

# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*



**Fine and Performing Arts Curriculum Guide**

**Course: Introduction to Digital Media**

## Course Description

This course is designed for the student who is new to music technology and has an interest in composing and creating music. The focus of this course is on MIDI basics, hands-on exploration of sound engineering, skill development of electronic instruments, notation and sequencing, and using various types of music software.

## Standards for Artistic Practice

These practices describe the processes and skills students learn as practitioners throughout the elementary, middle, and high school years in order to achieve artistic literacy.

- ⇒ *Creating art with artistic intent.*
- ⇒ *Presenting, performing, or producing artistic works to evoke, express, or communicate.*
- ⇒ *Responding to art through intellect and emotion.*
- ⇒ *Connecting the arts to the self, society, history, culture, and other disciplines and bodies of knowledge.*

*Source: MA Arts Curriculum Framework 2019, page 20*

## Content Standards for Advanced General Music

### Creating:

1. Consistently apply research to generate compositional ideas.
2. Document strategies used regularly to organize artistic ideas.
3. Refine musical pieces to extended rhythmic and harmonic ideas.

### Performing:

4. Explain how one's composition relates to established musical genres, styles, and forms.
5. Lead the production and sharing of an original composition.
6. Perform a musical work that causes audience reflection by presenting different musical styles or viewpoints.

### Responding:

7. Identify ways contemporary musical compositions push boundaries of the genre and discipline.
8. Analyze the ways one's own cultural and personal perspectives and biases affect how one understands specific musical works.
9. Construct an argument for selecting one criteria over another for evaluating a musical composition.

### Connecting:

10. Explain the development of one's musicality or musical style and how it relates to a composition.
11. Identify the social, cultural, and personal influences on one's musical style as a composer or musician.

*Source: MA Arts Curriculum Framework 2019, page 49*

Concepts	Essential Questions
<p><b>1. The Digital Audio Workstation</b></p>	<ul style="list-style-type: none"> <li>• What is a DAW and how are they used in the music industry today?</li> <li>• What are different ways to set up a DAW depending on the application?</li> <li>• How do copyright laws effect the music I can use?</li> </ul>
<p><b>2. (Pod)Cast Away</b></p>	<ul style="list-style-type: none"> <li>• How can editing help my audio sound better?</li> <li>• What role does music play in marketing?</li> <li>• How can EQ and effects be used to help sell an item in a podcast commercial?</li> <li>• Can a story be effectively told by using sound without language?</li> <li>• What types microphones are best to use in different applications?</li> <li>• What goes into the making of an effective podcast?</li> <li>• What are some examples of different types of podcasts?</li> </ul>
<p><b>3. Compose Yourself</b></p>	<ul style="list-style-type: none"> <li>• How did MIDI change the way digital music is composed?</li> <li>• How can a composer use a midi keyboard to produce different beats?</li> <li>• How does a composer use rhythm and timing in a piece of music?</li> <li>• How does quantizing help a piece of music come together?</li> <li>• How do composers use chord progressions to compose songs?</li> <li>• How does understanding chord progressions allow a composer to write melodies?</li> </ul>
<p><b>4. Get Your Game On!</b></p>	<ul style="list-style-type: none"> <li>• What role does music play in video games?</li> <li>• What is a musical theme or sequence, and how are themes used in video games?</li> <li>• What career options exist for a sound designer in the gaming industry?</li> </ul>
<p><b>5. I Could Have Been in Pictures</b></p>	<ul style="list-style-type: none"> <li>• How is music used in films?</li> <li>• How does music impact the mood and feeling of a film?</li> <li>• What are different processes that a film composer may use to create film music?</li> <li>• How do film studios and film composers work together to achieve a quality product?</li> <li>• What career options exist for a composer in the film industry?</li> </ul>

**Structures for Learning**

During a typical class students and teachers may be in engaged in...

- *Recording audio using various input devices*
- *Use of listening templates to guild analysis of audio recordings*
- *Watching video to understand unit concepts*
- *Reading text on advancements in music technology*
- *Watching film to understand how music can effect the emotion of a scene*
- *Creating music and audio for different applications in the music industry*

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## Fine and Performing Arts Curriculum Guide Overview

### Curriculum Guide

Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They outline and highlight the set of standards that students will learn within certain disciplines at each grade level. Curriculum guides are intended for teachers, parents, and the wide school community to provide an overview of the course of study for the year.

### Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers and administrators. Curriculum maps keep a focus on the end-of-year standards and chart a course for teaching and learning over the year. They are typically organized by month and/or marking period and may include: genres/topics or units of study, methods of assessment, and major content resources. Maps are fluid documents that are revised and revisited regularly to ensure students' needs are being met.

### Content Standards

The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. State standards may be viewed here: <http://www.doe.mass.edu/frameworks/>

### Standards for Artistic Practice

The standards for artistic practice describe the processes and skills students learn as practitioners throughout the elementary, middle, and high school years in order to achieve artistic literacy. Based on the processes presented in the 2014 *National Core Arts Standards*, these practices are grouped into four clusters that focus on creating, presenting/performing, responding, and connecting across the five arts disciplines (dance, media arts, music, theater, and visual arts)."  
- *MA Arts Curriculum Framework 2019*, p.20

### Essential Questions

Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into learning and act as an umbrella to anchor the unit/lesson.

### Structures for Learning

Structures for learning are examples of the instructional contexts and activities that students and teachers *might* be engaged in during arts instruction. Those listed represent a sampling and the list is in no way exhaustive. The list is not intended to mandate or require certain types of instruction at any given time, merely to suggest best practices.