertinent topics and ideas Role-play / Projects Daily Journals / Current Events | Journals Quizzes Unit Test Oral Presentations Observations Participatory Rubrics Research Hands-on Collaborative Assignments Sharing Music Listening Etiquette |
| To what extent should technological trends pertaining to the creation of music be followed in the sub-fields of music production? | <p>Content: Plug-Ins, Processing, treatment, mastering (all introduction to)</p> <p>Skill: Finding judgment for appropriate use of above tools based on context and client need.</p> | Current textbook and/or trade publications Internet Teamwork / Individual Projects Educational Excursions Gear manuals / tutorials | Model, lecture and question/answer. Concept-based games and projects. Compare and discuss student responses to different topics relating to pertinent topics and ideas Role-play / Projects Daily Journals / Current Events | Journals Quizzes Unit Test Oral Presentations Observations Participatory Rubrics Research Hands-on Collaborative Assignments Sharing Music Listening Etiquette |

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|--|--|---|--|--|
| Where can information about the evolving state of the Art be found? | <p>Content: Strategic use of online resources, trade magazines, tech support, peer support</p> <p>Skill: Networking, observation, effective reading, focused curiosity, research techniques.</p> | <p>Current textbook and/or trade publications</p> <p>Internet</p> <p>Teamwork / Individual Projects</p> <p>Educational Excursions</p> <p>Gear manuals / tutorials</p> | <p>Model, lecture and question/answer.</p> <p>Concept-based games and projects.</p> <p>Compare and discuss student responses to different topics relating to pertinent topics and ideas</p> <p>Role-play / Projects</p> <p>Daily Journals / Current Events</p> | <p>Journals</p> <p>Quizzes</p> <p>Unit Test</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Research</p> <p>Hands-on</p> <p>Collaborative Assignments</p> <p>Sharing</p> <p>Music Listening</p> <p>Etiquette</p> |
| <p><u>Suggestions on how to differentiate in this unit:</u></p> <ul style="list-style-type: none"> Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods A wide variety of assessments and strategies complement the individual learning experience. | | | | |

Freehold Regional High School District
ET Music Technology Level 2
Unit #3: Music and Production for HHS and FRHSD events

Enduring Understanding: A customer or client is anyone with whom you work.

Essential Questions: What is a customer?
 What is the value of professional etiquette?
 How does ‘training your customer’ affect your career?

Unit Goal: Students will illustrate techniques of client recognition, and professional etiquette, and then organize and execute ET-supported HHS shows, call board and scheduling, production schedules, and job assignments for events.

Duration of Unit: 2 weeks and on-going throughout the year.

NJCCCS: 1.1, 1.3, 9.1, 9.4C

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|--|---|---|--|--|
| What is a customer? | <p>Content: Definition of a customer, and recognition of a customer. Customer relationship development – genuine-ness.</p> <p>Skill: Interview; summarize; research; offer, present</p> | <p>Current textbook and/or trade publications</p> <p>Internet</p> <p>Teamwork / Individual Projects</p> <p>Educational Excursions</p> <p>Gear manuals / tutorials</p> | <p>Model, lecture and question/answer.</p> <p>Concept-based games and projects.</p> <p>Compare and discuss student responses to different topics relating to pertinent topics and ideas</p> <p>Role-play / Projects</p> <p>Daily Journals / Current Events</p> | <p>Journals</p> <p>Quizzes</p> <p>Unit Test</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Research</p> <p>Hands-on</p> <p>Collaborative Assignments</p> <p>Sharing</p> <p>Music Listening</p> <p>Etiquette</p> |
| What is the value of professional etiquette? | <p>Content: 25 Rules of Professional Etiquette, applications of Rules</p> <p>Skill: Memorization, analysis, application, articulation, demeanor, stature</p> | <p>Current textbook and/or trade publications</p> <p>Internet</p> <p>Teamwork / Individual Projects</p> <p>Educational Excursions</p> <p>Gear manuals / tutorials</p> | <p>Model, lecture and question/answer.</p> <p>Concept-based games and projects.</p> <p>Compare and discuss student responses to different topics relating to pertinent topics and ideas</p> <p>Role-play / Projects</p> <p>Daily Journals / Current Events</p> | <p>Journals</p> <p>Quizzes</p> <p>Unit Test</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Research</p> <p>Hands-on</p> <p>Collaborative Assignments</p> <p>Sharing</p> <p>Music Listening</p> <p>Etiquette</p> |

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|--|---|--|--|
| How does 'training your customer' affect your career? | <p>Content: Proper and savvy behavior and reliability; interpersonal communication; verbal and written communication</p> <p>Skill: Prepared written proposals; public speaking; prepared formatted documents; flexibility of creative desires.</p> | <p>Current textbook and/or trade publications</p> <p>Internet</p> <p>Teamwork / Individual Projects</p> <p>Educational Excursions</p> <p>Gear manuals / tutorials</p> | <p>Model, lecture and question/answer.</p> <p>Concept-based games and projects.</p> <p>Compare and discuss student responses to different topics relating to pertinent topics and ideas</p> <p>Role-play / Projects</p> <p>Daily Journals / Current Events</p> | <p>Journals</p> <p>Quizzes</p> <p>Unit Test</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Research</p> <p>Hands-on</p> <p>Collaborative Assignments</p> <p>Sharing</p> <p>Music Listening</p> <p>Etiquette</p> |

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

Freehold Regional High School District
Honors Music Technology
Unit #4: Structure of Markets

Enduring Understanding: As a performing artist, understanding demographics, markets, and timing is necessary to engineering a career in music production.

Essential Questions: Why is it necessary or valuable to identify and discern between demographic markets, and how might that affect artistic choices?

How does the timing of execution, release dates and delivery affect sales and opportunities?

How do culture, politics and economics (semiotics) interact with the Arts and Entertainment?

Unit Goal: Students will interpret demographics, Billboard Charts, Delivery Systems, Revenue Streams, and Consumerism.

Duration of Unit: 4 weeks

NJCCCS: 1.1, 1.3, 1.4, 9.1A & B, 9.4C

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|--|---|---|--|--|
| Why is it necessary or valuable to identify and discern between demographic markets, and how might that affect artistic choices? | <p>Content: Definition of a demographic market and criteria for establishing markets.</p> <p>Skills: Identify and characterize markets based on various behavioral traits.</p> | <p>Current textbook and/or trade publications</p> <p>Internet</p> <p>Teamwork / Individual Projects</p> <p>Educational Excursions</p> <p>Gear manuals / tutorials</p> | <p>Model, lecture and question/answer.</p> <p>Concept-based games and projects.</p> <p>Compare and discuss student responses to different topics relating to pertinent topics and ideas</p> <p>Role-play / Projects</p> <p>Daily Journals / Current Events</p> | <p>Journals</p> <p>Quizzes</p> <p>Unit Test</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Research</p> <p>Hands-on</p> <p>Collaborative Assignments</p> <p>Sharing</p> <p>Music Listening</p> <p>Etiquette</p> |
| How does the timing of execution, release dates and delivery affect sales and opportunities? | <p>Content: Constitution of a release, marketing campaign, elements of promotion</p> <p>Skill: Plan a promotional campaign and cross promotion opportunities, align events/releases with strategic occurrences.</p> | <p>Current textbook and/or trade publications</p> <p>Internet</p> <p>Teamwork / Individual Projects</p> <p>Educational Excursions</p> <p>Gear manuals / tutorials</p> | <p>Model, lecture and question/answer.</p> <p>Concept-based games and projects.</p> <p>Compare and discuss student responses to different topics relating to pertinent topics and ideas</p> <p>Role-play / Projects</p> <p>Daily Journals / Current Events</p> | <p>Journals</p> <p>Quizzes</p> <p>Unit Test</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Research</p> <p>Hands-on</p> <p>Collaborative Assignments</p> <p>Sharing</p> <p>Music Listening</p> <p>Etiquette</p> |

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|--|---|--|--|
| How do culture, politics and economics (semiotics) interact with the Arts and Entertainment? | <p>Content: Relationship between elements of culture (at the introductory level)</p> <p>Skill: Present deal proposals for label/management deals based on market timing/product/demographic.</p> | <p>Current textbook and/or trade publications</p> <p>Internet</p> <p>Teamwork / Individual Projects</p> <p>Educational Excursions</p> <p>Gear manuals / tutorials</p> | <p>Model, lecture and question/answer.</p> <p>Concept-based games and projects.</p> <p>Compare and discuss student responses to different topics relating to pertinent topics and ideas</p> <p>Role-play / Projects</p> <p>Daily Journals / Current Events</p> | <p>Journals</p> <p>Quizzes</p> <p>Unit Test</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Research</p> <p>Hands-on</p> <p>Collaborative Assignments</p> <p>Sharing</p> <p>Music Listening</p> <p>Etiquette</p> |
| <p>Suggestions on how to differentiate in this unit:</p> <ul style="list-style-type: none"> Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods A wide variety of assessments and strategies complement the individual learning experience. | | | | |

Freehold Regional High School District
Honors Music Technology
Unit #5: Music and Industry History

Enduring Understanding: Understanding the history of music, music recording, production, and delivery systems allows for better understanding of our current field as well as perspectives from other members of our customers.

Essential Questions: What is the significance of history?
 How can understanding antiquated technology and delivery systems be useful in predicting future trends; how does this affect creative choices now? How can understanding antiquated technology and delivery systems be useful in relating to senior professionals and customers?

Unit Goal: Students will explore the history/development of industry, and then assimilate value and function of key roles (artist, manager, label, promoter, attorney, accountant, technical, production, administration, etc.)

Duration of Unit: 6 weeks

NJCCCS: 1.1, 1.4, 9.1A &C, 9.4C

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|--|--|---|--|--|
| What is the significance of history? | <p>Content: Outline of histories of: recording, music technology, music industry, contemporary music history</p> <p>Skills: Outline of histories of: recording, music technology, music industry, contemporary music history</p> | <p>Current textbook and/or trade publications</p> <p>Internet</p> <p>Teamwork / Individual Projects</p> <p>Educational Excursions</p> <p>Gear manuals / tutorials</p> | <p>Model, lecture and question/answer.</p> <p>Concept-based games and projects.</p> <p>Compare and discuss student responses to different topics relating to pertinent topics and ideas</p> <p>Role-play / Projects</p> <p>Daily Journals / Current Events</p> | <p>Journals</p> <p>Quizzes</p> <p>Unit Test</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Research</p> <p>Hands-on</p> <p>Collaborative Assignments</p> <p>Sharing</p> <p>Music Listening</p> <p>Etiquette</p> |
| How can understanding antiquated technology and delivery systems be useful in predicting future trends; how does this affect creative choices now? | <p>Content: Vinyl, tape, CD, TV, radio</p> <p>Skill: Making predictions about trends to anticipate revenue streams.</p> | <p>Current textbook and/or trade publications</p> <p>Internet</p> <p>Teamwork / Individual Projects</p> <p>Educational Excursions</p> <p>Gear manuals / tutorials</p> | <p>Model, lecture and question/answer.</p> <p>Concept-based games and projects.</p> <p>Compare and discuss student responses to different topics relating to pertinent topics and ideas</p> <p>Role-play / Projects</p> <p>Daily Journals / Current Events</p> | <p>Journals</p> <p>Quizzes</p> <p>Unit Test</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Research</p> <p>Hands-on</p> <p>Collaborative Assignments</p> <p>Sharing</p> <p>Music Listening</p> <p>Etiquette</p> |

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|--|---|--|--|
| How can understanding antiquated technology and delivery systems be useful in relating to senior professionals and customers? | <p>Content: Circumstances surrounding changes due to technology, effects on industry professionals and consumers due to changes</p> <p>Skill: Empathy and sensitivity to experiences of senior colleagues and customers; ability to anticipate behavior from those affected by future changes.</p> | <p>Current textbook and/or trade publications</p> <p>Internet</p> <p>Teamwork / Individual Projects</p> <p>Educational Excursions</p> <p>Gear manuals / tutorials</p> | <p>Model, lecture and question/answer.</p> <p>Concept-based games and projects.</p> <p>Compare and discuss student responses to different topics relating to pertinent topics and ideas</p> <p>Role-play / Projects</p> <p>Daily Journals / Current Events</p> | <p>Journals</p> <p>Quizzes</p> <p>Unit Test</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Research</p> <p>Hands-on</p> <p>Collaborative Assignments</p> <p>Sharing</p> <p>Music Listening</p> <p>Etiquette</p> |
| <p>Suggestions on how to differentiate in this unit:</p> <ul style="list-style-type: none"> • Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods • A wide variety of assessments and strategies complement the individual learning experience. | | | | |

Freehold Regional High School District
Honors Music Technology
Unit #6: Concrete Music, Musicianship, Performance and Composition

Enduring Understandings: An on-going growth of music vocabulary, theory, instrumentation listening, and music-making skills will increase craft, candidacy, efficacy, and general quality of life.
 Command of various styles and genres of music provides for a wider array of choices in one’s own music creation, as well as one’s ability to communicate to professionals in an effective manner.

Essential Questions: What is the value of creative freedom?
 How does increasing one’s ‘toolbox’ lead to more (or less) rewarding experiences as a creator of Art?
 How does knowledge, articulation, and an open mind lead to trust and the ‘benefit of the doubt as a creator of Art, and what is the value of that?
 How will future generations of music production professionals affect your ability to stay employed/successful?
 How will your life be affected if you can not make a career out of being who you are as an Artist?

Unit Goal: Students will execute/demonstrate awareness of, and improvement of, specific musical skills, while exploring new and traditional pedagogical techniques.

Duration of Unit: 8 weeks and on-going throughout the year.

NJCCCS: 1.1, 1.3, 1.4, 9.1, 9.4C

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|--|--|---|--|--|
| <p>What is the value of creative freedom as an Artist?</p> <p>How does increasing one’s ‘toolbox’ lead to more (or less) rewarding experiences as a creator of Arts?</p> | <p>Content: Self awareness of musical preferences, note values, note recognition, basic literacy, triads, chord progressions</p> <p>Skills: Ear training, notation, dictation, articulation, composition, basic recording/sequencing</p> | <p>Current textbook and/or trade publications</p> <p>Internet</p> <p>Teamwork / Individual Projects</p> <p>Educational Excursions</p> <p>Gear manuals / tutorials</p> | <p>Model, lecture and question/answer.</p> <p>Concept-based games and projects.</p> <p>Compare and discuss student responses to different topics relating to pertinent topics and ideas</p> <p>Role-play / Projects</p> <p>Daily Journals / Current Events</p> | <p>Journals</p> <p>Quizzes</p> <p>Unit Test</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Research</p> <p>Hands-on</p> <p>Collaborative Assignments</p> <p>Sharing</p> <p>Music Listening</p> <p>Etiquette</p> |
| <p>How does knowledge, articulation, and an open mind lead to trust and the ‘benefit of the doubt, and what is the value of that?</p> | <p>Content: Roman numerals, instrumentation, introduction to processing, basic physical recording techniques</p> <p>Skill: Assimilation of musical ‘toolbox tools’ into recognizable musical creations and assessments.</p> | <p>Current textbook and/or trade publications</p> <p>Internet</p> <p>Teamwork / Individual Projects</p> <p>Educational Excursions</p> <p>Gear manuals / tutorials</p> | <p>Model, lecture and question/answer.</p> <p>Concept-based games and projects.</p> <p>Compare and discuss student responses to different topics relating to pertinent topics and ideas</p> <p>Role-play / Projects</p> <p>Daily Journals / Current Events</p> | <p>Journals</p> <p>Quizzes</p> <p>Unit Test</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Research</p> <p>Hands-on</p> <p>Collaborative Assignments</p> <p>Sharing</p> <p>Music Listening</p> <p>Etiquette</p> |

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|--|---|--|--|
| <p>How will future generations of music production professionals affect your ability to stay employed/successful?</p> <p>How will your life be affected if you can not make a career out of being who you are as an Artist?</p> | <p>Content: Strategies to stay current with musical trends and theories; rationale to maintain musical outlet to continue using music creation throughout life.</p> <p>Skill: High-order musical thinking, relate-ability to the world around us; maintain bonding ability across generations of music makers/listeners/consumers; realizing self worth through various musical expressions/experiences.</p> | <p>Current textbook and/or trade publications</p> <p>Internet</p> <p>Teamwork / Individual Projects</p> <p>Educational Excursions</p> <p>Gear manuals / tutorials</p> | <p>Model, lecture and question/answer.</p> <p>Concept-based games and projects.</p> <p>Compare and discuss student responses to different topics relating to pertinent topics and ideas</p> <p>Role-play / Projects</p> <p>Daily Journals / Current Events</p> | <p>Journals</p> <p>Quizzes</p> <p>Unit Test</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Research</p> <p>Hands-on</p> <p>Collaborative Assignments</p> <p>Sharing</p> <p>Music Listening</p> <p>Etiquette</p> |

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
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