

Elements of Digital Recording Music Curriculum

Grades 9-12

2002



Approved: May 13, 2003

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Keys To Student Learning



As we continue to move our children into the 21st century, we have been discussing the keys to learning opportunities and environments that form the cornerstone of our district's *Ecology of Excellence*. One of these keys comes in the form of brain-based learning

When we talk about brain-based learning, we are talking about learning that is consistent with how the brain learns and processes information and experiences. We know enough about the sociology, physiology and biology of the brain to know that kids at any age and grade level learn best not by being told what to do but by actually doing it. With this in mind, the Orange Public Schools are working to provide our students with learning environments where they can touch and feel, where they can see patterns and relationships, and where they can visualize and view things as wholes, as opposed to parts.

Whether they are learning reading, writing, or arithmetic, our goal is to put our kids into situations where they can develop critical thinking skills—higher order thinking—which can be applied in any situation. We want students to be able to do more than recite facts: we want them to challenge the facts. It is not enough to know something exists. We must teach youth to find out how and why it exists. Our entire learning community of students, teachers, administrators, parents, civic groups and churches must emphasize learning environments where kids are stimulated in ways that are consistent with how our brains process information and experiences.

Another key to learning is helping kids feel positive emotions about themselves and what they are learning. School based learning is a process of mediating between the child's world of self and his/her external world, with the view that positive emotions are the foundation of learning. How I emote will determine whether I don't learn or learn something. This is why we create environments that nurture the positives in children's lives. These are environments that are non-threatening, less stressful and exciting in terms of kids wanting to explore, to question and to challenge.

Tapping into and channeling our children's positive energies and emotions into an instructed-learning process is what school-based learning is all about. Emotions reflect truth, love, beauty, faith and justice. Those are the values we want our kids to embrace as we move into the Third Millennium!

A handwritten signature in black ink, appearing to read 'C. Salley'.

Dr. Columbus Salley
Superintendent of Schools

THE ORANGE BOARD OF EDUCATION

VISION STATEMENT

The Orange Public Schools will ensure that all students, parents, and professional and support staff will be empowered to make schools effective places for learning, where students can realize their full potential while becoming confident, caring and articulate members of society, and in turn, foster a better community.

EDUCATIONAL GOALS

1. To present an educational program that will encourage all students to attend school daily, to take pride in their school, and to assume some responsibility for their schoolwork, punctuality and attendance.
2. To have students acquire academic skills and effectively use information pertaining to our rapidly changing world.
3. To create a climate which fosters high expectations, academic excellence and mutual respect that will encourage and improve students' self-image/self-esteem.
4. To offer opportunities for hands-on experiences in state-of-the-art computer and other technological equipment.
5. To foster a collegial environment for staff members by encouraging attendance at educational seminars, conferences, and workshops and membership in professional organizations.
6. To provide suitable facilities in which teachers can teach and students can learn.

MISSION STATEMENT

The Orange Public Schools will "dare to make a difference" believing that all students will learn in an environment that fosters a comprehensive educational program created for a diverse, urban student population.

The district will prepare students with the knowledge, skills, and intellectual curiosity that are associated with learning, allowing them to successfully enter college, specialized training programs or compete in the open job market.

To achieve this goal, the Orange Public Schools are committed to creating an educational climate for students that is conducive to learning, attaining mutual respect, and caring for one another.

The district encourages a professional atmosphere, characterized by collaboration and cooperation, which enables staff members to perform at their optimum level.

The district will encourage educational partnerships between the Board of Education, staff members, parents, students, the business community, and city government in order to develop specialized and diversified educational programs.

Introduction

There have been many ways to record music over the years. There have been many advancements in the way music is recorded. First, there was the cylinder, then the flat disk, and then recording tape. Tape became the industry standard for many years to come. Today, there are still many artists that use recording tape for their recorded projects.

When the computer became a part of our lives, it was just a matter of time until it would be used for recording music. There was a time when an artist would have to go to a studio and spend a lot of money recording an album. There were too many pieces of expensive equipment that took up a lot of space to have a studio in your home. That, however, changed with the new digital technology that became available. It is now possible to make an entire project at home that has a much cleaner sound than any recording from the 1960's. The digital recorders of today are a complete package that are the size of a brief case, yet can record, mix, master, save, and burn the final Compact Disk, all from the same unit. This makes recording music much more available to many people.

Orange High School is welcoming this new technology. This newly created class is designed to give the student the opportunity to express their musical talents and record them onto digital recorders. This will give the class the chance to be exposed to different kinds of music, expanding their musical base, giving them a well-rounded musical education.

Philosophy

Music. There are many forms and many ways to express yourself musically. Whether it is writing, performing, or recording music, there are many ways for a person to express his or her musical ideas for all to hear.

At Orange High School, the Music Department hopes to:

- 1. Foster student's skills to increase their aesthetic awareness in music.**
- 2. Refine the student's perceptual, intellectual, physical, and technical skills through creating music.**
- 3. Incorporate arts elements and arts media to produce artistic products and performances.**
- 4. Provide avenues for the student to exercise their knowledge of the process of critique.**
- 5. Establish a well-rounded and broad background of music that has influenced the arts in the past as well as in the present day.**
- 6. Encourage the development of design skills for planning the form and function of space, structure, objects, sounds, and events.**
- 7. Develop skills in the technical fields of music, including arranging and recording.**

Elements of Digital Recording is a class that helps the student expand musical expression. The student will be able to express musical ideas and then to learn how to develop their ideas through the digital recording medium. By working alone and with others, students will learn that the recording studio is, in fact, a musical instrument that has many facets. The studio recorder is not just a way of retaining musical information, it is also a way of *adding* layers of sound to the total musical picture. The student will learn about all phases of the recording process:

the development of the musical project, recording, mixing, mastering, and burning the CD of the final product.

By developing these skills and talents, students will be able become better students and use these skill throughout their life.

Scope and Sequence

Concept	Skill	Level 1	Level 2
Listening/Sound	Sound Waves	X	X
	Volts	X	X
	Decibels	X	X
	Audio Spectrum	X	X
	Connections	X	X
	VU Meters	X	X
Learning the Recorder	Digital/Analog	X	X
	Transports	X	X
	Switches	X	X
	Hard Disk	X	X
	MIDI	X	X
	Editing	X	X
	Bus	X	X
	Mix	X	X
	Faders	X	X
	Group/Subs	X	X
	Send/Return	X	X
	Mastering	X	X
	Maintenance	X	X
	Sequencing		X
Automation		X	
Using Monitors	Speakers	X	X
	Headphones	X	X
	Flat Response	X	X

**Types/Proper Use of
Microphones**

High/Low Impedance	X	X
Dynamic	X	X
Condenser	X	X
PZM	X	X
Omni	X	X
Cardioid	X	X
Ribbon	X	X
Bi-directional	X	X
Mounting	X	X

**Learning to use
the Bus**

Normalized	X	X
Patch Bay	X	X
Mixdown	X	X
Monitor Control	X	X

Extras

Covers	X	X
Take Sheet	X	X
Tuner		X
Bulk Eraser		X
Direct Box		X
Contact Cleaner		X
Splicing		X

**Types of Effects/
Processors**

Equalization	X	X
Compressor/Limiter	X	X
Delay	X	X
Reverb	X	X
Noise Gates	X	X
Chorus	X	X
Echo	X	X
Flanging	X	X
Waves		X
Noise Reduction		X

Learning MIDI

Communication	X	X
Interface	X	X
Channels	X	X
Omni	X	X
Modes	X	X
Program Change	X	X
Pitch Bend	X	X
Control	X	X
Local On/Off		X
Poly		X
Multitimbral		X
Synch		X

Chapter: Chapter 1-Basics **Level:** 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Sound waves

Skills Listening

Area(s): _____

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to identify and explain what a sound wave is.	1. Students will be assessed by discussion. 2. Students will be asked to demonstrate on the recorder. 3. Check notebooks for correct terms	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
ACTIVITIES Define diagrams on page 13, orally, written Check sound on VU meters on recorder		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>	1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music. 1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music. 1.3 All students will utilize arts elements and arts media to produce artistic products and performances. 1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.	

Chapter: Chapter 1-Basics Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Volts

Skills Listening

Area(s): _____

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
1. Students will be able to identify and explain the term volt.	1. Students will be assessed by oral explain the concept	<i>Home Recording For Musicians</i>
<p style="text-align: center;">ACTIVITIES</p> <p>Define the term volt. Explain with use of diagram 1.2 on page 13 How do you increase/decrease volts?</p>	2. Students will have notebooks checked.	<i>Craig Anderton</i>
INTERDISCIPLINARY CONNECTIONS		ESPA/EWT/HSPT/CAT5
<p><i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i></p>		<p>1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music.</p> <p>1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music.</p> <p>1.3 All students will utilize arts elements and arts media to produce artistic products and performances.</p> <p>1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.</p>

Chapter: Chapter 1-Basics Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Decibels (dB)

Skills Listening

Area(s): _____

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to identify and explain the term decibels and how it is used for recording	Students will be assessed by: 1. Oral explanation of the term decibel. Also its abbreviated form. 2. Students will demonstrate on the recorder where dB's are shown. 3. Notebook check.	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
<p style="text-align: center;">ACTIVITIES</p> <p>Explain the term decibel and dB. Define diagram 1-5 on page 15, orally Check dB levels on recorder when sound is introduced to the recorder</p>		
INTERDISCIPLINARY CONNECTIONS		ESPA/EWT/HSPT/CAT5
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>		<p>1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music.</p> <p>1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music.</p> <p>1.3 All students will utilize arts elements and arts media to produce artistic products and performances.</p> <p>1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.</p>

Chapter: Chapter 1-Basics Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Audio Spectrum

Skills Listening

Area(s): _____

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to identify and explain the given terms: Hertz, audio spectrum, amplitude, distortion	Students will be assessed by: 1. Written, graded papers. 2. Discussion of each term, answering questions. 3. Demonstrating on the recorder	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
ACTIVITIES		
<p>Explain the terms given above. Have students write definitions to the terms on page 16 Demonstrate how each term affects the recorder. Have students demonstrate on the recorder.</p>		
INTERDISCIPLINARY CONNECTIONS		ESPA/EWT/HSPT/CAT5
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>		<p>1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music. 1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music. 1.3 All students will utilize arts elements and arts media to produce artistic products and performances. 1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.</p>

Chapter: Chapter 1-Basics Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Types of recorders

Skills History

Area(s): _____

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to identify and explain the given term: Analog tape recorder, Digital tape recorder, disk, MIDI	Students will be assessed by: 1. Written, graded papers 2. Action/ Interaction of students to the types of recorders shown.	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
<p style="text-align: center;">ACTIVITIES</p> <p>Explain the terms from pages 19-21 Have students write out the definitions into their notebooks Show different types of recorders from different eras, and types of recording media. (different types of tape recorders, 4 to 24 track, MIDI instrument, etc.)</p>		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>	<p>1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music.</p> <p>1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music.</p> <p>1.3 All students will utilize arts elements and arts media to produce artistic products and performances.</p> <p>1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.</p>	

Chapter: Chapter 1-Basics Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Connections

Skills Area(s): Listening

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to identify and explain the given terms: Input, output, mic preamp, headphone jack	Students will be assessed by: 1. Graded, written papers 2. Students locating the input/output areas and the headphone jack location.	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
<p style="text-align: center;">ACTIVITIES</p> <p>Explain the above terms to the students. Have the students define terms on page 27, in written form Show where the input/output areas are on the recorder. Locate the headphone jack. Have students identify the locations on the recorder.</p>		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>	<p>1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music.</p> <p>1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music.</p> <p>1.3 All students will utilize arts elements and arts media to produce artistic products and performances.</p> <p>1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.</p>	

Chapter: Chapter 1-Basics Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: VU Meter

Skills Reading

Area(s):

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to identify and explain the given terms: VU meter, signal to noise ratio	Students will be assessed by: 1. Written notes. 2. Students demonstrating on the recorder the VU Meter 3. Changing VU Levels	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
ACTIVITIES		
<p>Explain a VU Meter, signal to noise ratio. Diagram 2-10, page 28 Have students write out the definitions Demonstrate on recorder and show how sound affects the meter. Have students add sound to the recorder to change VU levels</p>		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<p><i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definition</i></p>	<p>1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music. 1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music. 1.3 All students will utilize arts elements and arts media to produce artistic products and performances. 1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.</p>	

Chapter: Chapter 3 Digital Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Digital recording

Skills: Definitions

Area(s):

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
<p>Students will be able to identify and explain the given terms: encoding, analog to digital converter, hard disk, digital to analog converter, low pass filter, DAT, oversampling, filter coloration, Quantization.</p>	<p>Students will be assessed by:</p> <ol style="list-style-type: none"> 1. Written, graded notebooks. 2. Oral discussion of terms. 	<p><i>Home Recording For Musicians</i></p> <p><i>Craig Anderton</i></p>
<p style="text-align: center;">ACTIVITIES</p> <p>Explain the given terms, located on pages 35 –39. Use Figure 3.1 Have students write out all definitions. Demonstrate where the hard disk is on the recorder. Explain the use of a DAT recorder.</p>		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<p><i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i></p>	<ol style="list-style-type: none"> 1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music. 1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music. 1.3 All students will utilize arts elements and arts media to produce artistic products and performances. 1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events. 	

Chapter: Chapter 3 Digital Recording Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Digital transports

Skills: Definitions

Area(s):

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to identify and explain the following terms: Stop, Play, Pause, Rewind, Review, Forward, Cue, and Record as it applies to transports.	Students will be assessed by: 1. Graded, written notebooks 2. Students demonstrating on the deck each transport and its function.	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
ACTIVITIES		
<p>Explain the deck transports and how they are the same for analog and digital recorders. Locate them on the deck.</p> <p>Have the students write out the definitions.</p> <p>Have students use each control with a project.</p>		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<p><i>Language Arts: Organize thought into oral expression</i></p> <p><i>Vocabulary, definitions</i></p>	<p>1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music.</p> <p>1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music.</p> <p>1.3 All students will utilize arts elements and arts media to produce artistic products and performances.</p> <p>1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.</p>	

Chapter: Chapter 3- Digital Recording Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Connections

Skills Area(s): Analog, digital,

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to identify and explain the given interface terms: AES, S/PDIF, MADI, Proprietary	Students will be assessed by: 1. Checked notebook 2. Students locating the connection interfaces	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
<p style="text-align: center;">ACTIVITIES</p> <p>Explain the terms found on pages 39-40. Have students write down the definitions in their notebook. Locate them on the back of the deck. Show where inputs are. Have the students locate them on the deck.</p>		
INTERDISCIPLINARY CONNECTIONS		ESPA/EWT/HSPT/CAT5
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>		<p>1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music.</p> <p>1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music.</p> <p>1.3 All students will utilize arts elements and arts media to produce artistic products and performances.</p> <p>1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.</p>

Chapter: Chapter 3 Digital Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Switches

Skills: Definitions

Area(s): _____

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to identify the following: Sampling Rate, Digital/Analog input, AES?EBU.	Students will be assessed by: 1. Notebook check. 2. Students demonstrating the location of the switches.	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
<p style="text-align: center;">ACTIVITIES</p> <p>Explain the above input switches. Define from page 40. Have the students write out the words and their definitions. Locate the switches on the deck Explain each function. Have students locate the switches turn them on/off.</p>		
INTERDISCIPLINARY CONNECTIONS		ESPA/EWT/HSPT/CAT5
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>		<p>1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music.</p> <p>1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music.</p> <p>1.3 All students will utilize arts elements and arts media to produce artistic products and performances.</p> <p>1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.</p>

Chapter: Chapter 3 Digital Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Hard Disk Recording

Skills Area(s): Basics in editing

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to identify and explain the given terms about hard disk recording: Types of tape, HDR, cut, copy, paste, shift, playlist	Students will be assessed by: 1. Checked notebooks 2. Students recording and performing the edits	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
ACTIVITIES		
<p>Explain the terms about hard disk recording. Terms on pages 41-48 Have students write out the definitions in their notebook. Record a brief passage and demonstrate cut, copy, paste, shift Have students do the same.</p>		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<p><i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i></p>	<p>1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music. 1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music. 1.3 All students will utilize arts elements and arts media to produce artistic products and performances. 1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.</p>	

Chapter: Chapter 3 Digital Recording **Level:** 2

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: File Formats

Skills AIFF, Wav, SMDI

Area(s): _____

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to identify and explain the following file formats: AIFF, Wav, and SMDI	Students will be assessed by written terms in their notebooks.	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
ACTIVITIES		
Explain the above file formats. Terms are on pages 42-44 Have the students write the definitions		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>	1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music. 1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music. 1.3 All students will utilize arts elements and arts media to produce artistic products and performances. 1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.	

Chapter: Chapter 3 Digital Recording Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Editing

Skills Area(s): Views, zoom, cut, copy, paste, Destructive, nondestructive

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to identify and explain the following editing terms: Views, Zoom, Destructive, Nondestructive	Students will be assessed by: 1. Written, graded notebook 2. Student performance of the editing	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
ACTIVITIES		
<p>Explain the above editing terms. Terms are located on pages 44-49 Have the student write out the definitions Record sound and demonstrate each function. Have the student perform each editing function</p>		
INTERDISCIPLINARY CONNECTIONS		ESPA/EWT/HSPT/CAT5
<p><i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i></p>		<p>1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music. 1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music. 1.3 All students will utilize arts elements and arts media to produce artistic products and performances. 1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.</p>

Chapter: Chapter 3 Digital Recording Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Editing

Skills Area(s): Mix, Normalization, Fade in/out, reverse, gain, DSP

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
<p>Students will be able to identify and explain the following editing terms: Mix, Normalization, Fade in/out, reverse, gain, and DSP.</p>	<p>Students will be assessed by:</p> <ol style="list-style-type: none"> 1. Notebook check. 2. Performance of each editing function. 	<p><i>Home Recording For Musicians</i></p> <p><i>Craig Anderton</i></p>
ACTIVITIES		
<p>Explain the above editing terms. Terms are located on pages 49-51 Have students write out definitions in their notebooks. Record material. Perform each function Have students record and perform each task.</p>		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<p><i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i></p>	<ol style="list-style-type: none"> 1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music. 1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music. 1.3 All students will utilize arts elements and arts media to produce artistic products and performances. 1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events. 	

Chapter: Chapter 3 Digital Level: 2

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Editing

Skills Area(s): EQ, automated mixing, Plug ins, Standard MIDI File

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to identify and explain the following terms: EQ, automated mixing, Plug Ins, Standard MIDI File	Students will be assessed by: 1. Checked notebooks. 2. Performance of the editing functions. 3. END OF UNIT TEST	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
ACTIVITIES		
Explain the above terms located on pages 52-55 Record material into deck. Perform each function. Record and save a file. Demonstrate mixing and eq Have students record material. Perform each task.		
INTERDISCIPLINARY CONNECTIONS		ESPA/EWT/HSPT/CAT5
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>		1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music. 1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music. 1.3 All students will utilize arts elements and arts media to produce artistic products and performances. 1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

Chapter: Chapter 4 MIDI Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: MIDI

Skills Area(s): MIDI, communication, in/out, channels, modes, interface, omni, Poly, Multitimbral

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
<p>Students will be able to identify and explain the following terms about Musical Instrument Digital Interface, or MIDI: MIDI, Communication, in/out, channels, modes, interface, omni, poly, multitimbral</p>	<p>Students will be assessed by:</p> <ol style="list-style-type: none"> 1. Performance of the MIDI functions. 2. Notebook check 	<p><i>Home Recording For Musicians</i></p> <p><i>Craig Anderton</i></p>
<p style="text-align: center;">ACTIVITIES</p> <p>Explain the above MIDI terms. Definitions are located on pages 56-59 Demonstrate MIDI and its functions on a keyboard. Have students perform the MIDI functions on this keyboard.</p>		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<p><i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i></p>	<ol style="list-style-type: none"> 1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music. 1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music. 1.3 All students will utilize arts elements and arts media to produce artistic products and performances. 1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events. 	

Chapter: Chapter 4 MIDI Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: MIDI

Skills Recording

Area(s): _____

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to explain the way to record using MIDI Sequencers.	Students will be assessed by their performance in connecting devices together, then seeing if they function correctly.	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
ACTIVITIES		
Explain the connections needed to record a MIDI device Connect MIDI instruments to deck and demonstrate how MIDI communicates between machines		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>	1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music. 1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music. 1.3 All students will utilize arts elements and arts media to produce artistic products and performances. 1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.	

Chapter: Chapter 4 MIDI Level: 2

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: MIDI Messages

Skills Area(s): Channel, voices, note on/off, velocity, program change, pitch bend, control, local on/off

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to identify and explain the following MIDI messages: Channel, voices, notes on/off, velocity, program change, pitch bend, control, and local on/off.	Students will be assessed by 1. Notebooks checked 2. Students performing the MIDI messages	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
ACTIVITIES		
<p>Explain the above MIDI messages, located on pages 62-65. Have students write out definitions. Find on keyboard. Show each function and how it changes the sound. Have students alter sounds from the above MIDI messages.</p>		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<p><i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i></p>	<p>1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music. 1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music. 1.3 All students will utilize arts elements and arts media to produce artistic products and performances. 1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.</p>	

Chapter: Chapter 6 Studio Environment **Level:** 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Rooms

Skills Studio, control room, vocal, guitar, drum

Area(s): _____

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to explain the following recording term rooms: Studio, control room, vocal room, guitar room, drum room.	Students will be assessed by oral discussion of each part of the studio.	<i>Home Recording For Musicians</i>
ACTIVITIES	Notebooks will be checked	<i>Craig Anderton</i>
Explain each room in a studio and where they are located in a studio. Terms are located in chapter 6 Show how each room is similar/different to each other, as well as their importance		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>	1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music. 1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music. 1.3 All students will utilize arts elements and arts media to produce artistic products and performances. 1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.	

Chapter: Chapter 8 speakers **Level:** 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Monitors

Skills Area(s): Monitoring, sealed /open air headphones, flat response, tuning

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to identify and explain the following terms: Monitoring, sealed/open headphones, flat response, tuning.	Students will be assessed by: 1. Oral definition of the given terms 2. Write out differences in sound between the headphone and speaker sound	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
<p align="center">ACTIVITIES</p> <p>Define terms from chapter. Listen to various songs and examples on deck. Listen through headphones and monitors</p>		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>	<p>1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music.</p> <p>1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music.</p> <p>1.3 All students will utilize arts elements and arts media to produce artistic products and performances.</p> <p>1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.</p>	

Chapter: Chapter 9 Microphones **Level:** 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Microphones

Skills Area(s): Input/output Impedance, high, low,

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to identify and explain the term Impedance.	Students will be assessed by : 1. Knowing which mic is high or low impedance 2. Notebook check	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
ACTIVITIES Define terms on pages 105-109. Hold different mics and notice the difference. Describe each type. Record and note differences		
INTERDISCIPLINARY CONNECTIONS		ESPA/EWT/HSPT/CAT5
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definition</i>		1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music. 1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music. 1.3 All students will utilize arts elements and arts media to produce artistic products and performances. 1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

Chapter: Chapter 9 Microphones Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Mic types

Skills: Dynamic, Condenser, Ribbon, PZM

Area(s): _____

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to identify and explain the differences between different types of mics	Students will be assessed by: 1. Written notebook check 2. Oral definitions of each type 3. Being able to set up record with each type if mic	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
<p style="text-align: center;">ACTIVITIES</p> <p>Define from pages 110-113 Look and record with different types. Figures 9-10, 9-11, 9-12</p>		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>	<p>1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music.</p> <p>1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music.</p> <p>1.3 All students will utilize arts elements and arts media to produce artistic products and performances.</p> <p>1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.</p>	

Chapter: Chapter 9 Mics Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Mic direction

Skills: Omni, bi-directional, cardioid

Area(s): _____

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to identify the different types of mics given and their proper use	Students will be assessed by: <ol style="list-style-type: none"> 1. Proper identifying of mics 2. Set up of each 3. Oral definition of use 4. Notebook check 	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
ACTIVITIES Define terms on page 113 Figure 9-13 Record with each and note the differences.		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>	1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music. 1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music. 1.3 All students will utilize arts elements and arts media to produce artistic products and performances. 1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.	

Chapter: Chapter 9 mics Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Mic proximity

Skills Area(s): Cardioid, inverse, popping, wind, phasing

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to identify the proper placement of mics to the sound source	Students will be assessed by: 1. Oral definition of terms 2. Notebook check 3. Demonstration of mic placement	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
<p style="text-align: center;">ACTIVITIES</p> <p>Define diagrams on pages 113-114 Record sound at different lengths from the mic to notice difference in sound</p>		
INTERDISCIPLINARY CONNECTIONS		ESPA/EWT/HSPT/CAT5
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>		<p>1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music.</p> <p>1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music.</p> <p>1.3 All students will utilize arts elements and arts media to produce artistic products and performances.</p> <p>1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.</p>

Chapter: Chapter 9 mics Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: mounting

Skills Area(s): Stands, boom, switches, vocals tip, acoustics, drums

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to properly set up mic stands for different applications	Students will be assessed by: <ol style="list-style-type: none"> 1. Identifying various stands 2. Set up mics to different stands 3. Placement of mics to instruments 4. Notebook check 	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
ACTIVITIES Define from pages 115-116 Set up mics with various stands Record different instruments different ways with different mics		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>	1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music. 1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music. 1.3 All students will utilize arts elements and arts media to produce artistic products and performances. 1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.	

Chapter: Chapter 10 Mixer Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: console

Skills Area(s): Board, bus, playback, premix, panpot, fader, subgroup

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to define the terms given and be able to locate them on the deck	Students will be assessed by: 1. Written definitions 2. Demonstration on deck	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
<p style="text-align: center;">ACTIVITIES</p> <p>Define from pages 118-122 Locate each on deck Use sound file and demonstrate each item.</p>		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>	<p>1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music.</p> <p>1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music.</p> <p>1.3 All students will utilize arts elements and arts media to produce artistic products and performances.</p> <p>1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.</p>	

Chapter: Chapter 10 mixer Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: mixer

Skills Area(s): Auxiliary, effects send/return

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to properly use effects to alter sound	Students will be assessed by: 1. Demonstration of using effects to alter sound 2. Notebook check	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
<p style="text-align: center;">ACTIVITIES</p> <p>Define terms on pages 121-122 Find on deck and record through it. Try different effects on sound.</p>		
INTERDISCIPLINARY CONNECTIONS		ESPA/EWT/HSPT/CAT5
<p><i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i></p>		<p>1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music.</p> <p>1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music.</p> <p>1.3 All students will utilize arts elements and arts media to produce artistic products and performances.</p> <p>1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.</p>

Chapter: Chapter 10 mixer Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Connections

Skills Area(s): Input, polarity, preamp, select switch, insert jack

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to identify and define the given terms	Students will be assessed by: 1. Written definitions 2. Demonstration of connections	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
<p style="text-align: center;">ACTIVITIES</p> Define terms on pages 122-125. Find on deck Connect an instrument and record using above items		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>	1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music. 1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music. 1.3 All students will utilize arts elements and arts media to produce artistic products and performances. 1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.	

Chapter: Chapter 10- Mixer Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: EQ

Skills Area(s): Equalize, high, low mid, boost, boomy, passive, active, shelving, parametric, Graphic, cutting

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to explain Equalization and its use to alter sound	Students will be assessed by: 1. Written definitions of the terms 2. Demonstration of eq and its effect	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
<p style="text-align: center;">ACTIVITIES</p> <p>Define terms on pages 125-130 Demonstrate on deck. Record different types of eq with different sounds.</p>		
INTERDISCIPLINARY CONNECTIONS		ESPA/EWT/HSPT/CAT5
<p><i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i></p>		<p>1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music.</p> <p>1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music.</p> <p>1.3 All students will utilize arts elements and arts media to produce artistic products and performances.</p> <p>1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.</p>

Chapter: Chapter 10- mixer Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Bus

Skills Area(s): Access, normalized, patch bay, monitor control, master out, automation, mixdown

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to define the given terms and to understand the function of each	Students will be assessed by: 1. Written definitions of each term 2. Location of each term 3. Demonstration of each term	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
<p style="text-align: center;">ACTIVITIES</p> <p>Define from pages 131-137 Find on deck Record with different options</p>		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>	<p>1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music.</p> <p>1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music.</p> <p>1.3 All students will utilize arts elements and arts media to produce artistic products and performances.</p> <p>1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.</p>	

Chapter: Chapter 11 Studio Accessories **Level:** 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: extras

Skills Area(s): Tuner, AC line monitor, Adapters, labels, Bulk eraser, Contact cleaner, CD player, Direct Box

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to define the given terms	Students will be assessed by: 1. Written definition of each 2. Identify items	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
ACTIVITIES		
Define terms on page 138 Locate equipment and demonstrate its use.		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>	1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music. 1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music. 1.3 All students will utilize arts elements and arts media to produce artistic products and performances. 1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.	

Chapter: Chapter 11- Studio Accessories **Level:** 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Extras

Skills Area(s): Covers, Flashlights, Fuses, Mic Stands, Footswitch, Remotes, Stopwatch, Take sheet

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to identify and define the terms.	Students will be assessed by: 1. Written definitions of terms 2. Identify each item	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
ACTIVITIES		
Define terms from page 139 Locate items in studio and demonstrate their use		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>	1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music. 1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music. 1.3 All students will utilize arts elements and arts media to produce artistic products and performances. 1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.	

Chapter: Chapter 11-Studio Accessories **Level:** 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Extras

Skills Area(s): Splicing Block, Lights, Gloves, tape, cd,

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to identify items given and defining the terms	Students will be assessed by: 1. Demonstration of items 2. Written definitions	<i>Home Recording For Musicians</i>
<p style="text-align: center;">ACTIVITIES</p> Define terms on page 140 Locate items in the studio Demonstrate each item		<i>Craig Anderton</i>
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<i>Language Arts: Organize thought into oral expression Vocabulary, definitions</i>	1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music. 1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music. 1.3 All students will utilize arts elements and arts media to produce artistic products and performances. 1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.	

Chapter: Chapter 12 Signal Processors Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Processors

Skills Area(s): Compressor/Limiters

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to understand the function of this processor.	Students will be assessed by: 1. Written definition 2. Demonstration of processor	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
<p style="text-align: center;">ACTIVITIES</p> <p>Define from pages 141-144 Locate on deck and record with different types. Figure 12-1</p>		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>	<p>1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music.</p> <p>1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music.</p> <p>1.3 All students will utilize arts elements and arts media to produce artistic products and performances.</p> <p>1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.</p>	

Chapter: Chapter 12 Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Processors

Skills: Threshold, Ratio, Attack, Output control, Decay, Hard
 Area(s): knee/soft knee, side chain, peak, link

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to define each processor and it alters sound	Students will be assessed by: 1. Written definitions of each 2. Demonstration of each processor	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
ACTIVITIES Define terms on page 113 Figure 9-13 Locate processors on deck Open sound file and alter using above items.		
INTERDISCIPLINARY CONNECTIONS		ESPA/EWT/HSPT/CAT5
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>		1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music. 1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music. 1.3 All students will utilize arts elements and arts media to produce artistic products and performances. 1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

Chapter: Chapter 12 Processors Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Compressors

Skills Old Faithful, Multiband, Octal, Vintage

Area(s): _____

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to define each processor type and demonstrate its use.	Students will be assessed by: <ol style="list-style-type: none"> 1. Written definition of the terms 2. Demonstration of each compressor 	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
ACTIVITIES Define from pages 143-144 Fig. 12-2, 12-3 Locate on deck and demonstrate on a file.		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>	1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music. 1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music. 1.3 All students will utilize arts elements and arts media to produce artistic products and performances. 1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.	

Chapter: Chapter 12 Processors Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Processors

Skills Area(s): Reverberation, Gates

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to define the terms and to understand how these processors work with sound	Students will be assessed by: 1. Written definition of the terms 2. Demonstration how these are used	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
<p style="text-align: center;">ACTIVITIES</p> <p>Define from pages 144-145 Record different instruments different ways with reverb. Identify the different types</p>		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>	<p>1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music.</p> <p>1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music.</p> <p>1.3 All students will utilize arts elements and arts media to produce artistic products and performances.</p> <p>1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.</p>	

Chapter: Chapter 12 processors Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Reverbs

Skills Area(s): Type, room size, reflection, predelay, level, diffusion, shape, Decay, crossover, high frequency, Mix, density, gated

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
1. Students will be able to define each term and how these types of reverbs enhance sound	Students will be assessed by: 1. Demonstration of reverb to sound 2. Written definitions	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
<p style="text-align: center;">ACTIVITIES</p> <p>Define from pages 145-146 Find terms on equipment. Open sound file and alter with different types of reverbs</p>		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>	<p>1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music.</p> <p>1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music.</p> <p>1.3 All students will utilize arts elements and arts media to produce artistic products and performances.</p> <p>1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.</p>	

Chapter: Chapter 12 processors Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Processors

Skills Area(s): Time Delay, Flanging, Chorus, Echo, modulation, ms

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to Define the terms and to demonstrate the effects. And how they alter sound	Students will be assessed by: <ol style="list-style-type: none"> 1. Written definitions 2. Demonstration of each effect 	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
ACTIVITIES Define terms on pages 146-148 Find on equipment. Open file and alter sound using the above processors		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>	1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music. 1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music. 1.3 All students will utilize arts elements and arts media to produce artistic products and performances. 1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.	

Chapter: Chapter 12 processors Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Delay

Skills Area(s): Feedback, regeneration, balance, mix, sweep

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able define the term delay and understand how it effects sound	Students will be assessed by: 1. Written definitions 2. Demonstration effect on the deck	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
<p style="text-align: center;">ACTIVITIES</p> Define terms on pages 148-149 Find on equipment Open file and alter using delays		
INTERDISCIPLINARY CONNECTIONS		ESPA/EWT/HSPT/CAT5
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>		1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music. 1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music. 1.3 All students will utilize arts elements and arts media to produce artistic products and performances. 1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

Chapter: Chapter 12 Processors Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Waves

Skills Area(s): Triangle, Sine, Square, Logarithmic, Exponential, Random, Envelope, hold

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to define the given terms and to be able to locate the sounds on a keyboard	Students will be assessed by: 1. Written definitions 2. Demonstration of each sound on the keyboard	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
<p style="text-align: center;">ACTIVITIES</p> <p>Define terms on pages 148-149 Fig. 12-7 Demonstrate each sound through the keyboard</p>		
INTERDISCIPLINARY CONNECTIONS		ESPA/EWT/HSPT/CAT5
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>		<p>1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music.</p> <p>1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music.</p> <p>1.3 All students will utilize arts elements and arts media to produce artistic products and performances.</p> <p>1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.</p>

Chapter: Chapter 12- Processors Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Delay

Skills Area(s): Vibrato, tone, rotating speaker, ADT, slapback, mono/stereo

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to define the given term and to be able to demonstrate how they alter sound	Students will be assessed by: 1. Demonstration of the effects 2. Written definitions	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
<p style="text-align: center;">ACTIVITIES</p> <p>Define from pages 150-151 Fig. 12-8 Open sound file and alter using above items.</p>		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>	<p>1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music.</p> <p>1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music.</p> <p>1.3 All students will utilize arts elements and arts media to produce artistic products and performances.</p> <p>1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.</p>	

Chapter: Chapter 12 processors Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: processors

Skills Area(s): Echo times, Speaker emulator, Multieffect, Exciters, noise gate

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to define the given terms and to be able to demonstrate the effects	Students will be assessed by: 1. Written definitions 2. Demonstration of effects	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
<p style="text-align: center;">ACTIVITIES</p> <p>Define terms on pages 152-153 Locate on equipment Open sound file and alter using the sound processors</p>		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>	<p>1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music.</p> <p>1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music.</p> <p>1.3 All students will utilize arts elements and arts media to produce artistic products and performances.</p> <p>1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.</p>	

Chapter: Chapter 13 Noise Reduction Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Noise Reduction

Skills Analog, gates, eq, Dolby, dbx

Area(s):

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to define the given terms and to able to locate the effects on the deck	Students will be assessed by: 1. Written definition 2. Demonstrate the effects on the deck	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
ACTIVITIES		
Define terms on pages 154-158 Find on equipment Figs. 13-1-4 Use noise reduction on sound files		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>	1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music. 1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music. 1.3 All students will utilize arts elements and arts media to produce artistic products and performances. 1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.	

Chapter: Chapter 13 Noise Reduction **Level:** 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Recording

Skills Mixers, Guitars, Synths, editing

Area(s): _____

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to define the given terms and understand how they connect to the recorder	Students will be assessed by : 1. Written definitions 2. Oral demonstration on how they connect to the deck	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
<p style="text-align: center;">ACTIVITIES</p> <p>Define terms on pages 158-160 Figs. 13-5 Set up each instrument to deck and record</p>		
INTERDISCIPLINARY CONNECTIONS		ESPA/EWT/HSPT/CAT5
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>		<p>1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music.</p> <p>1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music.</p> <p>1.3 All students will utilize arts elements and arts media to produce artistic products and performances.</p> <p>1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.</p>

Chapter: Chapter 14 Synchronization Level: 2

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Synch

Skills MIDI, start, stop, continue, pointer, Smpte, MTC

Area(s): _____

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to define the given terms and to understand hoe MIDI can be used in recording	Students will be assessed by: 1. Written definitions 2. Oral discussion on MIDI 3. Demonstration of MIDI connections	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
<p style="text-align: center;">ACTIVITIES</p> <p>Define from pages 162-168 Figs. 14-1-3 Set up an instrument and synch to deck</p>		
INTERDISCIPLINARY CONNECTIONS		ESPA/EWT/HSPT/CAT5
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>		<p>1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music.</p> <p>1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music.</p> <p>1.3 All students will utilize arts elements and arts media to produce artistic products and performances.</p> <p>1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.</p>

Chapter: Chapter 15 Computers Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Computers

Skills Area(s): Hardware, software, peripherals, memory, interfaces

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to understand how computers can be used for recording	Students will be assessed by: 1. Written definitions 2. Oral discussion on computers and their use with recorders	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
ACTIVITIES		
Define terms on page 169-170 Describe the different types of software/hardware that can be used for recording		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>	1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music. 1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music. 1.3 All students will utilize arts elements and arts media to produce artistic products and performances. 1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.	

Chapter: Chapter 15 Computers Level: 2

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Applications

Skills Area(s): Sequencer, storage, recording, editing, business

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to understand how recorders store information. Also, how keyboards use sequencers to record sound	Students will be assessed by: 1. Written definitions 2. Demonstration of sequencers 3. Oral discussion on recording storage	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
<p style="text-align: center;">ACTIVITIES</p> <p>Define terms from pages 169-171 Locate items in studio Record with above items</p>		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>	<p>1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music.</p> <p>1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music.</p> <p>1.3 All students will utilize arts elements and arts media to produce artistic products and performances.</p> <p>1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.</p>	

Chapter: Chapter 15 Computers **Level:** 2

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Peripherals

Skills Area(s): Storage, Floppy, Hard drive, CDR, MDM, Modems, Scsi, data compression

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to understand the storage capacity of digital recorders and their ability to transfer data	Students will be assessed by: 1. Written definitions 2. Demonstration of how to use the terms	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
ACTIVITIES		
Define terms on pages 171-174 Locate items in the studio Save sound files using above mediums		
INTERDISCIPLINARY CONNECTIONS		ESPA/EWT/HSPT/CAT5
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>		1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music. 1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music. 1.3 All students will utilize arts elements and arts media to produce artistic products and performances. 1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

Chapter: Chapter 17 Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Sessions (prep)

Skills Area(s): Clean, warm up, wires, levels, mixer, logbook, tuning, click track

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to understand how a studio prepares to record	Students will be assessed by: 1. Demonstration of preparing a studio 2. Written definitions	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
<p style="text-align: center;">ACTIVITIES</p> <p>Define from pages 180-185 Locate in studio. Figure 17-1-4 Demonstrate the procedure of setting up a studio to record</p>		
INTERDISCIPLINARY CONNECTIONS		ESPA/EWT/HSPT/CAT5
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>		<p>1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music.</p> <p>1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music.</p> <p>1.3 All students will utilize arts elements and arts media to produce artistic products and performances.</p> <p>1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.</p>

Chapter: Chapter 18 Level: 2

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Recording techniques

Skills Area(s): Pro equipment, DAT, overdubs, workstation, premix

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to understand how a studio records multiple tracks and how a finished product is transferred to DAT	Students will be assessed by: <ol style="list-style-type: none"> 1. Written definitions 2. Oral discussion of different types of equipment 3. Oral demonstration of transferring sound to DAT 	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
ACTIVITIES Define terms on pages 186-198 Figure 18-1-8 Locate each item in the studio		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>	1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music. 1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music. 1.3 All students will utilize arts elements and arts media to produce artistic products and performances. 1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.	

Chapter: Chapter 18 Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Effects

Skills Area(s): Punch in/out, crossfade, preverb, echo, double track, variable speed

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to understand how mistakes are corrected in the studio and how different effects affect sound	Students will be assessed by: <ol style="list-style-type: none"> 1. Written definitions 2. Demonstrate the effects on the deck 3. Demonstrate how to correct mistakes 	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
<p style="text-align: center;">ACTIVITIES</p> <p>Define from pages 198-203 Fig. 18-9-11 Open sound file and demonstrate each effect.</p>		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>	<p>1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music.</p> <p>1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music.</p> <p>1.3 All students will utilize arts elements and arts media to produce artistic products and performances.</p> <p>1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.</p>	

Chapter: Chapter 19 Level: 2

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Automation

Skills Area(s): Rewind, cue, location, autoplay, punching, auto mix, auto faders

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to use the transports on the recorder. Also, how to mix sound together, manually and automatically	Students will be assessed by: 1. Written definitions 2. Demonstrate the use of the transports 3. Demonstrate mixing	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
ACTIVITIES		
Define from pages 204-206 Locate on decks Identify the different types. Demonstrate each function on deck		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>	1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music. 1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music. 1.3 All students will utilize arts elements and arts media to produce artistic products and performances. 1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.	

Chapter: Chapter 20 Level: 2

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Mixing

Skills Area(s): IPS, DAT, CD-R, monitoring, "12 steps", fadeouts

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to understand how to mix, master, and put on a CD	Students will be assessed by: 1. Written definitions 2. Demonstrate mixing	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
<p style="text-align: center;">ACTIVITIES</p> Define from pages 214-220 Find terms on equipment. Demonstrate mixing effects on deck		
INTERDISCIPLINARY CONNECTIONS		ESPA/EWT/HSPT/CAT5
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>		1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music. 1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music. 1.3 All students will utilize arts elements and arts media to produce artistic products and performances. 1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

Chapter: Chapter 20 Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Roles

Skills Area(s): Producer, Engineer, Musician, feel, perfection, listen

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to understand the roles of each member of the studio	Students will be assessed by: 1. Oral discussion of each member	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
ACTIVITIES		
Define terms on pages 220-222 Record playing each role		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>	1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music. 1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music. 1.3 All students will utilize arts elements and arts media to produce artistic products and performances. 1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.	

Chapter: Chapter 21 Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Mastering

Skills Area(s): Order, takes, balance, EQ, crossfade, fade out/in, processing,

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to understand the steps needed to master a project.	Students will be assessed by: 1. Written definition 2. Demonstration of mastering a project	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
<p style="text-align: center;">ACTIVITIES</p> <p>Define terms on page 223 Record projects and utilize all functions</p>		
INTERDISCIPLINARY CONNECTIONS		ESPA/EWT/HSPT/CAT5
<p><i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i></p>		<p>1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music.</p> <p>1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music.</p> <p>1.3 All students will utilize arts elements and arts media to produce artistic products and performances.</p> <p>1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.</p>

Chapter: Chapter 21 Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Mastering

Skills: Hard disk, "11 step", cd, DAT, duplication

Area(s): _____

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to master and duplicate a project	Students will be assessed by: 1. Written definitions 2. Demonstration of mastering and duplication	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
<p style="text-align: center;">ACTIVITIES</p> <p>Define terms on pages 224-231. Record projects and use mastering techniques described.</p>		
INTERDISCIPLINARY CONNECTIONS	ESPA/EWT/HSPT/CAT5	
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>	<p>1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music.</p> <p>1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music.</p> <p>1.3 All students will utilize arts elements and arts media to produce artistic products and performances.</p> <p>1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.</p>	

Chapter: Chapter 22 Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Maintenance

Skills Treatment, covers, static, dust, manuals, wiring,
Area(s): temperature, fans, surge protection, back up

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to understand how to maintain equipment	Students will be assessed by: 1. Written definitions 2. Demonstration of maintaining equipment	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
ACTIVITIES Define from pages 232-237 Fig. 22—1 Give examples of each.		
INTERDISCIPLINARY CONNECTIONS		ESPA/EWT/HSPT/CAT5
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>		1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music. 1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music. 1.3 All students will utilize arts elements and arts media to produce artistic products and performances. 1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

Chapter: Chapter 22 Level: 1

Series: Home Recording for Musicians

Core Curriculum: 1.1, 1.2, 1.3, 1.6

Concept: Maintenance

Skills Area(s): Hard disk back up, Clean heads, alignment, fuses

OBJECTIVES	ASSESSMENT	TEXT/RESOURCES
Students will be able to understand how maintenance keeps the equipment running longer.	Students will be assessed by: 1. Written definition 2. Oral discussion of terms	<i>Home Recording For Musicians</i> <i>Craig Anderton</i>
<p style="text-align: center;">ACTIVITIES</p> Define terms on pages 238-240 Locate on equipment Back up projects		
INTERDISCIPLINARY CONNECTIONS		ESPA/EWT/HSPT/CAT5
<i>Language Arts: Organize thought into oral expression</i> <i>Vocabulary, definitions</i>		1.1 All students will acquire knowledge and skills that increase aesthetic awareness in music. 1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating music. 1.3 All students will utilize arts elements and arts media to produce artistic products and performances. 1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

CORE CURRICULUM STANDARDS

STANDARD 1.1-ALL STUDENTS WILL ACQUIRE KNOWLEDGE AND SKILLS THAT INCREASE AESTHETIC AWARENESS IN DANCE, MUSIC, THEATER AND VISUAL ARTS

Descriptive Statement: The arts strengthen our appreciation of the world as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater and the visual arts enhances these abilities.

Cumulative Progress Indicators

By the end of **GRADE 4**, students:

1. Communicate their responses to dance, music, theater and visual arts with accompanying supporting statements.

Building upon knowledge and skills gained in the preceding grades, by the end of **GRADE 8**, students:

2. Understand that arts elements, such as color, line, rhythm, space, form, etc., may be combined selectively to elicit a specific aesthetic response.
3. Communicate about the aesthetic qualities of art works through oral and written analysis using appropriate technical and evaluative terms.

Building upon knowledge and skills gained in the preceding grades, by the end of **GRADE 12**, students:

4. Demonstrate an understanding of different aesthetic philosophies through the evaluations and analysis of artistic styles, trends, and movements in art.

STANDARD 1.2-ALL STUDENTS WILL REFINE PERCEPTUAL, PHYSICAL AND TECHNICAL SKILLS THROUGH CREATING DANCE, MUSIC, THEATER AND/OR VISUAL ARTS.

Descriptive Statement: Through an education in the arts, students enhance their perceptual, physical and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such as brush strokes in painting, dance movements, fingering of musical instruments, etc.

Cumulative Progress Indicators

By the end of **GRADE 4**, students:

1. Demonstrate performance and participation skills by working and creating individually and with others.

Building upon knowledge and skills gained in the preceding grades, by the end of **GRADE 8**, students:

2. Demonstrate technical skills in dance, music, theater, or visual arts, appropriate to students' developmental skills.
3. Create, produce or perform works of dance, music, theater, or visual arts, individually and with others.

Building upon knowledge and skills gained in the preceding grades, by the end of **GRADE 12**, students:

4. Demonstrate originality, technical skills, and artistic expression in the creation, production and (if applicable) performance of dance, music, theater or visual arts.

STANDARD 1.3-ALL STUDENTS WILL UTILIZE ARTS ELEMENTS AND ARTS MEDIA TO PRODUCE ARTISTIC PRODUCTS AND PERFORMANCES.

Descriptive Statement: In order to understand the arts, students must discover the common elements and properties of dance, music, theater, and visual arts. These arts elements, such as color, line, form, rhythm, space, timing, movement, mood, etc., are the ingredients that form works of art are made.

Cumulative Progress Indicators

By the end of **GRADE 4**, students:

1. Apply elements and media common to the arts to produce a work of art.

Building upon knowledge and skills gained in the preceding grades, by the end of **GRADE 8**, students:

2. Demonstrate appropriate use of technology, tools, terminology, techniques, and media necessary to create dance, music, theater, or visual arts.

Building upon knowledge and skills gained in the preceding grades, by the end of **GRADE 12**, students:

3. Demonstrate an understanding of technology, methods, materials, and creative processes commonly used in dance, music, theater, or visual arts.

STANDARD 1.4-ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF THE PROCESS OF CRITIQUE.

Descriptive Statement: Art criticism is fundamental to the development of critical thinking, skills of observation, description, analysis, interpretation and evaluation. Students engage in and evaluate multi-sensory learning experiences as both participants and observers. The process of critique helps students to develop a sense of aesthetics and leads to artistic and personal growth.

Cumulative Progress Indicators

By the end of **GRADE 4**, students:

1. Explore and express orally, in writing, and through an art form, the means by which they evaluate the quality of their work and the work of others.
2. Respond to, respect, and learn from the informed reactions of others.

Building upon knowledge and skills gained in the preceding grades, by the end of **GRADE 8**, students:

3. Offer constructive critique in the evaluation of their own and others' work in dance, music, theater or visual arts.

Building upon knowledge and skills gained in the preceding grades, by the end of **GRADE 12**, students:

4. Evaluate and interpret works of art orally, in writing, and through demonstration using appropriate terminology.
5. Evaluate and incorporate into their own work the critique of others.

STANDARD 1.5-ALL STUDENTS WILL IDENTIFY THE VARIOUS HISTORICAL, SOCIAL AND CULTURAL INFLUENCES AND TRADITIONS WHICH HAVE GENERATED ARTISTIC ACCOMPLISHMENTS THROUGHOUT THE AGES, AND WHICH CONTINUE TO SHAPE CONTEMPORARY ART.

Descriptive Statement: The history of the world is told through the arts. By being able to identify historical, cultural and social influences relate to the arts, students will have a better and more complete understanding of humankind past, present and future and of the arts as forms of human expression.

Cumulative Progress Indicators

By the end of **GRADE 4**, students:

1. Investigate, experience and participate in dance, music, theater and performing arts activities representing various historical periods and world cultures.
2. Investigate and experience the works of artists and community cultural resources through exhibitions and resources.
3. Apply knowledge of historical, social and cultural influences to understanding a work of art.
4. Use their senses, imagination and memory to express ideas and feeling in dance, music, theater and visual arts.

Building upon knowledge and skills gained in the preceding grades, by the end of **GRADE 8**, students:

5. Identify significant artists and artistic works in dance, music, theater and visual arts representing various historical periods, world cultures and social and political influences.
6. Understand and demonstrate a knowledge of how various artist and cultural resources preserve our cultural heritage and influence contemporary art.
7. Interpret the meaning(s) expressed in works of dance, music, theater and visual arts.

Building upon knowledge and skills gained in the preceding grades, by the end of **GRADE 12**, students:

8. Demonstrate knowledge of how artists and artistic works connect with political, social, historical and cultural events.

STANDARD 1.6-ALL STUDENTS WILL DEVELOP DESIGN, ARTISTIC, AND TECHNOLOGICAL SKILLS FOR PLANNING THE FORM AND FUNCTION OF SPACE, STRUCTURES, OBJECTS, SOUND AND EVENTS.

Descriptive Statement: The development of design, artistic and technological skills gives students the knowledge that individuals and groups have the power to create products and aesthetic environments that enhance the quality of life. Students so prepared are less likely to neglect the environment or their homes, schools and communities.

Cumulative Progress Indicators

By the end of **GRADE 4**, students:

1. Identify and state needs and opportunities for design in the contexts of home, school, recreation and play.
2. Plan and execute solutions to design problems based upon ability and developmental levels.

Building upon knowledge and skills gained in the preceding grades, by the end of **GRADE 8**, students:

3. Identify and solve design problems in space, structures, objects, sound and events for home and workplace.
4. Execute solutions to design problems based upon ability and developmental level.

Building upon knowledge and skills gained in the preceding grades, by the end of **GRADE 12**, students:

5. Identify, plan and supply solutions to design problems of space, structures, objects, sound, and events in public and private environments.

NATIONAL STANDARDS K-4

1. **CONTENT STANDARD:** Understanding and applying media, techniques and processes
ACHIEVEMENT STANDARD:
Students
 - a. know the differences between materials, techniques and processes
 - b. describe how different materials, techniques and processes cause different responses
 - c. use different media, techniques, and processes to communicate ideas, experiences, and stories
 - d. use art materials and tools in a safe and responsible way

2. **CONTENT STANDARD:** Using knowledge of structures and functions
ACHIEVEMENT STANDARD:
Students
 - a. know the difference among visual characteristics and purposes of art in order to convey ideas
 - b. describe how different expressive features and organizational principles cause different responses
 - c. use visual structures and functions of art to communicate ideas

3. **CONTENT STANDARD:** Choosing and evaluating a range of subject matter, symbols and ideas
ACHIEVEMENT STANDARD:
Students
 - a. explore and understand prospective content for works of art
 - b. select and use subject matter, symbols and ideas to communicate meaning

4. **CONTENT STANDARD:** Understanding the visual arts in relation to history and cultures
ACHIEVEMENT STANDARD:
Students
 - a. note that the visual arts have both a history and specific relationships to various cultures
 - b. identify specific works of art as belonging to particular cultures, times, and places
 - c. demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art

5. **CONTENT STANDARD:** Reflecting upon and assessing the characteristics and merits of their work and the works of others
ACHIEVEMENT STANDARD:
Students
 - a. understand there are various purposes for creating of visual arts
 - b. describe how people's experiences influence the development of specific artworks
 - c. understand there are different responses to specific artworks

6. **CONTENT STANDARD:** Making connections between visual arts and other disciplines

ACHIEVEMENT STANDARD:

Students

- a. understand and use similarities and differences between characteristics of the visual arts and other arts disciplines
- b. identify connections between the visual arts and other disciplines in the curriculum

NATIONAL STANDARDS 5-8

1. **CONTENT STANDARD:** Understanding and applying media, techniques and processes
ACHIEVEMENT STANDARD:
Students
 - a. select media , techniques and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choice
 - b. intentionally take advantage of the qualities and characteristics of art media, techniques and processes to enhance communication of their experiences and ideas

2. **CONTENT STANDARD:** Using knowledge of structures and functions
ACHIEVEMENT STANDARD:
Students
 - a. generalize about the effects of visual structures and functions and reflect upon these effects in their own work
 - b. employ organizational structures and analyze what makes them effective or not effective in the communication of ideas
 - c. select and use the qualities of structures and functions of art to improve communication of their ideas

3. **CONTENT STANDARD:** Choosing and evaluating a range of subject matter, symbols and ideas
ACHIEVEMENT STANDARD:
Students
 - a. integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks
 - b. use subjects, themes, and temporal concepts with content to communicate intended meaning in their artwork

4. **CONTENT STANDARD:** Understanding the visual arts in relation to history and cultures
ACHIEVEMENT STANDARD:
Students
 - a. know and compare the characteristics of artworks in various eras and cultures
 - b. describe and place a variety of art objects in historical and cultural contexts
 - c. analyze, describe, and demonstrate how factors of times and place (such as climate, resources, ideas and technology) influence visual characteristics that give meaning and value to a work of art

5. **CONTENT STANDARD:** Reflecting upon and assessing the characteristics and merits of their work and the works of others
ACHIEVEMENT STANDARD:

Students

- a. compare multiple purposes for creating works of art
- b. analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry
- c. describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures

6. **CONTENT STANDARD:** Making connections between visual arts and other disciplines

ACHIEVEMENT STANDARD:

Students

- a. compare the characteristics of works in two or more art forms that share similar subject matter, historical periods , or cultural contexts
- b. describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts

WORKPLACE READINESS SHORT PHRASE LIST

- 1.1 Demonstrate employability skills (and work habits)
- 1.2 Describe the importance of skills (and attitudes)
- 1.3 Identify career plans
- 1.4 Develop a career plan
- 1.5 Identify transferable skills
- 1.6 Select a major career
- 1.7 Describe the importance of academics
- 1.8 Demonstrate occupational skills
- 1.9 Identify job openings
- 1.10 Prepare a resume (complete a job application)
- 1.11 Demonstrate a successful job interview
- 1.12 Demonstrate consumer (and other financial) skills

- 2.1 Understand technological systems
- 2.2 Select appropriate tools and technology
- 2.3 Access (use) technology
- 2.4 Use databases
- 2.5 Access communication and information systems
- 2.6 Accessing information
- 2.7 Use technology and other tools
- 2.8 Use technology and tools to produce products
- 2.9 Use technology to present designs (and results of investigations)
- 2.10 Discuss problems related to technology

- 3.1 Define problems/ clarify decisions
- 3.2 Use models and observations
- 3.3 Formulate (questions and) hypothesis
- 3.4 Identify and access resources
- 3.5 Use library media center
- 3.6 Plan experiments
- 3.7 Conduct systematic observations
- 3.8 Organize, synthesize and evaluate decisions
- 3.9 Identify patterns
- 3.10 Monitor their own thinking
- 3.11 Identify/ evaluate alternative decisions
- 3.12 Interpret data
- 3.13 Select and apply solutions to problem solving
- 3.14 Evaluate solutions
- 3.15 Apply problem solving skills to design projects

- 4.1 Set short and long term goals
- 4.2 Work cooperatively
- 4.3 Evaluate own (actions and) accomplishments
- 4.4 Describe constructive responses to criticism
- 4.5 Provide constructive criticism
- 4.6 Describe actions which demonstrate respect
- 4.7 Demonstrate roles people play
- 4.8 Demonstrate referral skills
- 4.9 Use time efficiently
- 4.10 Apply study skills
- 4.11 Describe how ability, effort and achievement are interrelated

- 5.1 Explain injury prevention
- 5.2 Develop an injury prevention program
- 5.3 Demonstrate safe physical movement
- 5.4 Demonstrate safe use of equipment (or tools)
- 5.5 Identify (and demonstrate) use of safety and protective devices
- 5.6 Identify common hazards
- 5.7 Identify and follow safety procedures
- 5.8 Discuss rules to promote safety
- 5.9 Describe and demonstrate basic first aid**

National Music Standards, 9-12

The study of music contributes in important ways to the quality of every student's life. Every musical work is a product of its time and place, although some works transcend their original settings and continue to appeal to humans through their timeless and universal attraction. Through singing, playing instruments, and composing, students can express themselves creatively, while knowledge of notation and performance traditions enables them to learn new music independently throughout their lives. Skills in analysis, evaluation, and synthesis are important because they enable students to recognize and pursue excellence in their musical experiences and to understand and enrich their environment. Because music is an integral part of human history, the ability to listen with understanding is essential if students are to gain a broad cultural and historical perspective. The adult life of every student is enriched by the skills, knowledge, and habits acquired in the study of music.

Every course in music, including performance courses, should provide instruction in creating, performing, listening to, and analyzing music, in addition to focusing on its specific subject matter.

1. Content Standard: Singing, alone and with others, a varied repertoire of music.

Achievement Standard, Proficient:

Students

- a. sing with *expression and *technical accuracy a large and varied repertoire of vocal literature with a *level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory.
- b. sing music written in four parts, with and without accompaniment.
- c. demonstrate well-developed ensemble skills.

Achievement Standard, Advanced:

Students

- d. sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 5, on a scale of 1 to 6
- e. sing music written in more than four parts.
- f. sing in small ensembles with one student on a part.

2. Content Standard: Performing on instruments, alone and with others, a varied repertoire of music.

Achievement Standard, Proficient:

Students

- a. perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6.

- b. perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
- c. perform in small ensembles with one student on a part.

Achievement Standard, Advanced:

Students

- d. perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 5, on a scale of 1 to 6.

3. Content Standard: Improvising melodies, variations, and accompaniments.

Achievement Standard, Proficient:

Students

- a. improvise stylistically appropriate harmonizing parts.
- b. improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.
- c. improvise original melodies over given chord progressions, each in a consistent *style, *meter, and *tonality.

Achievement Standard, Advanced:

Students

- d. improvise stylistically appropriate harmonizing parts in a variety of styles.
- e. improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

4. Content Standard: Composing and arranging music within specified guidelines.

Achievement Standard, Proficient:

Students

- a. compose music in several distinct styles, demonstrating creativity in using the *elements of music for expressive effect.
- b. arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.
- c. compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.

Achievement Standard, Advanced:

Students

- d. compose music, demonstrating imagination and technical skill in applying the principles of composition.

5. Content Standard: Reading and notating music.

Achievement Standard, Proficient:

Students

- a. demonstrate the ability to read an instrumental or vocal score of up to four *staves by describing how the elements of music are used.

Students who participate in a choral or instrumental ensemble or class

- b. sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

Achievement Standard, Advanced:

Students

- c. demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs.
- d. interpret nonstandard notation symbols used by some 20th-century composers Students who participate in a choral or instrumental ensemble or class.
- e. sight-read, accurately and expressively, music with a level of difficulty of 4, on a scale of 1 to 6.

6. Content Standard: Listening to, analyzing, and describing music.

Achievement Standard, Proficient:

Students

- a. analyze aural examples of a varied repertoire of music, representing diverse. *genres and cultures, by describing the uses of elements of music and expressive devices.
- b. demonstrate extensive knowledge of the technical vocabulary of music.
- c. identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

Achievement Standard, Advanced:

Students

- d. demonstrate the ability to perceive and remember music events by describing in detail significant events¹ occurring in a given aural example.
- e. compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style.
- f. analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.

7. Content Standard: Evaluating music and music performances.

¹E.g., fugal entrances, chromatic modulations, developmental devices

Achievement Standard, Proficient:

Students

- a. evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.
- b. evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

Achievement Standard, Advanced:

Students

- c. evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.

8. Content Standard: Understanding relationships between music, the other arts, and disciplines outside the arts.

Achievement Standard, Proficient:

Students

- a. explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.
- b. compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.
- c. explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music².

Achievement Standard, Advanced:

Students

- d. compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures.
- e. explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts³.

² E.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transmission and perception of sound

³ E.g., creators: painters, composers, choreographers, playwrights; performers: instrumentalists, singers, dancers, actors; others: conductors, costumers, directors, lighting designers

9. Content Standard: Understanding music in relation to history and culture.

Achievement Standard, Proficient:

Students

- a. classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.
- b. identify sources of American music genres⁴, trace the evolution of those genres, and cite well-known musicians associated with them.
- c. identify various roles⁵ that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

Achievement Standard, Advanced:

Students

- d. identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context.
- e. identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.

⁴ E.g., swing, Broadway musical, blues

⁵ E.g., entertainer, teacher, transmitter of cultural tradition

Glossary

1. Volt a volt measures electrical activity. The more activity, the more volts.
2. Decibel The ratio between the strengths of two signals.
3. Analog Recording using tape
4. Transducers A transducer converts one form of energy to another, (speaker, mic)
5. VU Meter Volume unit. They monitor the signal level coming into the recorder.
6. Digital Recording without tape, using computers as the recording medium.
7. Transports The controls of the recording deck.
8. Mixing The blending of tracks on a recorder, usually to 2 tracks.
9. Normalizing Raising the level of audio so that the highest peak reaches the maximum dynamic range.
10. MIDI Musical Instrument Digital Interface. A method of communication between pieces of equipment.
11. CD Compact Disk. Storage disk for data.
12. Monitors Speakers/headphones. Good monitors are critical in the recording and mixing processes.
13. Mics Microphones. Mics turn minute variations in air pressure into electrical signals. There are many types of mics for different applications.
14. Bus output signal path. Part of the flow of signal out of the mixer. Studios have from two to eight buses.
15. EQ Equalization. Tonal adjustments to a signal. To equalize the overall frequency response.
16. Compressor A processor that lowers the peak signals while leaving the lower ones unchanged. Then it boosts the overall level to maximum.

- 17. Reverb Reverberation. Another processor that recreates the ambience of playing in a large room.
- 18. Stereo Left and right channels. The placement of sound in the stereo field.
- 19. Bouncing When the signal of one or more tracks are combined into another track.
- 20. Overdubs Recording separate tracks at different times.
- 21. Master The finished, two track master of a project.
- 22. Mastering The process of mixing all sound, adding processing, and using all the studio can to create a “Master” product.
- 23. Tracks Individual storage areas for sound. Recorders can have 4, 8, 16, 24, or more tracks for individual sound or instruments.
- 24. Punching The ability to record over a part of a track that has an error on it.
- 25. Sound Wave How sound travels through the air. Like the ocean, sound travels in crests and troughs.

Suggested Lesson Plans

ORANGE HIGH SCHOOL

LESSON PLAN

DEPARTMENT: Visual & Performing Arts (Music Department)

WEEK OF: Sept. 16-20, 2002

TEACHER: Douglas S. Barbiero

PERIOD: _____ ROOM: 246

TEXT: _____ TOPIC: _____

COURSE: El Of Dig Recording

HSPT SKILL REVIEW: _____

OUTLINE OF PRESENTATION: HSPT SKILLS MUST BE UNDERLINED IN RED AND IDENTIFIED AS: M=MATH; R=READING; W=WRITING.

OBJECTIVE (SPECIFIC LEARNING OUTCOMES)	MONDAY	TUESDAY	WEDNESDAY
	<p>SWBAT learn about recording with analog machines. (1.1, 1.2)</p>	<p>SWBAT: Same as yesterday, Part II (1.1, 1.2)</p>	<p>SWBAT define the following terms: volts, peak to peak, cycles, wave, decibel, Hertz, range, amplitude (1.3)</p>
<p>PROCEDURES (TEACHERS'S ACTIVITIES AND STUDENT APPLICATION OF OBJECTIVES)</p>	<ol style="list-style-type: none"> 1. Class enters. 2. Explain the term analog. 3. Compare analog and digital recording 4. Set up the tape. 5. Show the video: Recording with analog machines. 	<ol style="list-style-type: none"> 1. Classes enter 2. Review with class yesterday's terms and ideas 3. Set up and show part II of the video. 	<ol style="list-style-type: none"> 1. Classes enter. 2. Explain the above terms 3. Have students write terms in their notebooks. 4. Checks books to make sure it is properly written 5. check off in grade book.
<p>EVALUATION (DESCRIBE HOW YOU WILL DETERMINE HOW GOALS WERE MET)</p>	<p>Question and answer.</p>	<p>Oral and question and answer</p>	<p>Check written work</p>
<p>HOMEWORK</p>			

OBJECTIVE	THURSDAY	FRIDAY	WEEKLY PROJECTS
(SPECIFIC LEARNING OUTCOMES)	SWBAT see and understand how music “looks” in a computer. (1.1, 1.2)	SWBAT understand what distortion is and how to avoid recording it. (1.1, 1.2)	
PROCEDURES (TEACHERS'S ACTIVITIES AND STUDENT APPLICATION OF OBJECTIVES)	<ol style="list-style-type: none"> 1. Classes enter 2. Review yesterday’s terms. 3. Open up a computer and show the class how music is recorded into it. 4. Playback a sample and show how it appears in the computer. 5. Show different sounds and how they look different to each other. 	<ol style="list-style-type: none"> 1. Classes enter 2. Review yesterday’s video 3. Define distortion 4. Show what “headroom” is 5. show examples on the board 6. Explain what saturation is on analog systems. 	
EVALUATION (DESCRIBE HOW YOU WILL DETERMINE HOW GOALS WERE MET)	Question and answer. Active discussion with class	Oral question/answer. Check written notes	
HOMEWORK			

COMMENTS

Approved: _____

Date: _____

Bibliography

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Davis, Gary; Jones, Ralph, Sound Reinforcement Handbook, second edition, Milwaukee, Wisconsin, 1990

New Jersey Core Curriculum Content Standards

National Standards for Arts Education