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| Course:  Music Technology | UNIT 1:  Intro to Music Tech | | | PACING:  Two Weeks |
| *Unit Focus: Introduces the students to the history of recorded music in society and culture, careers in music technology related fields, the fundamental electronic and digital equipment used in music creation and recording, introduction to the DAW and sequencing, and using the DAW as a musical instrument.* | | | | |
| STANDARDS AND ELEMENTS | | | | |
| Connecting | | | | |
| MSMTC6.CN.2 Relate musical ideas to varied contexts and daily life to deepen understanding.   1. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. 2. Demonstrate understanding of relationships between music, history, and culture. 3. Demonstrate an understanding of the ethical use of technological systems, media, information and software as it relates to music technology and publication. | | | | |
| Foundations of Computer Programming | | | | |
| MS-CS-FCP-4 Design, develop, debug, and implement computer programs.  4.3 Cite evidence on how computers represent data and media (sounds, images, video, etc.). | | | | |
| EXAMPLE LESSON PLANS | | | | |
| * L1: What is Music Technology? * L2: Recording HW-SW Interaction (GT) * L3: Music and the Digital Age (GT) * L4: The DAW and DIY recording * L5: Careers in Music Technology | | | | |
| EXAMPLE ASSESSMENTS | | | | |
| DIAGNOSTIC  Gauge where students are in their learning prior to beginning the lesson. | | **FORMATIVE**  Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding. | **SUMMATIVE**  Gauge student mastery of standards. | |
| * Pre-test * Survey of student musical preferences, experience, and background. | | * Small group discussion and collaboration * Exploration and experimentation with electronic and digital tools and instruments. * Quizzes or other data-collecting strategies for immediate feedback (Quizlet, Kahoot, etc.). | * Standards-based project rubric. * Unit Test. * Multi-media research presentation. | |
| SUPPLEMENTAL RESOURCES | | | | |
| * <https://teachrock.org/book/soundbreaking/> * [www.incredibox.com](http://www.incredibox.com) * <https://apps.musedlab.org/soundbreaking/toc/> * <http://www.mutechteachernetblog.com/> * [Unit 1 Vocabulary Terms](https://docs.google.com/document/d/1Lop_nyYfTv8gzrHEEJovBk7d0xURwqHpLwBF4xCqOas/edit?usp=sharing) * What is MIDI and how is it used? - <https://www.youtube.com/watch?v=3gkTYoE4qdc> * How music technology can change lives - <https://youtu.be/2EeqU-QMjbw> * THIS is computer music - <https://youtu.be/S-T8kcSRLL0> * Beatbox brilliance - <https://youtu.be/GNZBSZD16cY> * Khan Academy – Audio Engineer Career - <https://youtu.be/SCVNcUvRX98> * The Georgia Film Academy - [The Georgia Film Academy](https://www.georgiafilmacademy.org/)   DISCLAIMER  The resources, books, and supplemental materials used as examples in these instructional resources were selected by Georgia teachers to reinforce skills and knowledge found within the Georgia Standards of Excellence. The Georgia Department of Education (GaDOE) cannot and does not endorse or promote any commercial products, including books. Therefore, the books that were selected serve as examples and are not endorsed or recommended by the GaDOE. Please remember that when selecting resources to support instruction, Georgia’s public school teachers and leaders should consult their local school district’s policy for determining age and content appropriateness for their students. | | | | |