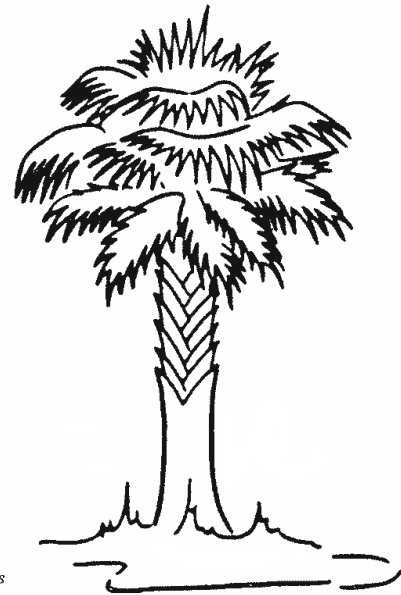# COMPANION DOCUMENT
FOR THE SOUTH CAROLINA
MEDIA ARTS STANDARDS
FOR
MUSIC

2010

SOUTH CAROLINA ALLIANCE FOR ARTS EDUCATION
...to advance learning in and through the arts for all students

A COLLABORATION BETWEEN
THE SOUTH CAROLINA ALLIANCE FOR ARTS EDUCATION
AND
THE SOUTH CAROLINA DEPARTMENT OF EDUCATION

South Carolina
Department of Education
Together, we can.

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Media Arts

Introduction

Education systems in the United States have long recognized the need for national standards to provide the basis for a common curriculum and academic programs throughout the country. The South Carolina academic standards for Media Arts are new to South Carolina's academic standards for the Visual and Performing Arts. Studies in media arts utilize many of the elements and principles from other arts disciplines. Original media artworks reflect the aesthetics that are embedded in the visual and performing arts.

Our students are increasingly using media as a source of communication and networking. It is imperative that our educational system and its constituents remain current with the trends and technologies that accompany the use of media. This includes appropriate use of media and the ability to interpret media arts productions both socially and professionally.

The South Carolina academic standards for Media Arts are organized on the basis of six standard statements and their performance indicators. Several of the indicators are repeated across the grade levels. Teachers should understand that these standards need to be reinforced throughout these grades as the students use more advanced tools and media applications as well as more complex terminology and concepts.

Studies in media arts are components of a comprehensive media arts program and are part of the overall school curriculum; therefore, a school's media arts curriculum should include sequential media arts courses as well as specialized courses in high school: Media Arts 1–4, for example, and courses in animation, film studies, graphic design, sound design and recording, and digital photography.

The Grade Levels

The South Carolina academic standards for Media Arts are provided for each grade level from kindergarten through high school. However, students enter the media arts class with varying degrees of media arts instruction. Media arts teachers—who are held accountable for students' attainment of the media arts standards—must therefore understand how the standards and indicators provide for sequential learning. In many instances, the performance indicator statements themselves suggest prerequisite skills that will help a teacher accommodate gaps in instruction.

Although the South Carolina academic standards for Media Arts are numbered 1 through 6, the arrangement of these standards is not meant to suggest a sequence or hierarchy. Rather, the concepts contained within the various standards often overlap or are related to one another. Richly designed curriculum and instruction

should integrate many standards within a unit of study, thus enabling students to see the connections among the six standards in the media arts discipline.

Schools interested in developing quality media arts programs should consult Winthrop University's "Opportunity-to-Learn: Standards for Arts Education," Arts in Basic Curriculum Project, online at http://www2.winthrop.edu/abc/learn.htm. In addition, program development recommendations can also be gleaned from the South Carolina Department of Education document *Essential Elements of a Quality Visual and* Performing *Arts Program,* available online at http://www.ed.sc.gov/arts.

Grades K–8: South Carolina specifies academic standards and performance indicators for elementary (kindergarten through grade 5) and middle school (grades 6 through 8). Middle school media arts classes should be scheduled to allow adequate instructional time for teachers to address all the 6 through 8 Media Arts standards and indicators. In the case of limited-contact-hour classes (nine-week exploratory courses or one-semester courses, for example), teachers may not be able to address all of the standards, however. These teachers should therefore identify the indicators that repeat across the three grade levels and implement those particular ones in that class. Then later, as these students progress through the middle school grades, the teacher should seek to give students the optimum level of media arts instruction by addressing the indicators that do show increasing complexity from one grade level to another.

Grades 9–12 (High School Levels 1–4): The Media Arts high school academic standards and indicators are designed to reflect the highest possible levels of achievement in instruction. High schools that aspire to build a comprehensive sequential media arts program for their students should also consider offerings in the area of media arts appreciation, media arts history, and media literacy as well as in a variety of production-based media arts courses. While high school media arts programs make it possible for students who have participated in elementary and middle school media arts programs to continue their growth as media artists, high school students with no prior media arts experience should be provided opportunities in the area of media appreciation and in appropriate production-based courses

Students who are interested in the arts should enroll in the Art, Audio-Video Technology, and Communications Career Cluster, which is divided into six pathways: Audio-Video Communications Technology; Broadcasting, Film, Journalism; Performing Arts; Printing Technology; Telecommunications; and Visual Arts.

Secondary Sources

The following sources were utilized in the creation of the South Carolina academic standards for Media Arts:

Bulland, Geoff, and Michèle Anstey. 2007. "Exploring Visual Literacy through a Range of Texts." *Practically Primary* (October). Available online at http://findarticles.com/p/articles/mi_6953/is_3_12/ai_n31418000/.

Churches, Andrew. 2008. "Bloom's Taxonomy Blooms Digitally." *Educators' eZine* (April 1). http://www.techlearning.com/article/8670.

Consortium of National Arts Education Associations. 1994. *National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts.* Reston, VA: Media arts Educators National Conference.

"Core Principles of Media Literacy Education." 2007. National Association for Media Literacy Education. http://www.namle.net/core-principles.

"Nine Themes of Digital Citizenship." 2010. Digital Citizenship: Using Technology Appropriately. http://www.digitalcitizenship.net/Nine_Elements.html.

Perpich Center for Arts Education. 2004. *Engaging Students in the Arts: Creating, Performing, and Responding*. Roseville: Minnesota Department of Education. Available online at http://www.pcae.k12.mn.us/pdr/EngagingStudentsintheArts.pdf.

Wisconsin Department of Public Instruction. 2000. *Wisconsin's Model Standards for Art and Design Education*. Madison, WI: WDPI. Available online at http://dpi.wi.gov/standards/pdf/art&design.pdf.

KINDERGARTEN

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MAK-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question: Describe the parts of a computer and what they do, including the hard drive, mouse, keyboard, monitor, and computer microphone.

Concepts, Skills, Techniques, and Critical Knowledge:

The student needs to possess knowledge of computer components and how to use them.

Activities:

1. Hold up pictures of computer components and identify. After several times, hold up pictures and have the students identify.

2. Seat students at computers, such as in a lab or classroom. Call out component names and have students point to correct component.

Resources:

http://www.teach-nology.com/teachers/lesson_plans/computing

This site has a small section on lesson plans plus a bulletin board.

http://www.educationworld.com/a_tech/tech/tech209.shtml

This is a great resource for enabling kindergarteners to feel comfortable with computers, plus links to lesson plans and activities.

http://www.squidoo.com/kcs

This site lists web links, books and software and is linked with Twitter.

Assessments: This question can be assessed with discussion, or with a worksheet where students circle the picture of the component that the teacher names.

MAK-1.2   Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question: How can people use the equipment that they have (computer, microphone, camcorder, digital recorder) to create a piece of music?

Concepts, Skills, Techniques, and Critical Knowledge:

This question illustrates the student's need to understand how digital music is created. Students need to understand the difference between "live" and created music. It will serve as a scaffolding piece to creating digital music in higher grade levels.

Activities:

1. Listening exercise: play two pieces of music, one orchestral and one electronic. Ask students two describe how the pieces are similar and how they are different. Lead students into discussions of how the music was created and performed. This activity can also be done by showing video of an orchestra performance and a computer produced piece

2. Lead students in creating a story about a musician. As they create the story, ask questions about the different ways that this musician can create music.

Resources:

www.computermusic.co.uk

This British site has videos showing how music is created on computers.

www.youtube.com

This famous site can be used to find virtually any type of performance that you are seeking.

http://hubpages.com/hub/Teaching-with-Stories

This site contains suggestions, links, and materials for helping small children learn to tell stories.

Assessments:

For this assessment, it is preferable to use classroom discussion and a checklist.

MAK-1.3 Develop an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question: How do I take care of the materials and equipment that I use to create music?

Concepts, Skills, Techniques, and Critical Knowledge:

Students need to understand the reasons for taking care of equipment, and to begin practicing these procedures for the proper use of and care for equipment. This includes proper handling, storage and cleanliness of digital recording devices, as well as proper storage of the media produced.

Activities:

Teachers should talk students through procedures, with plenty of repetition at this age level. They should tell students why they are doing things in a certain way, segueing into having students answer questions about how and why they are following these procedures.

Resources:

http://www.basic-digital-photography.com/caring-for-your-digital-camera.html

This site is very detailed, plus it also contains helpful links for other aspects of digital photography.

http://www.natlib.govt.nz/services/get-advice/preservation/preserving-sound-recordings

This site is mostly aimed at tape recordings, but contains helpful information about storage and temperature requirements.

http://www.essortment.com/hobbies/microphonecare_sfou.htm

This site has an excellent, easy to understand piece on cleaning microphones, which is exceptionally important in classroom situations where equipment is shared.

Assessments:

An ongoing assessment through questioning and observation is adequate. Teachers may decide to use a checklist to ensure that all facets of procedures and care are covered and assessed with every student.

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MAK-2.1   Develop a basic media arts vocabulary and identify elements of artistic design specific to individual media.

Essential Question:

What do I need to know so that I can create digital music that I like?

Concepts, Skills, Techniques, and Critical Knowledge:

This question introduces the need for specific vocabulary that will be used to create and evaluate pieces of digital media. Students will learn correct terminology to discuss digital music.

Activities:

At the kindergarten grade level, this is best accomplished through the use of posters on the wall, plus teacher- introduced and maintained use of vocabulary words and elements in both teaching and discussion. Teachers can ask questions such as "What do I mean when I say that this piece has a fast tempo?" or "We just listened to 'Silver Apples of the Moon'. What about this piece of music makes you think that it was created on a synthesizer?" As students answer questions, restate answers using correct vocabulary, or gently suggest correct words as students phrase their answers.

Resources:

http://www.readingrockets.org/article/9943

http://www.uen.org/Lessonplan/preview?LPid=13890

Although meant as a resource for English Language Arts instruction, these facts, suggestions and lesson plans can be modified to help with Media Arts vocabulary instruction as well.

Assessments:

A question and answer discussion quiz is acceptable, or create a checklist with vocabulary words on it and check off as each students uses the vocabulary correctly.

MAK-2.2   Construct basic designs to communicate his or her personal experiences through media artwork.

Essential Question: How can I use music to tell my story?

Concepts, Skills, Techniques, and Critical Knowledge:

Kindergarteners are exposed to stories every day in the classroom. This indicator shows them that not only can they tell their own stories, but that these stories do not have to occur in traditional written or oral form. However, at this age level, concepts will be minimally realized and expression will be more literal.

Activities:

1. Have students imagine a rainy day. Brainstorm what a rainy day sounds like. Create a story board, using pictures, of the different sounds that a person outside on a rainy day would hear. Ask for suggestions on how to create these sounds using classroom equipment. Arrange the pictures in order, choosing students to play these sounds as the teacher points to them. Record, using a tape recorder, or a computer microphone and a program such as Audacity. Play recording back and lead discussion of whether what the students just heard conveys their story of a rainy day.

2. Have students draw a picture of an idea that they would like to talk about, such as a field trip or a vacation experience or even the bus ride to school. Using a program such as Tam Tam or Groovy Music, help students to choose a sequence of sounds to illustrate this idea.

Resources:

audacity.sourceforge.net

This site will enable the teacher to download the freeware Audacity, a music recording and editing program.

http://wiki.laptop.org/go/TamTam

For school using the "One Laptop per Child" XO laptop program, this article helps teachers use the Tam Tam program to create music, plus offers links to other non-XO laptop Tam Tam applications.

http://www.timeforkids.com/TFK/media/teachers/pdfs/2002F/021108NSw1.pdf

This site contains a worksheet that may be photocopied and used to create pictures of the storyboarding ideas.

Assessments: Teachers can create a rubric that addresses the central concepts, or use a discussion and checklist.

Media Literacy

Standard 3:   The student will access, analyze, interpret, and create **media texts**.

Indicators

MAK-3.1   Identify the creator and the purpose for simple **media texts**.

Essential Question: Who is the author and why did he create this piece?

Concepts, Skills, Techniques, and Critical Knowledge:

Kindergarteners will learn to differentiate between the story teller and the creator of the story (performer and composer). As conceptual knowledge advances, students will learn to speculate on reasons for creating media.

Activities:

This standard can be easily interwoven into other classroom activities. As part of a lesson, teachers can ask the essential question and evaluate the students' answers. If a teacher chooses to address the issue in more depth, the teacher can play different pieces and discuss the composer of each piece and reasons for the piece's creation.

Resources:

http://www.artjunction.org/archives/why_do.pdf

Although specifically about creating art, this can be modified for any type of media artwork.

Assessments:

Teachers can use direct observation or checklists.

MAK-3.2   Identify messages in simple **media texts**.

Essential Question: What is the author trying to tell you?

Concepts, Skills, Techniques, and Critical Knowledge:

This strand introduces students to the idea that media artworks are created for a reason, and to help identify that reason. Students will need to understand the idea of messages and meaning, and begin to understand how meaning is conveyed. This indicator will teach students to look for the purpose of design, introducing them to such concepts as morals, fact, fiction and history.

Activities:

Choose a simple picture, such as a tree or a blue sky, or a river running through a valley. Display the picture while playing a piece of music such as "Morning" from the "Peer Gynt Suites" by Edvard Grieg, or "Waltz of the Flowers" from Tchaikovsky's "The Nutcracker". Ask students to describe what the picture means to them. After discussion, show picture again but this time play a piece such as "Cloudburst" from Grofé's *Grand Canyon Suite* or "Jupiter" from Holst's *The Planets*. Discuss the meaning of the picture again and ask students to compare the meaning of the second time they heard the music to the first time.

Resources:

http://pzweb.harvard.edu/index.cfm

This is the website for Project Zero, a product of Harvard University designed to teach critical thinking skills through art. The website is very simplistic, but introduces the reader to the concepts behind Project Zero, plus also contains this link, which provides materials for implementation in the classroom.

http://pzpublications.com/arts.html

http://www.suu.edu/pva/artgallery/documents/findingmeaninginartwork.pdf

This is a college- created lesson plan that can be modified to reinforce finding messages in personal and other's artwork.

http://www.pbs.org/teachers/media_lit/getting_started.html

This is a good resource for teachers. It will help teachers be more confident of concepts and how to direct lessons for the most impact on students.

Assessments:

Teachers can create a rubric that assesses to what extent the students' ability to recognize meaning and messages is displayed in discussion.

MAK-3.3   Express his or her thoughts and feelings about simple **media texts**.

Essential Question: How does this piece make you feel? Does it make you think about anything specific?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator introduces students to the concept of critical evaluation. Students will learn to analyze media and express their thoughts and

perceptions. There will not be much sophistication in the expression of emotion at the kindergarten level, but teachers can guide discussion with questions and elaboration on students' expressions.

Activities:

1. Because written expression will be difficult at this age level, it is recommended that activities focus on discussion and illustrating. A favorite lesson is to pass out drawing paper and crayons and have students draw what they think they are hearing in a piece of music, or how the music makes them feel. Students should be scattered over a wide area during this lesson to discourage sharing their ideas before the activity is over.

2. Choose a piece of digital music that has no words. Pass out scarves and have students move to the music, creating the story that they hear in the music. Suggest to students that they move through high and low space, that their movements mirror the tempo, and that their movements match the contour of the melody.

Resources:

http://www.springerlink.com/content/x05238tgq1101w92/

This is an article that concentrates on using movement to express meaning in music; a helpful resource for teachers who have not used this activity before.

http://facpub.stjohns.edu/~booner/Publications/DBmanR2.pdf

This is a scholarly research article concerned with age levels and how students find meaning through movement. Although dry, it does answer questions about age appropriate abilities and a teacher can use this information to prepare lessons.

Assessments:

Teacher created rubrics work best for these activities, although a checklist during discussion is also adequate.

MAK-3.4   Describe ways that different audiences might respond to specific **media texts**.

Essential Question: What are some ways that other people might feel or think about this music?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator teaches students to look at other points of view and to examine the possibility that other students might not feel the same way about expressions that they do.

Activities:

1. Divide students into pairs. Play a simple media text and have students decide how they feel about the text, and to guess how the other student might feel. Have them discuss their guesses and see if they were the same or different; if different, then students can discuss how they were different.

2. Create a story about a performance, but introduce unexpected reactions to the performance as part of the story. When students notice and comment upon the unexpected reactions, lead students into a discussion of points of view and perspective.

Resources:

The "Amelia Bedelia" books are an excellent resource for teaching idioms. The concept of these books can be used to create a chart contrasting sound and accepted meanings of sound. Here are some websites about the Peggy Parish books.

http://www.proteacher.org/c/948_Idioms.html

http://www.teachervision.fen.com/childrens-book/resource/6104.html

http://artjunction.org/blog/?p=1365

Taken from the "art teacher's guide to the internet", this resource will help you to see point of view from the artistic perspective.

Assessments:

This indicator can be assessed through discussion.

MAK-3.5   Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Essential Question: What can I use to find music and recordings?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator teaches students to use modern technology to find music and digital media. Students will need to understand the concept of cyberspace and to learn what devices are available to access digital media.

Activities:

1. This indicator can be incorporated into other activities. When creating digital media, the teacher can ask where the music can be found, or how can it be created. When doing listening exercises, the teacher can ask where the music came from and have the students list places where the teacher might have found it.

2. Students can create a story about a character that is searching for a special piece of music. Using a Smartboard or Activboard, the teacher can easily import artwork to illustrate the story in advance. As the students create the story, the teacher can insert illustrations of the character searching for the media. At the conclusion of the story, the students will have answered the essential question.

3. Use the lesson above, but have students draw the illustrations themselves. Scan the pictures and import into a movie making software such as Photostory 3 or Windows Movie Maker. Lead students in a search of digital music that can be used in the movie, following copyright laws. In this way, students can act out the story as well as produce it.

Resources:

http://www.learnthenet.com/

This is a basic webpage with lots of advertisements, but it does show how to locate information.

http://millie.furman.edu/mll/tutorials/photostory3/index.htm

This is an excellent tutorial for using Photo Story 3, including screen shots. If you prefer to watch a presentation, try this link:

http://www.youtube.com/watch?v=s0oH9qE9qEY

Assessments:

Create a checklist of the areas from which digital music can be accessed. Check off as each student uses or identifies this area.

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MAK-4.1   Identify uses of the media arts in everyday life.

Essential Question: Where do I see myself and others using recorded music during my day?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator helps students to identify the uses of digital music outside the music classroom. Often students don't notice music as it becomes part of the background of their life- heard but not listened to. This indicator helps them to observe when and why they use digital music when not specifically learning about it.

Activities:

1. Ask students to describe their daily routine. Have them try to recall whether there was music playing while engaging in these activities, and from where this music came.

2. Show videos (movies, TV episodes, ect.) geared toward young children. Stop movie periodically and identify when digital music and equipment is being used.

Resources:

http://www.sandbox-learning.com/Default.asp?Page=181

This site focuses on teaching children to answer questions.

Assessments:

This indicator can be assessed through informal observation and a checklist.

MAK-4.2   Compare and contrast the media arts with other arts disciplines and other content areas.

Essential Question: What are the differences and similarities between digital music and other areas of expression?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator focuses on learning the differences between digital music and other areas such as art or film. It will help students see how the different areas can have similar as well as different features or functions.

Activities:

1. Play a recording of a piece of music, then follow with a video performance of the same piece. Ask students to compare the two performances.

2. Play a recording of children singing a round. (Perhaps one that you recorded in a third grade class.) Compare the form of the round to a circle drawn on the board, with an emphasis on the geometry of the circle and the form of a round.

Resources:

http://cnx.org/content/m13617/latest/

This webpage is mostly a discussion of form that is easily learned in the primary grades, but also contains discussion questions.

Assessments:

The most efficient way to assess this standard is with a checklist, but students can also draw pictures describing the similarities and differences between the different subject areas.

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MAK-5.1   View and describe a variety of **media art forms**.

Essential Question: What can you tell me about these pieces of digital music?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator is designed to help students understand the role of history and culture in creating digital media. Knowing the historical and cultural context makes it easier to understand design choices.

Activities:

1. Play the same piece of music as recordings on LP albums, cassette tape, CD and as a computer file. Lead students in discussion of audio quality. Lead discussion as to how any of these recordings are different than a live performance.

2. Record students in a performance, perhaps a classroom Orff activity. Brainstorm ideas for getting this recording to their parents, if their parents were in a far-off country or in another time.

Resources:

http://www.teachervision.fen.com/multiculturalism/resource/8388.html

Multicultural music lessons; a good introduction to teaching multicultural forms.

http://webdb.iu.edu/sem/scripts/home.cfm

The Ethnomusicology Society's webpage, it contains information on many cultures.

http://www.folkways.si.edu/magazine/index.aspx

This is the Smithsonian Institution's website on American folk music.

http://www.worldmusicstore.com/

A great source for multicultural media, but products must be purchased.

Assessments:

An informal assessment using discussion should suffice, but a checklist and rubric can be used.

MAK-5.2   View and discuss media artwork that portrays family and/or community.

Essential Question:

How are families and communities shown in this media?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator introduces the concept that music can teach us about our neighborhood and family.

Activities:

Record students singing "The Wheels on the Bus". Listen to recording and discuss meaning of lyrics in terms of the roles portrayed by the family members and bus driver.

Resources:

http://www.jstor.org/pss/3192685

Strategies for discussing art with children are discussed here, which can be modified to other media forms.

Assessments:

The teacher can create a rubric that assesses the students' level of understanding of how the desired result is successfully portrayed by the music.

MAK-5.3   Identify characteristics of the media arts that exist among diverse cultural and ethnic groups.

Essential Question:

How is digital music the same in different cultural groups?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator teaches students to examine music from a cultural perspective.

Activities:

Play recordings of music from different cultural groups. After each recording, discuss what elements of music are being heard and how they are expressed, for example, rhythm, melody and dynamics. Compare how these pieces are the same in the expression of these elements and how this is captured by the type of recording technology used.

Resources:

http://www.worldmusicstore.com/

This is a great source for purchasing multicultural media.

http://webdb.iu.edu/sem/scripts/home.cfm

The Ethnomusicology Society's webpage, which contains information on many different cultures, as well as educational materials.

Assessments:

This indicator can be assessed in conjunction with the assessment tools used to assess a student's understanding of music elements. This can be accomplished using a checklist containing vocabulary words, a matching worksheet, or a rubric designed to illustrate the depth of the student's understanding.

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MAK-6.1   Explore human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question: Who owns this music? How can I get a copy of this music or use it?

Concepts, Skills, Techniques, and Critical Knowledge:

This standard introduces the concept of copyright and responsibility in terms of digital music and sound production. Students need to understand the concept of artistic creativity and ownership, and the legality of using music readily available from multiple sources.

Activities:

Lead students in an imagination exercise. Have students close eyes as you guide them through a story of creating something original. This does not have to be a piece of artwork- it could be a car, a doll, or anything that they consider to be of value. Describe in detail the steps and care taken to create this valuable object, and when it is finished, tell students about deciding on the worth and the decision to sell the object. Then tell students the next morning you wake up to discover that the object has been stolen, and now anyone can have a copy of their object. This creates an emotional connection to the values being taught. Have students discuss their potential feelings and reactions to the object being stolen, and gradually guide discussion to illegal downloads of music and videos.

Resources:

www.digitalcitizenship.net

This resource is good for parents and teachers alike on the precepts and practicality of responsible use of digital media.

http://digitalcitizenshiped.com

Don't be misled by the initial page- this is a free resource for teaching digital media responsibility.

Assessments:

This can be assessed by a checklist or discussion.

MAK-6.2   Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: What are the things that you can and cannot do with digital music?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator discusses downloading music, copying music, and using other's music in original compositions. It will lead to copyright law and ethical use of technology.

Activities:

This is an activity best taught through modeling. Discuss where and how you obtained music used in the classroom, with an emphasis on acceptable use of this music.

Resources:

www.digitalcitizenship.net

This resource is good for parents and teachers alike on the precepts and practicality of responsible use of digital media.

http://digitalcitizenshiped.com

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Assessments:

This can be assessed by a checklist or discussion.

GRADE 1

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MA1-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question: Describe the parts of a computer and what they do, explain what software is, and how to use a computer microphone.

Concepts, Skills, Techniques, and Critical Knowledge:

The students must have working knowledge of digital recording in order to create digital music. Students will learn to make decisions about what to use in recording and producing music based on results desired.

Activities:

1. Create a sound recording using a computer microphone and a recording program such as Audacity. Have students use the microphone and computer to record and then listen to the result.

2. Have students tell you what equipment would be necessary to record the next concert. Guide them into the best choices for the venue.

Resources:

http://www.teach-nology.com/teachers/lesson_plans/computing

This website has a small section on lesson plans plus a bulletin board.

http://www.educationworld.com/a_tech/tech/tech209.shtml

Great resource for enabling kindergarteners to feel comfortable with computers, plus links to lesson plans and activities.

http://www.squidoo.com/kcs

This site lists web links, books and software and is linked with Twitter.

Assessments:

This standard can be assessed using a checklist.

MA1-1.2   Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question: How can I use the equipment that I have (computer, microphone, camcorder, digital recorder) to create a piece of music?

Concepts, Skills, Techniques, and Critical Knowledge:

Students use computers, microphones, camcorders, and digital recording equipment (i-tablets, cell phones, flipshares, webcams, ect) to create original pieces of music.

Activities:

1. This activity can be paired with a classroom ensemble performance. Divide students into groups. While one group performs, the other groups record the performance using different methods, such as a computer with recording software, a camcorder and a cell phone. Play back each method and discuss the results.

2. **Activities:** Load software program such as "Groovy Music" or Finale on computer. Lead students to create a scale and listen to playback, or to lay several layers of prerecorded tracks from Groovy Music. Give students time to experiment with different tracks or notated sequences, and time to create a four measure phrase.

Resources: http://www.sibelius.com/products/groovy/movies/intros.html

http://audacity.sourceforge.net/about/

http://www.drumbot.com

Composition for Computer Musicians Michael Hewitt Macmillan, 2009

http://rubistar.4teachers.org/

http://webquest.sdsu.edu/rubrics/rubrics.html

These two sites give advice and support in creating rubrics, particularly rubistar4teachers.org.

Assessments:

Composition is best assessed using a rubric.

MA1-1.3   Develop an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question: Why is it important to take good care of my recording equipment?

Students need to understand the reasons for taking care of equipment, and to begin practicing these procedures for the proper use of and care for equipment. This includes proper handling, storage and cleanliness of digital recording devices, as well as proper storage of the media produced.

Activities:

Teachers should talk students through procedures, with plenty of repetition at this age level. They should tell students why they are doing things in a certain way, segueing into having students answer questions about how and why they are following these procedures.

Resources:

http://www.basic-digital-photography.com/caring-for-your-digital-camera.html

This site is very detailed, plus it also contains helpful links for other aspects of digital photography.

http://www.natlib.govt.nz/services/get-advice/preservation/preserving-sound-recordings

This site is mostly aimed at tape recordings, but contains helpful information about storage and temperature requirements.

http://www.essortment.com/hobbies/microphonecare_sfou.htm

This site has an excellent, easy to understand piece on cleaning microphones, which is exceptionally important in classroom situations where equipment is shared.

http://www.camerasnacks.com/camcorder-repair.html

This site explains basic care and maintenance for camcorders.

Assessments:

An ongoing assessment through questioning and observation is adequate. Teachers may decide to use a checklist to ensure that all facets of procedures ad care are covered and assessed with every student.

Understanding Artistic Design

Standard 2:   The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MA1-2.1   Develop a basic media arts vocabulary and identify elements of artistic design specific to individual media.

Essential Question: How can I create music that sounds pleasing?

Concepts, Skills, Techniques, and Critical Knowledge:

In order to create a sound production, students need to be aware of the elements that comprise good production, including correct vocabulary and concepts.

Activities:

1. As a class, create two recordings: one with the equipment set up and tested, and one with the equipment improperly set up. Listen to the results and discuss as a class, being sure to use and emphasize the correct vocabulary words.

2. As a listening activity, play several recordings or videos of good sound quality and several of poor quality. (Live concert footage can be a good source of poor quality recordings and can be found on www.youtube.com.) Lead students to compare and contrast the recordings, being sure to use and emphasize the correct vocabulary words.

3. Using software such as Finale, Sibelius, Groovy Music or Tam Tam, create two different pieces of music: one haphazard and one planned to follow the precepts of music theory. Discuss the results, being sure to use and emphasize the correct vocabulary words.

Resources:

See the resources the kindergarten standards for teaching vocabulary.

www.sibelius.com/products/**groovy**/pdfs/**Groovy**%20Hints&Tips.pdf

This contains information about integrating Groovy Music into your lessons.

http://www.downloadatoz.com/audio-mp3_directory/groovy-music-city/

A free download of Groovy Music City, which uses an urban theme and shapes to represent iconic notation. THIS SITE HAS NOT BEEN EVALUATED.

Assessments:

The teacher can create a rubric to assess the compositions and evaluations at the necessary depth.

MA1-2.2   Construct basic designs to communicate his or her personal experiences through media artwork.

Essential Question: What musical ideas can I use to create music to tell my story?

Concepts, Skills, Techniques, and Critical Knowledge:

Activities:

Load software program such as "Groovy Music" or Finale on computer. Lead students to create a scale and listen to playback, or to lay several layers of prerecorded tracks from Groovy Music. Give students time to experiment with different tracks or notated sequences, and time to create an eight measure phrase.

Resources:

http://www.sibelius.com/products/groovy/movies/intros.html

http://audacity.sourceforge.net/about/

http://www.drumbot.com

Composition for Computer Musicians Michael Hewitt Macmillan, 2009

Assessments:

Create a rubric that contains the elements of good composition and correct use of vocabulary and concepts to assess this standard indicator.

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MA1-3.1   Identify the purpose and the intended audience for simple **media texts**.

Essential Question: Why do people create media arts works?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator introduces the concept of artistic expression. Students will learn to discover not only who created something, but also why it was created and for whom it was created.

Activities:

This standard can be easily interwoven into other classroom activities. As part of a lesson, teachers can ask the essential question and evaluate the students' answers. If a teacher chooses to address the issue in more depth, the teacher can play different pieces and discuss the composer of each piece and reasons for the piece's creation.

Resources:

http://www.artjunction.org/archives/why_do.pdf

Although specifically about creating art, this can be modified for any type of media artwork.

Assessments:

Teachers can use direct observation or checklists.

MA1-3.2   Identify messages in simple **media texts**.

Essential Question: What are composers trying to tell me in recorded music?

Concepts, Skills, Techniques, and Critical Knowledge:

Students will learn to listen for and evaluate meaning from digital sound productions. They will need good listening skills as well as critical thinking skills.

Activities:

Play two different versions of a recorded piece, such as a movement from Dvorak's "Pictures at an Exhibition" and the same movement from the

Emerson, Lake and Palmer version. Discuss the movements with the class to see if they received the same message from each version, then tell the story associated with the movement. The "Promenade" movement is useful as the two versions give a much different feel.

Resources:

http://en.wikipedia.org/wiki/Pictures_at_an_Exhibition

http://www.stmoroky.com/reviews/gallery/pictures/hartmann.htm

These sites not only explains the history of the piece and the interpretation of its movements, but also contains images of the actual artwork on which it is based. The second webpage also plays the original piano composition.

Assessments:

Create a rubric that can be used to map the students' progress in interpreting meaning.

MA1-3.3   Express his or her thoughts and feelings about simple **media texts**.

Essential Question: How does this music make me feel, or what does it make me think about?

Concepts, Skills, Techniques, and Critical Knowledge:

Learning to recognize the emotions created by listening to a recorded music piece can help students in recognizing the composer's purpose and intended audience.

3. Because written expression will be difficult at this age level, it is recommended that activities focus on discussion and illustrating. A favorite lesson is to pass out drawing paper and crayons and have students draw what they think they are hearing in a piece of music, or how the music makes them feel. Students should be scattered over a wide area during this lesson to discourage sharing their ideas before the activity is over.

4. Choose a piece of digital music that has no words. Pass out scarves and have students move to the music, creating the story that they hear in the music. Suggest to students that they move through high and low space, that their movements mirror the tempo, and that their movements match the contour of the melody.

Resources:

http://www.springerlink.com/content/x05238tgq1101w92/

This is an article that concentrates on using movement to express meaning in music; a helpful resource for teachers who have not used this activity before.

http://facpub.stjohns.edu/~booner/Publications/DBmanR2.pdf

This is a scholarly research article concerned with age levels and how students find meaning through movement. Although dry, it does answer questions about age appropriate abilities and a teacher can use this information to prepare lessons.

Assessments:

Teacher created rubrics work best for these activities, although a checklist during discussion is also appropriate.

MA1-3.4   Describe ways that different audiences might respond to specific **media texts**.

Essential Question: What are some ways that other people might feel or think about this music?

Concepts, Skills, Techniques, and Critical Knowledge:

At this age level, students have difficulty imagining from a different point of view, so guided instruction may be necessary.

Activities:

This indicator can also be interwoven into other activities, such as discussion following listening exercises. Call on multiple students to gather several differing interpretations of a piece of digital music, then lead class to discover that there is no "right" or "wrong" answer when discussing interpretation.

Resources:

http://www.cat.ilstu.edu/resources/teachTopics/classd.php

This is a resource for leading class discussions, and contains many helpful pieces, including Power Point presentations.

http://www.mhhe.com/socscience/english/tc/discussion.htm

This website is from an ELA viewpoint and is a scholarly paper, but contains research-driven points on classroom discussion.

Assessments:

A checklist can do for this indicator, or include it in a rubric created for another activity.

MA1-3.5   Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Essential Question: What can I use to find music and recordings?

Concepts, Skills, Techniques, and Critical Knowledge:

Digitally-savvy students must not only know how to create sound productions, but also where to find other examples of the genre in order to research, compare and evaluate compositions.

Activities:

4. This indicator can be incorporated into other activities. When creating digital media, the teacher can ask where the music can be found, or how can it be created. When doing listening exercises, the teacher can ask where the music came from and have the students list places where the teacher might have found it.

5. Students can create a story about a character that is searching for a special piece of music. Using a Smartboard or Activboard, the teacher can easily import artwork to illustrate the story in advance. As the students create the story, the teacher can insert illustrations of the character searching for the media. At the conclusion of the story, the students will have answered the essential question.

6. Use the lesson above, but have students draw the illustrations themselves. Scan the pictures and import into a movie making software such as Photostory 3 or Windows Movie Maker. Lead students in a search of digital music that can be used in the movie, following copyright laws. In this way, students can act out the story as well as produce it.

Resources:

http://www.learnthenet.com/

This is a basic webpage with lots of advertisements, but it does show how to locate information.

http://millie.furman.edu/mll/tutorials/photostory3/index.htm

This is an excellent tutorial for using Photo Story 3, including screen shots. If you prefer to watch a presentation, try this link:

http://www.youtube.com/watch?v=s0oH9qE9qEY.

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MA1-4.1   Identify uses of the media arts in everyday life.

Essential Question: Where do I see myself and others using recorded music during my day?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator helps students to identify the uses of digital music outside the music classroom. Often students don't notice music as it becomes part of the background of their life- heard but not listened to. This indicator helps them to observe when and why they use digital music when not specifically learning about it.

Activities:

1. Ask students to describe their daily routine. Have them try to recall whether there was music playing while engaging in these activities, and from where this music came.

2. Show videos (movies, TV episodes, ect.) geared toward young children. Stop movie periodically and identify when digital music and equipment is being used.

Resources:

http://www.sandbox-learning.com/Default.asp?Page=181

This site focuses on teaching children to answer questions.

Assessments:

This indicator can be assessed through informal observation and a checklist.

MA1-4.2   Compare and contrast the media arts with other arts disciplines and other content areas.

Essential Question: What is different, and the same, when you use media arts instead of reading or doing?

Concepts, Skills, Techniques, and Critical Knowledge:

Activities:

Record the students playing London Bridge. Have students watch and discuss what was different and the same when they observed the activity as compared to when they created the recording.

Resources:

http://cnx.org/content/m13617/latest/

This webpage is mostly a discussion of form that is easily learned in the primary grades, but also contains discussion questions.

Assessments:

The most efficient way to assess this standard is with a checklist, but students can also draw pictures describing the similarities and differences between the different subject areas.

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MA1-5.1   View and describe a variety of **media art forms**.

Essential Question: How is watching a live performance different from a recorded performance?

Concepts, Skills, Techniques, and Critical Knowledge:

Until recent history, all sound productions were live productions.   The introduction of sound recording equipment has led to more sophisticated music as well as to music that is more available to more people.   Students will begin to differentiate between music that was created to be experienced by many people at different times and concert music.

Activities:

Take students to a live concert (assembly, field trip, older class performs for them).   After the performance, discuss how this performance would have been experienced by them if they had viewed a video of the performance.

Resources:

http://www.google.com/#q=history+of+concerts&hl=en&tbs=tl:1&tbo=u&ei=YZoTTJ7GB8T48Aap7eiNCg&sa=X&oi=timeline_result&ct=title&resnum=11&ved=0CEIQ5wIwCg&fp=a3c13f954bf61e86

A Google timeline of public performances.

http://en.wikipedia.org/wiki/History_of_sound_recording

Gives details about how production came into being and how it evolved.

Assessments:

Have students complete an oral evaluation of the experience.

MA1-5.2   View and discuss media artwork that portrays family and/or community.

Essential Question: How is community/family represented to you in this piece of music?

Concepts, Skills, Techniques, and Critical Knowledge:

First grade Social Studies standards have an emphasis on family and community. Because so much of how we perceive our society is gleaned from informational technology and is reinforced in the arts, including this indicator makes sense. Students will become aware of how they experience family and community life, and how it can be the same or different than how their classmates, and others, experience family life as well. The concept of family is taught and reinforced in song as well as images that students are exposed to every day.

Activities:

This indicator can be included in teaching any song to meet standard 1 of the General Music standards. Teach any song about family, such as Jack Hartmann's "We are a Family". After students are able to sing through from memory, ask "How is the idea of a family talked about in this song?" "Is this how you think about your family?"

Resources:

http://www.songsforteaching.com/familysongs.htm

This is a website where you can preview and purchase songs to fit family lifestyles.

http://musiced.about.com/od/lessonsandtips/a/familysongs.htm

This site includes not only links to family songs but also lesson plans.

Assessments:

For this discussion lesson, a checklist can be used to track answers from students.

MA1-5.3   Identify characteristics of the media arts that exist among diverse cultural and ethnic groups.

Essential Question: What parts or elements of this music are the same as the music from a different culture?

Concepts, Skills, Techniques, and Critical Knowledge:

Although all music is, after all, music, the elements and conventions associated with different cultures' original music can be different. Some cultures emphasize a diatonic scale while others use a pentatonic scale or no scale at all. As students learn to analyze different cultures' treatments of the music elements, they reinforce their knowledge of these elements as well as the depth of understanding that they possess.

Activities:

Listen to music from another culture (African, Indian, Aboriginal, Japanese, ect) and compare to American folk song recording. Place an emphasis on comparing the *elements* of music (melody, rhythm, dynamics, tempo and form). Create a chart that includes the elements and columns for each type of music listened to and fill the chart in on the second time the pieces are listened to. Lead a class discussion on the comparisons, or create groups to talk about each type of music.

Resources:

http://www.misscheal.com/othercultures.cfm

This website is geared towards younger students, and contains many pictures plus a music vocabulary word of the day. However, it contains no sound, so sound clips of the different instruments will need to be obtained elsewhere.

http://www.mamalisa.com

This site has an amazing amount of folk music from countries around the world. Some songs come with midi and sheet music as well.

http://www.sbgmusic.com/html/teacher/reference/cultures.html

This is a reference site to research music of other cultures.

Assessments:

Assess this indicator by using the chart that students have filled in.

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MA1-6.1   Explore human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question: What effect does having access to recorded music have on you and your family?

Concepts, Skills, Techniques, and Critical Knowledge:

Students will learn about the effect of free access to music (radio, TV and internet) on family life. The ease with which music can be incorporated into daily routines makes music ubiquitous. Students will become aware of the influence of music in their lives.

Activities:

Create a journal detailing a student's typical day. Students can accomplish this by drawing a sequence of pictures depicting their normal day, and writing small sentences underneath the pictures to describe them. Have students place a star (or music note) next to any picture that might have music playing. Have students count the number of stars that are in their journal entries. Encourage them to create one or two sentences describing how much music they experience in their daily lives.

Resources:

[Journal Buddies: A Girl's Journal for Sharing and Celebrating Magnificence (2nd Edition)](#) by [Jill Schoenberg](#) (Paperback - Apr. 24, 2007)

This a book written by a popular and well-regarded author who emphasizes journaling as a means of self-esteem for girls, but contains journaling advice and how-to's.

http://www.educationworld.com/a_curr/curr144.shtml

This website contains plans for creating journals.

http://www.rubrics4teachers.com/writing.php

This contains many rubrics for assessing writing.

Assessments:

Use a writing rubric to assess students' understanding of the integral part that music plays in their everyday lives.

MA1-6.2   Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: What are the rules for using someone else's recorded music?

Concepts, Skills, Techniques, and Critical Knowledge:

Although often too immature to realize the consequences of copyright infringement and illegal downloads, students need to become aware of the laws governing music publications. They will often see illegal behavior modeled by friends and family members and need to have correct behavior reinforced by teachers and peers. The importance of supporting creative artists needs to be included in lesson plans at the earliest opportunity.

Activities:

Set students up in small groups with classroom instruments. Have each group create a four beat rhythmic ostinato. After the ostinato is created and practiced, give the groups time to decide a "worth" for their ostinato-perhaps a certain number of pieces of candy or play money. The give the groups time to interact and bargain for the right to use other group's ostinatos in their compositions, encouraging the groups to see who can create the longest ostinato.

Resources:

http://www.humanities.uci.edu/humanitech/copyright/rules.html

http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm

http://www.pdinfo.com/copyrt.php

All of these sites contain information on the use of copyrighted music and public domain procedures.

http://cnx.org/content/m14258/latest/

This site contains lesson plans for creating ostinatos.

Assessments:

Allow students to self-assess by writing journal entries or by discussion of process. Be sure to ask guiding questions such as "How much did you think that your ostinato was worth?" "Did others think the same?" "How would you feel if another group had stolen your ostinato?"

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MA2-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question: What music elements should be considered when making an audio production?

Concepts, Skills, Techniques, and Critical Knowledge:

There are many components that must be considered when creating a sound production. The music elements of pitch, meter, timbre and dynamics must be chosen, plus the actual production values of mixing, editing, creating balance and quality must be considered as well. This indicator is designed to encourage students to consider these elements before beginning the creative process.

Activities:

As a class, decide how the next performance (concert, assembly, in-class performance) will be recorded. Be sure to cover such decisions such as what equipment will be used, how much of each piece of equipment is necessary, where the equipment will be placed, how will it be edited and how can it be broadcast.

Resources:

http://download.cnet.com/windows/audio-production-and-recording-software/

The Audio Production category contains software programs developed to let users edit, record, mix, tweak, encode, and compose digital audio files, including applications that convert MP3 files. Some programs, such as DJ software, let users create their own music. Notable titles include Virtual DJ and Audacity. Some of the programs are free but some must be purchased.

http://www.tweakheadz.com/guide.htm

A very technical page with lots of information for creating recordings.

http://www.mediacollege.com/

A website offering free tutorials in all types of media arts productions.

Assessments:

A checklist can be used during the brainstorming session to see what elements the students include.

MA2-1.2   Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question: What can we use to create a sound production or digital music composition?

Concepts, Skills, Techniques, and Critical Knowledge:

Activities:

As part of a classroom lesson, teach an ensemble piece. This could be an Orff piece, an unaccompanied song, or perhaps a recorder piece. Divide students into groups of four. Have each group brainstorm ways to record the performance. Allow each group to record their performance of the piece and show to class for peer evaluation.

Resources:

http://audio.tutsplus.com

Some of the articles contained in this site are for advanced users, but some are for beginners, such as the article on how to use drum tracks. Browsing through the site will give the teacher an idea of suitability for that particular person.

http://www.ducksoftware.com/audiovideo/audioproduction.html

This site contains a long list and evaluation of many computer recording software products. It contains links for purchasing and downloading the software as well.

Assessments:

A teacher-created rubric that contains the elements of sound production can be used for the peer evaluation. Or, if class performance does not occur, a checklist can be used during the brainstorming session to see what elements the students include.

MA2-1.3   Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question: Why is it important to use equipment properly and treat it respectfully?

Concepts, Skills, Techniques, and Critical Knowledge:

In order to value the proper care and treatment of materials, students need to know why it is important. When this has been internalized, then students will begin to care for and treat equipment and materials properly without constant supervision and reminders from the teacher.

Activities:

This indicator should be woven into every lesson that uses the materials and equipment. At this grade level, the teacher should begin to ask this question of the students and reinforce correct answers. Students who demonstrate consistent proper usage and care for materials and can answer the question appropriately should be publicly congratulated to encourage other students to adopt the same behavior.

Resources:

http://www.basic-digital-photography.com/caring-for-your-digital-camera.html

This site is very detailed, plus it also contains helpful links for other aspects of digital photography.

http://www.natlib.govt.nz/services/get-advice/preservation/preserving-sound-recordings

This site is mostly aimed at tape recordings, but contains helpful information about storage and temperature requirements.

http://www.essortment.com/hobbies/microphonecare_sfou.htm

This site has an excellent, easy to understand piece on cleaning microphones, which is exceptionally important in classroom situations where equipment is shared.

http://www.camerasnacks.com/camcorder-repair.html

This site explains basic care and maintenance for camcorders.

Assessments:

A checklist with students' name and correct answers can be used to assess this indicator.

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MA2-2.1   Develop a basic media arts vocabulary and identify elements of artistic design specific to individual media.

Essential Question: What can I use to create music or produce audio that sounds pleasing?

Concepts, Skills, Techniques, and Critical Knowledge:

In order to create an aesthetically pleasing piece of digital media, the student needs to comprehend the elements necessary for good production. Students need to consider what recording equipment and software will work best in the recording environment- it is indoors or outdoors, a small space or a large one, are the acoustics of the environment suitable for recording? What type of microphone will work best? Will it be videotaped as well? If the student is creating a piece of music on the computer, the student needs to consider the elements of pitch, meter and melody, as well as choose timbres and tempo. The student will also need to decide for what purpose the piece is being composed and how that will affect how the file is saved.

At this grade level, the student will only possess a rudimentary knowledge of these elements and so this indicator needs to be interwoven into all lessons that might contain a composition or sound production.

Activities:

1. Create a music video of a book currently being read in the classroom. Students can choose a piece of background music while reading the book aloud. Have students consider the location of the filming, what music is most appropriate for this, and how it should be recorded, using teacher-supplied options.

2. Load a music writing computer program onto computers in music room or computer lab. Using a checklist, have students create a four measure composition that includes the elements of good composition (meter, pitch, melody ect) as well as good production.

3. Divide class into groups of four. Announce a music design contest that will be based on proposals from students on how they would create a video of the school song. Supply a scoring rubric and a list of available materials.

Resources:

www.sibelius.com/products/**groovy**/pdfs/**Groovy**%20Hints&Tips.pdf

This contains information about integrating Groovy Music into your lessons.

http://www.downloadatoz.com/audio-mp3_directory/groovy-music-city/

A free download of Groovy Music City, which uses an urban theme and shapes to represent iconic notation. THIS SITE HAS NOT BEEN EVALUATED.

www.rubristar4teachers.com

Use to create scoring rubrics.

http://audio.tutsplus.com

Some of the articles contained in this site are for advanced users, but some are for beginners, such as the article on how to use drum tracks. Browsing through the site will give the teacher an idea of suitability for that particular person.

http://www.ducksoftware.com/audiovideo/audioproduction.html

This site contains a long list and evaluation of many computer recording software products. It contains links for purchasing and downloading the software as well.

Assessments:

Teachers can use checklist, scoring rubrics, and peer evaluation rubrics to assess this indicator.

MA2-2.2   Design and create media artwork that communicates his or her personal experiences.

Essential Question: What musical ideas can I use to create music to tell my story?

Concepts, Skills, Techniques, and Critical Knowledge:

In order to meet this indicator, students will need to be able to decide upon a "story" that they would like to share with an audience. They will then need to decide what particular medium would best tell that story for them, and then incorporate the elements of design in order to "tell" that story. In order to present an idea in music, students need to reach beyond the traditional sound effects and begin to imagine ideas that can be expressed through tempo, melody, timbre and pitch.

Activities:

1. Pass out class room percussion instruments, including rattles, maracas and rainsticks. Divide class into groups and have them create a sound piece entitled "A Rainy Day". Record (audio only) and play for entire class to peer evaluate.

2. Have students bring their journals to music class. Working individually, have students create a musical interpretation of a story told in their journal, using classroom instruments or a computer software program. Record as audio or have files saved on computer.

3. As a class, create a story on the topic of students' choosing. Using a graphic organizer, create a storyboard that details how this story could be produced.

Resources:

http://freeology.com/graphicorgs/

http://www.eduplace.com/graphicorganizer/

http://themes.pppst.com/graphic-organizers.html

http://www.inspiration.com/

These are sites that contain free graphic organizers, in printable formats and some in powerpoint format. Kidspiration is not free but has already been purchased by many schools, so check with the technology administrator before considering purchase.

Assessments:

Rubrics and peer evaluations area excellent choices for assessing this indicator.

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MA2-3.1   Identify the purpose and the intended audience for some simple **media texts**.

Essential Question: Who was the music created for and why was it created?

Concepts, Skills, Techniques, and Critical Knowledge:

Although some music is created for pure artistic expression, some is created for specific purposes. A Sousa march serves a much different purpose than the soundtrack to a movie documentary. Students need to observe the purposes and intended audiences when evaluating a piece of music in order to interpret a piece.

Activities:

As part of any classroom listening exercise, ask the essential questions and observe results. If students cannot answer the question, ask them what they think it might be for.

Resources:

http://www.kevin-ho.com/Text/archiv_mus_adorno.htm

Scholarly piece that may help define the teacher's thinking in terms of classical music and presentation.

http://www.experienceproject.com/music_search.php

This site can help locate songs for different moods. There are no classical pieces; it is geared towards popular music.

Assessments:

Use a checklist or incorporate into another assessment as part of a listening exercise.

MA2-3.2   Identify messages in simple **media texts**.

Essential Question: What do you think this music is trying to say to you?

Concepts, Skills, Techniques, and Critical Knowledge:

Activities:

As part of any classroom listening exercise, ask the essential questions and observe results. If students cannot answer the question, ask them what they think it might be for.

Resources:

http://www.kevin-ho.com/Text/archiv_mus_adorno.htm

Scholarly piece that may help define the teacher's thinking in terms of classical music and presentation.

http://www.experienceproject.com/music_search.php

This site can help locate songs for different moods. There are no classical pieces; it is geared towards popular music.

Assessments:

Use a checklist or incorporate into another assessment as part of a listening exercise.

MA2-3.3   Express his or her thoughts and feelings about simple **media texts**.

Essential Question: How does this music make you feel? Does it make you think about anything?

Concepts, Skills, Techniques, and Critical Knowledge:

Part of critiquing music is interpreting its message. Students need to be able to open their minds and search out the intended message of the composer. This ability will also reinforce their success as fledging composers as they decide what to create. Students should be directed towards listening for the elements of music and how they are used to create a mood or message. Teacher instruction is integral as the intended purpose of Mozart's *Eine Kleine Nachtmusik* is much different than the purpose of *Cosi Fan Tutte*, but most students will hear it as classical music and not infer the purpose without teacher help, such as stories about the creation of the music or the first performances.

Activities:

1. Use student journals to describe a listening exercise.

2. Pass out drawing paper and crayons; have students draw a picture of what the music makes them think of, or create a color piece to interpret the music.

Resources:

http://www.experienceproject.com/music_search.php

This site can help locate songs for different moods. There are no classical pieces; it is geared towards popular music.

http://www.stmoroky.com/reviews/gallery/pictures/hartmann.htm

Helpful information about Mussorgsky's *Pictures at an Exhibition*.

Assessments:

Use a rubric to score journal entries and artwork.

MA2-3.4   Describe ways that different audiences might respond to specific **media texts**.

Essential Question: How would others feel if they heard this production in another time or place?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator is designed to encourage students to look beyond their current mindset and imagine other possibilities. Often interpretation is based on the students' current mindset or environment, so taking it to another context helps them to imagine other possibilities. Additionally, attempting to interpret a message from another point of view encourages a wider and better interpretation.

Activities:

This indicator can be added to the activities listed in indicator MA2-3.3, or completed the same way but as a separate activity.

Resources:

http://www.ehow.com/how_2239418_draw-using-imagination.html

This site contains great hints on how to draw in abstract fashion.

Assessments:

Use a rubric to score journal entries and artwork.

MA2-3.5   Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Essential Question: How many different ways can you find to access this production?

Concepts, Skills, Techniques, and Critical Knowledge:

Students will need to know how to find and use digital media production in order to study them and create them. Students should have a working knowledge of search engines, websites, TV channels, both radio and internet radio, I-tunes or a similar program, and what mp3 players are and how to use them. Students should have an acquaintance with programs such as Windows Media Player, Quicken or Real Player.

Activities:

1. Divide class into groups. Post a "Scavenger Hunt" of different pieces of digital music or videos and compete to see which team finishes the hunt first.

2. As a class exercise, determine a piece a music that the class would like to access. Discuss options for finding the music, and investigate which way is best. This activity could be dovetailed into standard MA2-6.1 and MA2-6.2, as the class discusses the ethics of finding and importing music.

Resources:

http://www.scavenger-hunt-guru.com/plan-a-scavenger-hunt.html

http://www.scavenger-hunt-guru.com/free-stuff-for-teachers.html

Planning a scavenger hunt is just part of this website; it also contains lesson plans and suggestions.

http://www.scavengerhuntsforkids.com/

This is more scavenger hunt material.

Assessments:

Use the score sheet to evaluate students' success in finding media.

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MA2-4.1   Identify uses of the media arts in everyday life.

Essential Question: When and where do I use sound in my life?

Concepts, Skills, Techniques, and Critical Knowledge:

Part of recognizing the importance of media arts, especially music, is in becoming aware of the pervasiveness of it in our daily lives. Students will learn to examine their routines to see when and how music is a part of it, from alarm clocks in the morning to the radio to movies and TV as well as video games and computer programs. Students will learn how a movie soundtrack can create a mood and enhance the action, and can apply those precepts to their school and daily life.

Activities:

1. Ask students to describe their daily routine in their journals. Have them state whether there was music playing while engaging in these activities, what the music was, and from where this music came.

2. Show videos (movies, TV episodes, ect.) geared toward young children. Stop movie periodically and identify when digital music and equipment is being used.

Resources:

http://en.wikipedia.org/wiki/Soundtrack

A good history of soundtracks, and even contains a section on video game soundtracks!

http://www.soundtrackcollector.com/index.php

A place to purchase and download soundtracks.

Assessments:

Use a rubric or checklist to assess.

MA2-4.2   Compare and contrast the media arts with other arts disciplines and other content areas.

Essential Question: How is listening to recorded music different from watching it or playing it yourself?

Concepts, Skills, Techniques, and Critical Knowledge:

Activities:

Record the students playing a classroom ensemble piece. Have students watch and discuss what was different and the same when they observed the activity as compared to when they created the recording.

Resources:

http://www.ehow.com/how_2278441_write-movie-critique.html

This resource is for the teacher, and will guide the teacher through the essentials of critiquing, which can then be applied to lesson writing.

Assessments:

A journal entry can be used to assess this indicator.

MA2-4.3   Explore the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question: What will it cost me to make this sound production? What equipment will I need and do I have to pay anyone to use it?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator serves as a scaffold for creating digital media, and is an important foundation for digital literacy and ethical behavior. The student will learn to estimate and calculate production and equipment costs, and to practice responsible financial decision making. Students will need to understand the planning process, including making decisions about equipment based on availability and cost, copyright and royalties, funding and income, and the hiring and compensation of specialists.

Activities:

Show a short video clip such as "The Final Spongedown" from "Sponge Bob, Square Pants".   On board, have students list the production aspects, such as animation, audio production, video production and marketing. Using each as a heading, define the personnel needed to produce this video, and check or star each line that would involve compensation of some sort.

Resources:

http://video.google.com/videoplay?docid=-4070173065289021875#

Using this site will keep the teacher from having the access youtube.com and the advertisements associated with that site. However, using Real Player or the youtube downloader will also allow the teacher to download and save the video as well.

http://youtubedownload.altervista.org/

Good site for downloading the youtube downloader.

http://www.real.com/realplayer

This is the best site for downloading Real Player. Make sure to check with the Technology Administrator before downloading software!

Assessments:

Use a checklist or a short multiple choice assessment for this.

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MA2-5.1   View and describe a variety of **media art forms**.

Essential Question: How is sound production in the 21st century different from the 20th century production?

Concepts, Skills, Techniques, and Critical Knowledge:

Students will learn to recognize and evaluate the technology used to create audio production in the last century. Students should learn the history of recorded sound, beginning with the Victrola and continuing through cassettes, CD's and digital media forms.

Activities:

Obtain recordings of a piece of music from an earlier era, such as swing. Play the piece from different mediums, such as LP, original radio broadcasts, CD and mp3. Create a chart and have students analyze for sound quality, effectiveness and availability to the public.

Resources:

www.amazon.com

This is a place for hard to find recordings.

http://www.pbs.org/jazz/

This site has many original recordings with the original quality left intact.

Assessments:

Use the chart as a checklist to assess student's progress in this indicator.

MA2-5.2   View and discuss media artwork that portrays family and/or community.

Essential Question: How is my concept of family and community represented in this production?

Concepts, Skills, Techniques, and Critical Knowledge:

At this grade level, students can participate in more in-depth analysis and discussion of this indicator. They can contrast their opinion of family with that portrayed in other mediums or by other students.

Activities:

This indicator can be included in teaching any song to meet standard 1 of the General Music standards. Teach any song about family, such as Jack Hartmann's "We are a Family". After students are able to sing through from memory, ask "How is the idea of a family talked about in this song?" "Is this how you think about your family?" After the discussion, show a music video portraying families. Compare the two experiences and contrast how the family is represented.

Resources:

http://www.songsforteaching.com/familysongs.htm

This is a website where you can preview and purchase songs to fit family lifestyles.

http://musiced.about.com/od/lessonsandtips/a/familysongs.htm

This site includes not only links to family songs but also lesson plans.

Assessments:

For this discussion lesson, a checklist can be used to track answers from students.

MA2-5.3 Identify characteristics of the media arts that exist among diverse cultural and ethnic groups.

Essential Question: How does my view of sound production and digital music compare to that of other cultures?

Concepts, Skills, Techniques, and Critical Knowledge:

In this indicator, students will be exposed to media from other countries and cultures, and learn to compare the interpretations without bias. By taking a logical, un-opinionated look at media production, students will be able to appreciate the aesthetics of production and to critically compare it to their own. The skills needed to accomplish this are only just beginning to develop at this age level, but exposure at the age will help to create a mindset that can accommodate differing points of view.

Activities:

Show a music video designed for children from this country or region, and then show the same type of video from another country, such as India or Japan. Alternatively, play a recording of folk music from America or South Carolina and another country such as Kenya or Malaysia. Have students write a journal entry detailing their observations about the two productions, including instrumentation, sound quality and intended message.

Resources:

http://freekidsmusic.com/music-ab.html

This site contains downloaded children's music.

http://www.erichermanmusic.com/video.html

The elephant song is very cute and contains children's animation.

http://www.rhapsody.com/children

A good compilation of children's music and videos.

http://www.manicksorcar.com/childrensongs.php

There is a clip of an Indian children's song, but it is done in American style.

http://www.rajshri.com/

http://www.rajshri.com/searchresults.aspx?seval=children

This site contains authentic Indian videos, but it slow to load and takes searching to find what is needed.

Assessments:

Use a rubric to score the journal entry.

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MA2-6.1 Explore human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question: What benefits and problems can arise from easy access to others' works of digitally created music and sound?

Concepts, Skills, Techniques, and Critical Knowledge:

In this indicator, students examine the usefulness of easily accessible digital music, but also the inherent problems that are contained in this accessibility. Students should be guided to consider the value of a large and easily reached audience for productions, how more music can be composed with free and purchased software, and how cultures can communicate more easily through the arts and cyberspace. Students should also consider the ethical issues involved in copyright violation and illegal downloads, and the prevalence of viruses and worms in illegal music and hackers into established websites.

Activities:

1. As a journal entry, have students discuss how they would feel about a person being able to access their creation through digital means. Have them consider the benefits as well as the problems.

2. Read a book or show a children's video about internet usage. Discuss as a class what the consequences are for both good and bad usage.

Resources:

http://www.doug-johnson.com/dougwri/developing-ethical-behaviors-in-students.html

This is a fantastic article about the importance of installing ethical digital behavior in students from a young age. This article will convince teachers to promote ethical behavior for very practical reasons. A good overview to read before creating lesson plans.

http://www.abc-clio.com/products/overview.aspx?productid=143087&viewid=1

From the same author as above, this book is intended for library media specialists.

http://www.commonsensemedia.org/grade-1-2

Although aimed at parents, this is a great resource for teachers as well.

http://www.tekxam.com/StudyGuide/concepts/Ethics-and-Legal/TekXam_Legal_and_Ethical_Study_Guide.html

A listing of rights and privileges for intellectual property in digital media.

www.digitalcitizenship.net

An easy to understand reference for ethical digital behavior.

Assessments:

Use a checklist to assess the essential points. Use a rubric to assess the depth of understanding.

MA2-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: Is it legal to access and use others' work in digital sound?

Concepts, Skills, Techniques, and Critical Knowledge:

Students should be taught the concepts of acceptable use (less than 30 seconds), public domain and copyright protection, and should know in what circumstances these apply.

Activities:

Ask children if they know the song "Happy Birthday". As part of the discussion, ask when do people sing this song. Lead into where the song could be sung. Then ask if they hear it on TV, the radio or in movies. As the discussion continues, inform the students that "Happy Birthday" is a copyrighted song and cannot be performed in public or as part of a digital media production without paying royalties. As part of the discussion, ask if they would pay to use the song in a video or audio production that they were creating and if not, what would they use?

Resources:

http://www.snopes.com/music/songs/birthday.asp

http://www.unhappybirthday.com/

http://www.pdinfo.com/copyrt.php

These websites affirm the legality of the "Happy Birthday" copyright (including its ownership by Time Warner and enforcement by ASCAP) and give information about public domain and acceptable use.

Assessments:

A checklist or journal entry about the issue of copyright law will serve as a good assessment tool.

GRADE 3
Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MA3-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question: What techniques, concepts and skills do I need to use to create a piece of digital music?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator addresses the elements of both music composition and sound production. Students need to be able to use the principals of composition including melody, harmony, rhythm, meter, dynamics and expression. They also need to be aware of the principals of production, including balance, editing, mixing and publishing.

Activities:

1. Create a worksheet with the elements listed above in boxes. Create separate boxes for the definitions of these elements and have students match.

2. As a journal entry, have students describe the process that they would use to create and publish an original piece of music.

Resources:

http://musiced.about.com/od/beginnerstheory/a/musicelements.htm

Good introduction to basic composition.

http://www.dummies.com/Section/Music-Creative-Arts.id-323651.html

You can find the answer to any computer publishing question here.

Assessments:

Grade using the worksheets, as part of a quiz, or use a rubric &/or checklist to assess the journal entries.

MA3-1.2   Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question: How can I best use different techniques, technologies and processes to create aesthetically pleasing digital music?

Concepts, Skills, Techniques, and Critical Knowledge:

The skills necessary for this indicator combine a student's knowledge of composition skills and music composition software. The student will need to decide how to combine the elements of music (melody, harmony, rhythm, meter, dynamics and expression) with the correct choice of software to create their piece. At this grade level, software choices should be limited so as to not overwhelm the student.

Activities:

1.   Give students a choice between two different software programs- one iconic, and one with traditional notation. (For example, Groovy Music vs. Finale.) Assign them to create an eight measure piece in duple meter, with their choice of rhythm, melody and timbre. This lesson can be combined with solfege syllables to make it easier for students to create a melody if the student has chosen traditional notation software.

2. After the creation of the piece, at a later date, have students write in their journals, depicting the creative process and why they made the choices that they did.

Resources:

http://audio.tutsplus.com

Some of the articles contained in this site are for advanced users, but some are for beginners, such as the article on how to use drum tracks. Browsing through the site will give the teacher an idea of suitability for that particular person.

http://www.ducksoftware.com/audiovideo/audioproduction.html

This site contains a long list and evaluation of many computer recording software products. It contains links for purchasing and downloading the software as well.

Assessments:

Create rubrics that assess the inclusion of the music compositions elements as well as a writing rubric for the journal entries.

MA3-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question: What are the necessary procedures and responsibilities for proper use of and care for equipment? Why are these important?

Concepts, Skills, Techniques, and Critical Knowledge:

In order to value the proper care and treatment of materials, students need to know why it is important. When this has been internalized, then students will begin to care for and treat equipment and materials properly without constant supervision and reminders from the teacher.

Activities:

This indicator should be woven into every lesson that uses the materials and equipment. At this grade level, the teacher should begin to ask this question of the students and reinforce correct answers. Students who demonstrate consistent proper usage and care for materials and can answer the question appropriately should be publicly congratulated to encourage other students to adopt the same behavior.

Resources:

http://www.basic-digital-photography.com/caring-for-your-digital-camera.html

This site is very detailed, plus it also contains helpful links for other aspects of digital photography.

http://www.natlib.govt.nz/services/get-advice/preservation/preserving-sound-recordings

This site is mostly aimed at tape recordings, but contains helpful information about storage and temperature requirements.

http://www.essortment.com/hobbies/microphonecare_sfou.htm

This site has an excellent, easy to understand piece on cleaning microphones, which is exceptionally important in classroom situations where equipment is shared.

http://www.camerasnacks.com/camcorder-repair.html

This site explains basic care and maintenance for camcorders.

Assessments:

A checklist with students' name and correct answers can be used to assess this indicator.

MA3-1.4   Utilize **information literacy skills** to make informed decisions about his or her use of digital tools and resources.

Essential Question: What do I need to know to be able to make good decisions about creating digital music?

Concepts, Skills, Techniques, and Critical Knowledge:

In this indicator, students must be able to determine what they already know and also how to find out what they do not already know. Students will need knowledge of computer composition and editing software, but also need the skills necessary to research and evaluate information from the internet and media.

Activities:

As a precursor to the activities suggested in standard MA3-1.3, create a research project (Webquest) that will guide students through reviews and instructions on several different music software programs. By using a webquest, the teacher will be able to control what sites the students visit while also allowing them to surf and discover on their own. Students can then prepare a report (perhaps in Power Point) that displays their research, results and decisions.

Resources:

http://school.discoveryeducation.com/schrockguide/webquest/webquest.html

Information on webquests for the beginner.

http://webquest.org/index-create.php

An excellent site for guiding novice and experienced teachers in the creation of a webquest. This site includes suggestions, models and templates.

Assessments:

Use of a rubric is recommended for webquests and is usually created on the planning stage of the webquest.

MA3-1.5   Develop self-led and peer-led instruction and assessment skills in the creation of media artwork.

Essential Question: What is the best way to teach and critically evaluate a digital music production?

Concepts, Skills, Techniques, and Critical Knowledge:

The inherent goal of self-led and peer-led evaluations is to teach students to make decisions without reliance upon an authority figure. By addressing this indicator, students will take the first step in learning to judge the works of themselves and others. Students will need to know what elements should be evaluated as well as which methods work best for constructive criticism.

Activities:

This indicator dovetails nicely with standard MA3-1.2. Before commencing an activity to teach that standard, divide class into groups and spend a class period letting the groups develop their own scoring rubrics. As the teacher guides them into creating appropriate rubrics, the students will gain a deeper understanding of both indicators.

Resources:

http://www.foundationcoalition.org/publications/brochures/2002peer_assessment.pdf

http://www.cluteinstitute-onlinejournals.com/PDFs/520.pdf

These are supporting documents for peer evaluation.

Assessments:

Before the project begins, hand out a scoring rubric to assess their created rubrics.

Understanding Artistic Design

Standard 2:   The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MA3-2.1   Use media arts vocabulary to identify elements of artistic design specific to individual media.

Essential Question: What techniques, elements and equipment work best for creating a digital piece of music or sound production?

Concepts, Skills, Techniques, and Critical Knowledge:

In this indicator, students will need to be able to name and also define the elements necessary to good composition and production. They will also begin to compare elements and equipment and evaluate their efficacy for intended purposes.

Activities:

1. Create a worksheet with specific projects on one side and techniques on the other and have students draw lines to make the best matches.

2. Have students write a journal entry with a writing prompt such as: "You have been invited to compose a piece of music that will be a theme for Field Day. How will you compose this music, and what will you use to compose it?"

Resources:

www.sibelius.com/products/**groovy**/pdfs/**Groovy**%20Hints&Tips.pdf

This contains information about integrating Groovy Music into your lessons.

http://www.downloadatoz.com/audio-mp3_directory/groovy-music-city/

A free download of Groovy Music City, which uses an urban theme and shapes to represent iconic notation. THIS SITE HAS NOT BEEN EVALUATED.

www.rubristar4teachers.com

Use to create scoring rubrics.

http://audio.tutsplus.com

Some of the articles contained in this site are for advanced users, but some are for beginners, such as the article on how to use drum tracks. Browsing

through the site will give the teacher an idea of suitability for that particular person.

http://www.ducksoftware.com/audiovideo/audioproduction.html

This site contains a long list and evaluation of many computer recording software products. It contains links for purchasing and downloading the software as well.

Assessments:

The teacher can use a checklist, score the worksheets, or use a rubric on the journal.

MA3-2.2   Design and create media artwork that communicates his or her personal experiences.

Essential Question: How can I create a piece of digital music that tells my story to others?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator addresses the expressive side of the arts, allowing students to find a creative outlet and to share with others. Students will need to be aware of mood, tempo, as well as dynamics and to have a subject in mind when they begin.

Activities:

Load software program such as "Groovy Music" or Finale on computer. Lead students to create and to lay several layers of prerecorded tracks from Groovy Music. Give students time to experiment with different tracks or notated sequences, and time to create an eight measure phrase.

Resources:

http://www.sibelius.com/products/groovy/movies/intros.html

http://audacity.sourceforge.net/about/

http://www.drumbot.com

Composition for Computer Musicians Michael Hewitt Macmillan, 2009

http://its.leesummit.k12.mo.us/digitalmedia.htm

This is a fantastic resource on digital publishing.

Assessments:

The teacher can assess using a checklist of essential elements, a rubric containing the same, or a peer evaluation.

MA3-2.3   Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question: What type of music can be created using modern technology, and how is it created?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator assesses a student's knowledge of the technology available, and the music creatable in current times. Students need to be aware of different software options, the equipment required to run this software, and what can and cannot be created this way. Students at this age should be able to create using iconic notation and be beginning to use traditional notation when composing.

Activities:

1. Create a writing prompt that asks the essential question listed above.

2. Divide students into groups and have them research and report upon different music composition software and the equipment used to create and record music.

Resources:

http://www.music-software-reviews.com/music_recording_software.html

This is a professional's site with reviews of many different types of software, from Apple's Garage Band to Fruity Loops.

http://music-notation-software-review.toptenreviews.com

This site is a comparison site of commercial music software, set up in the style of "Consumers Digest" but it is NOT sponsored by them.

Assessments:

Assess using a rubric or a small multiple choice quiz.

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MA3-3.1 Identify the purpose and intended audience for a variety of **media texts**.

Essential Question: How can I tell why the composer created this media, and for whom did he create it?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator takes the next step in the knowledge process by encouraging the student to explore why messages are created in media and how they can be placed in created works. It also stimulates thinking on how people perceive messages the ways that they do. Students will become aware of the methods used to create an intended message, from accepted conventions that suggest emotions or moods, to sound effects and tempo and dynamics used for effect.

Activities:

1. Listen to "Solveig's Song" from the *Peer Gynt Suites*. After listening, have students write in their journals about the thoughts and feelings inspired by the music.

2. Tell the story of *Peer Gynt* and play music from one movement as a background. Stop at particular sections when music enhances the action in the play and discuss as a class.

Resources:

http://www.enotes.com/peer-gynt/

A full synopsis about the story and intended audience.

http://www.rhapsody.com/album/peer-gynt-suites-1-and-2

This site will allow you to purchase and download selected tracks from the Suites.

Assessments:

Allow students to self-assess by creating journal entries or marking off a checklist or scoring their own rubric.

MA3-3.2   Identify overt and implied messages in simple **media texts**.

Essential Question: What is the main message of this media, and does it contain any assumptions?

Concepts, Skills, Techniques, and Critical Knowledge:

Students will learn to examine music and productions for intended messages or a meaning, and to evaluate this message for common assumptions on the part of the creator. Students will learn to listen for "gimmicks" in sound production, such as sudden loud outbursts, that create a mood or insinuate a perception.

Activities:

1. Play John Williams' "Theme from Jaws". Ask students what the music is about, and why that they think that.

2. Have students create a story to accompany Debussy's "La Mer". See if their writing matches up to the conventions displayed in this piece about the sea.

Resources:

http://en.wikipedia.org/wiki/Jaws_(film)

This site explains Williams' view of the composition and his intentions in creating the two note theme.

http://blogs.princeton.edu/wri152-3/s06/cgioia/debussys_la_mer.html

This site provides an insight into the composition of *La Mer*, including quotes from Debussy himself.

Assessments:

Use a checklist to assess this indicator, as continuing progress will occur.

MA3-3.3   Express his or her opinions about ideas presented in **media texts**.

Essential Question: What do I think about the ideas that are presented to me in this digital media?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator ascends to the next level after standard MA3-3.2. It encourages the student to evaluate the messages in the media and to

develop opinions about the effectiveness and appropriateness of these messages.

Activities:

As a follow up to either of the activities listed above, have students write an opinion piece on the composer's effectiveness in communicating his ideas to the audience.

Resources:

http://www.brighthub.com/education/homework-tips/articles/41098.aspx

This site is helpful for learning how to teach distinguishing fact from fiction.

Assessments:

Use a rubric to assess this indicator.

MA3-3.4   Describe ways that different audiences might respond to specific **media texts**.

Essential Question: How might other groups react to the message contained in this digital media?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator combines the skill of discerning media messages and perceiving how these messages might be interpreted by other groups. It should take into account different groups based on gender, age, culture and location.

Activities:

1. Create a journal entry describing a piece of music listened to or created in class. In the entry, discuss how different groups might respond in a different fashion than the student did.

2. Have students write a journal entry describing their favorite piece of music. In the entry, have them describe groups that might not appreciate this music (such as their parents, grandparents, pastors or people in a different country.)

Resources:

http://www.kimskorner4teachertalk.com/writing/sixtrait/ideascontent/songs.html

This is a simple lesson plan for evaluating messages in music.

Assessments:

Create a rubric that will allow the teacher to assess continuing development in this area.

MA3-3.5   Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Essential Question: What sort of methods can I use to find source of digital media?

Concepts, Skills, Techniques, and Critical Knowledge:

Students will need to know how to find and use digital media production in order to study them and create them. Students should have a working knowledge of search engines, websites, TV channels, both radio and internet radio, I-tunes or a similar program, and what mp3 players are and how to use them. Students should have an acquaintance with programs such as Windows Media Player, Quicken or Real Player.

Activities:

1. Scavenger hunt: Divide class into teams. Give each team a picture card representing different forms of sound production. Set each team to search the classroom for pictures showing where this sound production can be found.

2. Modified Scavenger hunt: Set up groups of students at computers, and call out different forms of sound productions. Challenge teams to see which can be the first to locate it on the computer (Hard drive, flash drive, internet, CD, ect.)

Resources:

http://www.learnthenet.com/

This is a basic webpage with lots of advertisements, but it does show how to locate information.

http://millie.furman.edu/mll/tutorials/photostory3/index.htm

Assessments:

Use a checklist as teacher observes hunt to see which students know what methods to use to find the media**.**

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MA3-4.1   Describe ways that the media arts relate to everyday life and to activities in the world at large.

Essential Question: In what areas of my life do I see music production being used?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator encourages the student to look for ways that music composition and production influence the daily routine. Students may need help originally in recognizing the facets of life that include music, as they may have become so used to it that they no longer are aware of its presence.

Activities:

1. Ask students to describe their daily routine in their journals. Have them state whether there was music playing while engaging in these activities, what the music was, and from where this music came.

2. Show videos (movies, TV episodes, ect.) geared toward young children. Stop movie periodically and identify when digital music and equipment is being used.

Resources:

http://en.wikipedia.org/wiki/Soundtrack

A good history of soundtracks, and even contains a section on video game soundtracks!

http://www.soundtrackcollector.com/index.php

 This is a place to purchase and download soundtracks.

Assessments:

Use a rubric or checklist to assess.

MA3-4.2   Describe the relationship between the media arts and other arts disciplines and other content areas.

Essential Question: How is the creation of digital music related to creation in other arts areas?

Concepts, Skills, Techniques, and Critical Knowledge:

Students will compare the techniques, elements and skills needed to create a sound production to that needed to create a piece of music, an artwork or a theatre or dance production.

Activities:

1. As a follow up to another lesson on music composition, have students create a dance piece to accompany the music that they created previously.

2. Students will create a video of a performance of a piece of digital music, including storyboarding the video and planning on production tasks.

Resources:

http://thejacksonsymphony.org/education-outreach/pdf/COMMONTERMSUNIT09.pdf

This site contains content standards, lessons and advice on comparing the relationship between art and music.

Assessments:

Teachers can create a rubric that assesses the relationship displayed in the projects, or use a writing prompt to assess the depth of understanding.

MA3-4.3   Explore the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question: What would it cost to create a digital piece of music, and from where could I get that money?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator serves as a scaffold for creating digital media, and is an important foundation for digital literacy and ethical behavior. The student will learn to estimate and calculate production and equipment costs, and to practice responsible financial decision making.   Students will need to understand the planning process, including making decisions about

equipment based on availability and cost, copyright and royalties, funding and income, and the hiring and compensation of specialists.

Activities:

1. Create a webquest or a Power Point that leads students through the steps of planning and financing a production. If the Power Point is sophisticated enough, a decision tree can be incorporated to allow different consequences for different decisions.

2. Have students research production costs for a currently popular children's movie. Include samples of reviews and updated box office figures.

Resources:

http://www.hoovers.com/movies-&-tv-production-and-distribution-/--ID__127--/free-ind-fr-profile-basic.xhtml

This site contains a quick overview of production factors and costs.

Imdb.com

This famous movie site can provide the teacher with up to date production costs as well as box office earnings.

http://en.wikipedia.org/wiki/Production_music

This site lists details to consider when producing music.

Assessments:

This standard can be assessed by a webquest rubric or a multiple choice test.

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MA3-5.1 Describe ways that media artwork from past and present culture has influenced human knowledge and experience.

Essential Question: How does music from the past, or from other cultures, influence my knowledge and experience of digitally created music?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator introduces the concept that not all cultures will have the same production values and do not necessarily use the same composition values as well. Students will learn to evaluate music without using native cultural bias and will learn to discuss music elements without assumptions.

Activities:

1. Create a montage of synthesized music from the 1960's through the present day.

2. Compare music from the 1970's to music created today in terms timbre, tonal accuracy, and clarity of sound.

3. As a listening exercise, play "Space Intro" by the Steve Miller Band. Discuss the synthesized music as compared to today's digitally mastered sounds.

Resources:

http://sprott.physics.wisc.edu/PICKOVER/pc/moogrc.html

This site has great pictures of Moog synthesizers.

http://www.moogmusic.com/history.php

This site not only details the evolution of the synthesizer but also opines on the effect that this creation played upon modern music.

Assessments:

Have students create a chart that compares modern technology and music to pre-digital music.

MA3-5.2   View and discuss media artwork that portrays the people and cultures of South Carolina.

Essential Question: What can you learn about the people and culture of South Carolina by listening to pieces of digitally recorded music created by South Carolinians?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator is designed to support SC Third Grade Social Studies standards. Although music can be created by anyone about anything, most musicians tend to incorporate traditional music of their culture into their compositions. Students will learn about musicians from this state, such as Dizzy Gillespie, Hootie and the Blowfish, and the Marshall Tucker Band.

Activities:

As a listening exercise, play the song "Learn to Live" by Darius Rucker. Pass out lyric sheets and have students circle or highlight references to South Carolina. Follow with a writing prompt such as "If you were new to the state of South Carolina, what would this song teach you about your new state?"

Resources:

http://www.dariusrucker.com/biography

Taken from Darius Rucker's official website, this provides biographical information as well as notes about the writing of the songs.

http://dizzygillespie.org/

This site also contains Dizzy's biography, as well as a discography.

http://marshalltucker.com/p-1183-mtb-story.html

This is a well-organized website containing a plethora of information on the famous Southern Fried Rock Band.

Assessments:

This indicator can be assessed by quiz or checklist.

MA3-5.3   Describe characteristics of the media arts that exist among diverse cultural and ethnic groups.

Essential Question: In what ways do different cultural and ethnic groups use digital music?

Concepts, Skills, Techniques, and Critical Knowledge:

Although this can sometimes be a sensitive subject, this indicator is a good place to create comparisons between music styles favored by different cultures. Students can be encouraged to contrast Latin music with Reggae, rap music with country and any combinations that a teacher can create. Comparisons should be made using music elements and should focus on how these elements are met using digital media.

Activities:

Create a chart listing the elements of music across the top and different genres of music down the side. Listen to examples of these genres created in digital media and compare.

Resources:

http://nces.ed.gov/nceskids/graphing/Classic/index.asp

This site makes wonderful, colorful graphs and tables.

Assessments:

Use the created chart as the assessment tool.

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MA3-6.1   Describe and discuss human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question: What are some of the benefits and problems associated with the creation of digital music and of sound production?

Concepts, Skills, Techniques, and Critical Knowledge:

In this indicator, students examine the usefulness of easily accessible digital music, but also the inherent problems that are contained in this accessibility. Students should be guided to consider the value of a large and easily reached audience for productions, how more music can be composed with free and purchased software, and how cultures can communicate more easily through the arts and cyberspace. Students should also consider the ethical issues involved in copyright violation and illegal downloads, and the prevalence of viruses and worms in illegal music and hackers into established websites.

Activities:

1. As a journal entry, have students discuss how they would feel about a person being able to access their creation through digital means. Have them consider the benefits as well as the problems.

2. Read a book or show a children's video about internet usage. Discuss as a class what the consequences are for both good and bad usage.

Resources:

http://www.doug-johnson.com/dougwri/developing-ethical-behaviors-in-students.html

This is a fantastic article about the importance of installing ethical digital behavior in students from a young age. This article will convince teachers to promote ethical behavior for very practical reasons. A good overview to read before creating lesson plans.

http://www.abc-clio.com/products/overview.aspx?productid=143087&viewid=1

From the same author as above, this book is intended for library media specialists.

http://www.commonsensemedia.org/grade-1-2

Although aimed at parents, this is a great resource for teachers as well.

http://www.tekxam.com/StudyGuide/concepts/Ethics-and-Legal/TekXam_Legal_and_Ethical_Study_Guide.html

A listing of rights and privileges for intellectual property in digital media.

www.digitalcitizenship.net

An easy to understand reference for ethical digital behavior.

Assessments:

Use a checklist to assess the essential points. Use a rubric to assess the depth of understanding.

MA3-6.2   Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: What are the rules concerning the use of digitally available music and sound productions?

Concepts, Skills, Techniques, and Critical Knowledge:

Students should be taught the concepts of acceptable use (less than 30 seconds), public domain and copyright protection, and should know in what circumstances these apply.

Activities:

1. Introduce and reinforce this standard whenever the class creates a project with such products as Photostory 3, Powerpoint or any type of production that includes music.

2. Discuss as a class the impact of pirating music on the music industry as well as consumers, in terms of increased music prices, increased concert ticket prices, and the disappearance of the style of album cover art brought about by downloaded music.

Resources:

http://www.pdinfo.com/copyrt.php

This site details copyright law.

Assessments:

Assess knowledge of this standard by questioning, and add as a question to other quizzes.

GRADE 4

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MA4-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question: What techniques, concepts and skills do I need to use to create a piece of digital music?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator addresses the elements of both music composition and sound production. Students need to be able to use the principals of composition including melody, harmony, rhythm, meter, dynamics and expression. They also need to be aware of the principals of production, including balance, editing, mixing and publishing.

Activities:

1. Create a worksheet with the elements listed above in boxes. Create separate boxes for the definitions of these elements and have students match.

2. As a journal entry, have students describe the process that they would use to create and publish an original piece of music.

Resources:

http://musiced.about.com/od/beginnerstheory/a/musicelements.htm

Good introduction to basic composition.

http://www.dummies.com/Section/Music-Creative-Arts.id-323651.html

You can find the answer to any computer publishing question here.

MA4-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question: How can I best use different techniques, technologies and processes to create aesthetically pleasing digital music?

Concepts, Skills, Techniques, and Critical Knowledge:

The skills necessary for this indicator combine a student's knowledge of composition skills and music composition software. The student will need to decide how to combine the elements of music (melody, harmony, rhythm, meter, dynamics and expression) with the correct choice of software to create their piece. At this grade level, software choices should be limited so as to not overwhelm the student.

Activities:

1. Give students a choice between two different software programs- one iconic, and one with traditional notation. (For example, Groovy Music vs. Finale.) Assign them to create an eight measure piece in their choice of meter, with their choice of rhythm, melody and timbre. When finished, have students self-assess their piece by scoring it with a teacher-created rubric that addresses the elements of composition.

2. After the creation of the piece, at a later date, have students write in their journals, depicting the creative process and why they made the choices that they did.

Resources:

http://audio.tutsplus.com

Some of the articles contained in this site are for advanced users, but some are for beginners, such as the article on how to use drum tracks. Browsing through the site will give the teacher an idea of suitability for that particular person.

http://www.ducksoftware.com/audiovideo/audioproduction.html

This site contains a long list and evaluation of many computer recording software products. It contains links for purchasing and downloading the software as well.

Assessments:

Create rubrics that assess the inclusion of the music compositions elements as well as a writing rubric for the journal entries.

MA4-1.3   Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question: What are the necessary procedures and responsibilities for proper use of and care for equipment? Why are these important?

Concepts, Skills, Techniques, and Critical Knowledge:

At this age level, students should be consistently demonstrating proper care and good procedures when using equipment and materials. When asked, students should be able to explain procedures and why it is important to follow these procedures.   This includes proper use and storage of microphones, cables, headphones, mixers, soundboards, laptops, instruments and software.

Activities:

Teachers can observe students during production and class exercises for proper use of and care for equipment. During rehearsal and set-up time, the teacher can orally quiz students on procedures.

Resources:

http://www.basic-digital-photography.com/caring-for-your-digital-camera.html

This site is very detailed, plus it also contains helpful links for other aspects of digital photography.

http://www.natlib.govt.nz/services/get-advice/preservation/preserving-sound-recordings

This site is mostly aimed at tape recordings, but contains helpful information about storage and temperature requirements.

http://www.essortment.com/hobbies/microphonecare_sfou.htm

This site has an excellent, easy to understand piece on cleaning microphones, which is exceptionally important in classroom situations where equipment is shared.

http://www.camerasnacks.com/camcorder-repair.html

This site explains basic care and maintenance for camcorders.

Assessments:

A checklist with students' name and correct answers can be used to assess this indicator.

MA4-1.4   Utilize **information literacy skills** to make informed decisions about his or her use of digital tools and resources.

Essential Question: What do you need to know in order to make good choices when using internet resources?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator addresses the subject of information literacy, which includes knowledge of search engines, software programs, and networking sites. It must also include an awareness of the pitfalls of wiki programs, cyber predators, copyright infringement and malware.

Activities:

1.   Create a Treasure Hunt, where students must search the internet for the answers to clues provided by the teacher. If students proceed correctly, they will arrive at the desired destination; if students make incorrect choices, they will not arrive at the "treasure". The easiest way to do this would be by prearranging the hunt with embedded links that have been pre-screened.

2. Take students on a "Grand Tour of the Internet", showing acceptable child-friendly search engines and programs. Explain the concept of an internet filter and why it is necessary in schools.

3. Show a video (preferably animated) about computer viruses and malware.

Resources:

http://www.brainpop.com/technology/computersandinternet/computerviruses/preview.weml

This is an animated video about computer viruses. Brainpop has several videos about the internet and how computers work.

http://ivyjoy.com/rayne/kidssearch.html

This is a listing of child-friendly internet search engines.

http://www.cyberbee.com/hunt_sites.html

This site could serve as a model for creating your own treasure hunt.

Assessments:

Use a checklist to address pertinent points, or a rubric to gauge the depth of understanding.

MA4-1.5   Develop self-led and peer-led instruction and assessment skills in the creation of media artwork.

Essential Question: What is the best way to teach and critically evaluate a digital music production?

How can you share knowledge and skills with others when working with digital music?

Concepts, Skills, Techniques, and Critical Knowledge:

The inherent goal of self-led and peer-led evaluations is to teach students to make decisions without reliance upon an authority figure. By addressing this indicator, students will take the first step in learning to judge the works of themselves and others. Students will need to know what elements should be evaluated as well as which methods work best for constructive criticism.

Activities:

This indicator dovetails nicely with standard MA4-1.2. Before commencing an activity to teach that standard, divide class into groups and spend a class period letting the groups develop their own scoring rubrics. As the teacher guides them into creating appropriate rubrics, the students will gain a deeper understanding of both indicators.

Resources:

http://www.foundationcoalition.org/publications/brochures/2002peer_assessment.pdf

http://www.cluteinstitute-onlinejournals.com/PDFs/520.pdf

Supporting documents for peer evaluation is contained in these websites.

Assessments:

Before the project begins, hand out a scoring rubric to assess their created rubrics.

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MA4-2.1   Use media arts vocabulary to identify elements of artistic design specific to individual media.

Essential Question: What techniques, elements and equipment work best for creating your digital piece of music or sound production?

Concepts, Skills, Techniques, and Critical Knowledge:

In this indicator, students will need to be able to name and also define the elements necessary to good composition and production. They will also begin to compare elements and equipment and evaluate their efficacy for intended purposes. At this age level, students must be utilizing correct vocabulary and concepts.

Activities:

1. Create a worksheet with specific projects on one side and techniques on the other and have students draw lines to make the best matches.

2. Have students write a journal entry with a writing prompt such as: "You have been invited to compose a piece of music that will be a theme for Field Day. How will you compose this music, and what will you use to compose it?"

Resources:

www.sibelius.com/products/**groovy**/pdfs/**Groovy**%20Hints&Tips.pdf

This contains information about integrating Groovy Music into your lessons.

http://www.downloadatoz.com/audio-mp3_directory/groovy-music-city/

A free download of Groovy Music City, which uses an urban theme and shapes to represent iconic notation. THIS SITE HAS NOT BEEN EVALUATED.

www.rubristar4teachers.com

Use to create scoring rubrics.

http://audio.tutsplus.com

Some of the articles contained in this site are for advanced users, but some are for beginners, such as the article on how to use drum tracks. Browsing through the site will give the teacher an idea of suitability for that particular person.

http://www.ducksoftware.com/audiovideo/audioproduction.html

This site contains a long list and evaluation of many computer recording software products. It contains links for purchasing and downloading the software as well.

Assessments:

The teacher can use a checklist, score the worksheets, or use a rubric on the journal.

MA4-2.2   Design and create media artwork that communicates his or her personal experiences.

Essential Question: How can you create a piece of digital music that tells your story to others?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator addresses the expressive side of the arts, allowing students to find a creative outlet and to share with others. Students will need to be aware of mood, tempo, as well as dynamics and to have a subject in mind when they begin.

Activities:

1. Give students a list of topics to choose from, such as "My favorite Day", "Going to the Beach" and A Bad Bus Ride". Let students spend some time planning how this story should proceed. Using notation software or a sequencer program, give students the time to create a mood piece that uses the elements of music to communicate their experience.

2. Using software, have students experiment with different sounds, sequences, instrumentation, melodic phrases and tempi to create a sixteen measure piece that they like. After playing it for the class, the student will explain to the class what about the piece that they like. There will be no peer evaluation at this point.

Resources:

http://www.soundrights.org.uk/sm/3&m=10

The teacher can use this to develop their understanding of mood and music. It is a series of lessons using computer software to create different styles of music.

Assessments:

This is an excellent situation for self-assessment using a teacher-supplied rubric.

MA4-2.3   Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question: What equipment, supplies and knowledge do I need to create a piece of digital music? How would you do this?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator assesses a student's knowledge of the technology available, and the music creatable in current times. Students need to be aware of different software options, the equipment required to run this software, and what can and cannot be created this way. Students at this age should be able to create using iconic notation and be beginning to use traditional notation when composing.

Activities:

1. Create a writing prompt that asks the essential question listed above.

2. Divide students into groups and have them research and report upon different music composition software and the equipment used to create and record music.

Resources:

http://www.music-software-reviews.com/music_recording_software.html

This is a professional's site with reviews of many different types of software, from Apple's Garage Band to Fruity Loops.

http://music-notation-software-review.toptenreviews.com

This site is a comparison site of commercial music software, set up in the style of "Consumers Digest" but it is NOT sponsored by them.

Assessments:

Assess using a rubric or a small multiple choice quiz.

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MA4-3.1   Describe the purpose and identify the intended audience for a variety of **media texts**.

> **Essential Question**: How can I tell why the composer created this media, and for whom did he create it?

> **Concepts, Skills, Techniques, and Critical Knowledge:**

> This indicator takes the next step in the knowledge process by encouraging the student to explore why messages are created in media and how they can be placed in created works. It also stimulates thinking on how people perceive messages the ways that they do. Students will become aware of the methods used to create an intended message, from accepted conventions that suggest emotions or moods, to sound effects and tempo and dynamics used for effect.

> **Activities:**

> 1. Choose two completely different pieces of music, such as "Triumphal March" from *Aïda* and Herbie Hancock's "Rockit". Do not tell the students the titles, but play excepts from the pieces as a listening exercise. Hand out worksheets (or have students answer in their journals) asking questions designed to determine how the elements chosen create a message that the students understand.

> 2. Have students listen to a common marketing jingle, such as is currently heard from fast food restaurants. Analyze the intended audience, the message portrayed by the jingle, and the effectiveness of that message.

> **Resources:**

> http://italian-opera.suite101.com/article.cfm/aida_verdis_opera

> This site contains a synopsis of the opera *Aïda*.

> http://www.8notes.com/biographies/hancock.asp

> This site is a biographical site on Herbie Hancock and contains a discography.

> http://s0.ilike.com/play#Herbie+Hancock:Rockit:49135:s31645163.8163062.4605035.0.1.81%2Cstd_adc4f6b12a662c7acbfbdf831f339527

This will allow you to play the music to "Rockit" without showing the video.

http://www.mahalo.com/how-to-become-a-jingle-writer

This site will aid teachers in constructing criteria for evaluating jingles.

Assessments:

Use a checklist to evaluate this indicator, or include a question on a unit quiz.

MA4-3.2   Draw inferences and construct meaning by identifying overt and implied messages in **media texts**.

Essential Question: What is the main message of this media, and does it contain any assumptions?

Concepts, Skills, Techniques, and Critical Knowledge:

Students will learn to examine music and productions for intended messages or a meaning, and to evaluate this message for common assumptions on the part of the creator. Students will learn to listen for "gimmicks" in sound production, such as sudden loud outbursts, that create a mood or insinuate a perception.

Activities:

1. Play Mussorgsky's "Night on Bald Mountain". Ask students what they think that the music is about, and why that they think that.

2. Have students create a story to accompany Mussorgsky's "Night on Bald Mountain". See if their writing matches up to the conventions displayed in this piece.

Resources:

http://www.kennedy-center.org/calendar/?fuseaction=composition&composition_id=2067

This site contains notes on the composition, intended meaning and orchestration of "Night on Bald Mountain". Although a good resource for the teacher, it may be prudent to not reveal Mussorgsky's original intention, even though based on a Russian folk tale.

Assessments:

Use a checklist to assess this indicator, as continuing progress will occur.

MA4-3.3   Express opinions about ideas, issues, and/or experiences presented in **media texts**.

Essential Question: What do I think about the ideas that are presented to me in this digital media?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator ascends to the next level after standard MA4-3.2. It encourages the student to evaluate the messages in the media and to develop opinions about the effectiveness and appropriateness of these messages.

Activities:

Choose a currently popular advertising jingle. After analyzing the message portrayed in the jingle, and how it is supported by the music, have students write a journal entry about their opinions of the message and how it is portayed.

Resources:

http://www.mahalo.com/how-to-become-a-jingle-writer

This site will aid teachers in constructing criteria for evaluating jingles.

Assessments:

Use a writing rubric containing a checklist of pertinent points to cover to assess this.

MA4-3.4   Explain why different audiences might respond differently to specific **media texts**.

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator combines the skill of discerning media messages and perceiving how these messages might be interpreted by other groups. It should take into account different groups based on gender, age, culture and location.

Activities:

1. Create a journal entry describing a piece of music listened to or created in class. In the entry, discuss how different groups might respond in a different fashion than the student did.

2. Have students write a journal entry describing their favorite piece of music. In the entry, have them describe groups that might not

appreciate this music (such as their parents, grandparents, pastors or people in a different country.)

Resources:

http://www.kimskorner4teachertalk.com/writing/sixtrait/ideascontent/songs.html

This is a simple lesson plan for evaluating messages in music.

Assessments:

Create a rubric that will allow the teacher to assess continuing development in this area.

MA4-3.5   Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Essential Question: What sort of methods can I use to find source of digital media?

Concepts, Skills, Techniques, and Critical Knowledge:

Students will need to know how to find and use digital media production in order to study them and create them. Students should have a working knowledge of search engines, websites, TV channels, both radio and internet radio, I-tunes or a similar program, and what mp3 players are and how to use them. Students should have a working knowledge of programs such as Windows Media Player, Quicken or Real Player. Students should also be aware of the convenience of sites such as schooltube.com, youtube.com and various media production's companies' sites such as Disney.com.

Activities:

1. Scavenger hunt: Divide class into teams. Give each team a picture card representing different forms of sound production. Set each team to search the classroom for pictures showing where this sound production can be found.

2. Modified Scavenger hunt: Set up groups of students at computers, and call out different forms of sound productions. Challenge teams to see which can be the first to locate it on the computer (Hard drive, flash drive, internet, CD, ect.)

Resources:

http://www.learnthenet.com/

This is a basic webpage with lots of advertisements, but it does show how to locate information.

http://millie.furman.edu/mll/tutorials/photostory3/index.htm

Assessments:

Use a checklist as teacher observes hunt to see which students know what methods to use to find the media.

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MA4-4.1 Describe ways that the media arts relate to everyday life and to activities in the world at large

Essential Question: How can I create and/or use digital music in my everyday life?

This indicator encourages the student to look for ways that music composition and production influence the daily routine. Students may need help originally in recognizing the facets of life that include music, as they may have become so used to it that they no longer are aware of its presence.

Activities:

1. Ask students to describe their daily routine in their journals. Have them state whether there was music playing while engaging in these activities, what the music was, and from where this music came.

2. Show videos (movies, TV episodes, ect.) geared toward children. Stop movie periodically and identify when digital music and equipment is being used.

Resources:

http://en.wikipedia.org/wiki/Soundtrack

A good history of soundtracks, and even contains a section on video game soundtracks!

http://www.soundtrackcollector.com/index.php

This is a site to purchase and download soundtracks.

Assessments:

Use a rubric or checklist to assess.

MA4-4.2   Describe the relationship between the media arts and other arts disciplines and other content areas.

Essential Question: How is the creation of digital music related to creation in other arts areas?

Concepts, Skills, Techniques, and Critical Knowledge:

Students will compare the techniques, elements and skills needed to create a sound production to that needed to create a piece of music, an artwork or a theatre or dance production.

Activities:

1. As a follow up to another lesson on music composition, have students create a dance piece to accompany the music that they created previously.

2. Students will create a video of a performance of a piece of digital music, including storyboarding the video and planning on production tasks.

Resources:

http://thejacksonsymphony.org/education-outreach/pdf/COMMONTERMSUNIT09.pdf

This site contains content standards, lessons and advice on comparing the relationship between art and music.

Assessments:

Teachers can create a rubric that assesses the relationship displayed in the projects, or use a writing prompt to assess the depth of understanding.

MA4-4.3   Explore the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question: What kind of careers are available in digital sound production, and what are the costs and benefits of this type of career?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator serves to inform students about possible careers in the arts that involve technology. Students will learn about jobs related to composition and production of digital music, the education required to obtain these jobs, the cost of this education and likely compensation.

Activities:

1. Create a webquest that leads students to various websites and documents detailing careers in digital media, as well as requirements for these jobs and likely costs versus pay and benefits.

2. Take a field trip to a local theatre or TV station. Give the students time to meet and interview various technicians.

Resources:

http://www.collegegrad.com/careers/proft28.shtml

This site will contain all the information necessary to create a webquest about careers in technical sound engineering.

http://careerplanning.about.com/od/occupations/p/audio_engineer.htm

This contains more information about audio engineering.

http://www.campsilos.org/excursions/hc/fieldtrip.htm

An excellent site for planning and executing a field trip.

Assessments:

This indicator can be assessed by checklist, rubric or quiz.

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MA4-5.1   Describe ways that media artwork from past and present culture has influenced human knowledge and experience.

Essential Question: How does music from the past, or from other cultures, influence my knowledge and experience of digitally created music?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator introduces the concept that not all cultures will have the same production values and do not necessarily use the same composition values as well. Students will learn to evaluate music without using native cultural bias and will learn to discuss music elements without assumptions.

Activities:

1. Create a montage of synthesized music from the 1960's through the present day.

2. Compare music from the 1970's to music created today in terms timbre, tonal accuracy, and clarity of sound.

3. As a listening exercise, play "Welcome Back My Friends" by Emerson, Lake and Palmer. Discuss the synthesized music as compared to today's digitally mastered sounds.

Resources:

http://sprott.physics.wisc.edu/PICKOVER/pc/moogrc.html

This site has great pictures of Moog synthesizers.

http://www.moogmusic.com/history.php

This site not only details the evolution of the synthesizer but also opines on the effect that this creation played upon modern music.

Assessments:

Have students create a chart that compares modern technology and music to pre-digital music.

MA4-5.2   View and discuss media artwork that portrays the people and cultures of the United States.

Essential Question: What can you learn about the people and culture of the United States by listening to pieces of digitally recorded music created by Americans?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator is designed to support SC Fourth and Fifth Grade Social Studies standards. Although music can be created by anyone about anything, most musicians tend to incorporate traditional music of their culture into their compositions. Students will learn about American musicians, especially pioneers in the creation of digital music.

Activities:

1. Choose a nationalistic composer such as Aaron Copland or Leonard Bernstein. Listen to identify "American" idioms, such as energetic rhythms and folk melodies, with influences from jazz and gospel.

2. Following the above, choose an American composer known for creating digital music, such as Mark Mothersbaugh. As a listening exercise, select a short piece and listen to identify "American" idioms.

Resources:

http://www.pbs.org/wnet/americanmasters/episodes/aaron-copland/about-the-composer/475/

The PBS site containing information on Aaron Copland.

http://www.pbs.org/wnet/americanmasters/episodes/aaron-copland/about-the-composer/475/

The same site, only containing information on Leonard Bernstein.

http://www.markmothersbaugh.com/

Video on how this iconic composer travelled from Punk Rock to scoring children's cartoons.

Assessments:

Use a checklist or insert questions on unit test.

MA4-5.3   Describe characteristics of the media arts that exist among diverse cultural and ethnic groups.

Essential Question: In what ways do different cultural and ethnic groups use digital music?

Concepts, Skills, Techniques, and Critical Knowledge:

Although this can sometimes be a sensitive subject, this indicator is a good place to create comparisons between music styles favored by different cultures. Students can be encouraged to contrast Latin music with Reggae, rap music with country and any combinations that a teacher can create. Comparisons should be made using music elements and should focus on how these elements are met using digital media.

Activities:

Create a chart listing the elements of music across the top and different genres of music down the side. Listen to examples of these genres created in digital media and compare.

Resources:

http://nces.ed.gov/nceskids/graphing/Classic/index.asp

This site makes wonderful, colorful graphs and tables.

Assessments:

Use the created chart as the assessment tool.

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MA4-6.1   Describe and discuss human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question: What are some of the benefits and problems associated with the creation of digital music and of sound production?

Concepts, Skills, Techniques, and Critical Knowledge:

In this indicator, students examine the usefulness of easily accessible digital music, but also the inherent problems that are contained in this accessibility. Students should be guided to consider the value of a large and easily reached audience for productions, how more music can be composed with free and purchased software, and how cultures can communicate more easily through the arts and cyberspace. Students should also consider the ethical issues involved in copyright violation and illegal downloads, and the prevalence of viruses and worms in illegal music and hackers into established websites.

Activities:

1. As a journal entry, have students discuss how they would feel about a person being able to access their creation through digital means. Have them consider the benefits as well as the problems.

2. Read a book or show a children's video about internet usage. Discuss as a class what the consequences are for both good and bad usage.

Resources:

http://www.doug-johnson.com/dougwri/developing-ethical-behaviors-in-students.html

This is a fantastic article about the importance of installing ethical digital behavior in students from a young age. This article will convince teachers to promote ethical behavior for very practical reasons. A good overview to read before creating lesson plans.

http://www.abc-clio.com/products/overview.aspx?productid=143087&viewid=1

From the same author as above, this book is intended for library media specialists.

http://www.commonsensemedia.org/grade-1-2

Although aimed at parents, this is a great resource for teachers as well.

http://www.tekxam.com/StudyGuide/concepts/Ethics-and-Legal/TekXam_Legal_and_Ethical_Study_Guide.html

A listing of rights and privileges for intellectual property in digital media.

www.digitalcitizenship.net

An easy to understand reference for ethical digital behavior.

Assessments:

Use a checklist to assess the essential points. Use a rubric to assess the depth of understanding.

MA4-6.2   Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: What are the rules concerning the use of digitally available music and sound productions?

Concepts, Skills, Techniques, and Critical Knowledge:

Students should be taught the concepts of acceptable use (less than 30 seconds), public domain and copyright protection, and should know in what circumstances these apply.

 Activities:

1. Introduce and reinforce this standard whenever the class creates a project with such products as Photostory 3, Powerpoint or any type of production that includes music.

2. Discuss as a class the impact of pirating music on the music industry as well as consumers, in terms of increased music prices, increased concert ticket prices, and the disappearance of the style of album cover art brought about by downloaded music.

Resources:

http://www.pdinfo.com/copyrt.php

This site details copyright law.

Assessments:

Assess knowledge of this standard by questioning, and add as a question to other quizzes.

GRADE 5
Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MA5-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question: What techniques, concepts and skills do I need to use to create a piece of digital music?

Concepts, Skills, Techniques, and Critical Knowledge:

At the fifth grade level, students begin to expand their knowledge of digital music and sound production. Students will move from novice status to experienced, and can use prior knowledge to scaffold to the next level of proficiency and acquire more sophisticated skills and values. Students will begin to learn and use more sophisticated software and require a higher level of production values.

Activities:

1. Create a chart that contains various productions that a student might want to create, such as an audio recording, a video recording, or creating a piece of music for broadcast. In the chart, have students list how they can accomplish this goal and what materials are needed.

2. Have students teach other students how to use software and audio equipment.

Resources:

http://www.videomaker.com/learn/post-production/sound-editing/

This site is loaded with information on production. It not only includes technology, but contains articles, how-to's and even a section on royalties!

Assessments:

Assess using a vocabulary and or concepts test. The teacher may also choose to use a checklist, checking off a list that contains different products and equipment when a student identifies them correctly.

MA5-1.2   Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question: How can I best use different techniques, technologies and processes to create aesthetically pleasing digital music?

Concepts, Skills, Techniques, and Critical Knowledge:

At this grade level, teachers should be striving for synthesis- using a variety of media to produce quality artwork. This is an excellent place to plan and create a music video- which will use a variety of media and technologies to produce. Students may also mix and match differing sound technologies to create higher level pieces of music, for example using a sequencer to create a loop that becomes embedded in a song written for performance. (Advanced groups of users –late middle school and high school-will be able to create the music on a digital music notation site, publish it to a file and use that file in a music video, but skills will need to be started developing now.)

Activities:

1. Divide a class into pairs. Have one student create a drum track using a rhythm sequencer (such as drumbot.com) and save the file while another creates a melody using a notation software. Students will then work to merge the files to create aesthetically pleasing music, including editing original work.

2. Create a class project in which students create digital music, either through a notation software program like Finale, or record a performance with a program like Audacity, and then insert it into a video presentation on a program like Movie Maker or Photostory 3.

Resources:

http://presentationsoft.about.com/od/nextstepsinpowerpoint/ss/sound_4.htm

This is a how-to for inserting audio into Powerpoint 2003, including screen shots.

http://presentationsoft.about.com/od/moviemaker/ss/audio.htm

This is the same as above only for Movie Maker.

http://www.bamaed.ua.edu/goals/bct400/archive/aug100/originalwav.htm

This tutorial shows how to create original wav files to use in Windows products.

Assessments:

Use a rubric to score this project.

MA5-1.3   Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question: What are the necessary procedures and responsibilities for proper use of and care for equipment? Why are these important?

Concepts, Skills, Techniques, and Critical Knowledge:

At this age level, students should be consistently demonstrating proper care and good procedures when using equipment and materials. When asked, students should be able to explain procedures and why it is important to follow these procedures. This includes proper use and storage of microphones, cables, headphones, mixers, soundboards, laptops, instruments and software.

Activities:

Teachers can observe students during production and class exercises for proper use of and care for equipment. During rehearsal and set-up time, the teacher can orally quiz students on procedures.

Resources:

http://www.basic-digital-photography.com/caring-for-your-digital-camera.html

This site is very detailed, plus it also contains helpful links for other aspects of digital photography.

http://www.natlib.govt.nz/services/get-advice/preservation/preserving-sound-recordings

This site is mostly aimed at tape recordings, but contains helpful information about storage and temperature requirements.

http://www.essortment.com/hobbies/microphonecare_sfou.htm

This site has an excellent, easy to understand piece on cleaning microphones, which is exceptionally important in classroom situations where equipment is shared.

http://www.camerasnacks.com/camcorder-repair.html

This site explains basic care and maintenance for camcorders.

Assessments:

A checklist with students' name and correct answers can be used to assess this indicator.

MA5-1.4   Utilize **information literacy skills** to make informed decisions about his or her use of digital tools and resources.

Essential Question: What do you need to know in order to make good choices when using digital tools and internet resources?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator addresses the subject of information literacy, which includes knowledge of search engines, software programs, and networking sites. It must also include an awareness of the pitfalls of wiki programs, cyber predators, copyright infringement and malware. At this age level, students begin to push the boundaries of acceptable use and should be monitored closely for attempts to access social networking sites, which often contain viruses and malware, and sometimes try to employ proxy sites that circumvent the school's filter.

Activities:

1. Create a Treasure Hunt, where students must search the internet for the answers to clues provided by the teacher. If students proceed correctly, they will arrive at the desired destination; if students make incorrect choices, they will not arrive at the "treasure". The easiest way to do this would be by prearranging the hunt with embedded links that have been pre-screened.

2. Take students on a "Grand Tour of the Internet", showing acceptable child-friendly search engines and programs. Explain the concept of an internet filter and why it is necessary in schools.

3. Show a video about computer viruses and malware.

Resources:

http://www.brainpop.com/technology/computersandinternet/computerviruses/preview.weml

This is an animated video about computer viruses. Brainpop has several videos about the internet and how computers work.

http://ivyjoy.com/rayne/kidssearch.html

This is a listing of child-friendly internet search engines.

http://www.cyberbee.com/hunt_sites.html

This site could serve as a model for creating your own treasure hunt.

Assessments:

Use a checklist to address pertinent points, or a rubric to gauge the depth of understanding.

MA5-1.5   Demonstrate the use of self-led and peer-led instruction and assessment materials for evaluating media artwork.

Essential Question: What is the best way to teach and critically evaluate a digital music production?

How can you share knowledge and skills with others when working with digital music?

Concepts, Skills, Techniques, and Critical Knowledge:

The inherent goal of self-led and peer-led evaluations is to teach students to make decisions without reliance upon an authority figure. By addressing this indicator, students will take the first step in learning to judge the works of themselves and others. Students will need to know what elements should be evaluated as well as which methods work best for constructive criticism.

Activities:

This indicator dovetails nicely with standard MA5-1.2. Before commencing an activity to teach that standard, divide class into groups and spend a class period letting the groups develop their own scoring rubrics. As the teacher guides them into creating appropriate rubrics, the students will gain a deeper understanding of both indicators.

Resources:

http://www.foundationcoalition.org/publications/brochures/2002peer_assessment.pdf

http://www.cluteinstitute-onlinejournals.com/PDFs/520.pdf

Supporting documents for peer evaluation are the basis for these two websites.

Assessments:

Before the project begins, hand out a scoring rubric to assess their created rubrics.

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MA5-2.1   Use media arts vocabulary to identify elements of artistic design specific to individual media.

Essential Question: What techniques, elements and equipment work best for creating a digital piece of music or sound production?

Concepts, Skills, Techniques, and Critical Knowledge:

In this indicator, students will need to be able to name and also define the elements necessary to good composition and production. They will also begin to compare elements and equipment and evaluate their efficacy for intended purposes. At this age level, students must be utilizing correct vocabulary and concepts.

Activities:

1. Create a worksheet with specific projects on one side and techniques on the other and have students draw lines to make the best matches.

2. Have students write a journal entry with a writing prompt such as: "You have been invited to compose a piece of music that will be a theme for Field Day. How will you compose this music, and what will you use to compose it?"

Resources:

www.sibelius.com/products/**groovy**/pdfs/**Groovy**%20Hints&Tips.pdf

This contains information about integrating Groovy Music into your lessons.

http://www.downloadatoz.com/audio-mp3_directory/groovy-music-city/

This site contains a free download of Groovy Music City, which uses an urban theme and shapes to represent iconic notation. THIS SITE HAS NOT BEEN EVALUATED.

www.rubristar4teachers.com

Use to create scoring rubrics.

http://audio.tutsplus.com

Some of the articles contained in this site are for advanced users, but some are for beginners, such as the article on how to use drum tracks. Browsing through the site will give the teacher an idea of suitability for that particular person.

http://www.ducksoftware.com/audiovideo/audioproduction.html

This site contains a long list and evaluation of many computer recording software products. It contains links for purchasing and downloading the software as well.

Assessments:

The teacher can use a checklist, score the worksheets, or use a rubric on the journal.

MA5-2.2   Design and create media artwork that communicates his or her personal experiences.

Essential Question: How can you create a piece of digital music that tells your story to others?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator addresses the expressive side of the arts, allowing students to find a creative outlet and to share with others. Students will need to be aware of mood, tempo, as well as dynamics and to have a subject in mind when they begin.

Activities:

1. Let students spend some time planning what they would like to communicate and how this should proceed. Using notation software or a sequencer program, give the students time to create a mood piece that uses the elements of music to communicate their experience.

2. Using software, have students experiment with different sounds, sequences, instrumentation, melodic phrases and tempi to create a sixteen measure piece that they like. After playing it for the class, the student will explain to the class what about the piece that they like. Afterwards, students will use teacher-supplied rubric to evaluate the composition and its effectiveness.

Resources:

http://www.soundrights.org.uk/sm/3&m=10

The teacher can use this to develop their understanding of mood and music. It is a series of lessons using computer software to create different styles of music.

Assessments:

This is an excellent situation for peer and self-assessment using a teacher-supplied rubric.

MA5-2.3   Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question: What equipment, supplies and knowledge do I need to create a piece of digital music? How would you do this?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator assesses a student's knowledge of the technology available, and the music creatable in current times. Students need to be aware of different software options, the equipment required to run this software, and what can and cannot be created this way. Students at this age should be able to create using iconic notation and be beginning to use traditional notation when composing.

Activities:

1. Create a writing prompt that asks the essential question listed above.

2. Divide students into groups and have them research and report upon different music composition software and the equipment used to create and record music.

Resources:

http://www.music-software-reviews.com/music_recording_software.html

This is a professional's site with reviews of many different types of software, from Apple's Garage Band to Fruity Loops.

http://music-notation-software-review.toptenreviews.com

This site is a comparison site of commercial music software, set up in the style of "Consumers Digest" but it is NOT sponsored by them.

Assessments:

Assess using a rubric or a small multiple choice quiz.

Media Literacy

Standard 3:   The student will access, analyze, interpret, and create **media texts**.

Indicators

MA5-3.1   Identify and describe the purpose and the intended audience for a variety of **media texts**.

> **Essential Question**: How do I determine for what audience and purpose(s) did a composer create a specific piece?

> **Concepts, Skills, Techniques, and Critical Knowledge:**

> At this skill level, students will be aware of accepted conventions to portray messages in media. Research will now be integrated into this standard, giving students options to confirm the validity of their hypotheses, or finding material to support these hypotheses, or for help in determining meaning when the student cannot ascertain it himself. Students must be taught also to evaluate the validity of websites and published media as part of their informational media literacy skills.

> **Activities:**

> 1.   Obtain an older music video with which students are unlikely to be familiar. A good example would be Aha's "Take on Me", in which the animation only vaguely reflects the lyrics. Show the video with the sound muted, and ask students to write their opinions of what the music is about. Replay the video so that students can check themselves.

> 2. Make available articles about meaning in music. Have students read and write a review of the articles.

> **Resources:**

> www.youtube.com

> http://www.liketotally80s.com/80s-music-videos.html

> This is an amazing compilation of '80's videos.

> http://www.menc.org/s/higher_education_admin/

> This is a constantly updated source for research into music.

> **Assessments:**

> Use a rubric, or include an essay question on unit test.

MA5-3.2   Interpret **media texts**, using overt and implied messages as evidence for his or her interpretations.

Essential Question: How can I determine the obvious as well as the hidden meanings in digital media?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator introduces the concept of implied messages, i.e. those that are not directly stated in a media work. This requires a higher level of thinking and will stretch the students' point of view. At this level, students will evaluate media texts for both obvious and implied messages, and make decisions about what this media means to them.

Activities:

1. Choose a TV commercial that contains a hidden message. Have students watch and evaluate the video for this hidden message, and explain how that message affect their decisions.

2. Have a class create a commercial for a school event. Discuss what you want this commercial to convey, and how this can be accomplished.

Resources:
- *The Anatomy of a Television Commercial*
  Eastman Kodak's 'Yesterdays,'
  by Lincoln Diamant
  Hardcover (June 1970)
  Hastings House Pub
  ISBN: 0803803486
- *Thirty Seconds*
  by Michael J. Arlen
  Paperback (April 1981)
  Viking Press
  ISBN: 0140058109

These are books about creating commercials and their effectiveness.

http://www.classroomtools.com/sublimad.htm

This site is an excellent resource for the teacher, but not appropriate for students. It contains many links and supporting documentation.

Assessments:

Use a scoring rubric to chart student' progress in recognizing messages in media.

MA5-3.3   Express opinions about ideas, issues, and/or experiences presented in **media texts** and give evidence from the texts to support his or her opinions.

Essential Question: What do I think about the ideas that are presented to me in this digital media and how can I show from this media why I believe this way?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator also scaffolds students to the next level by requiring them to not only express opinions about digital media, but to support these opinions with information gathered from the media itself. Students will be required to consider music from the viewpoint of a critic and use the elements of music itself to support their opinions.

Activities:

1. Have students create a Power Point presentation about a piece of music, a music video, or a commercial jingle. The presentation should include their statements about the message(s) contained in this particular piece, show support for these messages gleaned from the piece itself, and their opinion of the piece, also supported with evidence from this media.

2. Assign students to write a review of a new song or music video. The review should include their statements about the message(s) contained in this particular piece, show support for these messages gleaned from the piece itself, and their opinion of the piece, also supported with evidence from this media.

Resources:

http://essay-writing.suite101.com/article.cfm/how_to_write_a_review

This webpage offers practical suggestions on writing a good review.

http://www.ehow.com/how_2127436_write-music-review.html

This is a very brief (four bullet points) description of how to write a music review, and is appropriate for students.

Assessments:

Use a rubric to assess these projects.

MA5-3.4   Explain why different audiences might have different responses to a variety of **media texts**.

Essential Question: Why might other groups have a different reaction to the message contained in differing digital media?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator combines the skill of discerning media messages and perceiving how these messages might be interpreted by other groups. It should take into account different groups based on gender, age, culture and location.

Activities:

1. Create a journal entry describing a piece of music listened to or created in class. In the entry, discuss how different groups might respond in a different fashion than the student did.

2. Have students write a journal entry describing their favorite piece of music. In the entry, have them describe groups that might not appreciate this music (such as their parents, grandparents, pastors or people in a different country.)

Resources:

http://www.kimskorner4teachertalk.com/writing/sixtrait/ideascontent/songs.html

This is a simple lesson plan for evaluating messages in music.

Assessments:

Create a rubric that will allow the teacher to assess continuing development in this area.

MA5-3.5   Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Essential Question: What sort of methods can I use to find source of digital media?

Concepts, Skills, Techniques, and Critical Knowledge:

Students will need to know how to find and use digital media production in order to study them and create them. Students should have a working knowledge of search engines, websites, TV channels, both broadcast radio and internet radio, I-tunes or a similar program, and what mp3 players are

and how to use them. Students should have an acquaintance with programs such as Windows Media Player, Quicken or Real Player.

Activities:

Create a contest where students are given a half hour to locate a song through as many resources as possible. If these resources are not available, then have students list where they would look.

Resources:

http://www.learnthenet.com/

This is a basic webpage with lots of advertisements, but it does show how to locate information.

Assessments:

The teacher can use the contest as an assessment, otherwise, use a checklist.

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MA5-4.1   Describe ways that the media arts relate to everyday life and to activities in the world at large.

Essential Question: How can I create and/or use digital music in my everyday life?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator encourages the student to look for ways that music composition and production influence the daily routine. Students may need help originally in recognizing the facets of life that include music, as they may have become so used to it that they no longer are aware of its presence.

Activities:

1. Ask students to describe their daily routine in their journals. Have them state whether there was music playing while engaging in these activities, what the music was, and from where this music came.

2. Show videos (movies, TV episodes, ect.) geared toward children. Stop movie periodically and identify when digital music and equipment is being used.

Resources:

http://en.wikipedia.org/wiki/Soundtrack

A good history of soundtracks, and even contains a section on video game soundtracks!

http://www.soundtrackcollector.com/index.php

A place to purchase and download soundtracks.

Assessments:

Use a rubric or checklist to assess.

MA5-4.2   Describe the relationship between the media arts and other arts disciplines and other content areas.

Essential Question: How is the creation of digital music related to creation in other arts areas?

Concepts, Skills, Techniques, and Critical Knowledge:

Students will compare the techniques, elements and skills needed to create a sound production to that needed to create a piece of music, an artwork or a theatre or dance production.

Activities:

1. As a follow up to another lesson on music composition, have students create a dance piece to accompany the music that they created previously.

2. Students will create a video of a performance of a piece of digital music, including storyboarding the video and planning on production tasks.

Resources:

http://thejacksonsymphony.org/education-outreach/pdf/COMMONTERMSUNIT09.pdf

This site contains content standards, lessons and advice on comparing the relationship between art and music.

Assessments:

Teachers can create a rubric that assesses the relationship displayed in the projects, or use a writing prompt to assess the depth of understanding.

MA5-4.3   Explore the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question: What kind of careers are available in digital sound production, and what are the costs and benefits of this type of career?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator serves to inform students about possible careers in the arts that involve technology. Students will learn about jobs related to composition and production of digital music, the education required to obtain these jobs, the cost of this education and likely compensation.

Activities:

1. Create a webquest that leads students to various websites and documents detailing careers in digital media, as well as requirements for these jobs and likely costs versus pay and benefits.

2. Take a field trip to a local theatre or TV station. Give the students time to meet and interview various technicians.

Resources:

http://www.collegegrad.com/careers/proft28.shtml

This site will contain all the information necessary to create a webquest about careers in technical sound engineering.

http://careerplanning.about.com/od/occupations/p/audio_engineer.htm

This contains more information about audio engineering.

http://www.campsilos.org/excursions/hc/fieldtrip.htm

This is an excellent site for planning and executing a field trip.

Assessments:

This indicator can be assessed by checklist, rubric or quiz.

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MA5-5.1 Describe ways that media artwork from past and present culture has influenced human knowledge and experience.

Essential Question: How does music from the past, or from other cultures, influence my knowledge and experience of digitally created music?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator introduces the concept that not all cultures will have the same production values and do not necessarily use the same composition values as well. Students will learn to evaluate music without using native cultural bias and will learn to discuss music elements without assumptions.

Activities:

1. Create a montage of synthesized music from the 1960's through the present day.

2. Compare music from the 1970's to music created today in terms timbre, tonal accuracy, and clarity of sound.

3. As a listening exercise, play "Rockit" by Herbie Hancock. Discuss the synthesized music as compared to today's digitally mastered sounds.

Resources:

http://sprott.physics.wisc.edu/PICKOVER/pc/moogrc.html

This site has great pictures of Moog synthesizers.

http://www.moogmusic.com/history.php

This site not only details the evolution of the synthesizer but also opines on the effect that this creation played upon modern music.

Assessments:

Have students create a chart that compares modern technology and music to pre-digital music.

MA5-5.2   View and discuss media artwork that portrays the people and cultures of the United States.

Essential Question: What can you learn about the people and culture of the United States by listening to pieces of digitally recorded music created by Americans?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator is designed to support SC Fourth and Fifth Grade Social Studies standards. Although music can be created by anyone about anything, most musicians tend to incorporate traditional music of their culture into their compositions. Students will learn about American musicians, especially pioneers in the creation of digital music.

Activities:

1. Choose a nationalistic composer such as Aaron Copland or Leonard Bernstein. Listen to identify "American" idioms, such as energetic rhythms and folk melodies, with influences from jazz and gospel.

2. Following the above, choose a piece of music such as "Shake It Up" by The Cars. As a listening exercise, analyze the music for distinctly American popular music sounds.

Resources:

http://www.pbs.org/wnet/americanmasters/episodes/aaron-copland/about-the-composer/475/

The PBS site containing information on Aaron Copland.

http://www.pbs.org/wnet/americanmasters/episodes/aaron-copland/about-the-composer/475/

The same site, only containing information on Leonard Bernstein.

http://s0.ilike.com/play#The+Cars:Shake+It+Up:14808:s571095.8521603.5989.0.2.92%2Cstd_3066df7d102540fb89d389a9605155d6

This is a good audio only source for "Shake It Up" that does not contain video or commercials.

Assessments:

Use a checklist or insert questions on unit test.

MA5-5.3   Describe characteristics of the media arts that exist among diverse cultural and ethnic groups.

Essential Question: What are the characteristics that define digital music among different cultural and ethnic groups ?

Concepts, Skills, Techniques, and Critical Knowledge:

Although this can sometimes be a sensitive subject, this indicator is a good place to create comparisons between music styles favored by different cultures. Students can be encouraged to contrast Latin music with Reggae, rap music with country and any combinations that a teacher can create. Comparisons should be made using music elements and should focus on how these elements are met using digital media.

Activities:

Create a chart listing the elements of music across the top and different genres of music down the side. Listen to examples of these genres created in digital media and compare.

Resources:

http://nces.ed.gov/nceskids/graphing/Classic/index.asp

This site makes wonderful, colorful graphs and tables.

Assessments:

Use the created chart as the assessment tool.

Using Technology Responsibly

Standard 6:   The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MA5-6.1   Describe and discuss human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question: What are some of the benefits and problems associated with the creation of digital music and of sound production, and how can people deal with these problems?

Concepts, Skills, Techniques, and Critical Knowledge:

In this indicator, students examine the usefulness of easily accessible digital music, but also the inherent problems that are contained in this accessibility. Students should be guided to consider the value of a large and easily reached audience for productions, how more music can be composed with free and purchased software, and how cultures can communicate more easily through the arts and cyberspace. Students should also consider the ethical issues involved in copyright violation and illegal downloads, and the prevalence of viruses and worms in illegal music and hackers into established websites.

Activities:

1. As a journal entry, have students discuss how they would feel about a person being able to access their creation through digital means. Have them consider the benefits as well as the problems.

2. Read a book or show a children's video about internet usage. Discuss as a class what the consequences are for both good and bad usage.

Resources:

http://www.doug-johnson.com/dougwri/developing-ethical-behaviors-in-students.html

This is a fantastic article about the importance of installing ethical digital behavior in students from a young age. This article will convince teachers to promote ethical behavior for very practical reasons. A good overview to read before creating lesson plans.

http://www.abc-clio.com/products/overview.aspx?productid=143087&viewid=1

From the same author as above, this book is intended for library media specialists.

http://www.commonsensemedia.org/grade-1-2

Although aimed at parents, this is a great resource for teachers as well.

http://www.tekxam.com/StudyGuide/concepts/Ethics-and-Legal/TekXam_Legal_and_Ethical_Study_Guide.html

A listing of rights and privileges for intellectual property in digital media.

www.digitalcitizenship.net

An easy to understand reference for ethical digital behavior.

Assessments:

Use a checklist to assess the essential points. Use a rubric to assess the depth of understanding.

MA5-6.2   Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: What are the rules concerning the use of digitally available music and sound productions?

Concepts, Skills, Techniques, and Critical Knowledge:

Students should be taught the concepts of acceptable use (less than 30 seconds), public domain and copyright protection, and should know in what circumstances these apply.

Activities:

Introduce and reinforce this standard whenever the class creates a project with such products as Photostory 3, Powerpoint or any type of production that includes music.

Discuss as a class the impact of pirating music on the music industry as well as consumers, in terms of increased music prices, increased concert ticket prices, and the disappearance of the style of album cover art brought about by downloaded music.

Resources:

http://www.pdinfo.com/copyrt.php

This site details copyright law.

Assessments:

Give a true/false test on copyright conventions and acceptable use policy.

GRADE 6

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MA6-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question: What techniques, concepts and skills do I need to use to create a piece of digital music?

Concepts, Skills, Techniques, and Critical Knowledge:

At the sixth grade level, students begin to display their knowledge of digital music and sound production. Students will often show advanced skills gained from experimenting at home, and can use prior knowledge to scaffold to the next level of proficiency and acquire more sophisticated skills and values. Students will continue to learn and use more sophisticated software and require a higher level of production values.

Activities:

1. Have students create a chart listing various music composition, editing and production programs and rank them according to how well they help the student use the elements of music to create music.

2. Students will create a journal entry detailing what elements are necessary to create a piece of digitally composed music or a sound production and how they would utilize these elements in their own original work.

Resources:

http://www.videomaker.com/learn/post-production/sound-editing/

This site is loaded with information on production. It not only includes technology, but contains articles, how-to's and even a section on royalties!

http://www.videomaker.com/learn/post-production/sound-editing/

Excellent tutorials on sound production!

http://www.pbs.org/harmony/teachersguide/lesson4.html

How to create harmony in music in several lessons is the substance of this webpage.

Assessments:

Assess using a vocabulary and or concepts test. The teacher may also choose to use a checklist, checking off a list that contains different products and equipment when a student identifies them correctly.

MA6-1.2   Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question: How can I best use different techniques, technologies and processes to create aesthetically pleasing digital music?

Concepts, Skills, Techniques, and Critical Knowledge:

At this grade level, teachers should be striving for synthesis- using a variety of media to produce quality artwork. This is an excellent place to plan and create a music video- which will use a variety of media and technologies to produce. Students may also mix and match differing sound technologies to create higher level pieces of music, for example using a sequencer to create a loop that becomes embedded in a song written for performance. (Advanced groups of users –late middle school and high school-will be able to create the music on a digital music notation site, publish it to a file and use that file in a music video, but skills will need to be started developing now.)

Activities:

1. Create a class project in which students create digital music, either through a notation software program like Finale, or record a performance with a program like Audacity, and then insert it into a video presentation on a program like Movie Maker or Photostory 3.

2. Divide students into groups and assign the creation of a music video using previously recorded music.

Resources:

http://presentationsoft.about.com/od/nextstepsinpowerpoint/ss/sound_4.htm

This is a how-to for inserting audio into Powerpoint 2003, including screen shots.

http://presentationsoft.about.com/od/moviemaker/ss/audio.htm

This is the same as above only for Movie Maker.

http://www.bamaed.ua.edu/goals/bct400/archive/aug100/originalwav.htm

This tutorial shows how to create original wav files to use in Windows products.

Assessments:

Use a rubric to score this project.

MA6-1.3   Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question: What are the necessary procedures and responsibilities for proper use of and care for equipment? Why are these important?

Concepts, Skills, Techniques, and Critical Knowledge:

At this age level, students should be consistently demonstrating proper care and good procedures when using equipment and materials. When asked, students should be able to explain procedures and why it is important to follow these procedures.   This includes proper use and storage of microphones, cables, headphones, mixers, soundboards, laptops, instruments and software.

Activities:

Teachers can observe students during production and class exercises for proper use of and care for equipment. During rehearsal and set-up time, the teacher can orally quiz students on procedures.

Resources:

http://www.basic-digital-photography.com/caring-for-your-digital-camera.html

This site is very detailed, plus it also contains helpful links for other aspects of digital photography.

http://www.natlib.govt.nz/services/get-advice/preservation/preserving-sound-recordings

This site is mostly aimed at tape recordings, but contains helpful information about storage and temperature requirements.

http://www.essortment.com/hobbies/microphonecare_sfou.htm

This site has an excellent, easy to understand piece on cleaning microphones, which is exceptionally important in classroom situations where equipment is shared.

http://www.camerasnacks.com/camcorder-repair.html

This site explains basic care and maintenance for camcorders.

Assessments:

A checklist with students' name and correct answers can be used to assess this indicator.

MA6-1.4   Utilize **information literacy skills** to make informed decisions about his or her use of digital tools and resources.

Essential Question: What do you need to know in order to make good choices when using digital tools and internet resources?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator addresses the subject of information literacy, which includes knowledge of search engines, software programs, and networking sites. It must also include an awareness of the pitfalls of wiki programs, cyber predators, copyright infringement and malware. At this age level, students begin to push the boundaries of acceptable use and should be monitored closely for attempts to access social networking sites, which often contain viruses and malware, and sometimes try to employ proxy sites that circumvent the school's filter.

Activities:

1. Assign a writing prompt containing the essential element question.

2. Have students create a skit based on making good and bad choices when using the internet.

Resources:

http://www.brainpop.com/technology/computersandinternet/computerviruses/preview.weml

This is an animated video about computer viruses. Brainpop has several videos about the internet and how computers work.

http://ivyjoy.com/rayne/kidssearch.html

This is a listing of child-friendly internet search engines.

Assessments:

Use a checklist to address pertinent points, or a rubric to gauge the depth of understanding.

MA6-1.5   Develop self-led and peer-led instruction and assessment skills in creating media arts.

Essential Question:

How can you share knowledge and skills with others when working with media arts equipment as part of a music performance task? What are some of the criteria used to evaluate the performance?

Concepts, Skills, Techniques, and Critical Knowledge:

The inherent goal of self-led and peer-led evaluations is to teach students to make decisions without reliance upon an authority figure. By addressing this indicator, students will take the first step in learning to judge the works of themselves and others. Students will need to know what elements should be evaluated as well as which methods work best for constructive criticism.

MA6-1.5   Demonstrate the use of self-led and peer-led instruction and assessment materials for evaluating media artwork.

Essential Question: What is the best way to teach and critically evaluate a digital music production?

Activities:

Incorporate this standard into a project associated with standard MA6-1.2. Students will be divided into groups to develop both peer assessment rubrics as well as self-assessment rubrics.

Resources:

http://webquest.sdsu.edu/rubrics/weblessons.htm

This site contains an excellent thesis supporting the use of rubrics with scientific research, and also links to many of the online rubric creation websites.

Assessments:

Groups will self-assess their rubrics with the teacher-supplied rubric, then the teacher will assess and compare.

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MA6-2.1   Expand his or her media arts vocabulary and identify elements of artistic design specific to individual media.

Essential Question: What techniques, elements and equipment work best for creating a digital piece of music or sound production?

Concepts, Skills, Techniques, and Critical Knowledge:

At this grade level, students should move beyond beginner techniques and begin to produce works with more levels of complexity and that make better use of the composition elements of music. Students should be creating music in simple and compound meter, rhythmically interesting, with at least two parts, and showing an accompaniment that is more than block chords.

Activities:

Assign composition projects that incorporate two part harmony with a broken accompaniment that uses syncopated rhythms and a variety of timbres.

Resources:

http://www.pbs.org/harmony/teachersguide/lesson4.html

Four lessons designed to advance novice composers.

Assessments:

A rubric is most definitely called for when assessing a composition.

MA6-2.2   Design and create media artwork that communicates his or her personal experiences.

Essential Question: How can I create a piece of digital music that communicates my message to others?

Concepts, Skills, Techniques, and Critical Knowledge:

Students have already been exposed to the concepts of messages in music and other media. They will need to decide what message they might have that they would want to broadcast to an audience. After considering their message, students need to decide what mediums, programs and methods they can use to realize the promotion of this message or artistic expression.

Activities:

1. Let students spend some time planning what they would like to communicate and how this should proceed. Using notation software or a sequencer program, give the students time to create a mood piece that uses the elements of music to communicate their experience.

2. Using software, have students experiment with different sounds, sequences, instrumentation, melodic phrases and tempi to create a sixteen measure piece that they like. After playing it for the class, the student will explain to the class what about the piece that they like. Afterwards, students will use teacher-supplied rubric to evaluate the composition and its effectiveness.

Resources:

http://www.soundrights.org.uk/sm/3&m=10

The teacher can use this to develop their understanding of mood and music. It is a series of lessons using computer software to create different styles of music.

Assessments:

This is an excellent situation for peer and self-assessment using a teacher-supplied rubric.

MA6-2.3   Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question: What choices do I need to make about equipment, supplies and knowledge base to create a piece of digital music?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator assesses students' knowledge of sound production equipment, software, and instrumentation. Students will need to make artistic decisions to create or evaluate a piece of digitally composed music or a sound production.

Activities:

When creating a piece, such as in standard MA6-2.2, have students keep a diary of the choices that they made and why these choices were made.

Resources:

http://www.music-software-reviews.com/music_recording_software.html

This is a professional's site with reviews of many different types of software, from Apple's Garage Band to Fruity Loops.

http://music-notation-software-review.toptenreviews.com

This site is a comparison site of commercial music software, set up in the style of "Consumers Digest" but it is NOT sponsored by them.

Assessments:

Assess using a rubric.

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MA6-3.1 Explain the ways that a variety of **media texts** address their intended purpose and audience.

Essential Question: How do I determine for what audience and purpose(s) did a composer create a specific piece?

Concepts, Skills, Techniques, and Critical Knowledge:

At this skill level, students will be aware of accepted conventions to portray messages in media. Research will now be integrated into this standard, giving students options to confirm the validity of their hypotheses, or finding material to support these hypotheses, or for help in determining meaning when the student cannot ascertain it himself. Students must be taught also to evaluate the validity of websites and published media as part of their informational media literacy skills.

Activities:

1. Obtain an older music video with which students are unlikely to be familiar. A good example would be Aha's "Take on Me", in which the animation only vaguely reflects the lyrics. Show the video with the sound muted, and ask students to write their opinions of what the music is about. Replay the video so that students can check themselves.

2. Make available articles about meaning in music. Have students read and write a review of the articles.

Resources:

www.youtube.com

http://www.liketotally80s.com/80s-music-videos.html

This is an amazing compilation of '80's videos.

MA6-3.2 Interpret **media texts**, using overt and implied messages as evidence for his or her interpretations.

Essential Question: How can I determine the obvious as well as the hidden meanings in digital media and describe these messages to others?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator continues to push students along to higher levels of analytical thinking. At this point, they need to be able to create persuasive arguments to support their viewpoint of the message(s) contained in music and digital media. Students will need to be able to support their opinions with data taken from the piece and from research into that piece.

Activities:

1. Create a writing assignment where students analyze a piece of music for meaning and messages and then try to convince the reader of the same.

2. Create a cold writing prompt where students are exposed to a piece of music for the first time and write a persuasive argument supporting their interpretation of that piece.

Resources:

http://www.orangeusd.k12.ca.us/yorba/writing_prompts.htm

This site contains helpful information on creating a writing prompt as well as writing itself.

http://www.educationworld.com/a_curr/strategy/strategy058.shtml

This site has a lot of information on writing.

Assessments:

Use a rubric when using writing prompts.

MA6-3.3   Evaluate the effectiveness of the presentation in **media texts** (for example, treatment of ideas, information, themes, opinions, issues).

Essential Question: How effective is the composer in delivering his message to the audience? How did the ideas, themes and opinions get delivered to the audience?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator moves beyond recognizing media messages and leads students to critically evaluate the delivery of these messages to the audience. Students will need to be able to determine not only the messages but how effective the delivery method is.

Activities:

Choose an instrumental piece of digital music, such as *An American Day* or *Public Transit* by the Electro-Acoustic Orchestra (Joe Wiedemann). Students will analyze the piece for meaning and/or messages, and then evaluate the composer's effectiveness in translating that message into electronic music.

Resources:

http://www.orchestronics.com/

The site to listen to, learn about, and purchase music by Joe Weidemann.

Assessments:

As this is a developing skill, use a checklist or a rubric that charts the progress of the students' ability to evaluate messages.

MA6-3.4   Explain why different audiences might have different responses to a variety of **media texts**.

Essential Question: Why might other groups have a different reaction to the message contained in differing digital media?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator combines the skill of discerning media messages and perceiving how these messages might be interpreted by other groups. It should take into account different groups based on gender, age, culture and location.

Activities:

1. Create a journal entry describing a piece of music listened to or created in class. In the entry, discuss how different groups might respond in a different fashion than the student did.

2. Have students write a journal entry describing their favorite piece of music. In the entry, have them describe groups that might not appreciate this music (such as their parents, grandparents, pastors or people in a different country.)

Resources:

http://www.kimskorner4teachertalk.com/writing/sixtrait/ideascontent/songs.html

This is a simple lesson plan for evaluating messages in music.

MA6-3.5   Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Essential Question: What sort of methods can I use to find source of digital media?

Concepts, Skills, Techniques, and Critical Knowledge:

Students will need to know how to find and use digital media production in order to study them and create them. Students should have a working knowledge of search engines, websites, TV channels, both broadcast radio and internet radio, I-tunes or a similar program, and what mp3 players are and how to use them. Students should have an acquaintance with programs such as Windows Media Player, Quicken or Real Player.

Activities:

Create a contest where students are given a half hour to locate a song through as many resources as possible. If these resources are not available, then have students list where they would look.

Resources:

http://www.learnthenet.com/

This is a basic webpage with lots of advertisements, but it does show how to locate information.

Assessments:

The teacher can use the contest as an assessment, otherwise, use a checklist.

MA6-3.6   Identify the techniques used in different **media texts** that reflect varying perspectives and points of view.

Essential Question: Who produces digital music, how do they produce it, and for what reason is it produced?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator should include a list of notable digital composers, such as Jerry Goldsmith and selected rappers (at the teacher's discretion). Students will learn to differentiate between digitally created music and traditionally scored music. As this skill develops, students will begin to reason as to why these particular mediums were chosen.

Activities:

Choose a piece of music suitable for a classroom listening exercise, such as "Klopek House", from the score to the movie "The 'Burbs" by Jerry Goldsmith. This music combines traditional orchestration with electronic sound effects to produce an unusual sound. Lead a class discussion on why these methods were chosen and what flavor do they provide to the piece that creates a mood.

Resources:

http://www.filmtracks.com/titles/burbs.html

This site contains editorial comments on the score to "The 'Burbs" and has a link that can be clicked on to play "Klopek's House", eliminating the need for purchasing the hard to obtain soundtrack.

http://www.filmtracks.com/composers/goldsmith.shtml#biography

This is the same site as above, containing the biography of Jerry Goldsmith and a listing of all the soundtracks that he wrote in his long career.

http://www.mediaknowall.com/gcse/keyconceptsgcse/audiencegcse.html

This site contains a wonderful categorization of audiences and correct decision making to appeal to certain audiences.

Assessments:

The teacher may choose to use a checklist during discussion.

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MA6-4.1 Analyze examples of media artwork to gain an awareness of the components that connect the media arts to everyday life and activities in the world at large.

Essential Question: What about this piece of digital music makes it possible to use in my every day life?

Concepts, Skills, Techniques, and Critical Knowledge:

The student will look at digital music productions and analyze the elements of music that connect it to the student's everyday life. The student will combine knowledge of music elements that make the music attractive with knowledge of accessibility options to draw conclusions about the role of digital music in the student's life.

Activities:

Assign students to keep a listening diary for one week. Encourage them to record every time that they listen to music, what they listened to, and what they used to listen. This list can include computers, mp3 players, cd's, cell phones, the internet, TV and the radio. Have students create a table with the data collected to see what type of access they use the most and what genre of music they listen to the most. They can then create a presentation on the connections of digital music to their every day lives

Resources:

http://www.lang.nagoya-u.ac.jp/dep/eigog/listening/DiarySample.html

Although it's actually written for English Language Learners, it sets good examples on keeping a listening diary.

Assessments:

Use a rubric to score students' report on the connections that they made.

MA6-4.2 Analyze and describe the relationship between the media arts and other arts disciplines and other content areas.

Essential Question: In what ways does the creation of digital sound compare to creations in other subject areas?

How do media arts impact other disciplines' ability to communicate?

Concepts, Skills, Techniques, and Critical Knowledge:

The student will become aware of the increase in knowledge dissemination due to creations in digital media such as podcasts, internet search engines, video posting sites such as youtube.com, schooltube.com, and informational sites such as diy.net. By using aspects of the media arts, students can access and share information about any subject.

Activities:

1. Create a webquest in which students find homework information for several subjects, such as Math, Biology, French and Economics. The students get extra points for accessing blogs and vlogs.

2. As part of a larger project, have students create vlogs in which they comment on a subject currently being studied. They can offer helpful hints, homework advice and opinions on the subject matter. Post these blogs on the school website.

Resources:

http://www.siteground.com/tutorials/blog/

This site is a tutorial on how to create a blog and how to post it.

http://www.ehow.com/how_2256760_vlog-eblogger.html

This is the same thing, only how to create a vlog.

Assessments:

This indicator can be assessed with a rubric or as part of a written test.

MA6-4.3   Analyze and describe financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question: What kind of careers are available in digital sound production, and what financial aspects need to be considered when planning a production?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator refines the studies made in earlier grades about the financial and career choices in the area of sound production. Students must be well informed about all aspects of sound production in order to make good decisions about embarking upon a career in this area, or attempting to create a quality production.

Activities:

As an activity, students will plan the production of a music CD. Students will calculate estimated costs for musicians, royalty fees, studio rental, instruments, audio engineers, a producer, an editor and publishing costs. They will also calculate distribution and marketing costs. After estimating costs, students will investigate methods of obtaining funding.

Resources:

http://www.recordingconnection.com/

Information about training and costs associated with becoming a sound engineer and producer.

http://en.wikipedia.org/wiki/Record_producer

This site gives information on various roles needed in music production.

Assessments:

This can be assessed as part of a test, an essay or a rubric.

History and Culture

Standard 5:   The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MA6-5.1   Analyze ways that information from past and present culture has influenced the evolution of the media arts.

Essential Question: How does music from the past, or from other cultures, influence the creation of modern digital music?

Concepts, Skills, Techniques, and Critical Knowledge:

In order to address this indicator, students will need to be exposed to music from other cultures and from the past. Many artists have turned to this music to find inspiration for modern creations, notably Emerson, Lake and Palmer and Midnight Oil. Additionally, the elements of music have been defined and honed by the music of the past and of a particular culture.

Activities:

1. Play a recording of Aaron Copland's "Fanfare for the Common Man". Have students analyze the form of the piece and describe the elements used. Repeat, but this time with the ELP version. Compare the two versions.

2. Play, or preferably watch a video of "In a Big Country" by the Scottish group Big Country. Lead students to discover how new technology allows the group to include elements of traditional Scottish music like bagpipe sound into the new songs

3. Play *Synth Concerto #1* by Joseph Wiedemann. Describe the traditional music elements that are used to create this electronic composition.

Resources:

http://www.ehow.com/how_4506807_make-electronic-music.html

The author borrows from the elements of music to show how to create electronic music.

Assessments:

 Assess as part of a test, or an essay.

MA6-5.2   View and discuss media artwork that portrays the people and cultures of the world.

Essential Question: What can you learn about the people and culture of the world by listening to pieces of digitally recorded music?

Concepts, Skills, Techniques, and Critical Knowledge:

This indicator is designed to support SC Sixth Grade Social Studies standards. Although music can be created by anyone about anything, most musicians tend to incorporate traditional music of their culture into their compositions. Students will learn about musicians from around the world, especially pioneers in the creation of digital music.

Activities:

At teacher's discretion, choose any country or cultural music to study. Create a listening exercise that communicates the culture and values of that country through its music. An example would be the music of Senegal and the influence that it exerts on Senegalese society. Several Senegalese musicians are beginning to emerge into the spotlight of international music.

Resources:

http://www.africaguide.com/country/senegal/culture.htm#music

Assessments:

Grade the listening exercise on a points scale.

MA6-5.3   Describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question: What characteristics of digital music exist across time and among different cultural and ethnic groups?

Concepts, Skills, Techniques, and Critical Knowledge:

Students will need to understand a brief history of digital music in order to trace common characteristics. Studying the characteristics of digital music that exist among cultural and ethnic groups should prove easier. Students will need to identify the characteristics of digital music, and the influences of different cultures that impact digital music.

Activities:

1. Create a timeline that traces the evolution of recording music. Under each major event, write in the influence of that breakthrough or invention upon the culture in which it was created.

2. Select three different types of cultural music, and have students research the effect of digital media upon that music.

Resources:

http://www.content4reprint.com/music/the-evolution-of-recorded-sound.htm

This article is a brief description of the recording process.

http://www.dipity.com/gabriele/History_of_Recorded_Music_Technology

This is a very cool animated timeline.

http://www.imdb.com/title/tt1172999/

Information about "Recording: the History of Recorded Music" which is an excellent documentary featuring many famous artists.

Assessments:

Use a standard scoring rubric for the timeline, or a graded paper.

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MA6-6.1   Analyze and describe human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question: What are some of the cultural and societal considerations associated with the creation of digital music and of sound production?

Concepts, Skills, Techniques, and Critical Knowledge:

In this indicator, students examine the usefulness of easily accessible digital music, but also the inherent problems that are contained in this accessibility. Students should be guided to consider the value of a large and easily reached audience for productions, how more music can be composed with free and purchased software, and how cultures can communicate more easily through the arts and cyberspace. Students should also consider the ethical issues involved in copyright violation and illegal downloads, and the prevalence of viruses and worms in illegal music and hackers into established websites.

Activities:

1. As a journal entry, have students discuss how they would feel about a person being able to access their creation through digital means. Have them consider the benefits as well as the problems.

2. Read a book or show a children's video about internet usage. Discuss as a class what the consequences are for both good and bad usage.

Resources:

http://www.doug-johnson.com/dougwri/developing-ethical-behaviors-in-students.html

This is a fantastic article about the importance of installing ethical digital behavior in students from a young age. This article will convince teachers to promote ethical behavior for very practical reasons. A good overview to read before creating lesson plans.

http://www.abc-clio.com/products/overview.aspx?productid=143087&viewid=1

From the same author as above, this book is intended for library media specialists.

http://www.commonsensemedia.org/grade-1-2

Although aimed at parents, this is a great resource for teachers as well.

http://www.tekxam.com/StudyGuide/concepts/Ethics-and-Legal/TekXam_Legal_and_Ethical_Study_Guide.html

A listing of rights and privileges for intellectual property in digital media.

www.digitalcitizenship.net

An easy to understand reference for ethical digital behavior.

Assessments:

Use a checklist to assess the essential points. Use a rubric to assess the depth of understanding.

MA6-6.2   Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: What is considered proper etiquette when using digital audio productions? What are the laws concerning copyright and plagiarism?

***How you practice legal and ethical behavior as a responsible digital citizen?

Concepts, Skills, Techniques, and Critical Knowledge:

Students need to be aware of the ethical and legal considerations associated with downloadable music productions. This behavior should also be modeled and enforced by the teacher, and should be included in scoring criteria for any digital media project. The ramifications of "pirating" music include increased cost to consumers, the loss of creative artists to the genre, and the message to sent artists and society alike about the value of the Performing Arts. Students need to be aware of the laws and accepted practices concerning the access and reproduction of digital music.

Activities:

1. Have students answer a true/false pre-test about downloading practices and procedures. Include acceptable use policies, public domain rules and copyright laws and consequences of copyright infringement. Give a post test at the end of the unit.

2. Study the case of Huey Lewis suing Ray Parker, Jr. for copyright infringement over the song "Ghostbusters". Students should write

a one paragraph essay about the copyright rules that were violated and the consequences of this violation.

Resources:

http://www.mtv.com/news/articles/1442126/20010323/lewis_huey.jhtml

http://en.wikipedia.org/wiki/Huey_Lewis_and_the_News#Ghostbusters

The two websites contain historical information about the copyright infringement lawsuit.

http://www.whosampled.com/sample/view/3647/Ray%20Parker%20Jr.-Ghostbusters_Huey%20Lewis%20and%20the%20News-I%20Want%20A%20New%20Drug/

This site contains a side by side comparison of "I Want a New Drug" by Huey Lewis and the News and "Ghostbusters" by ray Parker, Jr. This will allow students to draw their own conclusions.

Assessments:

Grade the pretest and, once administered, the post test.

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MA7-1.1   Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

     Essential Question:
What do I need to know to be able to create and/or listen to music using digital equipment and programs?

     Concepts, Skills, Techniques, and Critical Knowledge:
The student needs to have knowledge of digital music recording/playing devices and should understand how to play back his/her digital/recorded music. This activity will focus on portable devices that will play digital music, or portable audio players.

     Activities:
1. Students are asked to discuss the ways that they can listen to digital music. Some of these ways include computers, internet radio, CD players, portable audio and MP3 players. Make a list on the board and have students discuss their experiences with each device on the list. What are the pros and cons of each device? What is the difference between a portable audio player and a personal audio player? List these on the board alongside each device.

2. The conversation should be narrowed to portable audio players. Discuss the different types of portable audio players that are available. Make a list of these types of portable audio players. This list can include: Apple iPod, Zune, Sandisk Sansa Clip, Archos 5 Internet tablet, digital Walkman, and Samsun P3.

3. Ask each student to research one of the portable audio players listed. Provide the students with a list of questions to answer about their research topic and a **WebQuest** of sites that will help them find some answers. These questions can include:

     Is this device a portable audio player or a personal audio player?
     What features does this device have?
     How much does this device cost?
     What types of digital music files does this device support?

What sorts of accessories are necessary for this device? What is the cost?
What types of accessories are available? What is the cost?

Websites for the students' **WebQuest** can include:
http://www.gizmocafe.com/portable-audio/
http://en.wikipedia.org/wiki/Portable_audio_player
http://flac.sourceforge.net/links.html
http://www.gadgetell.com/tech/archives/category/portable-audio/
http://www.zdnet.com/reviews/filter/6450?categoryId=6450&sa=all

4. After sufficient time for research (about 15-20 minutes), ask each student to report to the class on their findings.

5. At the end of the activity, ask the class to name some things that they have learned about digital audio players.

Resources:
Equipment:
Computers, Smartboard, **WebQuest** questionnaire, Internet

Websites about portable audio players:
http://en.wikipedia.org/wiki/Portable_audio_player
http://en.wikipedia.org/wiki/Comparison_of_portable_media_players
http://www.gizmocafe.com/portable-audio/
http://www.gadgetell.com/tech/archives/category/portable-audio/
http://www.zdnet.com/reviews/filter/6450?categoryId=6450&sa=all

Assessment:
The teacher can observe the students as they research their audio player device to make sure the student is on task. The **WebQuest** questionnaire answers can provide another part to the assessment. The oral report to the class can be considered the assessment of what the student learned during his/her research. Therefore, the assessment has three parts:
1. Internet research
2. Questionnaire
3. Oral report

MA7-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question:
How can I best use different techniques, technologies, and processes to create aesthetically pleasing digital music?

Concepts, Skills, Techniques, and Critical Knowledge:
Students should be able to access many different types of music composition and sound design software. Students should have knowledge of different kinds of equipment used in creating digital music and sounds. This activity focuses on Apple's GarageBand music creating program.

Activities:
Assuming that the students have had previous experience working on the Apple Mac computers, have the students navigate to the GarageBand program on the Mac computer dock and open the program.

Have the student open the PDF file of GarageBand tutorials that you have already placed on their desktop. Find the PDF file here: http://manuals.info.apple.com/en_US/GarageBand_09_Getting_Started.pdf

Instruct the students to complete the steps in Tutorial 1; "Creating a New Project" (pages 29-35) to create their first GarageBand song. In this tutorial, the students will learn how to:
- choose a project type
- save the project
- change units of time
- change the project tempo, key, and time signature
- save the project

Have the students save their project on their desktop under the title: "*student name* GarageBand 1 song." Have the students play their song for the class.

Resources:
Equipment:
Apple Mac computers, "GarageBand 09 Getting Started" tutorial workbook, MIDI keyboard

Websites:
http://manuals.info.apple.com/en_US/GarageBand_09_Getting_Started.pdf

Assessment: The teacher can assess the activity by checking to make sure all the steps in the tutorial were followed and by listening to the students' songs in class.

MA7-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question:
What are the necessary procedures and responsibilities for proper use of and care for equipment? Why are these important?

Concepts, Skills, Techniques, and Critical Knowledge:
Technology equipment is very expensive and students need to be aware of how to take care of it so that it lasts a long time. This activity focuses on how to take care of portable audio players.

Activities:
Instruct the students to research care and maintenance of portable audio players. Individually or in pairs, have the students create a list of ways to keep their portable audio players working well. Have students share their lists with the class and create a master list of the students' findings. These can include:
- keep your player away from extreme temperature changes
- keep your player free from moisture
- keep batteries fresh and in good shape
- keep LCD screen free from scratches
- keep your player away from direct sunlight or extreme heat
- keep your player secure when you're moving
- engrave your player with your name
- submit the warranty for your player and register the serial number

Have the students create a poster of the master list to hang on the wall for future reference.

Resources:
Equipment:
Computers, Internet, paper, pencils, pens, poster board, markers

Websites:
http://www.doityourself.com/stry/caremp3player

Assessment:
The students can be assessed on:
1. Class participation (rubric)
2. Research (rubric)
4. Oral report

MA7-1.4   Utilize **information literacy skills** to make informed decisions about his or her use of digital tools and resources.

Essential Question:
What do I need to know to make good decisions when using internet resources and digital tools?

Concepts, Skills, Techniques, and Critical Knowledge:
There are many bogus websites and internet rumors that appear to be real and correct. Students need to understand that there are sources of information that are not true and do not make good research choices. This activity focuses on rumors spread through email and the Internet.

Activities:
Before having the class watch the following video, introduce it as a video that is a performance of music from a mechanical device. Read the following to the class:

"This incredible machine was built as a collaborative effort between the Robert M. Trammell Music Conservatory and the Sharon Wick School of Engineering at the University of Iowa.

Amazingly, 97% of the machine's components came from John Deere Industries and Irrigation Equipment of Bancroft Iowa, yes farm equipment!

It took the team a combined 13,029 hours of set-up, alignment, calibration, and tuning before filming this video but as you can see it was WELL worth the effort.

It is now on display in the Matthew Gerhard Alumni Hall at the University and is already slated to be donated to the Smithsonian.

Enjoy."

Play the video *Pipe Dream* from www.animusic.com. The full video can be found on YouTube,
http://www.youtube.com/watch?v=WjBDfZZQz54
Google Videos,
http://video.google.com/videoplay?docid=2942922314315974986#docid=-5503582578132361295
or may be purchased at www.animusic.com

After watching the video have the students discuss how they think this machine might have been built. After letting the class discuss it for awhile, inform them that what you have just told them about the video was an internet hoax. The video is actually "animated music" and the

internet hoax is an eRumor. The University of Iowa says there is neither a "Robert M. Trammell Music Conservatory" nor a "Sharon Wick School of Engineering" on the campus. Those are fictional institutions.

Lead the class in a discussion about eRumors. Where do they come from? Is there a way of knowing whether a story is false? What do we learn from studying eRumors, Urban Legends, and hoaxes? The following website will be helpful in answering these questions:
http://www.truthorfiction.com/anatomy.htm

Resources:
Equipment:
Computer, Smartboard, *Pipe Dream* video

Websites:
http://www.truthorfiction.com/rumors/a/animusic.htm
http://www.truthorfiction.com/anatomy.htm
http://urbanlegends.about.com/
http://www.snopes.com/
http://www.freesearching.com/urban-legends.htm

Assessment:
Teacher observation is sufficient in the assessment of this activity.

MA7-1.5   Demonstrate the use of self-led and peer-led instruction and assessment materials for evaluating media artwork.

Essential Question:
How can I discover knowledge and skills for myself when working with media arts equipment as a part of a musical task?

Concepts, Skills, Techniques, and Critical Knowledge:
Students should be able to explore music-related ideas and become confident self-learners in researching and creating music on the computer. Students should be able to share their findings and learning techniques with others.

Activities:
The teacher will lead the students in the creation of a website journal on the topic of the history of electronic music.

Instruct the students to open an empty text document on the desktop. Have the students save the empty document on their desktop and name it, "Electronic Music History Journal *student name*." At the top of the document, the students should type their name and subject of the journal. Have the students minimize the document and open their Internet browser window. In the search engine window (Google, Safari, Bing, Yahoo, etc.) instruct the students to type the words "history electronic music." A list of websites on the subject will appear in the browser window.

Ask the students to find one website and right-click on the link. Explain to the students that it is a good idea to open websites in a new tab or window so they can keep track of where they go on the Internet. With the website open in a new window or tab, have the students look at the site and discover what is there.

Ask the students to maximize the text document and type a short description of the website into the document. Explain to the students that they can have more than one window open on the desktop at a time and have them arrange their desktop so the text document and the website are open side-by-side. Ask the students to right-click on the link to the website at the top of the Internet browser window. (Control-click on Macs is the right-click shortcut.) Have the students copy the link and paste it into the text document directly under their explanation of the website. Have the students hit return and create a border under the entry. An example of this is:

Student Name History of Electronic Music Notes

The EMF Institute: The Big TimeLine of Electronic Music
http://emfinstitute.emf.org/bigtimelines/bigtimeline.html

Up Loud: The History of Electronic Music
http://www.uploud.com/

Make sure the students understand that they can make any notes they want to in order to remind themselves of the website they visited. Stress to the students to "Save Early, Save Often!" to avoid losing work due to a computer glitch or electrical surge.

Ask the students to create a website journal consisting of 7-10 websites, saving their work on the computer desktop. If the students become interested in any subject during their exploration, let them know that it is ok to go in that direction. They can search any and all subjects related to electronic music and its history. At the end of the activity, the students can share any interesting websites that they found.

Resources:
Equipment:
Computers, Internet, word processing software program (MS Word, Text Edit, etc.)

Websites:
Many

Assessment:
Students can be assessed on class participation (rubric) and on the website journal that they created.

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MA7-2.1   Expand his or her media arts vocabulary and identify elements of artistic design specific to individual media.

Essential Question:
What techniques, elements, and equipment work best for creating digital music or sound productions?

Concepts, Skills, Techniques, and Critical Knowledge:
In working with digital sounds, students need to understand the concept of a sound wave and what it looks like in music editing programs. This activity focuses on a sound wave created in the Audacity Free Audio Editor and Recording program.
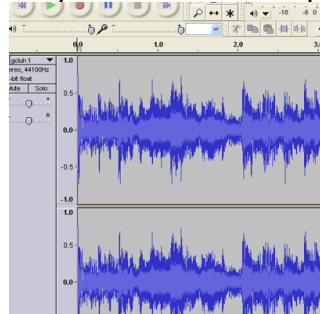
Activities:
Introduce the activity by displaying on the Smart Board a picture of a sound wave. You can find a picture of a sound wave at one of these websites:

http://en.wikipedia.org/wiki/Sound
http://www.mediacollege.com/audio/01/sound-waves.html

Or you can use this picture from the Audacity program:

Explain that each sound wave has certain properties. The three most important are wavelength (the length of the wave), amplitude (the strength or power of the wave signal), and frequency (the number of times the wavelength occurs in one second).

Visual examples of these properties can be seen at:
http://www.mediacollege.com/audio/01/wave-properties.html

Ask the students to open the Audacity program on their computer desktop. With a microphone, have the students record a short rhyme,

such as "Mary had a little lamb." Ask the students to observe the sound wave that forms in the track as they record their voices.

Have the students explore the sound wave they have created. Some questions to ask can include:

1. What happens to the wave when I expand the window and magnify the view of the sound wave?
2. How do I cut part of the wave in the Audacity program and what happens to the sound when I do?
3. Without listening to the sound, can you tell where the sound is loudest? Softest?

The students can continue to explore the sound waves within the Audacity program to become familiar with editing the sound waves and experimenting with ways to alter the wavelength, amplitude, and frequency.

Resources:
Equipment:
Computers, Audacity Free Audio Editor and Recording Program, Microphones, Smart Board

Websites:
As listed above.

Assessment:
Teacher observation is appropriate for assessing this activity.

MA7-2.2   Design and create media artwork that communicates his or her experiences.

Essential Question:
How do I communicate and express my personal experiences through digital music?
How can I create music that communicates something that I know?

Concepts, Skills, Techniques, and Critical Knowledge:
The students should understand that music can communicate personal feelings and experiences. In this activity, the student will create a short musical composition expressing an experience they had on the first day of school.

Activities:
Introduce the activity by asking the students to think back to the first day of school and remember something that happened to them. How

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would you relate that experience through music? How would it sound? Would you use lyrics?

Have the students open the music composition software on their computer desktop and create a new project. Have the students compose a short composition (about 1 minute) that expresses an experience from the first day of school. The students can use loops or the MIDI keyboard to compose their piece. If there are lyrics, have the students record them also.

Once the piece is complete, ask the students to save the audio file to the desktop. Let the students play their composition for the class. Ask the other students to critique the composition. Did it successfully relate the experience? What is it about the composition that really tells the story?

Resources:
Equipment:
Computers, MIDI keyboards, headphones, microphones, music composition software

Assessment:
Students can be assessed on the completed project.

MA7-2.3   Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question:
How did you create your digital music performance?

Concepts, Skills, Techniques, and Critical Knowledge:
The students need to understand how to go about producing digital musical compositions. In order to maintain the knowledge of particular music composition software, students should make notes to themselves in a digital journal for future reference. This activity focuses on one particular music composition program, but can be used whenever a new musical composition program is introduced.

Activities:
Introduce the activity by telling the class that they are going to compose a simple piece of music and describe in writing each step of their work. Have the students open an empty text document on their computer desktop. Have the students label and save the document (label can be "composing a simple piece of music" with their name at the top of the document. Save the document on the desktop as "*student name_*composing music 1."

Instruct the students to follow along with the class as you guide them through each step of the composition and to make the necessary entries into their digital journal as you instruct.

The steps to have the students record in their digital diaries:
1. Open the music composition software.
   Students will write how to open the software and create a new project.
2. Create a drum track.
   Students will describe in writing how to create a new track and where to find the drum sound that they would like to use for this activity.
3. Record 4 measure of the drum beat.
   Students will describe how to load the drum sound into the track and the process of recording the drum beat for 4 measures. Students will also explain how to set the tempo and time signature of the beat within the recording track.
4. Play back the beat.
   Students will describe how to play back the recorded track.
5. Create a "fill" track.
   Students will describe how to find a "fill" instrument (a guitar or piano, etc, that can put chords into the music composition.
6. Record a "fill" into the 4 measures already recorded.
   Students will describe how to choose the chord(s) that they want to use. They will then describe how to play back the drum track while recording the musical "fill."
7. Add a bass line to the composition.
   Students will expand on the chord structure for the 4 measures and explain how to find and record the bass line over the existing music tracks.
8. Create a lead and add it to the composition.
   Students will describe the process of selecting a lead instrument (guitar, violin, clarinet, etc) and how to load it into the track and record over the existing tracks.
9. Save your work as a WAV file on the desktop.
   Students will describe the process of exporting their composition as the specified file and saving it to the desktop.

Resources:
Equipment:
Computer, word processing program (MS Word, Text Edit, etc.), music composition software (GarageBand, Reason, MixCraft, etc), MIDI keyboards, headphones

Assessment:
Students may be assessed on the product they complete according to the instructions given:
1. The composition by specified guidelines and in correct order of creation.
 2. The digital journal completed and saved in the correct manner.

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MA7-3.1   Explain the ways that a variety of **media texts** address their intended purpose and audience.

Essential Question:
What is the purpose? Why did the author create this media text for this audience?

Concepts, Skills, Techniques, and Critical Knowledge:
Students need to learn to be aware of how websites address their intended audience. This activity focuses on the question, "Who is the intended audience of the specific website?"

Activities:
Introduce the activity by having the following statements written on the Smart Board:
1. All media are constructions
2. Media contain belief and value messages
3. Each person interprets media differently
4. Media have commercial, ideological, or political interests
5. Each medium has its own language, style, form, techniques, conventions, and aesthetics

Lead a brief discussion on the statements, making sure the students understand the concepts behind the statements. Instruct the class that this activity will focus on the audience that media tries to reach.

Give the students a handout worksheet with space for writing notes on the following topics:
- Website construction
- Messages from the website
- My interpretation
- Techniques used in this website

Pull up the Children's Music Workshop website:
http://www.childrensmusicworkshop.com/advocacy/

Ask the class some questions based on their initial view of the website. Have the students make notes on the handout during the class discussion. Some questions to ask can include:
- How is the site constructed?
- What do the pictures on the websites tell you?
- What points of view are represented on this site?

- Who or what is missing?
- What meaning do you get from the site?
- Who might benefit from the message of this site?
- What techniques are used to construct this site and its message?

After class discussion, ask the questions:
Who is the intended audience of this website? Answer: Music teachers and parents of music students. How do you know it is intended for this audience?

Resources:
Computer, Internet, Smart Board, handout worksheet, pencils or pens

Assessment:
This activity can be assessed by teacher observation.

MA7-3.2   Interpret increasingly complex **media texts**.

Essential Question:
What is the main message you are getting from media texts?

Concepts, Skills, Techniques, and Critical Knowledge:
Students need to understand that media texts contain beliefs and value messages, as well as special interests (commercial, ideological, or political). This activity will focus on a television ad for the iPad.

Activities:
Introduce the activity by playing the iPad commercial on the Smart Board:
http://www.tuaw.com/2010/05/13/apple-releases-new-ipad-tv-commercial/

Lead a class discussion on the students' initial reaction to the advertisement.
The question to ask may include:
- Describe the music in the ad
- How does the music accompany the images in the ad?
- What style of music is in the ad?
- What style is the announcer's voice?
- What kind of language is used in the ad?
- What images do you see in the ad?
- What kind of camera angles and camera techniques do you see?
- What is the tempo and feel of the ad?
- What are the colors used?
- How do the elements of style make the ad successful or unsuccessful?

After the class discussion on the iPad advertisement, ask the questions:

"What is the main message you get from this ad? What is the producer of this ad trying to do and say? Is it successful? How does the music and recorded sound affect the success of this advertisement?"

Resources:
Equipment:
Computers, Internet, Smart Board

Websites:
http://www.tuaw.com/2010/05/13/apple-releases-new-ipad-tv-commercial/

Assessment:
Students can be assessed by teacher observation.

MA7-3.3   Evaluate the effectiveness of the presentation and treatment of ideas in **media texts**.

Essential Question:
How successful is the creator in delivering his/her message to the audience? How do these techniques make this an effective piece?

Concepts, Skills, Techniques, and Critical Knowledge:
Students need to be aware of the effect music has on the message that tv commercials are sending to the audience. Students will develop critical thinking skills about the way that music is portrayed in television commercials and the effects music has on the messages the commercials are sending. This activity will focus on one television commercial and how the music adds to the success of the advertisement by comparing the ad without sound and with sound.

Activities:
Introduce the activity by having the following statements displayed on the Smart Board:
    1. All media are constructions
    2. Media contain belief and value messages
    3. Each person interprets media differently
    4. Media have commercial, ideological, or political interests
    5. Each medium has its own language, style, form, techniques, conventions, and aesthetics
Discuss the statements with the class to make sure the students understand the meaning behind each statement.

On the Smart Board, pull up the following commercial:
2010 Kia Soul Hamster Commercial:
http://www.youtube.com/watch?v=UFHCfwF87_o

Play the commercial for the class with the *sound turned down*. Ask the students to make notes on the commercial by following a guided handout with descriptive exercises, such as:

- Describe the tone of the commercial
- Describe the tempo of the commercial
- Describe the style of the commercial
- Describe the message sent through the commercial
- Describe the feeling you get from the commercial

Play the commercial again with the *sound turned up*. Have the students complete the descriptive exercise handout again while listening to the sound of the commercial.

Ask the students to discuss how the message of the commercial was different or the same with and without the sound. Was the commercial less effective or more effective with the sound? Why? What audience do you think the producers of this commercial were trying to reach? Was it successful?

Resources:
Equipment:
Computer, Internet, Smart Board, teacher-prepared descriptive exercise handout

Websites:
2010 Kia Soul Hamster Commercial
http://www.youtube.com/watch?v=UFHCfwF87_o

Assessment:
Students may be assessed on the activity by teacher observation.

MA7-3.4   Explain why different audiences might have different responses to a variety of **media texts**.

Essential Question:
Why do people react differently to the message contained in differing digital media?

Concepts, Skills, Techniques, and Critical Knowledge:
Students need to understand that the producers of media texts target specific audiences and create their texts to influence these specific audiences. People respond differently to these texts based on a number of reasons; age, gender, race, etc. This activity focuses on how one company creates different advertisements to influence different audiences, specifically the McDonald's Corporation.

Activities:

Introduce the activity by having the following statements displayed on the Smart Board:

1. All media are constructions
2. Media contain belief and value messages
3. Each person interprets media differently
4. Media have commercial, ideological, or political interests
5. Each medium has its own language, style, form, techniques, conventions, and aesthetics

Discuss the statements with the class to make sure the students understand the meaning behind each statement.

Create a handout to give to the students for taking notes on the commercials. This can be a Venn diagram of two circles labeled ad 1 and ad 2. Explain to the class that they are going to watch two commercials from the same company. Instruct the students to take notes on differences and similarities of the two commercials. (Differences are written in the larger circles and similarities and written in the overlapping part of the two circles.)

Show the following commercials to the class:

Star Wars Happy Meal 2010 http://www.youtube.com/watch?v=0-TGaXG5TEk
Gimme That Filet-O-Fish 2010 http://www.youtube.com/watch?v=DIq92yp_a0c

Some of the questions to ask the students can include:
- What audience is McDonalds aiming to reach?
- How would a child respond to each commercial?
- How would an adult respond to each commercial?
- What message(s) are being communicated?
- What language is used for each ad?
- What style is used for each ad?
- How is the music in each ad used to send a message?

After the students have watched the commercials and made notes, ask them to discuss how both commercials might make different people respond? Were the commercials successful in reaching their intended audiences?

Resources:
Equipment:
Computers, Internet, Smart Board, teacher-created handouts, pens or pencils

Websites:
Star Wars Happy Meal 2010 http://www.youtube.com/watch?v=0-TGaXG5TEk

Gimme   That   Filet-O-Fish   2010
http://www.youtube.com/watch?v=DIq92yp_a0c

Assessment:
Teacher observation is an appropriate assessment.

MA7-3.5   Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Essential Question:
What creative techniques are used in media texts?

Concepts, Skills, Techniques, and Critical Knowledge:
Students need to become aware that advertisers use tricks to sell their products. In becoming knowledgeable about the tricks used to sell things, students will become better at making consumer decisions. This activity is an interactive lesson in advertising tricks from PBS Kids Go!

Activities:
Introduce the activity by having the following statements displayed on the Smart Board:
1. All media are constructions
2. Media contain belief and value messages
3. Each person interprets media differently
4. Media have commercial, ideological, or political interests
5. Each medium has its own language, style, form, techniques, conventions, and aesthetics

Discuss the statements with the class to make sure the students understand the meaning behind each statement.

Have the students open this website on their computers:
PBS   Kids   Go!   Don't   Buy   It
http://pbskids.org/dontbuyit/advertisingtricks/

Instruct the students to explore the site: Advertising Tricks-Discover the Secrets of Selling. Have the students read about "food advertising tricks" and "what's in an ad?" Have the students create their own ads. When the students have finished, ask them to share their ads with the class.

After the students have shared their ads, lead the class discussion by following the site on the Smart Board and discussing the food advertising tricks and what the experts had to say about the commercials.

Resources:
Equipment:
Computers, Internet, Smart Board

PBS Kids Go! Don't Buy It
http://pbskids.org/dontbuyit/advertisingtricks/

Assessment:
Students may be assessed on class participation and on the ads they create on the interactive website.

MA7-3.6   Identify the techniques used in different **media texts** that reflect varying perspectives and points of view.

Essential Question:
What are techniques that the producers of media texts use to show different perspectives and points of view?

Concepts, Skills, Techniques, and Critical Knowledge:
Music is used in media texts to convey meaning to a specific audience. Students need to be aware that producers of media texts use music as a vehicle to reach an intended audience. In this activity, students will watch a KIA car commercial and discover what type of audience(s) the producers are targeting to sell their product.

Activities:
Introduce the activity by asking the class to name as many different styles of music they can think of (jazz, classical, rock and roll, country, blues, hip-hop, etc.). Ask the class to identify what types of people may listen to these different types of music. List the genres of music on the Smart Board with the potential audience beside them.

Play the following KIA commercial for the class:
KIA Soul- What's Your Personality?
http://www.youtube.com/watch?v=KRbrdUDnE-M&NR=1

After the first viewing, instruct the students to watch again and list every type of music that they hear.
- funk
- techno hip-hop
- jazz
- light piano

Which words are flashed across the commercial?

Do you have soul?
What's your personality?
- fashionable
- sexy
- urban

- brave

What do you want to do?
- relaxing
- eco
- dreaming
- spacious
- frontier

What's your emotion?
- tearful
- romantic
- lucky

What your flavor?
- artistic
- club
- innovative
- flower
- blooming

What's your soul?

Lead a class discussion on how the music in the commercial is matched to the words and questions asked. How many different types of people are the producers of this commercial trying to reach? What kind of message is the producer trying to send? Is the producer successful in sending the message? What techniques are being used to reach the different types of audience(s)? How many different points of view can you see in the commercial?

Resources:
Equipment:
Computer, Internet, Smart Board

Websites:
Daryl Cagle's Political Cartoonists Index
http://www.cagle.com/news/BPProblems/main.asp

Assessment:
Teacher observation is appropriate for this activity.

Making Connections

Standard 4:   The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MA7-4.1   Analyze examples of media artwork to gain an awareness of the components that connect the media arts to everyday life and activities in the world at large.

Essential Question:
How do these performances connect to everyday life in the world? What about this piece makes it possible to use in my everyday life?

Concepts, Skills, Techniques, and Critical Knowledge:
In order to create CDs, work with audio files in music design programs, and listen to music on a computer, students need to know how to download songs onto the computer. This activity will focus on downloading songs into the iTunes audio jukebox from a pre-recorded CD.

Activities:
Introduce the activity by telling the class that they are going to learn how to copy songs from a pre-recorded CD into the iTunes audio jukebox on their computer.

Instruct students to open the iTunes audio jukebox from the desktop of their computer. Give the students a CD with songs recorded onto it. Have the students insert the CD into the computer. When the dialog box opens, click yes to add songs to the iTunes library. Watch as the songs are loaded into the iTunes library.

Resources:
Equipment:
Computers, iTunes audio juke box program, pre-recorded CDs

Assessment:
Students may be assessed on successfully adding the songs from the CD into the iTunes library.

MA7-4.2   Analyze and describe the relationship between the media arts and other arts disciplines and other content areas.

Essential Question:
How do media arts relate to other arts disciplines? How do media arts impact other disciplines' ability to communicate?

Concepts, Skills, Techniques, and Critical Knowledge:
The musical concepts of rhythm and beat are related to math. By creating rhythms, the musician counts and divides beats into fractions of time. This activity will use an online beat factory to create beats and rhythms.

Activities:
Introduce the activity by telling the class that they are going to use an online music factory to create beats and rhythms. On the Smart Board, type in the search browser "Jam Studio" and click on the link to jamstudio.com. Instruct the students to do the same on their computer. As the website opens, the instructions on how to create a song flash across the screen. Show the students how to click on the chords to fill up the song, choose which instruments they want to hear, and how to play their composition. Have the students experiment with composing rhythms on the website program. Have the students share their songs with the class.

Resources:
Equipment:
Computers, headphones, Internet

Websites:
JamStudio.com: http://www.jamstudio.com/Studio/index.htm
How to apply for a free education grant for using Jam Studio:
Click on the button on the left side of the bottom screen that is titled, "In the Classroom."

Assessment:
Students may be assessed on the beats they have created on the website.

MA7-4.3   Analyze and describe financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question:
What kinds of careers are available in sound production and how much does it cost when planning a sound production? What financial aspects need to be considered?

Concepts, Skills, Techniques, and Critical Knowledge:
Students need to be aware of the career opportunities in music. This activity focuses on the types of careers there are in the field of music.

Activities:
Introduce the activity by asking the class how many careers in music they can name. On the Smart Board, write the list as the students name

the careers. Instruct the class to research online music careers and make their own lists of careers available.

Some of the sites that the students can explore are:
   http://www.ultimatesongwriting.com/music-careers.html
   http://mediawebsource.com/musicjobs.htm
   http://www.entertainmentcareers.net/jcat.asp?jcat=119&offset=0
   http://www.careersinmusic.com/
   http://www.menc.org/careers/view/career-center-career-glossary
   http://musiced.about.com/od/lessonsandtips/a/musiccareers2.htm

When the students have created their lists, have them save the lists to a flash drive and let them pull up their lists on the Smart Board. Lead the class in discussions about the many careers. What do you need to do to get one the career (education, training, etc.)?

Resources:
Equipment:
Computers, Smart Board, Internet, word processing program, flash drives

Websites:
As listed above and any others the students find.

Assessment:
Students may be assessed on class participation, research skills, and the completed list.

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MA7-5.1   Analyze ways that information from past and present culture has influenced the evolution of the media arts.

Essential Question:
How does music from the past, or from other cultures, influence the creation of modern digital music?

Concepts, Skills, Techniques, and Critical Knowledge:
Recorded music is all around us, on radio, on television, in elevators, and on our personal listening devices. Students should understand how recorded music has evolved into the digital recordings we hear today. This activity will focus on a brief history of recorded music.

Activities:
Introduce the activity by asking the class what they know about recorded music. After a brief discussion about music before recording began, inform the students that they are going to make a documentary on the history of recorded music.

Since the history of recorded music is vast and can get very specific, have the students select a topic that they are going to make their documentary on. These topics can include:
1. Thomas Edison and his phonograph
2. Emile Berliner and his flat disk
3. The Gramophone
4. Records (78 rpm, 45 rpm, 33rpm)
5. The Juke box
6. Cassette and 8-track tapes
7. Compact Discs

Ask the students to research their topic on the Internet and make notes in a digital journal. Encourage them to collect pictures and illustrations to support their documentary. (Make sure the photos are in the public domain and do not have copyright restrictions). Instruct the students to gather enough material for a 3-4 minute documentary presentation.

Once the research has been done, have the students write out a script for their documentary. Take any illustrations, pictures, videos, etc. and import them into a slide show or video program (iMovie, Photo Story,

Mixcraft, etc.) Have the students edit the illustrations to tell the story of their topic.

After the visual part of the documentary has been complete, have the students record their script with a microphone in a voice over program. After the voice over has been recorded, save the documentary as a video file to the desktop of the computer and burn it onto a DVD. Have the students play their DVDs for the class.

Resources:
Computers, Internet, headphones, microphones, word processing program, slide show or video production software program, DVD disks and jackets

Assessment:
Students may be assessed on their research and on the final DVD documentary.

MA7-5.2   View and discuss media artwork that portrays the people and cultures of the world.

Essential Question:
What can you learn about people and culture of the world by listening to pieces of digitally created music?

Concepts, Skills, Techniques, and Critical Knowledge:
Recorded music can speak about people and places in history. These songs educate us about people and events that the composer felt was especially important. In this activity, students will listen to *Buffalo Soldiers* by Bob Marley and learn about African American soldiers in the American military in the late 19th and early 20th centuries.

Activities:
Introduce the activity by play a recording of Bob Marley's *Buffalo Soldiers*. Place the lyrics on the Smart Board so the class can read along as the song plays. Discuss the genre of Reggae music. Where does it come from? What nationality was Bob Marley?

Play the following video for the class on the Buffalo Soldiers:
http://www.youtube.com/watch?v=WbcxZM32ZrQ

Have the students answer prepared questions on the video. These can include:
   1. What was the responsibility of the Buffalo Soldier?
   2. Who gave them their name?
   3. What did the Buffalo Soldiers do?

Instruct the students to research the Buffalo Soldiers and write a short essay on the topic. Students should cite all sources used in their essays. Share the essays with the class.

Resources:
Equipment:
Computers, Internet, Smart Board, recording of Bob Marley's *Buffalo Soldier* with lyrics, word processing program

Websites:
Wikipedia: http://en.wikipedia.org/wiki/Buffalo_Soldier
Buffalo Soldier's Museum: http://www.buffalosoldiermuseum.com/
Buffalo Soldiers and Indian Wars: http://www.buffalosoldier.net/
Buffalo Soldiers: http://www.42explore2.com/bufldier.htm

Assessment:
Students may be assessed on research skills and on the typed essay.

MA7-5.3   Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question:
What characteristics of digital music exist across time among different people?

Concepts, Skills, Techniques, and Critical Knowledge:
Students should be aware of how music video evolved. This activity focuses on the history and beginnings of music video.

Activities:
Introduce the activity by asking the class if they know when music videos began? Lead a short discussion on MTV and when it was started. On the Smart Board, pull up this website and read about the history of music videos:
Some History Facts on Music Videos http://ezinearticles.com/?Some-History-Facts-on-Music-Videos&id=85854

Show the students these videos of music videos from the 1980's:
Wham: Last Christmas http://www.youtube.com/watch?v=zG43S2StzHI
Aldo Nova-Fantasy http://www.youtube.com/watch?v=9nF87ZoW9Jo
Human   League
http://www.youtube.com/watch?v=jaPRoVhGpKo&feature=fvw
Lost   Videos   of   MTV
http://www.youtube.com/watch?v=yz1LfFMS1PE&feature=related

After each video, lead a class discussion on the music and videos of the 1980's. Some of the observations may include:
- quality of video

- how the images match the lyrics
- how videos have progressed since the 1980's

Ask the students to draw conclusions about the evolution of the music video.

Resources:
<u>Equipment</u>:
Computer, Smart Board

<u>Websites</u>:
Wham: Last Christmas http://www.youtube.com/watch?v=zG43S2StzHI
Aldo Nova-Fantasy http://www.youtube.com/watch?v=9nF87ZoW9Jo
Human   League
http://www.youtube.com/watch?v=jaPRoVhGpKo&feature=fvw
Lost   Videos   of   MTV
http://www.youtube.com/watch?v=yz1LfFMS1PE&feature=related

Assessment:
Teacher observation is appropriate for this activity.

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MA7-6.1   Analyze and describe human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question:
What kind of human, cultural, and societal considerations are associated with the digital music?

Concepts, Skills, Techniques, and Critical Knowledge:
The Internet has brought popular music into every household and with it, the means to view videos on the computer. Students should be aware of the legal aspects of viewing copyrighted material on such sites as YouTube. This activity will focus on YouTube and the copyright law.

Activities:
As an introduction to the activity, ask the students their thoughts on YouTube. How often do they use it? Do they think there are any legal ramifications of watching videos on YouTube?

Ask the student to pull up this article on their computer desktop and read through it.
Legal Liability for YouTube Viewers http://news.cnet.com/8301-13739_3-9936833-46.html

After reading the article, ask the students to discuss it in small groups. Have them answer some questions like:
- Is it ethical to watch videos on YouTube?
- It is ok to download the videos form YouTube?
- What does the copyright law have to do with YouTube videos?
- How can you determine if a video is legal to watch?

After the small group discussions, ask the questions to the whole class and let the students share their thoughts.

Resources:
Equipment:
Computer, Smart Board
Websites:
Legal Liability for YouTube Viewers http://news.cnet.com/8301-13739_3-9936833-46.html

Assessment:

Students may be assessed on class participation and collaborative effort by teacher observation.

MA7-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question:
What do you need to know and how do you put the practice of legal and ethical behavior to work to be a responsible digital citizen?

Concepts, Skills, Techniques, and Critical Knowledge:
With the advent of MP3 audio files and songs available for download on the Internet, there has been a raging discussion about the legal ramifications of sharing songs and files between people. Students need to be aware of the legal questions being asked about music and file sharing in order to be responsible digital citizens. In this activity the students will read three articles about music sharing and come up with their own answers to the question, "Is sharing music legal?"

Activities:
Introduce the activity by asking the class if they think sharing songs with their friends is legal? How do they know?

Give the students a **WebQuest** (already loaded on their computer desktop) with the following articles:

Judge: File Sharing Legal in Canada http://news.cnet.com/2100-1027_3-5182641.html

Court Rules Sharing Music is Illegal, Even if Nobody Downloads it
http://www.betanews.com/article/Court-Rules-Sharing-Music-is-Illegal-Even-if-Nobody-Downloads-It/1188323085

Downloading MP3s: Peer to Peer File Sharing
http://netforbeginners.about.com/cs/peersharing/a/aap2p.htm

Instruct the students to read the articles and write an essay on their opinions of the articles. Have the students share their opinions with the class.
Resources:
Computers, Internet, word processing program, Teacher-created **WebQuest**

Assessment:
Students may be assessed on the essay written on the topic.

GRADE 8

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MA8-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question:
What do I need to know to be able to create music using digital equipment and programs?

Concepts, Skills, Techniques, and Critical Knowledge:
In order to create digital music, students need to be aware of the different types of digital audio files that are used on computers and audio players. This activity focuses on the names of the digital audio files and their respective extensions. Although it would be nearly impossible to memorize all of the file formats and their file extensions, the students should become familiar with the most common ones and understand how to research the less common ones when they come across them.

Activities:
1. Ask the students to define audio file format: "An **audio file format** is a file format for storing audio data on a computer system."
Source: http://en.wikipedia.org/wiki/Audio_file_format. Have the students discuss the difference between a file format and a codec. "A codec performs the encoding and decoding of the raw audio data while the data itself is stored in a file with a specific audio file format."
Source: http://en.wikipedia.org/wiki/Audio_file_format.

2. What are some of the most common audio file formats? List the students' answers on the board. What are the file extensions that are associated with these file formats? Some of these may include:
  WAV (.wav)
  AIFF (.aiff)
  MP3 (.mp3)
  Ogg (.ogg)

3. What are the differences between all of these audio file formats? Some terms to discuss are:
  Compressed files
  Uncompressed files

Lossless compressed audio format
Free and open file formats
Open file formats
Proprietary formats

4.	With the students working alone or in pairs, have them research some websites that list and compare audio file formats and their extensions. Some of these sites can include:

http://en.wikipedia.org/wiki/Audio_file_format

http://en.wikipedia.org/wiki/Comparison_of_audio_codecs

http://www.fileinfo.com/filetypes/audio

http://www.file-extensions.org/filetype/extension/name/audio-and-music-files

http://www.webopedia.com/didyouknow/Computer_Science/2005/digital_audio_formats.asp

http://www.planetoftunes.com/digiaudio/daudiofiles.html

Have the students create their own **Internet journals** that focus on websites about audio file formats and their extensions.

5. Have the students create posters of the most common file formats and their extensions. These posters can be displayed in the room or in the hallway to remind the students of these formats and extensions during the school year.

Resources:
Equipment:
Computers, Internet, Smartboard, poster board, markers, text program

Websites about audio file formats and their extensions:
http://en.wikipedia.org/wiki/Audio_file_format
http://www.fileinfo.com/filetypes/audio
http://www.file-extensions.org/filetype/extension/name/audio-and-music-files
http://www.webopedia.com/quick_ref/fileextensions.asp
http://www.webopedia.com/didyouknow/Computer_Science/2005/digital_audio_formats.asp
http://en.wikipedia.org/wiki/Comparison_of_audio_codecs
http://www.planetoftunes.com/digiaudio/daudiofiles.html

Assessment:

Students may be assessed in three areas:
1. Class participation (rubric)
2. Research skills (Internet journals)
3. Project (posters)

MA8-1.2   Analyze and use a variety of media technologies, techniques, and processes.

Essential Question:
How can I best use different techniques, technologies, and processes to create aesthetically pleasing digital music?

Concepts, Skills, Techniques, and Critical Knowledge:

Students should be able to access many different types of music composition and sound design software. Students should have knowledge of different kinds of equipment used in creating digital music and sounds. This activity focuses on Apple's GarageBand podcasting program.

Activities:
Instruct the students to open GarageBand from the Apple computer dock. Have them open the "GarageBand Getting Started" tutorial workbook to page 102, Tutorial 8: Creating Podcasts.
http://manuals.info.apple.com/en_US/GarageBand_09_Getting_Started.pdf

Instruct the students to follow the steps for creating an audio podcast.

Creating an Audio Podcast (pages 103-110)
In this lesson the students will learn to:
- create audio podcasts
- find and import media files using the Media Browser
- show the podcast or movie track
- Add and edit markers and marker regions
- Add artwork, URLs, URL titles, and chapter titles to markers
- Add episode artwork and episode information
- Edit marker and episode artwork
- Use "ducking" to make narration and dialog easier to hear

Have the students upload their podcasts to a website and share with each other and the world.

Resources:

Equipment:
Apple Mac computers, GarageBand music creating program, MIDI keyboards, Internet, Website accessibility

Websites:
http://manuals.info.apple.com/en_US/GarageBand_09_Getting_Started.pdf

Assessment:
Students may be assessed on following the steps in the tutorial correctly and in having their podcast uploaded to the website.

MA8-1.3   Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question:
What are the necessary procedures and responsibilities for proper use of and care for equipment? Why are these important?

Concepts, Skills, Techniques, and Critical Knowledge:
Technology equipment is very expensive and students need to be aware of how to take care of it so that it lasts a long time. This activity focuses on daily dos and don'ts to care for the computer.

Activities:
Ask the students to brainstorm some ideas of how to take care of the computer. Some of the topics for discussion can include:
- keeping the machine clean
- working safely around electricity
- computer viruses
- safety in installing programs

Keep a list of the ideas that the students think of.

Some of these ideas may include:
- Do not spray the computer monitor with glass cleaner.
- Keep the computer dust-free.
- Use canned air or small computer-specific vacuum cleaner to clean keyboards, computer case vents, and around disk drive openings.
- Clean the computer mouse occasionally.
- Do not remove the cover of the computer for cleaning. Leave that to professionals.
- Keep liquids and food away from computers.
- Wash your hands before using the computer to avoid "sticky keys."
- Consult the user manual when you are in doubt.

In the class discussion, ask the students to state why these procedures are important. Post the list of proper procedures in the class room for future reference.

Resources:
Websites:
http://www.kidsdomain.com/brain/computer/lesson/comp_les10.html
http://ezinearticles.com/?3-Tips-on-Proper-Computer-Care&id=3787149
http://www.fhsu.edu/ctc/helpdesk/computers/care-tips/

Assessment:
The students can be assessed on class participation by teacher observation.

MA8-1.4   Utilize **information literacy skills** to make informed decisions about his or her use of digital tools and resources.

Essential Question:
What do I need to know to make good decisions when using internet resources and digital tools?

Concepts, Skills, Techniques, and Critical Knowledge:
The Internet is full of misinformation and bogus sites that seem real and true. Students need to be made aware that there are sources of information that are not true and do not make good research choices. This activity focuses on hoaxes spread through email.

Activities:
Individually or in pairs, have the students go to an Internet search engine and type in "Email hoaxes." Have the students make a list of the different sites that come up. Make sure they copy and paste the URL address of the site just under its description.

After they have listed 10 to 12 sites, have the students go into each site and list the hoaxes, rumors, and urban legends that they find there. Have the students write a brief description of these hoaxes under each site. After a reasonable time for research, have the students report to the class on some of the hoaxes they found.

To show the class the sites that they found, have the students save their Electronic Journal onto a flash drive. Bring the flash drive to the main computer and show the sites on the Smartboard as they discuss them.

Resources:
Equipment:
Computers, Internet, Smartboard, Electronic Journal, flash drive USB memory devices

Websites:
http://www.3oddballz.com/hoaxes/
http://www.freesearching.com/urban-legends.htm
http://www.snopes.com/
http://urbanlegends.about.com/
http://www.truthorfiction.com/
http://erumors.net/

Assessment:
Teacher observation is appropriate for each team as they present their findings to the class.

MA8-1.5   Demonstrate the use of self-led and peer-led instruction and assessment materials for evaluating media artwork.

Essential Question:
How can I share knowledge and skills with others when working with media arts equipment as a part of a musical task? What are some of the criteria used to evaluate the task?

Concepts, Skills, Techniques, and Critical Knowledge:
Students should understand how to improvise a melody around chords while composing and playing with others. In this activity the students will work with a partner to explore how to improvise a melody on the MIDI keyboard using a music composition software program.

Activities:
Instruct the students on how to play a simple chord progression in the key of C major. Have them practice playing the I-V chord progression (C major- G major) on the MIDI keyboard. After sufficient practice time, have the students open a music composition program on their computer and record the simple chord progression over 4 measures, giving the following chord rhythm (4/4 time): I-I-V-I.

Once the chord progression is recorded, ask the students to play around with notes over the progression to see which notes sound good with the chords played. Have the partners take turns at playing improvised melodies and have them critique each other as they go. Have them ask each other questions about the melodies:
   1. Which notes sound best with each chord?
   2. What kind of shape/line does each melody have?
   3. Does the melody sound finished?
   4. What do you like most about the melody?

At the end of the activity, have students perform some improvised melodies for the class.

Resources:
Equipment:
Computers, MIDI keyboards, headphones, headphone splitters, music composition software program (GarageBand, Mixcraft, etc.)

Assessment:
Students may be assessed on class participation (rubric) and by teacher observation.

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MA8-2.1   Expand his or her media arts vocabulary.

Essential Question:
How do I communicate effectively about creating a digital piece of music or sound production?

Concepts, Skills, Techniques, and Critical Knowledge:
In order to successfully use music composition software (GarageBand, Mixcraft, Logic, Reason, etc), students must be aware of the basic vocabulary of digital sound production. This activity will introduce the students to some beginner terms that are common in all music production software.

Activities:
Before the activity, the teacher should make a list of terms that the students need to understand when using music composition computer software. Some of these terms may include:

- analog
- bit
- byte
- channel
- clipping
- codec
- compression
- cycle
- DAW
- dB
- digital
- dry
- dubbing
- dynamics
- file types
- format
- frequency
- Hz (Hertz)
- interface
- loop
- MIDI
- notation software
- pan
- peak
- pitch
- sample
- slider
- synthesizer
- tempo
- timbre
- track
- USB

Have the word list saved on the students' computer desktops and ask the students to use an online music technology dictionary to type out the definitions. Some good music technology glossaries or dictionaries can be found at the following websites:

Berklee College:
http://classes.berklee.edu/ms/classsupport/glossary.htm
Music on My PC: http://www.musiconmypc.co.uk/art_glossary.php
Music Technology Glossary: http://www.podcomplex.com/blog/music-technology-glossary/
A Dictionary of Electronic and Computer Music Technology: Instruments, Terms, and Techniques:
http://findarticles.com/p/articles/mi_hb6657/is_n3_v50/ai_n28636067/
Jargonbuster: Technical Terms Explained:
http://www.soundonsound.com/information/Glossary.php

When the students have completed their definitions, read through the terms as a class and ask individual students to give the definitions of the terms. Have the students save the completed word list to their computer desktop for future reference. The defined terms can be printed and posted in the classroom to remind the students what the terms mean.

Resources:
Equipment:
Computers, Internet, word processing program, printer

Websites:
As listed above and any others the students may find.

Assessment:
Students may be assessed on their research skills and the completed term definition list.

MA8-2.2   Design and create media artwork that communicates his or her experiences.

Essential Question:
How do you communicate and express your personal experiences through digital music?

Concepts, Skills, Techniques, and Critical Knowledge:
The students should understand that one way to express themselves is through composing a piece of music using music composition software. This activity will focus on using a music composition software program to create a piece of music that communicates the student's biggest fear.

Activities:
Introduce the activity by asking the class to imagine their biggest fears. Without telling what they are, ask the students to imagine how they might translate those fears into music. What would it sound like? What instruments would you use? What tone colors and tonality would you use to express that fear?

Instruct the class to open the music composition software on their computer desktop (GarageBand, Mixcraft, Reason, etc.) and create a new project. Ask the students to compose a piece of music that describes with sounds their biggest fear. The piece should be about a minute long and can have any combination of instruments the student chooses.

After the students are finished composing, have them save the audio files on the computer desktop. Let the students play their music for the class and see if the students can guess the fear by listening to it.

Resources:
Computers, music composition software, MIDI keyboards, headphones

Assessment:
The students may be assessed on the finished product- the composed piece about their fear.

MA8-2.3   Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question:
How did you create your digital music performance?

Concepts, Skills, Techniques, and Critical Knowledge:
Students need to understand how to record a live performance, either instrumental or vocal, onto the computer. This activity is a beginning-level recording activity using Apple's GarageBand and a microphone, either the one that is built into the computer or an external one.

Activities:
Introduce the activity by telling the class that today they are going to learn to record their voice in the GarageBand program. Have the students open GarageBand on the computer desktop and create a new real instrument project. Explain to the students that there is a microphone built into the computer that is capable of recording.

Instruct the students to create a new track and arm it record. The students will select a children's rhyme (Mary Had a Little Lamb, etc) and record it onto the track. The students will listen to the recorded rhyme through playback.

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To use and external microphone, have the students go into the Preferences drop-down menu and select external microphone. Take a microphone and plug it into the microphone jack in the back of the computer. (Make sure you have XLR to 1/8 inch jack converters for the microphones, or microphones specifically made for computer recording.) Have the students create a new real instrument track and arm it for recording. Let them record the rhyme again using the external microphone.

As a follow-up activity, ask the students to describe what they have learned about recording into the GarageBand program.

Resources:
Computers (Mac), GarageBand music composition program, microphones, XLR to 1/8 inch jack converters, headphones

Assessment:
Students may be assessed on class participation and recording onto their computers.

MA8-2.4   Apply elements of artistic design specific to individual media.

Essential Question:
What elements of artistic design are important to use in creating digital music or sound productions?

Concepts, Skills, Techniques, and Critical Knowledge:
The students will use the artistic concept of form to discover how music is put together.

Activities:
Have the students navigate on their computers to the Science of Music Exploratorium at
http://www.exploratorium.edu/music/exhibits/stepping/index.html.

Discuss the concept of musical form with the students. Have them explore the Step Re-Mix and discover which claps, stomps, and combinations of the two are represented. Let the students play with creating a step dance in the drag-and-drop window.

Instruct the students to create a simple A-B-A form step dance. Using the 3 drop tracks in the window, the students will compose a step dance that consists of a pattern (A) in the first track, a separate and different pattern (B) in the second track, and the first pattern (A) again in the third track. This is simple rondo form.

Resources:
Equipment:
Computer, Internet
Website:
http://www.exploratorium.edu/music/exhibits/stepping/index.html

Assessment:
The students will play their step patterns for the class. Teacher observation is appropriate for assessment.

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MA8-3.1 Explain the ways that a variety of **media texts** address their intended purpose and audience.

Essential Question:
What is the purpose? Why did you create this musical artwork for this audience?

Concepts, Skills, Techniques, and Critical Knowledge:
Students need to learn to be aware of how websites address their intended audience. This activity focuses on the question, "Who is the intended audience for these specific websites and how do you know the difference?"

Activities:
Introduce the activity by having the following statements written on the Smart Board:
1. All media are constructions
2. Media contain belief and value messages
3. Each person interprets media differently
4. Media have commercial, ideological, or political interests
5. Each medium has its own language, style, form, techniques, conventions, and aesthetics

Lead a brief discussion on the statements, making sure the students understand the concepts behind the statements. Instruct the class that this activity will focus on the audiences that media tries to reach.

Pull of the following websites on the Smart Board. Explain to the students that each of these websites deals with the same subject: Jazz music:

PBS Kids Go! Jazz http://pbskids.org/jazz/
A Passion for Jazz http://www.apassion4jazz.net/

Give the students a Venn diagram handout that compares similarities and differences. A diagram can be found at this website:
http://www.educationworld.com/tools_templates/index.shtml
(Label the circles in the diagram *PBS website* and *Passion for Jazz* website.)

Ask the students to compare the two websites and make notes on their handouts differences and similarities (similarities are listed in the overlapping section of the two circles).

Lead the discussion by asking questions such as:
- How are the websites constructed?
- What points of view are represented in each website?
- Who or what is missing from each website?
- Who might benefit from the messages of each website?
- What techniques are used to construct each website (language, style, aesthetics, etc)
- What is the same between the sites?
- What is different between the sites?

After the class discussion and the students' note taking on the hand out, ask the question:
"Who is the intended audience for each website and how do you know?"

Answers can include:
- PBS site is for younger audience and Passion for jazz is for older audience

Resources:
Equipment:
Computers, Internet, Smart Board, handout of Venn diagram, pens or pencils

Websites:
http://www.apassion4jazz.net/
http://pbskids.org/jazz/
http://www.educationworld.com/tools_templates/index.shtml

Assessment:
Students may be assessed by teacher observation on class participation and successfully completing the diagram handout.

MA8-3.2   Interpret increasingly complex **media texts**.

Essential Question:
What is the main message you are getting from media texts?

Concepts, Skills, Techniques, and Critical Knowledge:
Reading Between the lines-harmony

Activities:
As an introduction to this activity, discuss the term harmony with the class. How many meanings does the word have? Pull up the online

dictionary and discuss the meanings of the word:
http://dictionary.reference.com/browse/harmony

1. agreement; accord; harmonious relations.
2. a consistent, orderly, or pleasing arrangement of parts; congruity.
3. *Music*
  a. any simultaneous combination of tones.
  b. the simultaneous combination of tones, esp. when blended into chords pleasing to the ear; chordal structure, as distinguished from melody and rhythm.
  c. the science of the structure, relations, and practical combination of chords.
  d. an arrangement of the contents of the Gospels, either of all four or of the first three, designed to show their parallelism, mutual relations, and differences.

Play the commercial 2010 Toyota Prius "Harmony" Commercial:
http://www.youtube.com/watch?v=Tq4nrmnqY9o

Lead a class discussion on how the Toyota Company uses the concept of harmony in the commercial.
- Media texts contain beliefs and value messages
- The media have special interests (commercial, ideological, political)
- All media are constructions

Help the students to discover that the message within this media text (commercial) lies "in between the lines." The producers of the commercial are trying to make you feel in harmony with their product and make you more likely to buy it.

Discuss other "tricks" that the advertising media use to make you more likely to buy their products.

Resources:
Equipment:
Computer, Smart Board, Internet

Websites:
Online Dictionary http://dictionary.reference.com/
2010 Toyota Prius "Harmony" Commercial
http://www.youtube.com/watch?v=Tq4nrmnqY9o

Assessment:
Teacher observation is appropriate for this activity.

MA8-3.3   Evaluate the effectiveness of the presentation and treatment of ideas in **media texts**.

Essential Question:
How successful is the creator in delivering his/her message to the audience? How do these techniques make this an effective piece?

Concepts, Skills, Techniques, and Critical Knowledge:
Music is used in media texts to send messages to an audience whether there are spoken words or not. Through the use of music in media, feelings, style, and implied information takes the media text to an entire different level. In this activity, students will listen to a piece of music, analyze the tone or feel of the music, watch a video without sound, analyze the tone and feel of the video, and watch the video with the music to understand how the music works with the images to create a media message.

Activities:
As an introduction to this activity, tell the class that they are going to analyze and compare mood and style communicated through music and visual images. Do not tell them they are going to hear the two together at the end of the activity.

Play the piece "Tinker Spell" from Extreme Music:
http://extrememusic.com/#album/1562

Have the students make notes on the music using guiding questions. Some of these questions may include:
- What do you hear?
- How does it make you feel?
- What would be a place that you might hear this music?
- What kind of commercial would this music go well with?
- Is there a surprise in the music?
- What is the mood of the music?

Lead a discussion with the class about their answers and about the piece of music.

Play a video of the commercial Mercedes Christmas 2009 Factory *without the sound*. http://www.youtube.com/watch?v=BCSAqCH3fCQ

Have the students make notes about the commercial using guiding questions. Some of these questions may include:
- What do you see?
- How does it make you feel?
- What images are you seeing?
- Is there a surprise?
- What is the mood of the video?

- Describe camera effects (angles, imagery, symbolism, etc)

Lead a class discussion on their thoughts about the video with no sound.

Play the video with the sound turned up. Ask the students to respond to questions, such as:
- Were you surprised by the video with the sound? Why?
- How did the music become perceived differently with the video?
- How was the video perceived differently with the music?
- What message is the producer of the commercial sending?
- Is the producer successful in sending the message?
- Is the commercial effective?

Lead the class in a discussion about the role of music in commercials and other media, and how music can influence the mood of video and commercials.

Resources:
Equipment:
Computers, Internet, Smart Board

Websites:
"Tinker Spell" from Extreme Music:
http://extrememusic.com/#album/1562
Mercedes Christmas 2009 Factory:
http://www.youtube.com/watch?v=BCSAqCH3fCQ

Assessment:
Teacher observation is appropriate for this activity.

MA8-3.4   Explain why different audiences might have different responses to a variety of **media texts**.

Essential Question:
Why do people react differently to the message contained in differing digital media?

Concepts, Skills, Techniques, and Critical Knowledge:
Producers of media texts use recorded music to influence responses from specific groups of people. In creating media texts, it is important to understand how different music will affect different people and how to select music according to which audience you are trying to target. This activity focuses on two different commercials for the same car, the Toyota Prius, and how the music helps to send the message to a specific audience.

Activities:

Introduce the activity by informing the class that they will compare two commercials that were intended to sell the same product to different audiences.

Play these videos for the class:
2010 Kia Soul Hamster Commercial/Black Sheep Kia Soul Hamsters
http://www.youtube.com/watch?v=kfJnqbudMzs
2010 Kia Soul hamster Commercial Featuring Music by Goldfish
http://www.youtube.com/watch?v=i8eKU3CP_m8&NR=1

Hand out a Venn diagram with to circles so the students can write their comparisons and discover what is the same and what is different. Ask the class to write as many differences and similarities that they can find/think of. Play the videos a couple of times to give the students ample time to compare and contrast the two commercials.

After the students have watched and compared the commercials, lead a class discussion on their findings. Some questions to ask may include:
- How are the commercial constructed (techniques and symbols)?
- What value messages are in each commercial?
- What meanings do you get from the two commercials?
- How would different people react to each of the commercials?
- For what purpose was each commercial created?
- Are the commercials successful in reaching the intended audience(s)?

Resources:
Equipment:
Computer, Internet, Smart Board, teacher-created Venn diagram, pens or pencils

Websites:
2010 Kia Soul Hamster Commercial/Black Sheep Kia Soul Hamsters
http://www.youtube.com/watch?v=kfJnqbudMzs
2010 Kia Soul hamster Commercial Featuring Music by Goldfish
http://www.youtube.com/watch?v=i8eKU3CP_m8&NR=1

Assessment:
Teacher observation is appropriate for this activity.

MA8-3.5   Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Essential Question:
What techniques are being used? How do these techniques influence the meaning and interpretation of the message?

Concepts, Skills, Techniques, and Critical Knowledge:

It is important for students to realize that the producers of media texts (commercials, etc.) use techniques to target specific audiences. In understanding what these techniques are, the students can more easily recognize when they are being used and become more informed consumers. This activity focuses on a commercial video that expressly targets the hip-hop generation.

Activities:
Introduce the activity by playing the video of the Black Sheep Kia Soul Hamsters for the class. http://www.youtube.com/watch?v=kfJnqbudMzs

Give the students a handout created by the teacher that asks them to list all the creative techniques they can find on the video. These techniques can include images as well as music. Some examples of creative techniques include:
- language
- style
- form
- points of view

Play the video again for the class (a few times if needed) and have the students list as many creative techniques as they can find or think of. After the last showing of the video, ask the students to tell what they found. Through the use of these techniques, who are the producers of the commercial targeting? How do these techniques influence the meaning of the commercial? Is the message successful in reaching its intended audience?

Resources:
Equipment:
Computers, Internet, Smart Board, teacher-created handout, pens or pencils

Websites:
2010 Kia Soul Hamster Commercial/Black Sheep Kia Soul Hamsters
http://www.youtube.com/watch?v=kfJnqbudMzs

Assessment:
Teacher observation is appropriate for this activity.

MA8-3.6 Identify whose point of view is presented in a **media text** and identify missing or alternative points of view.

Essential Question:
What techniques were used in this media text to show different perspectives and points of view?

Concepts, Skills, Techniques, and Critical Knowledge:
Students need to be aware that media texts have point of view. This activity will focus on the video by Animusic, *Future Retro*.

Activities:
Introduce the activity by writing the words *Future* and *Retro* on the Smart Board. Ask the students to discuss the meanings of these words. Tell the students that they are going to watch a video and discover the point of view expressed in the music.

Show the video, *Future Retro* by Animusic:
http://www.youtube.com/watch?v=3ahoqR6OGdM&feature=related

After watching the video, lead the class in a discussion. Some questions to ask may include:
- What is the tone of the video?
- What is the color scheme?
- Do the tone and color scheme tell you anything about the music?
- Does the music match the tone and colors?
- What point of view does the video show you?
- When do you think the video takes place? Why?
- How does this video show a different perspective?

Resources:
Equipment:
Computer, Internet, Smart Board
Websites:
Animusic- Future Retro
http://www.youtube.com/watch?v=3ahoqR6OGdM&feature=related

Assessment:
Teacher observation is appropriate for this activity.

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MA8-4.1   Analyze examples of media artwork to gain an awareness of the components that connect the media arts to everyday life and activities in the world at large.

Essential Question:
How do these performances connect to everyday life in the world? What about this piece makes it possible to use in my everyday life?

Concepts, Skills, Techniques, and Critical Knowledge:
Video and computer games have become a large part of the American culture. As gaming has evolved, the type of music accompanying these games has also evolved. In this activity, students will research and report on music found in video games. This activity assumes that the students are knowledgeable about the Power Point program and know how to use it, as well as digital journals.

Activities:
Introduce the activity by having one of these websites up on the Smart Board:
  VG Music: http://www.vgmusic.com/
  Video Game Music: http://gh.ffshrine.org/

Play one of the sound files for a video game and ask if the class knows where the music came from? Ask the students to name the video or computer games that they play in their leisure time. Can anyone hum the music for the games?

Instruct the class that they are going to research and prepare a short Power Point presentation on the history of music in video and computer games.

1. Research the topic and make notes in a digital journal. Prepare an outline for your Power Point presentation.
2. Create slides in Power Point illustrating the history of video and computer games.
3. Save the presentation to a flash drive and play the presentation for the class on the Smart Board.

Resources:
Computers, Smart Board, Internet, headphones, Power Point program, word processing program, flash drive

Assessment:
The students may be assessed on the Power Point presentation.

MA8-4.2   Analyze and describe the relationship between the media arts and other arts disciplines and other content areas.

Essential Question:
How do media arts relate to other arts disciplines? How do media arts impact other disciplines' ability to communicate?

Concepts, Skills, Techniques, and Critical Knowledge:
Protest songs were prevalent in the 1960's when a generation of musicians began writing songs in protest of the Vietnam War. The lyrics spoke about war and its devastating effect on humanity. In this activity, the students will research protest songs and create a power point presentation about the songs and the era.

Activities:
Introduce the activity by playing a recording of any of the protest songs written about the Vietnam War. Have a copy of the lyrics on the Smart Board so the students can read along as they hear the song. Examples of protest songs are:
- *For What It's Worth*, Buffalo Springfield
- *Turn! Turn! Turn!*, Pete Seeger
- *Blowin in the Wind*, Bob Dylan
- *Ohio*, Neil Young
- *Bring Em Home*, Pete Seeger
- *Imagine*, John Lennon

Instruct the students to research anti-war protest songs of the sixties and to create a short Power Point presentation of their findings. They may include pictures, songs, quotes, etc. in the presentation. Once the students have finished their presentations, save them to a flash drive and play the presentations for the class.

Resources:
Equipment:
Computers, Smart Board, Internet, Power Point program, headphones, flash drive

Websites:
Best Classic Anti-War Protest Songs
http://folkmusic.about.com/od/toptens/tp/Top10Protest.htm
Vietnam Era Anti War Music
http://www.jwsrockgarden.com/jw02vvaw.htm

Lyric Samples Protest Songs- Vietnam Era
http://www.uwgb.edu/teachingushistory/images/pdfs/2004_lessons/war_media_lyric_samples.pdf
War Protest Songs of the 1960s
http://www.brownielocks.com/sixtieswarsongs.html
Wikipedia- Protest Song http://en.wikipedia.org/wiki/Protest_song
Vietnam- The Music of Protest
http://news.bbc.co.uk/2/hi/americas/4498011.stm
Strange Fruit
http://www.pbs.org/independentlens/strangefruit/civilrights.html
Vietnam War Protest Music http://modern-us-history.suite101.com/article.cfm/vietnam-war-protest-music
Top Ten Protest Songs from the 1960's http://www.toptenz.net/top-10-protest-songs-from-the-1960s.php
1960's Protest Music http://www.squidoo.com/1960sprotestmusic
Protest Music of the Sixties: Emphasis on Soul
https://coral.uchicago.edu:8443/display/chicago68/Protest+Music
Where Have All the Protest Songs Gone?
http://digitalcommons.uri.edu/cgi/viewcontent.cgi?article=1045&context=srhonorsprog

Assessment:
Students may be assessed on research skills and the Power Point presentation.

MA8-4.3   Analyze and describe financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question:
What kinds of careers are available in sound production and how much does it cost when planning a production? What financial aspects need to be considered?

Concepts, Skills, Techniques, and Critical Knowledge:
There are many software programs available to create digital music. Students should know how to compare and contrast the different programs for cost, features, and other information. This activity focuses on researching and comparing the many different music composition software programs.

Activities:
Introduce the activity by pulling up the following website on the Smart Board:
   http://www.pcmusicstuff.com/

Show the students that with this and other websites like it, they can compare features and cost of different music recording/MIDI composition software programs.

Have the students open the word processing program on the computer desktop. Instruct them to make a digital journal of the websites they find that compare software programs. Have them share their findings with the class.

Resources:
Equipment:
Computers, Internet, Smart Board, word processing program, flash drives

Websites:
PC Music Stuff http://www.pcmusicstuff.com/
Music Software Reviews http://www.music-software-reviews.com/music_recording_software.html
Recording Review http://www.recordingreview.com/
cnet Reviews http://reviews.cnet.com/4566-3669_7-0.html

Assessment:
Students may be assessed on research skills and the competed digital journal.

History and Culture

Standard 5:   The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MA8-5.1   Analyze ways that information from past and present culture has influenced the evolution of the media arts.

Essential Question:
How does music from the past, or from other cultures, influence the creation of modern digital music?

Concepts, Skills, Techniques, and Critical Knowledge:
The students use MIDI keyboards in composing digital music through music composition software programs. It is important for the students to understand where MIDI came from and its evolution in the past 40 years. This activity will focus on the evolution of MIDI.

Activities:
Before beginning this activity, the teacher should create a **WebQuest** in a word processing program, giving the students a basis for references to answer questions about MIDI. Some of the websites that can be included on the **WebQuest** are:

> History of MIDI by Lisa Bells
> http://www.helium.com/items/1363852-history-midi
> History of MIDI http://www.infocellar.com/audio/midi/history.htm
> History of MIDI pdf
> http://www.ziaspace.com/MTC191/handouts/HistoryOfMIDI.pdf
> Linux MIDI, A Brief History Part http://www.linuxjournal.com/article/7773
> MIDI Standards, A Brief History and Explanation
> http://mustech.net/2006/09/15/midi-standards-a-brief-history-and-explanation
> A Short Account of the Nature and Origins of MIDI
> http://www.rbjones.com/rbjpub/music/mus007.htm
> Wikipedia
> http://en.wikipedia.org/wiki/Musical_Instrument_Digital_Interface

Have the students research MIDI through the Internet to answer questions on a study sheet. Some of the important questions to include on the study sheet include:
1. What does MIDI stand for?
2. Why was MIDI invented?
3. Who were the 3 engineers who came up with the idea of MIDI?

4. What instrument was first used for MIDI?
5. What were the early computer platforms that supported MIDI?
6. What is a MIDI interface?
7. What is a MIDI controller?
8. How has the development of MIDI influences video and computer games?
9. What is the future of MIDI?

After the students have researched and answered the questions, have them report their findings to the class.

Resources:
Computers, Internet, headphones, word processing program, **WebQuest**

Assessment:
Students may be assessed on their research skills and the completed questionnaire.

MA8-5.2 Compare and contrast media artwork that portrays the people and cultures of the world and those of South Carolina.

Essential Question:
What can you learn about the people and culture of South Carolina by listening to digital music created by South Carolinians?

Concepts, Skills, Techniques, and Critical Knowledge:
There have been many South Carolinians who have made it in the music recording industry. This activity will focus on the biographies of 16 people from the South Carolina music scene.

Activities:
Introduce the activity by asking the class how many recording musicians can they name from South Carolina? Have the following musicians' names printed on strips of paper:
1. Chubby Checker
2. James Brown
3. Josh Turner
4. Julius Daniels
5. General Jonson & the Chairmen of the Board
6. Marshall Tucker Band
7. Maurice Williams and the Zodiacs
8. Swingin' Medallions
9. Josh White
10. Dizzy Gillespie
11. Yeehaw Junction Bluegrass Band
12. Danielle Howle and the Tantrums

13. The Drifters
14. Reverend Gary Davis
15. Hootie & the Blowfish
16. Edwin McCain

Have the students pick a strip of paper out of a bowl or hat. The assignment is to research and create an audio documentary on the South Carolina musician that they chose.

Students can use the internet to research the biographies of their musician. After researching the musician, the students will type out a script. This script may include recorded examples of the musician's music if they can find any. (Make sure to stress that the Fair Use policy of the copyright law state that only 30 seconds of a copyrighted song may be used.)

Have the students record their scripts using a microphone and the Audacity Music Editing and Recording program. Examples of the musician's music can be added as a new track under the voice recording. After all of the recording is complete, save the audio file as either a WAV or MP3 file. With a CD recording program such as iTunes or Windows Media Player, burn the audio file to a CD. Have the students play their recorded documentaries for the class.

Resources:
Computers, Internet, microphones, headphones, Audacity software program, CD burning program, CD discs and jackets

Assessment:
The students may be assessed on research skills as well as the recorded documentary project.

MA8-5.3   Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question:
What characteristics of digital music exist across time among different people?

Concepts, Skills, Techniques, and Critical Knowledge:
People from countries all over the world are making music videos. Students need to be aware of the types of music that people from other countries are making and the characteristics of the music that are the same or different from American music. This activity will focus on exploring music from Asian cultures.

Activities:

Introduce the activity by telling the class that they are going to watch an Asian music video. On the Smart Board, show the following video: http://www.youtube.com/watch?v=uTRZ_EtFQ74
After watching the video, lead a class discussion on the video. Some questions to ask may include:

- What is the story told in the video?
- Do you understand what is happening even though the word are not in English
- What is the tone/mood/feel of the music?
- Does the music effectively portray what is happening in the video?
- What are some characteristics of the music that are different from American music?
- What are some characteristics of the music that are the same as American music?
- Did you like the music and the video?

In the class discussion, see what kind of conclusions you can draw about Asian popular music.

Resources:
Equipment:
Computer, Smart Board
Websites:
Asian Music Video http://www.youtube.com/watch?v=uTRZ_EtFQ74

Assessment:
Teacher observation is appropriate for this activity.

Using Technology Responsibly

Standard 6:   The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MA8-6.1   Analyze and describe human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question:
What kind of human, cultural, and societal considerations are associated with the creation of digital music and of sound production?

Concepts, Skills, Techniques, and Critical Knowledge:
There are many laws which protect materials created by people. These laws are called copyright laws. Students need to be aware of the laws and legal concerns when sharing files, such as music or movies. In this activity, students will research whether file sharing is legal or illegal.

Activities:
Introduce the activity by asking the class if they understand the laws and rules concerning file sharing. Ask the students to research the following topic: Is File Sharing Legal or Illegal?

Have the students research the topic and create a short essay on the subject. When the students have completed their essays, have them share their findings with the class.

Resources:
Equipment:
Computers, Internet, word processing program.

Websites:
Is file sharing illegal or legal?
http://www.computerhope.com/issues/ch001042.htm
Music Sharing That's Free and Legal:
http://news.cnet.com/Music-sharing-thats-free-and-legal/2100-1027_3-5441036.html
Wikipedia: File Sharing
http://en.wikipedia.org/wiki/File_sharing
Legal Alternatives to Illegal File Sharing:
http://www.helpdesk.ilstu.edu/kb/index.phtml?kbid=1161
Links to Tens of Thousands of Legal Music Downloads
http://www.goingware.com/tips/legal-downloads.html
Electronic Frontier Foundation: How to Not Get Sued for File Sharing
http://www.eff.org/wp/how-not-get-sued-file-sharing

Assessment:
Students may be assessed on their research skills and on the sort essay.

MA8-6.2   Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question:
What do you need to know and how do you put the practice of legal and ethical behavior to work to be a responsible digital citizen?

Concepts, Skills, Techniques, and Critical Knowledge:
When doing research for essays, papers, projects, etc, it is important to know how to correctly site sources of information from the Internet. This activity leads the students to websites that give advice and formal models for citing websites.

Activities:
Before giving the class an assignment on researching the internet for information about a given topic, make sure they understand how to correctly site Internet sources.

There are a few websites that can automatically produce MLA or APA format citations. One of these is:
   Son of Citation Machine http://citationmachine.net/

Have the students go to the following websites and research citations. Make sure they cite their sources from the Internet.

West Texas A&M University
http://www.wtamu.edu/library/webguides/citingweb.shtml
The Write Source: http://www.thewritesource.com/mla/
Yale University: How to Cite Internet Sources
http://www.yale.edu/bass/writing/sources/kinds/citeinternet/index.html
Virtual Salt http://www.virtualsalt.com/mla.htm

Resources:
Equipment:
Computers, Internet, Smart Board,

Websites:
As listed above and others that you can find.

Assessment:
 Students may be assessed on their research and Internet citing skills.

HIGH SCHOOL: LEVEL 1

Creating Media Artwork

Standard 1:   The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MAHS1-1.1   Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question:
What do I need to know to be able to create music using digital equipment and programs?

Concepts, Skills, Techniques, and Critical Knowledge:
There are many and varied programs available to compose and create music on the computer. The students need to be aware of these programs and understand how to compare features, cost, and necessary equipment. This activity focuses on how the student can find these programs and how to compare the programs so the student can make informed choices as to which program is the best for his/her needs.

Activities:
1. Discuss with the students the two basic computer platforms: PC and Mac. Have the students share their experiences with both types of computers. Discuss the differences and similarities between the two types. These topics can include:

       Cost
       Operating systems
       Ease of use
       Design (interface, buttons, resolution, etc.)
       Programs and software (games, office, etc)
       Graphics
       Speed

Although this discussion could end up with some passionate arguing (everyone has an opinion about the Mac vs. PC battle), make sure to stress that in the end it all comes down to personal preference.

2.Direct the discussion to audio editing programs, or programs used to record, process, and edit music. Mention the difference between analog and digital music. Discuss the type of equipment needed for audio recording and sound design (computer, microphone, MIDI keyboard, etc.) and the different types of programs available (freeware, shareware,

and for purchase programs). Discuss the difference between audio editors and music notation programs. These include:

Audio Editing Programs:
   Garageband
   Propellerheads Reason
   Sony Sound Forge Audio Studio
   Ableton Live
   Adobe Audition
   Bias Sound Soap
   Roxio Toast with Jam
   Logic Pro Audio
   Cubase

Music Notation Programs:
   Finale
   Sibelius

3. Have the students work individually or in pairs to research and compare these programs. Some sites that will be helpful for compare and contrast are:

http://www.planetoftunes.com/digiaudio/daudiofiles.html
http://www.hongkiat.com/blog/25-free-digital-audio-editors/
http://www.software.com/audio-music-software/
http://www.synthzone.com/digaudio.htm
http://www.portlandmusiccompany.com/software.html

The students should choose 2 or 3 programs to compare and share their findings with the class. Comparison points can include:
- Operating system requirements
- Hardware requirements
- Size (space requirements in GB)
- Features
- Add-ons
- Cost
- Interface description
- Other important information

Students will give an oral report about the programs they researched using any visual aids they feel are beneficial to their reports.

Resources:
Equipment:
   Computers, Internet, printer, paper, pencils, pens, markers

Websites:

http://download.cnet.com/8301-2007_4-9719406-12.html
http://www.hongkiat.com/blog/25-free-digital-audio-editors/
http://www.software.com/audio-music-software/
http://www.synthzone.com/digaudio.htm
http://www.portlandmusiccompany.com/software.html

Assessment:
Students may be assessed on:
   Class participation (rubric)
   Oral presentation (rubric)

MAHS1-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question:
How can I best use different techniques, technologies, and processes to create aesthetically pleasing digital music?

Concepts, Skills, Techniques, and Critical Knowledge:
Students should be able to access many different types of music composition and sound design software. Students should have knowledge of different kinds of equipment used in creating digital music and sounds. This activity focuses on sharing a music project from Apple's GarageBand music composition program to iTunes.

Activities:
The student will create a piece of music in the GarageBand program, using software instruments and the MIDI keyboard or combining loops. Give the students a definite framework for the song. (For example: the song must contain a drum track, a bass track, a rhythm instrument (or fill) track, and a lead instrument track. The song must be in AB form (verse, chorus) and last approximately 2 minutes.)

Once the student is finished creating his/her song, instruct them to the "GarageBand 8: Getting Started" tutorial workbook, page 112, "Sharing Music Projects." Tell the students to follow the steps included in the tutorial. After they have shared their song to iTunes, they will burn the song onto a recordable CD.

Resources:
Equipment: Apple Mac computers, GarageBand program, MIDI keyboards, recordable CDs, CD player

Websites:
http://manuals.info.apple.com/en_US/GarageBand_09_Getting_Started.pdf

Assessment:

The student may be assessed in the following manner:
1. Creating a song under specific guidelines (rubric)
2. Following the steps in the tutorial (checklist)
3. Completing the CD and playing it for the class

MAHS1-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question:
What are the necessary procedures and responsibilities for proper use of and care for equipment? Why are these important?

Concepts, Skills, Techniques, and Critical Knowledge:
Technology equipment is very expensive and students need to be aware of how to take care of it so that it lasts a long time. This activity focuses on care of flash drives and external hard drives.

Activities:
Instruct the students to research proper care and maintenance of flash drive USB memory storage devices and portable hard drives. Some of the topics to research can include:

Research Topics:
- Moisture, heat & cold
- Flash drive storage
- Defragment dangers
- Proper removal
- Life expectancy

Ask the students to write a brief report on these subjects and present their findings to the class.

Resources:
Equipment: Computers, Internet, printer

Websites:
http://www.ehow.com/list_6087598_computer-care-tips-flash-drive.html
http://www.corsair.com/_faq/FAQ_flash_drive_wear_leveling.pdf
http://www.connectedphotographer.com/issues/issue200707/00002025001.html
http://www.brighthub.com/computing/hardware/articles/25809.aspx
http://www.pcmech.com/article/never-defragment-flash-drive/
http://forums.cnet.com/5208-7591_102-0.html?threadID=381501

Assessment:
Students may be assessed on:
Research (rubric)
Written and oral report

MAHS1-1.4 Utilize **information literacy skills** to make informed decisions using digital tools and resources in the creation of media artwork.

Essential Question:
How do I decide what is a good source of information when doing research online?

Concepts, Skills, Techniques, and Critical Knowledge:
Students need to be aware that there are a lot of ways to get information on the Internet. This activity focuses on search engines; what they are and how they are used.

Activities:
1. Ask the question, "What is a search engine?" Have the students give their opinions and ask them to name some of them. (Google, Yahoo! Search, Bing, etc) Do the students understand how to search in the different engines? On the Smartboard, pull up the Table of Features for the most common search engines:
http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/SearchEngines.html

Discuss with the students why a "second opinion" can be worth their while in searching internet sites. Go over the terms in the Table of Features to make sure the students understand the vocabulary that is used.

2. Pull up "What Makes a Search Engine Good" table.
http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/SrchEngCriteria.pdf

Discuss with the students how a search engine has three parts:
(1) Database of web documents
(2) A search engine operating on that database
(3) A series of programs that determine how search results are displayed.

Discuss the variables within the search engine parts, and what these variables can mean to your search.

3. Discuss how search engines work. Define "spiders" and "Invisible Web."

4. Pull up the website on Recommended Subject Directories:
http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/SubjDirectories.html

Discuss the terms in the table to make sure the students understand the vocabulary that is used.

5. What is a "meta-search engine?" Discuss the site:
http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/MetaSearch.html

6. Instruct the students to open the PDF file that was placed on the desktop of their computer by you:
http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/CreateCSEs.pdf
This is a tutorial on how to create your own custom search engine. The student must have a Google account to create the search engine. Have the students follow the steps in the tutorial and create their own custom search engine.

Resources:
Equipment:
Computers, Internet, Smartboard,

Websites:
http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/SearchEngines.html
http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/SrchEngCriteria.pdf
http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/SubjDirectories.html
http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/MetaSearch.html
http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/CreateCSEs.pdf

Assessment:
The students may be assessed in the following categories:
1. Class participation (rubric)
2. Custom Search Engine creation

MAHS1-1.5 Create self-led and peer-led instruction and assessment materials for evaluating media artwork.

Essential Question:
How can I share knowledge and skills with others when working with media arts equipment as a part of a musical task? What are some of the criteria used to evaluate the task?

Concepts, Skills, Techniques, and Critical Knowledge:
Students know many ways to play recorded music. There are quite a few "audio jukeboxes" available and students should understand what they are and how to use them. This activity focuses on students teaching each other about audio jukeboxes and how to use them.

Activities:
Introduce the activity by asking the class if anyone knows what an audio juke box is? How many different types of audio juke boxes can you name?

Open the following website on the Smart Board:
http://www.hitsquad.com/smm/cat/AUDIO_PLAYERS_JUKEBOX/

Show the students just how many audio juke boxes are available and what they can do. Ask the students to choose a partner and select 5 or 6 of the audio juke boxes listed. Have the students research their picks and teach each other how to use them.

At the end of the activity, have the students report to the class on their findings.

Resources:
Equipment:
Computers, Internet, Headphones, headphone splitters

Websites:
http://www.hitsquad.com/smm/cat/AUDIO_PLAYERS_JUKEBOX/

Assessment:
The students may be assessed on class participation and on the report of the class.

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MAHS1-2.1   Communicate effectively using media arts vocabulary.

Essential Question:
How do I communicate effectively about creating a digital piece of music or sound production?

Concepts, Skills, Techniques, and Critical Knowledge:
Loops are a convenient way of creating digital music. Students should be aware that many music composition software programs come with pre-loaded loops. Students also need to know how to make their own loops to be used in many different compositions. This activity focuses on making your own loops in GarageBand.

Activities:
Introduce the activity by explaining to the class that GarageBand lets you make loops directly from audio data that you have created in the program. You can save both real and software instrument regions you record as Apple Loops. When you save a region as an Apple Loop, it is added to the loop library and appears in the loop browser, so you can use it in other songs. Apple Loops you create from recorded regions match the tempo and key of any song you add them to, just like the Apple Loops included with GarageBand.

1. Find a piece of music you have created in GarageBand.
2. Select a region of the piece in the timeline.
3. Choose Edit> Add To Loop Library, or drag the region over the loop browser.
4. In the Add Loop dialog:
   Type a name for the loop.
   Choose the scale and genre from the pop-up menus.
   Choose an instrument category from the list on the left.
   Choose an instrument name from the list on the right.
   Click the appropriate mood buttons to add mood descriptors for easy searching.
5. Click Create.

The loop is added to the loop browser, and becomes blue to indicate that it is an Apple Loop. You can find and audition it using the keyword buttons, menus, or by typing the name in the search field.

Resources:

Equipment:
Computers, MIDI keyboards, headphones, GarageBand program

Websites:
http://www.thegaragedoor.com/loops/make.html

Assessment:
Students may be assessed on successfully making a loop and adding it to the Apple Loops library.

MAHS1-2.2   Create media artwork that communicates his or her experiences and reflects an analysis of social or community issues.

Essential Question:
How do you communicate and express your personal, social or community experiences through digital music?

Concepts, Skills, Techniques, and Critical Knowledge:
Students should be aware that they can reach and influence people in the community using the media arts. In this activity, the students will create a jingle to be used for a student running for a school office or position (class president, student council president, prom queen, etc.)

Activities:
Introduce the activity by letting the class listen to examples of jingles used in advertising. Discuss musical hooks and have the students identify the hooks in the jingles. You can find many recorded jingles at these websites:

- TY Party http://www.tvparty.com/comjing.html
- Push Button Productions http://www.pushbuttonproductions.com/jingles.php
- Top 10 Jingles of the Century http://adage.com/century/jingles.html
- The Jingle Hall of Fame http://www.classicthemes.com/50sTVThemes/thoseOldJingles.html
- TV Jingles from Soundboard http://www.soundboard.com/sb/Commercial_Jingles.aspx
- TV Ad Songs http://tvadsongs.com/index.php

Read together "How Commercial Jingles Work"
http://money.howstuffworks.com/commercial-jingle.htm

Instruct the students that they are to choose a person who is running for class office, prom queen, or another school position and write a jingle to help that person get elected or chosen. Have the students create the music on the music composition software program and record the lyrics using a microphone. After the jingle is complete, save the song as an audio file and play them for the class.

Resources:

Computers, Internet, Smart Board, music composition software, microphones, MIDI keyboards

Assessment:
The students may be assessed on the jingle that they have produced.

MAHS1-2.3   Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question:
How did you create your digital music performance? What criteria do you use to evaluate your work?

Concepts, Skills, Techniques, and Critical Knowledge:
The process of creating digital music is not simply putting it together and saving it. The final stage of any music creation, either a recorded song or a digital production, is the mix down stage. Students need to understand the process of mixing and how the mixing process can make the music sound more professional. This activity will give the students a beginning lesson in the mix down process.

Activities:
Introduce the activity by having the students pull up a song they have created in GarageBand and explain that they are going to learn the basics of mixing their music. There are some very good tutorials on the Internet that deal with mixing in GarageBand. Have these tutorials on the Smart Board and read through them with the class.

In Dan Zambonni's tutorial, A Beginner's Guide to Mixing in GarageBand, point out the sound cube illustration. This cube consists of:
- Left to Right (the X-axis): *the stereo pan*
- Up and Down (the Y-axis): *the frequency-* from low bass frequencies to high treble frequencies
- In and Out (the Z-axis): *the depth-* from "in your face" to the distant horizon

The basic mixing process is all about positioning sound within this cube.

Continue through the tutorial and have the students explore mixing their own GarageBand song within the sound cube. Instruct the students to listen carefully to their mix while adjusting the pan and balance knob of each track. Once the song is mixed to the students' liking, have them save the song to the desktop. Ask the students to play their mixed song for the class and explain the process of mixing that they used to achieve the desired sound.

Resources:
Equipment:
Computers (Mac), GarageBand software program, MIDI keyboards, headphones, Internet, tutorials

Websites:
A Beginner's Guide to Mixing In GarageBand:
http://www.oreillynet.com/xml/blog/2005/11/a_beginners_guide_to_mixing_in.html

eHow: Make a GarageBand Mix:
http://www.ehow.com/how_6399081_make-mix-garage-band.html

GarageBand 2.0: Recording, Editing, and Mixing:
http://www.ischool.utexas.edu/technology/tutorials/graphics/gband2/gband2.pdf

Assessment:
The students may be assessed on class participation, the final product of the mixed song, and their presentation to the class.

MAHS1-2.4   Apply elements of artistic design specific to individual media.

Essential Question:
What elements of artistic design are important to use in creating digital music or sound productions?

Concepts, Skills, Techniques, and Critical Knowledge:
The students will hear, discuss, and create musical hooks by listening to a tutorial about "How to Write Hooks" from Peter Franklyn's website, UltimateSongwritingLessons.com and composing some on their computers.

Activities:
Ask the students if anyone knows about musical hooks? Discuss their answers and explain that a musical hook is the part of the song that catches or "hooks" the listener's ear. Explain that hooks can be rhythmic, lyric, or both. Have the students watch the video tutorial "How to Write Hooks" on the smart board.

After watching the tutorial, ask if the students can think of any other musical hooks than those described in the tutorial. Have the students explore writing all kinds of musical hooks on their MIDI keyboard and record them on their music composition software (GarageBand or Mixcraft). After the students have created some musical hooks, have them play their hooks for the class. Ask the students what they liked about each hook and if it was effective in gaining their musical attention.

Resources:

Equipment:

Computer, Internet, Smart Board, MIDI keyboards, music composition software such as GarageBand or Mixcraft.

Websites:

http://www.howtowriteasong.net/

Or You Tube:

http://www.youtube.com/watch?v=dd8yw2rYgNw

Assessment:

Students may be assessed on class work (rubric) and on the products they have created (teacher observation).

Media Literacy

Standard 3:   The student will access, analyze, interpret, and create **media texts**.

Indicators

MAHS1-3.1 Demonstrate the ways in which a variety of **media texts** address their
intended purpose and audience.

Essential Question:
How do the techniques used in media texts make it an effective piece
and address the intended audience??

Concepts, Skills, Techniques, and Critical Knowledge:
Commercials have been used since the early twentieth century to
persuade people to buy products. These commercials may have begun
as printed texts, but moved into television and film when the technology
became available. It is important for students to understand that certain
media texts (commercials) have been through an evolutionary process
to become the realistic and technologically-savvy commercials we see
today. This activity will introduce students to television commercials
form the mid-twentieth century that were focused on selling products to
children.

Activities:
Introduce the activity by having the 5 statements of media literacy on
the Smart Board:
- All media are constructions
- Media texts contain beliefs and value messages
- Each person interprets messages differently
- The media have special interests (commercial, ideological,
  political)
- Each medium has its own language, style, form, techniques,
  conventions, and aesthetics

Make sure the students remember what each statement means and how
it is applies to commercials.

Before going to the website, give the students a teacher-created
handout with room to make notes about each of the 25 TV commercials
that are shown on the video. Make spaces to write notes on things such
as:
- music in the ad
- images in the ad
- jingles
- logos
- announcer
- message the ad is conveying
- audience the ad is meant for

Show the video to the class (you can choose as many or as few as you like):
Video Link: http://www.archive.org/details/Televisi1960

The ads shown are (in order)
1. Corn flakes
2. Alka Seltzer
3. Dristan
4. Amoco
5. Lustre Crème Shampoo
6. Lustre Crème Shampoo
7. National Association of Broadcasters
8. Goodyear Tires
9. Coke
10. Coke
11. Colt 45 Malt Liquor
12. Colt 45 Malt Liquor
13. Volkswagen
14. New York Fashion and Museums
15. New York Fashions and Museuem'
16. Bactine Medicated Skin Cream
17. Alka Seltzer
18. Bactine Medicated Skin Cream
19. Alka Seltzer
20. Noxzema Medicated Shave
21. Marlboro Cigarettes
22. American Motors/Rambler 1967
23. Heinz Pickles
24. Shearson Hammil Investors
25. Oil Heat

After viewing the video, lead the class in a discussion on some media text points:
- How was the media text constructed
- What technical and symbolic messages are in the ad?
- What lifestyle, values, and points of view are represented in the ad?
- What or who is missing?
- What meaning did you get form the ad?
- Did the ad successfully address its intended meaning and audience?
- From an historical perspective, what are the differences and similarities in broadcast advertisements from the mid-twentieth century and today?

Resources:
Equipment:

Computer, Internet, Smart Board, teacher-prepared handouts, pens or pencils
<u>Websites</u>:
Archive.com <u>http://www.archive.org/details/Televisi1960</u>

Assessment:
Students may be assessed by teacher observation and on class participation.

MAHS1-3.2 Create messages using **media texts**.

Essential Question:
Why did you create this media text? What message are you trying to get across?

Concepts, Skills, Techniques, and Critical Knowledge:
It is understood that students already know how to compose music in a music composition software program, as well as how to you the MIDI keyboard and save their music as an MP3 or WAV file. In this activity, students will create a short composition that will be used as jingle for an advertisement.

Activities:
As an introduction to the activity, remind them about musical hooks and show the class some examples of TV commercial jingles:
   TV Party <u>http://www.tvparty.com/comjing.html</u>
   TV Commercial Jingles
   <u>http://www.soundboard.com/sb/Commercial_Jingles.aspx</u>

Instruct the students to create a short musical composition that will b e used as an ad for the school cafeteria.

Using a music composition software program and their MIDI keyboards, students will compose a short jingle (15-20 seconds). They may use lyrics, voice over, or instruments only, the choice is theirs. Have the students save the completed jingle to the computer desktop and burn onto a recordable CD. Have the students play their jingles for the class.

Resources:
<u>Equipment</u>:
Computers, Internet, MIDI keyboards, headphones, microphones, music composition software program, recordable CDs and jackets
<u>Websites</u>:
TV Party <u>http://www.tvparty.com/comjing.html</u>
TV Commercial Jingles
<u>http://www.soundboard.com/sb/Commercial_Jingles.aspx</u>

Assessment:

Students may be assessed on the completed music jingle project.

MAHS1-3.3 Demonstrate comprehension of the effectiveness of the presentation and treatment of ideas in **media texts**.

Essential Question:
How successful is the creator in delivering his/her message to the audience?

Concepts, Skills, Techniques, and Critical Knowledge:
TV commercials can be very entertaining. Some people watch the football Super Bowl only to see the commercials that take place in the middle of the football game. In this activity, students will watch some Super Bowl commercials and discover why they are so appealing.

Activities:
Introduce the activity by asking the class if they watch the Super Bowl for the football or the commercials?

On the Smart Board, pull up the following websites:
Super Bowl Ads-Fan House http://superbowlads.fanhouse.com/

Give the students a teacher-created handout for observation on the effectiveness of the commercials. Some observation points can include:
- What did you like about the commercial?
- What elements of the commercial were effective in sending the message?
- How were the ideas presented?
- How was the commercial effective?

Have the students write their observations while watching the commercial videos. Ask the students to share their observations with the class.

Resources:
Equipment:
Computer, Internet, Smart Board, teacher-created observation handout
Websites:
Super Bowl Ads-Fan House http://superbowlads.fanhouse.com/

Assessment:
Teacher observation is appropriate for this activity.

MAHS1-3.4 Identify the **codes** and **conventions** used in **media texts** and explain the ways in which they help to create meaning.

Essential Question:
What are the codes and conventions used in this media text? How do they create meaning?

Concepts, Skills, Techniques, and Critical Knowledge:
Students need to understand the definition of codes and conventions as they relate to media texts and to understand how they are used in media texts to deliver messages to an audience. This activity focuses on finding the codes and conventions of horror films in the music video *Thriller*, by Michael Jackson.

Activities:
Introduce the activity by having the phrase "codes and conventions" on the Smart Board. Ask the students for a definition of the phrase. After a brief discussion, write the definition on the Smart Board:

Codes are systems of signs put together (usually in a sequence) to create meaning. These systems may be verbal, visual, nonverbal, or aural (e.g., sound effects, music). Visual media may use a number of technical codes such as camera angles, framing, composition, and lighting to convey a particular attitude to a subject. *Conventions* are the commonly accepted or   generally known methods of doing something.

Codes and conventions are used together in the study and examination of a specific new media genre. The camera angles used in a film, for example, should be studied in terms of the way camera angles are conventionally used in the particular type of film.

Ask the class to name some codes and conventions for music, specifically music in horror films. Some of the answers may include:
- orchestral music
- long eerie build-up of strings or horns
- long, deep tones signify tension
- short staccato notes signify stress or panic
- series of sharp tones from bass to treble signify something about to happen
- phrase, melody, or sound serves as a symbol (or sign) of a character or monster

The sound-scape in horror films usually consists of three parts- music, sound effects, and speech. Music and sound effects are directly linked to the visuals of the film. Sound effects are usually tied even more closely to the events in the film and in most cases are applied to intensify and mark direct actions such as movement and impacts. These sounds are

usually very exaggerated (especially in action and horror films), and a classic example of an exaggerated sound effect is punches (and other impacts), which often sound like whip lashes when normally they would produce a barely audible sound. Although "amplifications" of this kind in some cases negatively affect the realism of certain events in the film, they do serve to increase the power and intensity of movements, impacts, and other actions, which is very important especially in horror films aiming to create a confrontational audio-visual experience.

Taken from: http://www.eng.umu.se/monster/john/sound_music.htm

Pull up the music video, Thriller by Michael Jackson, on the Smart Board. http://www.youtube.com/watch?v=sOnqjkJTMaA

Ask the class to list as many codes and conventions in horror genre that they can find as they watch the video. Pay close attention to sound effects, and speech at the beginning of the video. How does the song Thriller convey the codes and conventions of horror films?

After watching the video, lead the class in a discussion about the techniques Jackson used to create the video and how they represent the codes and conventions normally found in horror films. Was Jackson effective in getting the message of the song across in images, sounds, and music?

Resources:
Equipment:
Computer, Smart Board, Internet
Websites:
Thriller video http://www.youtube.com/watch?v=sOnqjkJTMaA

Assessment:
Students may be assessed ob class participation and by teacher observation.

MAHS1-3.5 Evaluate the creative techniques used in a variety of media texts (for example, television, film, radio, Internet).

Essential Question:
What creative techniques are used in media texts? Are they successful in sending the intended message?

Concepts, Skills, Techniques, and Critical Knowledge:
Music is used in films to add tone or mood to the images seen. In this activity, students will discuss music found in western film genres or "spaghetti westerns."

Activities:

As an introduction to this activity, discuss the term "spaghetti western" with the class.

- The spaghetti western is a nickname for a broad sub-genre of western film that emerged in the mid-1960's, so named because most were produced and directed by Italians.

Show the class the following videos:
Spaghetti Western Music:
http://www.youtube.com/watch?v=nTZfKm8I65c
Long Days of Vengeance:
http://www.youtube.com/watch?v=vKtoIMwWSJM
The Good, the Bad, and the Ugly:
http://www.youtube.com/watch?v=awskKWzjlhk
Django: http://www.youtube.com/watch?v=s6X-Zezt8MM

Discuss with the class the characteristics and elements of the song that make it sound like a western film:

- What instruments are used?
- What is the flavor of the music?
- What is the tone of the music?
- What message is being sent through the music?
- Is the music effective in accompanying the images?
- What elements of the music make it effective?

Resources:
Equipment:
Computers, Internet, Smart Board
Websites:
Spaghetti Western Music:
http://www.youtube.com/watch?v=nTZfKm8I65c
Long Days of Vengeance:
http://www.youtube.com/watch?v=vKtoIMwWSJM
The Good, the Bad, and the Ugly:
http://www.youtube.com/watch?v=awskKWzjlhk
Django: http://www.youtube.com/watch?v=s6X-Zezt8MM

Assessment:
Teacher observation is appropriate for this activity.

MAHS1-3.6 Analyze the manner in which the language, tone, and point of view used in **media texts** work to influence the meaning and interpretation of messages.

Essential Question:
How do the language, tone, and point of view in this media text influence the meaning and interpretation of the message?

Concepts, Skills, Techniques, and Critical Knowledge:
Students should be aware that in media texts, point of view can directly affect the presentation of the message and meaning. In this activity, students will compare the two theme songs used for the 1970's television show, The Brady Bunch and discover how the difference in point of view changes the message of the music.

Activities:
Introduce the activity by asking the class if they know the Brady Bunch? Ask them to sing the theme to the show.

Tell the class that they are going to take a critical look at the song and discover the point of view of the song in tow different versions.

Sow the two versions of the Brady Bunch theme song to the class on the Smart Board:
Season 1 opening theme:
http://www.youtube.com/watch?v=pM-0Pwgr7-E
Season 5 opening theme:
http://www.youtube.com/watch?v=Ou-FeOoKDq4

After watching the two videos, lead the class in a discussion about point of view. Some question to ask may include:
- Whose point of view is apparent in each version of the song?
- How is the song different in each version?
- Have the words to the song changed according to the point of view?
- How does the message of the music change with the different points of view?
- Which version of the song is most effective in creating the mood and tone of the show? Why?

Resources:
Equipment:
Computer, Internet, Smart Board
Websites:
Season 1 opening theme:
http://www.youtube.com/watch?v=pM-0Pwgr7-E
Season 5 opening theme:
http://www.youtube.com/watch?v=Ou-FeOoKDq4

Assessment:
Teacher observation is appropriate for this activity.

MAHS1-3.7 Describe the characteristics of particular **media art forms** and explain ways that they convey meaning and influence their audience.

Essential Question:
How does this media text convey meaning and influence the audience?

Concepts, Skills, Techniques, and Critical Knowledge:
Music in television can influence audiences and convey meanings of the shows content. Students should be aware of how music is used on television to influence the audience. This activity focuses on the opening themes to television shows.

Activities:
Introduce the activity by asking the students to think of their favorite television show. Ask them to hum the opening theme music for their favorite show. Inform the students that they are going to listen to some television theme music to discover how the music sets the tone for the show and draws in the audience.

In a teacher-created handout, ask the students to make observations about the music that they are going to hear. Some observation points to include can be:
- Tempo and rhythm
- Tonality (major/minor)
- Style
- Instrumentation
- Mood
- How the music conveys the meaning of the show
- What type of show the music suggests

Instruct the students to listen to the television theme music and write their observations on the handout.

Some television theme music might include:
Hawaii Five 0 http://www.youtube.com/watch?v=AepyGm9Me6w
Suicide is Painless (MASH)
http://www.youtube.com/watch?v=AepyGm9Me6w
The Addam's Family http://www.youtube.com/watch?v=gFD7KGBUtKI
Laverne and Shirley http://www.youtube.com/watch?v=mRmKzxhMzwo
Green Acres http://www.youtube.com/watch?v=Mbk81X6WHA4
Batman http://www.youtube.com/watch?v=1qP-NglUeZU&feature=fvw
Cops http://www.youtube.com/watch?v=iISyPz5XRyI
Fresh Prince of Bel-Air http://www.youtube.com/watch?v=F4BQxpXYPk8

Brady Bunch http://www.youtube.com/watch?v=pM-0Pwgr7-E
Miss Swan Sings Mad TV Theme Song
http://www.youtube.com/watch?v=SqzHiwN7Ows
The People's Court Theme
http://www.youtube.com/watch?v=7iTqoDH0vFU
Mighty Morphin Power Rangers
http://www.youtube.com/watch?v=l5soytPw1ig

After each theme, ask the students to discuss the meaning that the music conveyed about the show. How might the audience be influenced by the muisc? Is the music effective as an opening to the show? Why?

Resources:
Equipment:
Computers, Internet, Smart Board, teacher-created observation handout
Websites:
Hawaii Five 0 http://www.youtube.com/watch?v=AepyGm9Me6w
Suicide is Painless (MASH)
http://www.youtube.com/watch?v=AepyGm9Me6w
The Addam's Family http://www.youtube.com/watch?v=gFD7KGBUtKI
Laverne and Shirley http://www.youtube.com/watch?v=mRmKzxhMzwo
Green Acres http://www.youtube.com/watch?v=Mbk81X6WHA4
Batman http://www.youtube.com/watch?v=1qP-NglUeZU&feature=fvw
Cops http://www.youtube.com/watch?v=iISyPz5XRyI
Fresh Prince of Bel-Air http://www.youtube.com/watch?v=F4BQxpXYPk8
Brady Bunch http://www.youtube.com/watch?v=pM-0Pwgr7-E
Miss Swan Sings Mad TV Theme Song
http://www.youtube.com/watch?v=SqzHiwN7Ows
The People's Court Theme
http://www.youtube.com/watch?v=7iTqoDH0vFU
Mighty Morphin Power Rangers
http://www.youtube.com/watch?v=l5soytPw1ig

Assessment:
Students may be assessed on the completed observation form and by teacher observation on the class discussion.

Making Connections

Standard 4:   The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MAHS1-4.1   Demonstrate the ways that the media arts relate to everyday life and activities in the world at large.

Essential Question:
How do these performances connect to everyday life in the world? What about this piece makes it possible to use in my everyday life?

Concepts, Skills, Techniques, and Critical Knowledge:
There is a great demand for composers of music for video/computer games. In this activity, students will create a short piece of music to accompany a video game. This activity assumes that the students are familiar with one of the music composition software programs and how to use it.

Activities:
Introduce the activity by playing examples of video/computer game music on the Smart Board. Some websites with examples of video/computer music are:
   http://www.vgmusic.com/
   http://gh.ffshrine.org/

Instruct the students that they will compose a short piece of music top accompany a fictitious video/computer game.

1. Plan and decide what your fictitious game will be and the name of your game.
2. In one of the music composition software programs (GarageBand, Mixcraft, Reason, etc.), compose a piece of music about 1 minute long.
3. Save the composition onto the computer desktop.
4. In turn, have the students tell about their game and play their compositions.

Resources:
Equipment:
Computers, MIDI keyboards, headphones, music composition software program

Assessment:
Students may be assessed on successfully creating the video/computer game music.

MAHS1-4.2   Communicate an understanding of the relationship between the media arts and other arts disciplines and other content areas.

Essential Question:
How do media arts relate to other arts disciplines and other content areas? How do media arts impact other disciplines' ability to communicate?

Concepts, Skills, Techniques, and Critical Knowledge:
The *Playing For Change* Foundation has a mission to connect world cultures through musicians and music. In one video from its award-winning documentary, *Playing For Change: Peace Through Music*, producers begin recording a song (*Stand by Me* by Ben E. King) with one guitarist/singer in California and take the recording around the world, adding musicians and singers from 11 countries and 3 states in the U.S. The finished product is a moving tribute to the power of music and its ability to share culture around the globe. In this activity, students will watch the video and chart the cities and countries that are represented in the video on a Google map created by the class.

Activities:
Introduce the activity by opening the Playing For Change Foundation website on the Smart Board. http://www.playingforchange.org/
Lead a class in a discussion of what the foundation is and the mission of the foundation.

Play the video: Song Around the World-Stand By Me
http://www.youtube.com/watch?v=Us-TVg40ExM

Have the students list the cities and countries that are represented in the video. (You may need to play the video more than one and pause it to get all of the cites and countries)

Navigate to Google maps. Click on My Maps (if you have never created a map in My Maps, watch the video that explains how to do it). Title the new map "Songs Around the World" and make it a public map so everyone can see it. Proceed to find the cities and countries on the map and place a marker in the order of the country's appearance on the video. Once you have marked all the countries on the map, print it out and post it in the room to remind the class that music is a global force.

Resources:
Equipment:
Computer, Internet, Smart Board, printer

Websites:
http://www.playingforchange.org/
http://www.youtube.com/watch?v=Us-TVg40ExM

Assessment:
Students may be assessed on class participation and by teacher observation.

MAHS1-4.3   Analyze and evaluate the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question:
What kinds of careers are available in sound production and how much does it cost when planning a production? What financial aspects need to be considered?

Concepts, Skills, Techniques, and Critical Knowledge:
How much does it cost to become a rock star? What are the necessary tools and education a person needs to make it as an artist in the music business? This activity focuses on the financial aspects of becoming a recording artist.

Activities:
Introduce the activity by asking the class, "Who wants to be a rock star?" Chances are, almost everyone will raise their hand. In order to become a rock star, you must take steps along the way to get there. What are these steps and how much money should you expect to pay to get there?

Instruct the students to navigate to the following article:
http://moneycentral.msn.com/content/CollegeandFamily/Raisekids/P134134.asp

Have the students read the article and write a brief synopsis of the article. When the students have finished writing their synopsis, have them read their essay to the class.

Lead the class in a discussion about the ways to get a career as a recording artist. Instruct the students to research ways of getting into the recording business and create a plan. When the students have created their plan, have them share with the class.

Resources:
Equipment:
Computers, Internet, word processing program

Websites:
Music Biz Academy: http://www.musicbizacademy.com/knab/index.htm
Billboard Biz http://www.billboard.biz/bbbiz/index.jsp

Music and Money http://www.musicandmoney.com/
The Business of Making Music
http://www.bized.co.uk/current/research/2005_06/071105.htm
Professor Pooch http://www.professorpooch.com/
Music U http://www.musicu.com/
Music Business Toolbox http://www.musicbusinesstoolbox.com/

Assessment:
Students may be assessed on the rock star essay, their research skills, and the plan created to become a recording artist.

MAHS1-4.4   Analyze and evaluate the effects of the media arts in the global economy.

Essential Question:
What place does this hold in a global society and how do we find value so the arts are continually funded?

Concepts, Skills, Techniques, and Critical Knowledge:
Film soundtracks are big business around the world. Not only do they make money during the movie itself, but many go on to become CDs, making even more money from the consumers of music. This activity focuses on the film, *The Big Chill*, and its movie soundtrack.

Activities:
In introducing this activity, ask the class to name as many movie soundtracks that they can think of. Have the students share the movie soundtracks with the class.

Instruct the students that they will be researching information on the movie, The Big Chill, from 1983 and the success of the soundtrack in CD sales. Have the students search the internet for statistics on the profits and revenue generated from the CD sales of the movie soundtrack. Ask the students to research other movie soundtracks that made successful sales in the world.

Instruct the students to write a brief essay on the financial aspects of the movie and its soundtrack. Have the students share their findings with the class.

Resources:
Equipment:
Computers, Internet, Smart Board, headphones, word processing program
Websites:
The 80's Movies Rewind http://www.fast-rewind.com/music_bigchill.htm
Trivia for The Big Chill http://www.imdb.com/title/tt0085244/trivia
Wikipedia http://en.wikipedia.org/wiki/The_Big_Chill_(soundtrack)
Answers.com http://www.answers.com/topic/the-big-chill-film
Moving Pictures
http://www.movingpicturesmagazine.com/NewsViews/tabid/60/entryid/2408/Soundtracks-Score-Cash.aspx

Assessment:
Students may be assessed on research skills and on the completed essay.

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MAHS1-5.1 Describe ways that information from past and present culture has influenced the evolution of the media arts.

Essential Question:
How does music from the past, or from other cultures, influence the creation of modern digital music?

Concepts, Skills, Techniques, and Critical Knowledge:
In the 1960's, George Harrison began studying Eastern music, especially the sitar. Suddenly, the Indian sitar was in the Western pop culture. This activity focuses on the way that the sitar and Eastern-influenced music spread throughout Western pop culture.

Activities:
Introduce the activity by playing the video *Within You, Without You* by the Beatles: http://www.youtube.com/watch?v=gAADkgJBxhY
Ask the class if they can detect a different sounding instrument?

Explain that the instrument is a sitar and that the Beatles began studying Indian-influenced music in the 1960's. The song *Norwegian Wood* is credited as the first pop song to use a sitar. They went on to create many other songs with sitar sounds, *Love to You*, *Within You Without You*, and others. Many more pop music groups began using Eastern influence in their music.

Ask the students to research the growth of Eastern influence in Western pop music in the 1960's and 1970's. Write a short essay on the topic and present the essay to the class.

Resources:
Computers, Internet, word processing program, headphones, video from You Tube

Assessment:
Students may be assessed on research skills and the essay that they create.

MAHS1-5.2 Analyze and evaluate ways that media artwork portrays the people and cultures of the world.

Essential Question:
What can you learn about people and culture of the world by listening to pieces of digitally created music?

Concepts, Skills, Techniques, and Critical Knowledge:
Blues music is an American genre that has become known around the world. Blues music has influenced many people in other parts of the world. This activity focuses on the history and importance of Blues music in the American culture. This activity assumes that the students know how to use the Power Point program.

Activities:
Introduce the activity by letting the class listen to an example of Blues music: video of John Lee Hooker playing *Hobo Blues*-
http://www.youtube.com/watch?v=zYrVwGxlcFA
John Lee Hooker's most famous song is *Boom Boom*:
http://www.youtube.com/watch?v=rOyj4ciJk34

Instruct the students to research Blues music in America and create a Power Point presentation to show to the class. Students will research the topic, create the Power Point presentation, save the presentation to a flash drive, and play their presentations for the class.

Resources:
Equipment:
Computers, Internet, Smart Board, headphones, Power Point program, word Processing program, flash drive

Websites:
The Blue Highway: http://www.thebluehighway.com/
PBS: http://www.pbs.org/theblues/
About.com: http://blues.about.com/
Wikipedia: http://en.wikipedia.org/wiki/Blues

Assessment:
Students may be assessed on research skills and on the Power Point presentation given to the class.

MAHS1-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question:
What characteristics of digital music exist across time among different people?

Concepts, Skills, Techniques, and Critical Knowledge:
Music from the Japanese culture may or may not have similar characteristics to the music from American culture. This activity focuses on the top ten pop songs of Japan in 2008.

Activities:
As an introduction to the activity, ask the students if they can think of any pop music from Japan? What do you think it might sound like?

On the Smart Board, navigate to the following video:
Top Ten Songs of Japan March 2008
http://www.youtube.com/watch?v=uBkwTuGCGYQ

Lead the class is a discussion on the music that they hear. Some guiding questions may include:
- What is the style/genre of the music?
- Who are the recording artists?
- Is the music similar to Western music? How?
- What conclusions can you draw about the music of Japan?

Resources:
Equipment:
Computer, Internet, Smart Board
Website:
Top Ten Songs of Japan March 2008
http://www.youtube.com/watch?v=uBkwTuGCGYQ

Assessment:
Teacher observation is appropriate for this activity.

Using Technology Responsibly

Standard 6:   The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MAHS1-6.1   Demonstrate an understanding of human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question:
What kind of human, cultural, and societal considerations are associated with the creation of digital music and of sound production?

Concepts, Skills, Techniques, and Critical Knowledge:
Freeware vs. Shareware
There are many software programs available on the internet for free use or for a small fee. These programs are called Freeware and Shareware. The students should be aware of the differences between these models of "free" software and why does it matter?

Activities:
Introduce the activity by asking the class if they have ever downloaded freeware or shareware from the internet to their computer. Do they know the difference between freeware, shareware, or open source software?

Instruct the students to research the phrases freeware, shareware, and open source to see what kind of information they can find on the subject. Have the students write a short essay on the topic. When they have completed their essays, have the students report their findings to the class.

Resources:
Equipment:
Computers, Internet, word processing program

Websites:
What are Shareware, Trial Software, and Freeware?
http://www.coffeecup.com/help/articles/shareware-software/
Editorial: Mac Freeware v. Shareware:
http://macapper.com/2007/12/10/editorial-freeware-vs-shareware/
Shareware vs. Freeware:
http://www.buzzle.com/articles/shareware-vs-freeware.html
Freeware vs. Shareware vs. Open Source
http://articlesupport.com/2010/03/13/freeware-vs-shareware-vs-open-source/
Open Source Strategies: Freeware vs. Shareware vs. Open Source

Assessment:
Students may be assessed on their ability to research a topic and on the essay created from their research.

MAHS1-6.2   Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question:
What do you need to know and how do you put the practice of legal and ethical behavior to work to be a responsible digital citizen?

Concepts, Skills, Techniques, and Critical Knowledge:
There is a way to listen to music for free over the Internet. Mnay Internet Radio sites have appeared in the past decade. Students should be aware that there are places to listen to your favorite music without having to pay money and without breaking copyright laws. This activity focuses on Internet Radio.

Activities:
Introduce the activity by asking the class if they have ever listened to the radio in their car? Can you listen to the radio on the computer?

Have a list of Internet Radio sites with links and ask the students to explore these sites and take notes about the site. Is it a free radio? How does it work?

Internet Radio Sites:
Mercora IMRadio 5.0 http://www.tucows.com/preview/414126
Live365: http://www.live365.com/web/index.live
Pandora Internet Radio http://www.pandora.com/#/
Jango http://www.jango.com/
Slacker Personal Radio http://www.slacker.com/
Shoutcast Radio Directory http://www.shoutcast.com/
Blog Talk Radio http://www.blogtalkradio.com/
Sirius Satellite Radio http://www.sirius.com/siriusinternetradio

When the students have had ample time to explore the sites, ask them to report their findings to the class.

Resources:
Equipment:
Computer, word processing program, list of Internet radio sites, headphones

Wikipedia-Internet Radio http://en.wikipedia.org/wiki/Internet_radio

Assessment:
Students may be assessed on their research and the class presentation.

HIGH SCHOOL: LEVEL 2

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MAHS2-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question:
What do I need to know to be able to create music using digital equipment and programs?

Concepts, Skills, Techniques, and Critical Knowledge:
There are many ways to compose and create digital music. The student needs to understand the different ways and feel comfortable using these techniques. This activity focuses on the use of MIDI to compose music and the equipment and knowledge needed to create MIDI music.

Activities:
1. Ask the questions: "What is MIDI?" (Musical Instrument Digital Interface) "What does MIDI do?" (MIDI allows computers, synthesizers, MIDI controllers, sound cards, samplers, and drum machines to control one another, and to exchange system data. Source: http://en.wikipedia.org/wiki/Musical_Instrument_Digital_Interface)

2. Discuss with the students how MIDI is everywhere around them; it's in musical instruments, computers, cell phones, and many other products. Most popular music is written and performed using MIDI-equipped electronic keyboards, also known as "synthesizers." Have the students open the PDF file "Introduction to MIDI" that you have placed on the desktop of their computer and read about what MIDI is and what MIDI isn't. http://www.midi.org/aboutmidi/intromidi.pdf

3. Give the students an electronic worksheet to answer questions about MIDI. Some of these questions can include:

What are some of the ways you can use MIDI for active music making?
What is a MIDI sequencer or DAW (Digital Audio Workstation)?
Can you edit MIDI data?
What is a MIDI controller?
Describe a simple MIDI system.
Describe an expanded MIDI system.

What are some synthesizer basics?
What are sound samples?
What are loops?
What is a sound wave?
Define the following terms as they relate to MIDI: attack, decay, sustain, release.

Some websites to help the student answer these questions include:
http://www.midi.org/aboutmidi/tut_makemusic.php
http://www.midi.org/aboutmidi/tut_midimusicsynth.php

4.Have the students save the electronic worksheet to their computer desktop as: *student name* MIDI worksheet. Students should site all sources of information at the bottom of the electronic worksheet.

Resources:
Equipment:
Computers, Internet, Electronic worksheet, PDF file: *Introduction to MIDI.*

Websites:
http://en.wikipedia.org/wiki/Musical_Instrument_Digital_Interface
http://www.midi.org/aboutmidi/index.php
http://www.midi.org/aboutmidi/intromidi.pdf
http://www.midi.org/aboutmidi/tut_makemusic.php
http://www.midi.org/aboutmidi/tut_midimusicsynth.php

Assessment:
Assessment will be in two parts:
1. Class work (rubric)
2. Electronic worksheet (teacher grades worksheet on questions
   answered.

MAHS2-1.2   Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question:
How can I best use different techniques, technologies, and processes to create aesthetically pleasing digital music?

Concepts, Skills, Techniques, and Critical Knowledge:
Students should be able to access many different types of music composition and sound design software. Students should have knowledge of different kinds of equipment used in creating digital music and sounds. This activity focuses on the Finale music notation program.

Activities:
In this activity, the students will become familiar with the Finale music notation software and how to use it to create a musical score, separate instrument parts, and listen to their creation.

Instruct the students to open the Finale music notation program on their computer desktop. Then have the students navigate to the Finale tutorial at this web address:
http://www.finalemusic.com/UserManuals/Finale2010Win/Finale.htm

On the left hand navigation bar, click "Tutorial 1a: Simple Entry." There will be 10 tutorials in the navigation window beginning with "Creating a New Document with the Set up Wizard" and ending with "When You're Ready to Continue." Guide the students through the tutorials and have them follow the steps in all of the tutorials to create a masterpiece with the song, *Simple Gifts*. They will be finished with the activity after tutorial number 9, "Saving Your Work."

Instruct the students to save their work on the computer desktop under the title: "*student name* Finale Song 1." They may print their music score by saving the file on a flash drive USB memory stick and printing it from the teacher's computer if the student computers are not networked to the classroom printer.

Resources:
Equipment: Computers, Finale Music Notation Software Program, MIDI keyboards, printer, Flash drive USB memory sticks

Websites:
http://www.finalemusic.com/UserManuals/Finale2010Win/Finale.htm

Assessment:
The students may be assessed on the following criteria:
1. Completing the tutorial as instructed (checklist)
2. Their piece of music notated and saved on the computer desktop.
3. Their musical score printed.

MAHS2-1.3   Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question:
What are the necessary procedures and responsibilities for proper use of and care for equipment? Why are these important?

Concepts, Skills, Techniques, and Critical Knowledge:

Technology equipment is very expensive and students need to be aware of how to take care of it so that it lasts a long time. This activity focuses on how to clean your computer keyboard.

Activities:
Ask the class these questions:
Why is it important to clean your computer keyboard?
What are some ways to clean the keyboard?

Instruct the students to research how to clean a computer keyboard (some good websites are listed below). Ask the students to create a list of 5 questions on cleaning a computer keyboard. When the students have completed their lists, ask them to give their questions to another student using a flash drive. Have the students answer each others' questions and print out the answers. Have the students report to the class their questions and answers.

Resources:
Equipment:
Computers, Internet, flash drive USB memory devices, printer

Websites:
http://www.helpwithpcs.com/maintenance/cleaning-keyboard.htm
http://www.computerhope.com/cleaning.htm
http://www.mahalo.com/how-to-clean-a-computer-keyboard
http://www.npr.org/templates/story/story.php?storyId=11029793
http://www.webmd.com/news/20060426/clean-that-computer-keyboard
http://familyinternet.about.com/od/computermaintenance/ht/dkeyboard
howto.htm

Assessment:
Students may be assessed on:
1. Research questions (checklist)
2. Answers (checklist)

MAHS2-1.4   Utilize **information literacy skills** to make informed decisions using digital tools and resources in the creation of media artwork.

Essential Question:
How do I decide what is a good source of information when doing research online?

Concepts, Skills, Techniques, and Critical Knowledge:
Students need to be able to decide whether information found on the Internet is useful to them for their intended purpose. There are many Internet scams that try to take a person's financial information for illegal purposes. This activity focuses on helping students make good choices when asked for information from email and websites.

Activities:
Have each student read and/or investigate one of the following articles/ websites and write a summary of the information found there. Students can make a brief oral report on their findings at the end of the activity. Have the students save their report on a flash drive and use it to pull up their report on the teacher's computer and Smartboard as he/she delivers their report.

Google Money kit scams making a comeback on Facebook
http://www.thetechherald.com/article.php/201001/5046/Google-money-kit-scams-making-a-comeback-on-Facebook
Internet Fraud
http://www.fbi.gov/majcases/fraud/internetschemes.htm
Common Internet Scams
http://www.hoax-slayer.com/common-internet-scams.html
Internet Fraud
http://en.wikipedia.org/wiki/Internet_fraud
Internet Scams
http://www.ehow.com/articles_4463-internet-scams.html
Top 10 Online Scams
http://antivirus.about.com/od/emailscams/tp/onlinescams.htm
Investigative Programs- Cyber Investigations
http://www.fbi.gov/cyberinvest/escams.htm
Crimes of Persuasion: Schemes, Scams, Frauds
http://www.crimes-of-persuasion.com/
Internet Scam Guide
http://www.nyc.gov/html/dca/downloads/pdf/internet.pdf
How to Avoid Internet and Money Making Scams
http://www.scamwatch.com/

Resources:
Equipment:
Computers, Internet, Smartboard, and Flash drive USB memory device
Websites:
 As listed above.

Assessment:
Assessment will be on the student's written and oral report.

MAHS2-1.5   Create self-led and peer-led instruction and assessment materials for evaluating media artwork.

Essential Question:

How can I lead myself when working with media arts equipment as a part of a musical task? What are some of the criteria used to evaluate the task?

Concepts, Skills, Techniques, and Critical Knowledge:
Being a composer or creating art works is a very private and creative process. Students need to be able to lead themselves in creating digital musical compositions. This activity will focus on the students being able to choose a topic and create a piece of music without instruction. (This activity is only possible after the students have been instructed on how to use one of the many music composition software programs (GarageBand, Mixcraft, Reason, Logic, etc.) and the MIDI keyboard.

Activities:
Introduce the activity by telling the class that today they will work on their own to create an original piece of music using the composition software program of their choice. At the end of the class, they will play their original compositions for each other.

Have the students navigate to the Phobia List website: http://www.phobialist.com/
Instruct the students that they are to select one of the phobias listed there and create a piece of music around their phobia. The form and structure of the piece is completely up to them, but usually a good composition is from 1-2 minutes in length. They can use any instruments they choose and any source of inspiration that they choose. The only criterion is that the composition must represent the phobia that they have chosen.

Allow the students an appropriate time to create their compositions. Have the students save their composition as a WAV file on the desktop and burn the audio file onto a CD. Then have each student introduce their phobia and play the composition for the class. Have the class offer critique of the compositions.

Resources:
Equipment:
Computers, Internet, MIDI keyboards, headphones, music composition software program, CD dicks and jackets

Websites:
The Phobia List: http://www.phobialist.com/

Assessment:
The students may be assessed on their use of class time to work on their project and on the final product- the phobia composition.

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MAHS2-2.1 Communicate effectively using media arts vocabulary.

Essential Question:
How do I communicate effectively about creating a digital piece of music or sound production?

Concepts, Skills, Techniques, and Critical Knowledge:
The Reason music composition software program is especially good for its visuals. In using Reason, students must understand how a mixer works and how devices are connected to the mixer in order to create sounds. The Reason program displays the mixer and devices as real devices and has cords plugged into the mixer to show how devices are routed to the mixer. The effects in Reason are routed through auxiliary channels just as they would be in real life. It is important for the students to get a feel of how the devices would work with each other in a stage setting or a recording studio setting. This activity focuses on how to begin a new project in Reason: how to set up the screen for recording and sound design.

Activities:
Instruct the students to open the Reason program on their computer desktop. By default, the tutorial song is loaded onto the screen. To change the preferences:
- Select Reason> Preferences
- In lower half of dialog box, select Default Song section
- Select Empty Rack option
- Close Preferences window
- Select File> New
- You should see an empty song (the right locator is palced at bar 9 by default)

There are two ways to create a device:
- Select the Create pull-down menu
- Right-click (hold Control key and mouse click for Macs) anywhere in the empty rack

Mixer:
Create a *reMix* device by selecting the *Mixer 14:2* option from the device list. Press the Tab key to flip the Reason Device Rack around, and notice that Reason has already routed the main outputs of *reMix* into the audio

oputputs of your sound card. Press Tab again and the Reason Device Rack turns its self back around.

Adding Devices:
For our purposes, we will add a loop player to the mixer.
- Select Create> *Dr:Rex* Loop Player
- Notice that channel 1 of the *reMix* is now labeled *Dr:Rex*. You can change the name of the channel by double-clicking the device name in the track list and typing in any name you choose.
- Press the tab key and notice that Reason has already routed the *Dr:Rex* device to channel 1 in the *reMix*. Press the Tab key again to return to the front view.
- At the left of the track name is an icon that looks like a keyboard. When this symbol is solid, at the right will be a record button. This tells you that the track is armed and ready to receive and record MIDI data. Clicking on this icon will disarm the track and you will not be able to monitor live or record.
- Find the patch browser and click on the folder to launch the browser.
- In the upper left corner under Locations, click on the file called Reason Factory Sound Bank.
- Double click on folder called Dr Rex Drum Loops.
- You will see a list of folders that contain drum loops of various styles of dance music.
- Double click on the style of music you want to use. You will see a long list of loops to choose from. Select a loop by clicking on it once and then click Play in the lower right corner. If you want to listen to the loop as soon as you highlight it, click the Autoplay check box. Select a loop by clicking on it once and clicking Play in lower right corner.
- Select the loop you want and click on the OK button at the lower right corner of the browser window. This will load the loop into *Dr:Rex*.
- Press Play on the Transport Panel, or press the spacebar on the computer keyboard. You will now hear the loop play through Reason.

To create other devices, select Create and add the devices you wish to use. There are many devices and effects to choose from: synthesizers, drum machines, etc. When you are ready to record music, make sure you have the right and left margin indicators set for how long you want to record, and press Record in the transport panel.

When the students are familiar with the Reason set-up, they can experiment with different sounds, loops, and instruments to create a full composition.

Resources:

Computers, MIDI keyboards, headphones, Smart Board, Reason music composition software program

Assessment:
The students may be assessed on their ability to follow directions and successfully open a new project in the Reason program.

MAHS2-2.2   Create media artwork that communicates his or her experiences and reflects an analysis of social or community issues.

Essential Question:
How do you communicate and express your personal, social or community experiences through digital music?

Concepts, Skills, Techniques, and Critical Knowledge:
The students should be aware that they have the power to inform and educate using the media arts. In this activity, the students will create an advertisement for the school cafeteria.

Activities:
Introduce the activity by telling the students that they are going to create an audio/video advertisement for the school cafeteria. The students may work in small groups or as an entire class to create this project.

1. Have the students brainstorm ideas about the school cafeteria and some things that could be put into an advertisement. Have one student act as scribe and take notes on the Smart Board on the students' ideas. Once the students have finished brainstorming ideas, have them select the top three ideas.

2. Have the students compose music from one of the three top ideas that could be used as an advertising jingle or background music for the advertisement. Have the students play their music for the class.

3. Have the class vote on their favorite idea and music to be presented in the advertisement. If there are two favorites, the class can be divided into two groups to create two advertisements.

4. Have the students create a storyboard of the advertisement, including scenes in the ad and where the music will be placed. Once the storyboard is completed, the students may video the scenes for the ad.

5. Upload the video scenes to a video editing program (iMovie, Mixcraft, etc.) and edit the scenes to fit into a 30-60 second advertisement. Add audio and any effects that the students care to add.

6. Mix the video and save it as a video file. Burn the video to a DVD and play it for the class.

Resources:
Equipment:
Computers, MIDI keyboards, video camera, audio editing and composing program, video editing program, Smart Board,

Assessment:
The students may be assessed on their class participation (rubric) and in the final product- the video advertisement.

MAHS2-2.3   Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question:
How did you create your digital music performance? What criteria do you use to evaluate your work?

Concepts, Skills, Techniques, and Critical Knowledge:
The Reason music recoding software program has many devices that can be used to create digital music compositions. In order to save time and have the students understand the program more quickly, it is a good idea to let the students explore one device individually and teach the rest of the class about it. This activity focuses on the students' ability to explore these devices and inform others of their findings.

Activities:
Before class, decide a way to assign each student one of the devices in Reason to explore. These devices include:
- SubTractor Synthesizer
- Malstrom Graintable Synthesizer
- NN19 Digital Sampler
- NN-XT Advanced Digital Sampler
- Dr:Rex Loop Player
- Redrum Drum Computer
- Matrix Pattern Sequencer
- ReWire
- The Combinator
- MClass Effects

The teacher may assign students or they may choose the devices to explore.

Instruct the students to open the Reason program and start a new project. Make sure to add the ReMix mixer to the project before loading the assigned device. Have the students explore their device and take notes about their findings.

Once the students have had enough time for exploration, have them come to the Smart Board and show the class what they found about their device.

Resources:
Computers, MIDI keyboards, headphones, Smart Board, Reason music composition software program

Websites:
There are many websites that offer video tutorials on the Reason program. Propellerheads offers educational resources at their website:
http://www.propellerheads.se/

Assessment:
Students may be assessed on class participation and the presentation on the device that they chose.

MAHS2-2.4   Apply elements of artistic design specific to individual media.

Essential Question:
What elements of artistic design are important to use in creating digital music or sound productions?

Concepts, Skills, Techniques, and Critical Knowledge:
In order to create good songs that people will want to listen to, it is important for the students to understand how intervals create harmony. This activity will focus on the basic musical concept of intervals and how they create tension and release within music.

Activities:
Introduce the activity by asking the question, "What is an interval?" On the Smart Board, show the following Public Domain image from Wikimedia Commons:

An interval is the distance between two pitches measured by half steps (the smallest interval). Intervals can be:
- major
- minor
- harmonic
- melodic
- perfect
- augmented
- diminished

Perfect intervals include the unison and the octave. Perfect intervals also include fourths and fifths. Perfect intervals are labeled with a capital "P."

The **Major** prefix is only used for seconds, thirds, sixths and sevenths. Major intervals are labeled with a large "M."

Minor intervals occur when a major interval is made one half step smaller. This can be done by raising the bottom note or lowering the top note. Minor intervals are labeled with a small "m."

Augmented intervals are when a major or perfect interval is made one half step larger, and the interval number does not change. Augmented intervals are labeled with an "A," the abbreviation "Aug.," or a "+." For example, above, if the P5 from C to G were changed to a C to G#, it would become an augmented fifth, or +5.

Diminished intervals are created when a perfect or minor interval is made one half step smaller and the interval number is not changed. Diminished intervals are labeled with a "d," the abbreviations "dim" or "deg," or a "°." For example, if the perfect fifth from C to G above were changed to a C to Gb, the interval would become a diminished fifth, or °5.

Thus unisons, fourths, fifths, and octaves can be diminished, perfect, or augmented. Seconds, thirds, sixths, and sevenths can be diminished (only if the interval is decreased by two half steps, such as with a double flat), minor, major, or augmented.

Consonant intervals are intervals that are stable. These intervals require no resolution. The consonant intervals are P1, m3, M3, P5, M6, and P8. All other intervals within the octave are said to be dissonant. Dissonant intervals are tense, and require resolution.

Using the flash piano found at:
http://method-behind-the-music.com/piano
play the intervals so the class can hear what they sound like.
Have the students go to the following interactive website and listen to the intervals played together and separate, forward and backward:
http://www.musicalintervalstutor.info/listenpg.html

Also listed on this site are examples of music that incorporates the interval. Have the students take the interval quizzes 1 and 2. The students will submit their scores.

Resources:
Equipment:
Computers, Internet, Smart Board, headphones

Websites:
The Music Intervals Tutor:
http://www.musicalintervalstutor.info/index.html

The Method Behind the Music:
http://method-behind-the-music.com/piano

About.com-What Are Intervals?
http://musiced.about.com/od/lessonsandtips/f/intervals.htm

Assessment:
Students may be assessed on class participation and the intervals quiz scores.

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MAHS2-3.1   Demonstrate the ways in which a variety of **media texts** address their intended purpose and audience.

Essential Question:
How do the techniques used in media texts make it an effective piece and address the intended audience?

Concepts, Skills, Techniques, and Critical Knowledge:
Students need to be aware that product advertisers are targeting a specific audience to sell products. In this activity, students will show how advertisers' websites target certain audiences and the techniques they use to sell their products.

Activities:
As an introduction to this activity, discuss with the students the following statements:
- All media are constructions
- Media texts contain beliefs and value messages
- Each person interprets messages differently
- The media have special interests (commercial, ideological, political)
- Each medium has its own language, style, form, techniques, conventions, and aesthetics

Provide the students with a teacher-created **WebQuest** focusing on advertisements that are trying to sell shampoo. Some websites to include in the **WebQuest** may be:
- Herbal Essences http://www.herbalessences.com/us/
- Pantene http://www.pantene.com/en-US/Pages/Index.aspx?TID=1947f131-c2d5-40aa-92ce-f133c53ffb11
- Aveda http://www.aveda.com/products/CATEGORY10515/Hair_Care/Shampoo/index.tmpl?ngextredir=1
- Dove http://www.dove.us/
- L'Oreal http://www.loreal.com/dispatch.aspx?
- Redken http://www.redken.com/international/
- Head & Shoulders http://www.headandshoulders.com/en-US/index.jspx

Ask the students to answer the following questions on the websites:
1. What is the purpose of the website?

2. How is the website designed?
3. Who is the targeted audience?
4. How are colors used?
5. What is the point of view that is communicated?
6. What are some promises made?
7. What is the content of the website?
8. Is the producer of the website effective in reaching the target audience?

Lead the class in a discussion about their findings. What were some of the ways the websites addressed the audience? Were they successful?

Resources:
Equipment:
Computers, Internet, Smart Board, teacher-created **WebQuest** and questions
Websites:

- Herbal Essences http://www.herbalessences.com/us/
- Pantene http://www.pantene.com/en-US/Pages/Index.aspx?TID=1947f131-c2d5-40aa-92ce-f133c53ffb11
- Aveda http://www.aveda.com/products/CATEGORY10515/Hair_Care/Shampoo/index.tmpl?ngextredir=1
- Dove http://www.dove.us/
- L'Oreal http://www.loreal.com/dispatch.aspx?
- Redken http://www.redken.com/international/
- Head & Shoulders http://www.headandshoulders.com/en-US/index.jspx

Assessment:
Students may be assessed on the completed **WebQuest** and questions sheet.

MAHS2-3.2   Create messages using **media texts**.

Essential Question:
Why did you create this media text? What message are you trying to get across?

Concepts, Skills, Techniques, and Critical Knowledge:
It is understood that students already know how to compose music in a music composition software program, as well as how to you the MIDI keyboard and save their music as an MP3 or WAV file. Students also already are familiar with the steps to composing original music; plan, create, rehearse, and record. In this activity, students will create a short composition that will be used as a political jingle for someone in the school who is running for office, homecoming queen, etc.

Activities:
As an introduction to the activity, discuss hooks in music and show some examples of political jingles to the class.

1960 campaign jingle for John F. Kennedy
http://www.youtube.com/watch?v=sET8Rz-628k
Political jingle for Ken Rondilla
http://www.youtube.com/watch?v=Ke3rNTQe7nA
Love Jingles
http://www.youtube.com/watch?v=1qdyLXut5bo&feature=PlayList&p=9 D70331D4201A4D9&index=0

Discuss the codes and conventions used in a political jingle and instruct the student to create a jingle for someone at the school who is running for an office, as homecoming queen, prom king and queen, etc.

Using music composition software and the MIDI keyboard, have the students create a short political jingle and save it to the desktop, and burn it to a CD. Have the students play their jingles for the class.

Resources:
Equipment:
Computers, Internet, Smart Board, MIDI keyboards, headphones, microphones, recordable CDs and jackets
Websites:
1960 campaign jingle for John F. Kennedy
http://www.youtube.com/watch?v=sET8Rz-628k
Political jingle for Ken Rondilla
http://www.youtube.com/watch?v=Ke3rNTQe7nA
Love Jingles
http://www.youtube.com/watch?v=1qdyLXut5bo&feature=PlayList&p=9 D70331D4201A4D9&index=0

Assessment:
Students may be assessed on the completed political jingle project.

MAHS2-3.3   Demonstrate comprehension of the effectiveness of the presentation and treatment of ideas in **media texts**.

Essential Question:
How successful is the creator in delivering his/her message to the audience?

Concepts, Skills, Techniques, and Critical Knowledge:
Music videos are made with the song lyrics playing a big part of the images shown. Students need to be able to understand what makes a video effective in the presentation and treatment of ideas. In this activity, students will compare two videos created around the song,

Baby Beluga, by Raffi, and discern if the videos are effective in presenting a visual representation of the song.

Activities:
Introduce the activity by playing the song, *Baby Beluga* by Raffi, for the class. Invite anyone who knows the words to sing along. Ask the students to imagine what a video of the song might look like. Inform the class that they are going to watch two videos created around the song and critique the videos for their effectiveness in presenting a visual representation of the song.

Give the students a teacher-created handbook for writing notes about the videos. This handout can include topics such as:
- illustration
- layout
- target audience
- tone
- tempo

Play the two videos of the song:
  http://www.youtube.com/watch?v=YjUYAom5i4c
  http://www.youtube.com/watch?v=EZGwWslUyA4

Have the students take notes as they watch both videos. After watching, have the students share what they liked and didn't like about the videos and why. What were some of the codes and conventions used in the videos? Were the videos effective in presenting the visual representation of the song?

Resources:
Equipment:
Computers, Internet, Smart Board, teacher-created handout
Websites:
  http://www.youtube.com/watch?v=YjUYAom5i4c
  http://www.youtube.com/watch?v=EZGwWslUyA4

Assessment:
Students may be assessed by teacher observation on the class discussion.

MAHS2-3.4   Identify the **codes** and **conventions** used in **media texts** and explain the ways that they help to create meaning.

Essential Question:
What are the codes and conventions used in this media text? How do they create meaning?

Concepts, Skills, Techniques, and Critical Knowledge:

Students need to understand the definition of codes and conventions as they relate to media texts and to understand how they are used in media texts to deliver messages to an audience. This activity will focus on the codes and conventions found in music magazines.

Activities:
Introduce the activity by having the phrase "codes and conventions" on the Smart Board. Ask the students for a definition of the phrase. After a brief discussion, write the definition on the Smart Board:

Codes are systems of signs put together (usually in a sequence) to create meaning. These systems may be verbal, visual, nonverbal, or aural (e.g., sound effects, music). Visual media may use a number of technical codes such as camera angles, framing, composition, and lighting to convey a particular attitude to a subject. *Conventions* are the commonly accepted or   generally known methods of doing something.

Codes and conventions are used together in the study and examination of a specific new media genre. The camera angles used in a film, for example, should be studied in terms of the way camera angles are conventionally used in the particular type of film.

Before the class the teacher should buy a few music magazines to show to the class. Before showing the magazines to the class, lead a discussion on the codes and conventions for music magazines.

Ask the students to think of some music magazines. What are some of the codes and conventions that you can think of off the top of your head for these magazines? Some suggestions for discussion:
- layout
- images
- text
- audience profile

Show the magazines and pass them around the class. On the Smart Board, make a list for each magazine of the codes and conventions the students find on the magazine covers. Some questions to ask may include:
- What is the color scheme and what do the colors communicate?
- Is the layout sophisticated?
- What does the layout tell you about the targeted audience?
- How does the style of text add to the message of the magazine?
- How do the images communicate?
- Are the pictures and images gender, race, or age specific?
- What is the overall feel of the style of the magazine?

After comparing the magazines and discussing how the codes and conventions convey meaning to the targeted audience, ask the students to bring in magazines that they have bought. In the next class, look at the magazines and analyze the codes and conventions used, and how that might affect the students' choices in purchasing them.

Additional resources: websites for music magazines.

Resources:
Equipment:
Computer, Internet, Smart Board, music magazines for display
Websites:
Codes and Conventions of music magazines
http://katrinajarvis.blogspot.com/2009/02/codes-and-conventions-of-music.html
Vibe Magazine http://www.vibe.com/
General Music magazines http://www.world-newspapers.com/music.html

Assessment:
Students may be assessed by teacher observation of the class discussion.

MAHS2-3.5   Analyze the creative techniques used in a variety of media texts (for example, television, film, radio, Internet).

Essential Question:
What creative techniques are used in media texts? Are they successful in sending the intended message?

Concepts, Skills, Techniques, and Critical Knowledge:
Students need to understand that media texts are creations and websites are designed specifically to influence visitors to the site to step in and check out the website's content. This activity will focus on the question, how do web designers use color to create a message?

Activities:
Introduce the activity by asking the students to surf the web on their computers and find 3 websites that they find appealing. When the students have found their sites, ask them to share the sites with the class and explain what they found appealing about the websites.

Lead the class into a discussion on website design. Some observations can include:
- Colors
- Logo/Branding
- Headers
- Typography
- Layout

- Images/photos
- Video/Audio
- Content
- Tone

Tell the class that they are going to focus on colors of websites to discover how the use of color send messages about the content and target audience of the site.

On the Smart Board, navigate to the following website:
http://vandelaydesign.com/blog/design/first-impression/

On the right side of the site are links to pages about design inspiration. Open the link to "Beautifully Colorful Websites." Scroll through the sample websites and discuss with the class the colors on each.

- What is your first impression?
- How do the colors grab your attention?
- What do you think this site is about?
- What audience do you think the site is targeting?
- Are the colors effective in sending the message of the site?
- What characteristic of the website is your first impression?

Navigate to some music websites and discover how they use color to send a message about the music there. Some websites to visit are:
Rock.com http://www.rock.com/
Rolling Stone http://www.rollingstone.com/
Rock and Roll Hall of Fame http://rockhall.com/

Discuss with the class how the rock websites influence them by the use of color.

Resources:
Equipment:
Computers, Internet, Smart Board
Websites:
Vandalay Design http://vandelaydesign.com/blog/design/first-impression/
Rock.com http://www.rock.com/
Rolling Stone http://www.rollingstone.com/
Rock and Roll Hall of Fame http://rockhall.com/

Assessment:
Teacher observation is appropriate for this activity.

MAHS2-3.6   Analyze the manner in which the language, tone, and point of view used in **media texts** work to influence the meaning and interpretation of messages.

Essential Question:
How do the language, tone, and point of view in this media text influence the meaning and interpretation of the message?

Concepts, Skills, Techniques, and Critical Knowledge:
Student need to be aware of how television commercials sell products by using language, tone, and point of view to influence meaning and interpretation of the message being sent to its audience. In this activity, students will analyze these element of the 1960'2 commercial for Noxzema Shave Cream.

Activities:
Introduce the activity by discussing the following statements:
  * All media are constructions
  * Media texts contain beliefs and value messages
  * Each person interprets messages differently
  * The media have special interests (commercial, ideological, political)
  * Each medium has its own language, style, form, techniques, conventions, and aesthetics

Ask the students to think of some ways that TV commercial producers use hidden meanings to sell their products.

Give the students a teacher-created handout for making observations while watching the commercial video. Some observation points on the handout can include:
  * design/layout
  * style
  * music/sound effects
  * tone
  * language
  * point of view

Show the class this video of a Noxzema Shaving Cream commercial from the 1960's:
http://www.youtube.com/watch?v=VmBlDmcvsqU

When the students have completed the handout, have them discuss their observations with the class. Some guiding questions can include:
  * What was the tone of the commercial?
  * What type of language was used?
  * Whose point of view is being shown?
  * What message is being presented?

- How is the message interpreted?
- How does the content of the commercial affect its interpretation?
- Are there hidden meanings?

Resources:
Equipment:
Computer, Internet, Smart Board, teacher-created observaition handout
Website:
Noxzema Shaving Cream commercial from the 1960's:
http://www.youtube.com/watch?v=VmBlDmcvsqU

Assessment:
Students may be assessed on class participation and on the observation handout.

MAHS2-3.7 Describe the characteristics of particular **media art forms** and explain ways that they convey meaning and influence their audience.

Essential Question:
How does this media text convey meaning and influence the audience?

Concepts, Skills, Techniques, and Critical Knowledge:
Students should be aware that music is used to convey meaning and influence an audience in media texts. This activity focuses on how opening themes to news shows influence the audience and convey the meaning of the show.

Activities:
As an introduction to this activity, discuss the meaning of the following statements with the class:
- All media are constructions
- Media texts contain beliefs and value messages
- Each person interprets messages differently
- The media have special interests (commercial, ideological, political)
- Each medium has its own language, style, form, techniques, conventions, and aesthetics

Ask the students if they can hum the tune to any news show? How does the music to the news create the mood and influence the audience?

On the Smart Board, play some of the themes to news shows.
1977 NBC News: http://www.youtube.com/watch?v=ZvEM_1zpr78
1988 NBC News http://www.youtube.com/watch?v=aq3kumI7TfY
2008 NBC Nightly News
http://www.youtube.com/watch?v=UmD_GDJlRfM

1978 ABC World News
http://www.youtube.com/watch?v=SsVFZ0F8Gmc
1980's ABC News http://www.youtube.com/watch?v=M3wv-3GFKYY
1997 ABC News http://www.youtube.com/watch?v=YJ0Oz622TKE
2006 ABC World News Tonight
http://www.youtube.com/watch?v=JTDnhFKlunc
2004 CBS News http://www.youtube.com/watch?v=TsORtr7c6lE

After each theme, ask the students to discuss how the music or sounds might convey the meaning of the show and influence the audience.

Resources:
Equipment:
Computer, Internet, Smart Board
Websites:
1977 NBC News: http://www.youtube.com/watch?v=ZvEM_1zpr78
1988 NBC News http://www.youtube.com/watch?v=aq3kumI7TfY
2008 NBC Nightly News
http://www.youtube.com/watch?v=UmD_GDJlRfM
1978 ABC World News
http://www.youtube.com/watch?v=SsVFZ0F8Gmc
1980's ABC News http://www.youtube.com/watch?v=M3wv-3GFKYY
1997 ABC News http://www.youtube.com/watch?v=YJ0Oz622TKE
2006 ABC World News Tonight
http://www.youtube.com/watch?v=JTDnhFKlunc
2004 CBS News http://www.youtube.com/watch?v=TsORtr7c6lE

Assessment:
Teacher observation is an appropriate assessment for this activity.

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MAHS2-4.1　Demonstrate the ways that the media arts relate to everyday life and activities in the world at large.

Essential Question:
How do these performances connect to everyday life in the world? What about this piece makes it possible to use in my everyday life?

Concepts, Skills, Techniques, and Critical Knowledge:
Digital music is everywhere and the students need to know how to create a CD with songs to listen to. This activity will focus on how to create a CD of songs from iTunes.

Activities:
On the Smart Board, pull up iTunes. Introduce the activity by telling the class that they are going to create a CD from iTunes to take and listen to outside of class.

1. Create a new playlist. Click on "Create a New Playlist" and give it a title: *Today's Songs*. Go back to the iTunes library and drag audio files into the playlist. Go back into the playlist to see the songs that have been added.
2. At the bottom right corner, press *Burn*. At the top of the iTunes window, point out the instructions to *Insert Blank CD*. Insert a CD into the computer.
3. Point out the instruction panel and notice that it first reads the CD to make sure it is blank, then burns the files to the CD, then finalizes the CD. Press the *Eject* button to make the CD eject from the computer.
4. Using a Sharpie pen, write the names of the songs on the front of the CD and place the finalized CD into a sleeve jacket.

Have the students go onto their computers and follow the steps to create their own CDs.

Resources:
Computers, iTunes, recordable CDs and jackets, audio files (songs)

Assessment:
Students may be assessed on the final CD project.

MAHS2-4.2　Communicate an understanding of the relationship between the media arts and other arts disciplines and other content areas.

Essential Question:
How do media arts relate to other arts disciplines and other content areas? How do media arts impact other disciplines' ability to communicate?

Concepts, Skills, Techniques, and Critical Knowledge:
Students need to understand that digital music and the media arts can be used to communicate ideas or information in their other school content areas. This activity will combine history, social studies, language arts, and journalism with audio production to create a documentary about a famous person.

Activities:
Before introducing this activity, consult with the history or social studies teacher(s) to find out which era in history they will be studying. Collaborate with the teacher(s) to get ideas on historical figures that the students can create their documentaries about which will coincide with the unit being studied in the history or social studies classroom. Create a list of historical figures that are appropriate and let the students choose the historical figure they want to focus on.

Have the students gather data to be presented in their documentary. These things can include pictures, old songs, music, etc. Have the student use a video creating program to make the visual documentary. Students may add background music and voice over recordings to narrate their documentary. Have the students utilize their imaginations in the creation process; encourage creativity.

Once the documentary is completed, save the video as a video file on the computer desktop. Burn the video to a DVD and have the students play their documentaries for each other and the history/social studies classes. Ask the class for input on the success or failure of the documentary.

Resources:
Computers, Internet, headphones, music files, pictures, video files, video-creating software, microphones, recordable DVD disks and jackets

Assessment:
The students may be assessed by both teachers and on the content and depth of the documentary.

MAHS2-4.3   Analyze and evaluate the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question:

What kinds of careers are available in sound production and how much does it cost when planning a production? What financial aspects need to be considered?

Concepts, Skills, Techniques, and Critical Knowledge:
When a musician is serious about playing and marketing music, he/she should be aware of the ways that musicians are using the internet to advertise and sell their music. This activity focuses on internet sites that promote music and how the student might go about getting his/her music out there for people to hear.

Activities:
Introduce the activity by asking the class, how do you find new music to listen to? Where are places that new musicians might advertise or market their bands or their compositions? We are going to explore some of the places you can make your music accessible to the public.

Ask the students to open the word processing program that is on the desktop of their computer. Instruct the students to save the document as "*Music Marketing Research.*" On the Smart Board, have a list of some sites that the students can explore to give them an idea of the marketing sites available. Ask them to make notes on each site and to explore others to tell the class about.

Some of the sites listed on the Smart Board may include:

5 Sites to Improve Your Music Marketing (Good You Tube Video)
http://www.youtube.com/watch?v=FJRsStRAba4
Top Ten Indie Music Marketing Tools
http://www.hypebot.com/hypebot/2008/06/5-top-20-tools.html
101 Resources for Marketing Music
http://www.unsignedbandpromotion.com/resources-marketing-music/index.html

Students should research and explore the many sites about music marketing and promotion. At the end of the activity, have the students report on some of their favorite sites and what they have discovered on their search.

Resources:
Computers, Internet, Smart Board, word processing program

Assessment:
Teacher observation is appropriate for this activity.

MAHS2-4.4   Analyze and evaluate the effects of the media arts in the global economy.

Essential Question:
What place does this hold in a global society?

Concepts, Skills, Techniques, and Critical Knowledge:
Students need to be aware of how much money a musician makes by marketing his/her music on the internet. This activity will focus on the economic aspect of independent music marketing.

Activities:
Introduce the activity by asking the class to estimate how much money a musician might make by selling his/her music online. On the Smart Board, navigate to the following website http://evolvor.com/ and scroll down to the chart that explains how much money a musician makes by selling his/her music online in different forms and in different venues.

Other sources of information can come from these websites:

Music Biz Academy
http://www.musicbizacademy.com/internet/realitycheck.htm
Selling Music Online
http://www.sellingmusiconline.com/
How Much Do Music Artists Earn Online?
http://www.informationisbeautiful.net/2010/how-much-do-music-artists-earn-online/

Lead a discussion about how difficult it is to make money selling your music online. Without trying to discourage the students, explore other means of making money with your music. Create a list on the smart board and have the students explore different websites and other means of earning money with their music.

Resources:
Equipment:
Computers, Internet, Smart Board

Assessment:
Teacher observation is appropriate for class discussion.

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MAHS2-5.1 Describe ways that information from past and present culture has influenced the evolution of the media arts.

Essential Question:
How does music from the past, or from other cultures, influence the creation of modern digital music?

Concepts, Skills, Techniques, and Critical Knowledge:
Hip-hop music is the music of today's generation. Students need to understand how it came about and where it comes from. In this activity, students will research the history of hip-hop music and create a Power point presentation to share with the class. This activity assumes that the students know how to use the Power Point program.

Activities:
Introduce the activity by telling the class that in the 1980's a revolution in popular music occurred. The disc-jockey became a creative force (the beginnings of techno-music), hip-hop began (rappers emerged), and there was a marriage of industrial music, heavy metal, and hardcore music (associated with "cyber-punk"). Instruct the class that they will research the history of hip-hop music and create a Power Point presentation to show to the class.

1. Research the history of hip-hop and make notes in an **Electronic Journal**.
2. Organize the information and create an outline for the Power Point slides.
3. Create the slides using any media available: pictures, audio files, etc.
4. Save the presentation to a flash drive and play it for the class using the Smart Board.

Resources:
Equipment:
Computers, Internet, Smart Board, headphones, word processing program, Power Point program, flash drive
Websites:

A Brief History of Hip-Hop http://scaruffi.com/history/hiphop.html

The History of Hip-Hop Music
http://www.essortment.com/all/historyhiphop_rwcv.htm
About.com
http://rap.about.com/od/rootsofraphiphop/p/RootsOfRap.htm
Hip-Hop History http://www.hiphop-history.org/history-of-hiphop/

Assessment:
Students may be assessed on research skills and the presentation of their Power Point.

MAHS2-5.2 Describe ways in which media artwork portrays the people and cultures of the world.

Essential Question:
What can you learn about people and culture of the world by listening to pieces of digitally created music?

Concepts, Skills, Techniques, and Critical Knowledge:
Jazz music is arguably one of the most American forms of music. Students should have a working knowledge of jazz music and its American roots. In this activity, students will explore the PBS interactive website Jazz from Kids GO!

Activities:
Introduce the activity by asking the class to tell you some things they know about Jazz music. After a sort discussion, pull up the website Kids GO! Jazz on the Smart Board: http://pbskids.org/jazz/index.html

Show them around the site, exploring the jazz timeline, the jazz band site, jazz greats, bandleader, and meet a musician. Show them how to create their own jazz band in the bandleader section.

Instruct the students to explore the site on their own computers and take notes as to what they learn about Jazz music. Have the students report their findings to the class.

Resources:
Equipment:
Computers, Internet, word processing program, headphones

Website:
http://pbskids.org/jazz/index.html

Assessment:
Students may be assessed on their oral report to the class.

MAHS2-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question:
What characteristics of digital music exist across time among different people?

Concepts, Skills, Techniques, and Critical Knowledge:
How have African rhythms influenced Latin American music? This activity features a video published by UC Santa Monica with classical guitarist Anthony Ybarra, lecturing on African rhythms in Latin American music and playing examples on the guitar. Students need to be aware of the different styles and rhythms to be able to compose music on the computer.

Activities:
Have the students watch the video
http://www.youtube.com/watch?v=NkemGswLwTk

The students will answer the following questions (or any others you can think of) after watching the video:
1. What makes Latin American music "swing?"
2. What is syncopation?
3. What is the type of song Anthony Ybarra played at the beginning of the video?
4. Describe the difference between boss nova and samba.
5. How is harmony handled differently in Latin music as opposed to European music?
6. What is the percussion instrument that Mr. Ybarra shows on the video?
7. What are some of the Latin composers that Mr. Ybarra mentions?

Have the students share their answers with the class.

Resources:
Equipment:
Computers, Smart Board, word processing program

Website: http://www.youtube.com/watch?v=NkemGswLwTk

Assessment:
Teacher observation is appropriate for this activity.

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MAHS2-6.1 Demonstrate an understanding of human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question:
What kind of human, cultural, and societal considerations are associated with the creation of digital music and of sound production?

Concepts, Skills, Techniques, and Critical Knowledge:
Digital music and digital music downloads have an increasing variety of options for purchasing music online, but also many confusing usage restrictions. Many digital music services employ digital rights management (DRM) -also known as "copy protection"- that prevents you from doing things like using the portable player of your choice or creating remixes. Forget about breaking the DRM to make traditional uses like CD burning and so forth. Breaking the DRM or distributing the tools to break DRM may expose you to liability under the Digital Millennium Copyright Act (DMCA) even if you're not making any illegal uses. Students need to be aware of the DRM and what it means when they purchase music online.

Activities:
Introduce the activity by giving the class a scenario: you are purchasing a song online. What digital rights management restrictions are associated with the site from which you are purchasing the song?

More than likely, the students will not know the answer to this question. Instruct the students to go to the Internet and research digital rights management, or DRM, and write a short essay on the subject. Have the students report their findings to the class.

Resources:
Equipment:
Computers, Internet, word processing program

Websites:
The Customer is Always Wrong: A Users Guide to DRM in Online Music:
http://www.eff.org/pages/customer-always-wrong-users-guide-drm-online-music
Digital Music Usage and DRM (PDF):
http://www.indicare.org/tiki-download_file.php?fileId=110
Wikipedia-Digital Rights Management:
http://en.wikipedia.org/wiki/Digital_rights_management

Thoughts on Music, Steve Jobs
http://www.apple.com/hotnews/thoughtsonmusic/
What is DRM? Digital Restrictions Management
http://www.defectivebydesign.org/what_is_drm
Electronic Frontier Foundation
http://www.eff.org/issues/drm
DRM.info
http://drm.info/
DRM Watch
http://www.drmwatch.com/

Assessment:
Students may be assessed on their ability to research and on the written essay.

MAHS2-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question:
What do you need to know and how do you put the practice of legal and ethical behavior to work to be a responsible digital citizen?

Concepts, Skills, Techniques, and Critical Knowledge:
Many musicians use blogs to communicate about their music. It is important to understand the legal aspects of blogging. This activity focuses on legal rights for bloggers and the First Amendment.

Activities:
Introduce the activity by asking the class if anyone has ever read a blog or blogs themselves? Do you understand your rights as a blogger?

Have a prepared list of questions for the students to answer. Some of these questions can be:

1. What are the legal liability issues concerning…
   - Online Defamation Law
   - Intellectual Property Law
   - Privacy

2. What does the First Amendment of the U.S. Constitution say?

3. Can your computer ISP be subpoenaed?

4. Explain SLAPP- Strategic Lawsuit Against Public Participation

5. What is the statue in South Carolina?
   State and Territories with Anti-SLAPP Statutes:
   http://www.casp.net/statutes/menstate.html

6. What is Section 230?

7. Are bloggers journalists? Explain.

8. Why do we care whether someone is a journalist?

9. Do public schools have free speech rights under the First Amendment?

10. Can public high school administration censer what I say in a school-hosted blog or other school-sponsored publication?

Have the students research the answers to these questions. When they have completed the questions, have the students report their findings to the class.

Resources:
Equipment:
Computers, Internet, word processing program, questionnaire

Websites:
Electronic Frontier Foundation: Bloggers Rights
http://www.eff.org/issues/bloggers
Electronic Frontier Foundation: Legal Guide for Bloggers
http://www.eff.org/issues/bloggers/legal
cnet news: Perspective: Bloggers Have Rights
http://news.cnet.com/Bloggers-have-rights-too/2010-1034_3-5632544.html
Daily Blog Tip: Bloggers Rights
http://www.dailyblogtips.com/bloggers-rights/
State and Territories with Anti-SLAPP statutes:
http://www.casp.net/statutes/menstate.html
South Carolina Statutes and Cases Bill H. 3587
http://www.casp.net/statutes/statesc.html
South Carolina Legislature
http://www.scstatheouse.gov/cgi-bin/web_bh10.exe?bill1=3587&session=118

Assessment:
The students may be assessed on their ability to research on the computer and on the completion of the questionnaire.

HIGH SCHOOL: LEVEL 3
Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MAHS3-1.1   Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question:
What do I need to know to be able to create music using digital equipment and programs?

Concepts, Skills, Techniques, and Critical Knowledge:
To compose and create digital music, students need an understanding of computer programs and equipment used in creating digital compositions. This activity focuses on microphones and how they are used in sound design and production.

Activities:
There is an abundance of information on the Internet about microphones. The teacher can choose how in-depth he/she would like to get in this area of instruction. This activity gives an overview of the types of microphones and their common uses.

1. Discuss how a microphone works.

A microphone (colloquially called a mic or mike) is an acoustic-to-electric transducer or sensor that converts sound into an electrical signal.
Source: http://en.wikipedia.org/wiki/Microphone
A microphone wants to take **varying pressure waves** in the air and convert them into **varying electrical signals**.
Source: http://electronics.howstuffworks.com/gadgets/audio-music/question309.htm

2. Discuss the 5 basic types of microphones. Show pictures from the Internet or let the students see real microphones if you have them.
> Carbon microphones
> Dynamic microphones
> Ribbon microphones
> Condensor microphones
> Crystal microphones

Source: http://electronics.howstuffworks.com/gadgets/audio-music/question3091.htm

3. Have the students make a drawing of the polar patterns of the different types of microphones. These patterns include:
  Omnidirectional
  Subcardioid
  Supercardioid
  Bidirectional or Figure 8
  Hypercardioid
  Shotgun

  Source: http://en.wikipedia.org/wiki/Microphone

4. Discuss the application-specific microphones and their uses.
  Lavalier
  Wireless
  Contact
  Parabolic
  Stereo
  Noise-cancelling
  Digital

  Source: http://en.wikipedia.org/wiki/Microphone

5. Discuss the 3 different types of connector for microphones.
  XLR connector
    Male XLR connector on professional microphones

  ¼ inch jack
    ¼ inch (sometimes referred to as 6.5 mm) jack plug also known as 1/4 inch TRS connector on less expensive consumer microphones. Many consumer microphones use an unbalanced 1/4 inch phone jack. Harmonica microphones commonly use a high impedance 1/4 inch TS connection to be run through guitar amplifiers.

  1/8 inch jack
    3.5 mm (sometimes referred to as 1/8 inch mini) stereo (wired as mono) mini phone plug on very inexpensive and computer microphones
  Source: http://en.wikipedia.org/wiki/Microphone

6. Discuss the equipment and hardware necessary for microphones. This equipment includes: stands, cables, windscreens, covers, pop filters, and blimps.

7. Have each student draw a picture of a situation that would need to use at least two types of different microphones (for example: a television interview, a public speaker, a movie set, etc.)

Resources:
Equipment:
   Computer, Internet, Smart Board, paper, pencils,

Websites:
http://electronics.howstuffworks.com/gadgets/audio-music
http://homerecording.about.com/od/microphones101/a/mic_types.htm
http://www.soundonsound.com/sos/1995_articles/jun95/microphones.html
http://en.wikipedia.org/wiki/Microphone
http://www.articlesbase.com/electronics-articles/types-of-microphones-and-their-uses-450020.html
http://www.chameleonmusic.co.uk/files/Download/Microsoft%20Word%20-%20Mikes%201%20TYPES%20revised.pdf

Assessment:
Students may be assessed on:
1. Class Participation (rubric)
2. Polar patterns drawing
3. Microphone situation drawing

MAHS3-1.2   Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question:
How can I best use different techniques, technologies, and processes to create aesthetically pleasing digital music?

Concepts, Skills, Techniques, and Critical Knowledge:
Students should be able to access many different types of music composition and sound design software. Students should have knowledge of different kinds of equipment used in creating digital music and sounds. This activity focuses on recording with Audacity, a free music audio editor and recording program.

Activities:
Before this activity, the teacher should download the Audacity recording program to each computer. The program can be found here:
http://audacity.sourceforge.net/

Have the students open the Audacity program on their computers as the teacher opens it on his/hers. Explore the program while showing it to the class on the Smart Board. Show the students how to create a new track, how to click the play, record, and stop buttons, how to record onto the track, how to cut and edit a sound wave, etc.

Once the students feel comfortable with the Audacity program, instruct the students to think of their favorite childhood rhyme or story. Have the students create a new track. Using a microphone (either external or internal), have the students press the red record button and speak the rhyme or story into the microphone. Have the students experiment with cutting, editing, adding effects, and saving the audio file.

Resources:
Equipment:
Computers, Audacity recording software program, microphones, Smart Board

Assessment:
Students may be assessed on class participation and on creating their sound file.

MAHS3-1.3   Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question:
What are the necessary procedures and responsibilities for proper use of and care for equipment? Why are these important?

Concepts, Skills, Techniques, and Critical Knowledge:
Technology equipment is very expensive and students need to be aware of how to take care of it so that it lasts a long time. This activity focuses on advanced computer care- taking care of the internal workings.

Activities:
Lead the students in a discussion on how to keep the computer hard drive running smoothly and quickly. Discuss the necessary procedures for keeping the hard disk clean. Some of these procedures may include:

Defragmenting
Delete System temporary files
Monitor disk usage
Run scan disks periodically
Back up your hard drive
Remove clutter and old programs
Clear out the cache

With the students in pairs, assign a specific procedure to each couple and ask them to research how to accomplish these tasks. Have the students create a poster on their topic and share with the class. Keep the posters in the room for future reference.

Resources:
Equipment:
Computers, Internet, Poster board, markers

Websites:
http://h71028.www7.hp.com/hho/cache/392299-0-0-225-121.html
http://ask-leo.com/how_should_i_keep_my_hard_drive_clean_and_working_at_its_best.html
http://techsling.com/2010/05/how-to-keep-your-mac-hard-drive-clean-and-tidy/
http://www.microsoft.com/atwork/maintenance/speed.aspx
http://lifehacker.com/5511904/how-to-analyze-clean-out-and-free-space-on-your-hard-drive
http://www.build-your-own-cheap-computer.com/computer-maintenance-2.html
http://www.essortment.com/all/computermaint_rqgc.htm

Assessment:
Students may be assessed on their poster project (checklist).

MAHS3-1.4   Utilize **information literacy skills** to make informed decisions using digital tools and resources in the creation of media artwork.

Essential Question:
How do I decide what is a good source of information when doing research online?

Concepts, Skills, Techniques, and Critical Knowledge:
Students need to be made aware that there are Internet web sites that are not real and are made to try and scam people out of money or personal information. This activity will focus on bogus websites and how the students can tell the difference between real and not real web sites.

Activities:
 On the Smartboard, take the students on a tour of some websites:

(1) Aluminum Foil Deflector Beanie- a low cost solution to combating mind-control:
http://zapatopi.net/afdb/
(2) Moonbeam Enterprises- website offering lunar real estate
http://www.dreamweaverstudios.com/moonbeam/moon.htm
(3) Uncyclopedia
http://uncyclopedia.wikia.com/wiki/Main_Page

In each of these sites, search for things that may or may not be real or true. How many things can you find in each site that gives you a clue to its validity? List these things on the Smart Board as you search the sites.

Have the students search the Internet individually or in groups and see if they can find bogus websites. Have them report their findings to the class.

As a class, develop a set of questions (3 to 5) that they think will help them to critically evaluate whether a website is a useful and/or reliable source of information for their purpose. Create the list and print it out for the students to use as they surf the Internet.

Resources:
Equipment:
Computers, Internet, Smartboards, printer

Websites:
http://www.dillon2.k12.sc.us/teachers/searchtools.asp
http://www.det.wa.edu.au/education/cmis/eval/curriculum/ict/webeval/eval12.htm
https://infolit.wikispaces.com/Bogus+websites
http://www.teachers.ash.org.au/suel/eval_web/bogus.html
http://www.technospot.net/blogs/how-to-spot-fake-website-phishing/
http://www.ehow.com/how_4714694_identify-fake-business-website.html

Assessment:
Students may be assessed on class participation (rubric) and oral report on bogus website findings.

MAHS3-1.5   Evaluate media artwork using self-led and peer-led instruction and assessment materials.

Essential Question:
How can I share knowledge and skills with others when working with media arts equipment as a part of a musical task? What are some of the criteria used to evaluate the task?

Concepts, Skills, Techniques, and Critical Knowledge:
It is important to be able to communicate with others about creating digital music compositions and where to find sound sources within the program. This activity asks the student to create a composition about a specific story or concept using only sound effects found within the music composition software program Logic Pro.

Activities:
Before the class, have a list of story ideas printed on pieces of paper. Fold the pieces of paper in two and have the students, working with a partner, select a piece of paper. Whichever story idea they choose, instruct them to create a composition telling the story using only sound effects found in the Logic Pro audio editing and recording program.

Instruct the students to open the Logic Pro program on the desktop of their computers. Create a new project and select software instruments

for the track type. Open the sound effects view in the right panel and explore all of the sound effects that are stored there.

Choose sound effects that will successfully "tell" the story in sounds and add them in sequence to the track. Save your work on the desktop under the title "*Sound Effect Story"* with the students' names.

Once the story is complete, have the students in turn tell the class the story idea that they chose and play the sound effects composition for the class. Ask the class to critique the composition by stating whether or not the story was successfully represented by the sound effects.

Resources:
Computers, headphones, Logic Pro music software program, story ideas on individual paper strips

Assessment:
The students may be assessed on class participation and the final product- the sound effect story.

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MAHS3-2.1 Communicate effectively using media arts vocabulary.

Essential Question:
How do I communicate effectively about creating a digital piece of music or sound production?

Concepts, Skills, Techniques, and Critical Knowledge:
The Pro Tools Audio Recording program is a professional level studio recording program that is the industry standard in professional recording studios. Students need to be familiar with the program in order to successfully record and produce digital music in a professional studio. Although the program is very large and contains many audio functions, this activity focuses on the basic recording program and how to start a Pro Tools session.

Activities:
Introduce the activity by informing the class that Pro Tools is considered the industry standard recording software in professional recording studios all over the world. It is virtually impossible to get a job in a recording studio without some knowledge of the ProTools program. Today we are going to explore the Pro Tools program and learn how to start a Pro Tools recording session.

1. On the Smart Board, open the Pro Tools program. The first thing to do will be to set up a session file. Session files are the way Pro Tools keeps track of each song you're recording, or what project you're working on.

2. You must decide whether you want to open a new session for each song you are working on or set up one long session, or "linear" session, where all the songs you are working on will be laid out in the same session file. For our purposes, we will have a new session for each song.

3. Click on File>New Session. A dialog box opens with options for the new session. The first option asks what you want to name the session and where you want to save it. On the computer desktop, create a folder with the name of the song and save the session as the song name in the folder. Next you must choose the session parameters. Choose BWH (.WAV) and 44.1Khz as the sample rate and 16 bit as the bit depth. These are standards for CD recordings. (If you want to record in better detail choose up to 96Khz and 24 bit.) Click OK.

4. To add a master fader (volume knob for all the tracks at once), select File> Tracks> add master fader.

5. Now that you have the basic setup, the last thing you do is add tracks. Select File> New Tracks. You can select as many tracks as you want for your project. Click OK and the tracks are laid out.

Remember to take your time and read all of the options before selecting to make sure you don't miss an option. There's a lot to learn in Pro Tools, but with time you will become familiar with many different aspects of the recording program.

Resources:
Computer, Pro Tools recording software, mixer, microphones

Assessment:
The students may be assessed on being able to open the Pro Tools program and start a new session. The evidence will be saved on the computer desktop.

MAHS3-2.2   Create media artwork that communicates his or her experiences and reflects an analysis of social or community issues.

Essential Question:
How do you communicate and express your personal, social or community experiences through digital music?

Concepts, Skills, Techniques, and Critical Knowledge:
Students need to be aware that the art works they create can be used to inform and instruct the community. The following activity focuses on creating a music video about the school dress code to be used to instruct the students on proper dress for school.

Activities:
Ask the students to come up with a short rap concerning the dress code of the school. Students should research what the dress code is before creating their rap. Have the students type out the words to their rap and perform them in front of the class. The students will select one rap to present in the video.

Have the students rehearse the rap with recorded background music before recording the rap. After the music portion of the video has been recorded, the students should go about creating the video.

Have the students select a leader and as a class, design a story board on the Smart Board to depict the scenes in the video. Once all of the scenes have been drawn, ask the class to act out the scenes while one person records them with a video camera. Upload the video to a video program

on the computer (Mixcraft, iMovie, etc.). Edit and arrange the video shots in order to tell the story of the rap song with the music in playback mode in order to synchronize the video images with the music. Once the video has been edited and mixed, save the project as a video file and burn it onto a DVD.

Present the DVD to the school faculty and play it for the student body.

Resources:
Computer, word processing program, music composition software, video editing software, video camera, microphone, MIDI keyboard, Smart Board

Assessment:
The students may be assessed on class participation and the final outcome video.

MAHS3-2.3   Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question:
How did you create your digital music performance?

Concepts, Skills, Techniques, and Critical Knowledge:
When creating audio in music composition software programs, the students need to understand how to convert it into an audio file that can be shared. This activity will focus on mixing down a music project from a music composition software program (GarageBand, Reason, Mixcraft, Logic, etc) into an audio file that can be shared and listened to by others.

Activities:
Introduce the activity by explaining to the class that they need to understand how to mix down the music that they compose into an audio file and how to share it so others can listen to it.

1. Students will compose a short piece of music using a composition software program on their computer.
2. Using the terms that are in the composition program they are using, have the students save the file to the desk top. (This can be called "Export Song as an Audio file," "Save As," or "Bounce.") When asked which type of file to save it or export it as, have the class experiment with the different file types. (These types are generally WAV, AIFF, Ogg, or MP3 files). Have the students discuss and remember these types of files and ask which ones are the best to save their music for sharing (WAV or MP3).

3. Instruct the students to import the audio file into the digital jukebox that is on their computer (Quick Time, Real Audio, iTunes, etc.) and follow the instruction to burn their audio file onto a CD.

4. Once the music has been burned onto the CDs, play the CDs on different types of digital music players to see if the files can be heard.

Resources:
Computers, MIDI keyboards, headphones, music composition software program, digital audio jukebox, assorted CD players

Assessment:
The students may be assessed on their ability to successfully create a CD of their music that can be heard on different CD players.

MAHS3-2.4   Apply elements of artistic design specific to individual media.

Essential Question:
What elements of artistic design are important to use in creating digital music or sound productions?

Concepts, Skills, Techniques, and Critical Knowledge:
The students should understand how to put music together in order to create aesthetically pleasing digital music. At the core of music are phrases that are combined to create musical sections. This activity focuses on creating phrases to compose a piece of music. (Any music composition software may be used for this activity: GarageBand, Reason, Mixcraft, Logic, etc.)

Activities:
Introduce the activity by asking the students if they can define a musical phrase? Have the students explain it in their own words. The teacher can explain that phrases are like musical sentences. Phrases have cadences that are like punctuation. Some phrases sound finished while others sound like they need to continue. This activity will have the students creating question and answer phrases.

Have the students listen to a recording of the children's song, *Brother John*. Explain that the phrases are like question and answers, or call and response. Divide the class into two groups and have them sing the song in call and response style. Give each group a chance to be the callers and responders.

Instruct the students to compose a short piece of music using the call and response style in their composition. After the students have composed their pieces, have them play their songs for the class.

Resources:

Equipment:
Computers, MIDI keyboards, music composition software, headphones

Assessment:
The students may be assessed on their composition and how well it met the specified guidelines?

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MAHS3-3.1 Demonstrate the ways in which a variety of **media texts** address their intended purpose and audience.

Essential Question:
How do the techniques used in media texts make it an effective piece and address the intended audience?

Concepts, Skills, Techniques, and Critical Knowledge:
Television uses specific techniques to influence their intended audiences. Students need to be aware of these techniques and be able to recognize them. This activity focuses on laugh tracks in television comedy shows.

Activities:
Introduce the activity by asking the students to think of some sound effects they hear on the television. What is the most common comedy show sound effect? The laugh track!

Instruct the students to go to the following websites and read these articles on laugh tracks:
Wikipedia: http://en.wikipedia.org/wiki/Laugh_track
TV Party: http://www.tvparty.com/laugh.html
The Straight Dope:
http://www.straightdope.com/columns/read/2218/why-do-sitcoms-have-laugh-tracks

After reading the articles, lead the class in a discussion on laugh tracks on TV.
- For what purpose were laugh tracks invented?
- What effects do they have on the audience?
- How is the audience influenced by laugh tracks?
- What techniques were used in recording and editing the laugh tracks?
- How have these sound effects changed over the years?
- How are these sound effects used or not used in today's comedy shows?

Resources:
Equipment:
Computers, Internet, Smart Board
Websites:
Wikipedia: http://en.wikipedia.org/wiki/Laugh_track

TV Party: http://www.tvparty.com/laugh.html
The Straight Dope:
http://www.straightdope.com/columns/read/2218/why-do-sitcoms-have-laugh-tracks

Assessment:
Students may be assessed by teacher observation and class participation.

MAHS3-3.2   Create messages using **media texts**.

Essential Question:
Why did you create this media text? What message are you trying to get across?

Concepts, Skills, Techniques, and Critical Knowledge:
It is understood that studnets already know how to compose music in a music composition software program, as well as how to you the MIDI keyboard and save their music as an MP3 or WAV file. In this activity, students will create a short composition that will be used as an opening for the school TV news show.

Activities:
Introduce the activity by showing some examples of the opening themes to TV news shows:
   BBC http://www.youtube.com/watch?v=4TSJhIZmL0A
   CNN http://www.youtube.com/watch?v=vB8p0JurgKc&feature=related
   NBC Elections 2008
   http://www.youtube.com/watch?v=47KIyoQLtXA&feature=related
   ABC News Politics
   http://www.youtube.com/watch?v=vwSF1vk_tr0&feature=related
   ABC World News Theme
   http://www.youtube.com/watch?v=mXfkGM7QKFc&feature=related
   BBC World News Theme
   http://www.youtube.com/watch?v=00F2mUpeOJY&feature=related
   NBC Nightly News Theme
   http://www.youtube.com/watch?v=ydQBSB6sDjc&feature=related
   News Themes Collection 3
   http://www.youtube.com/watch?v=BsfcGIObXV4

Instruct the students to create an opening theme to the school news TV broadcast, using the codes and conventions that are present in the samples they hear on the video.

Using a music compositional software program, have the students compose a short piece (15-20 seconds), save it to the computer desktop, and burn onto a CD. Have the students play their news themes for the class.

Resources:
Equipment:
Computers, Internet, Smart Board, MIDI keyboard, headphones, music composition software program, recordable CDs and jackets
Websites:
Examples of news show themes:
  BBC http://www.youtube.com/watch?v=4TSJhIZmL0A
  CNN http://www.youtube.com/watch?v=vB8p0JurgKc&feature=related
  NBC Elections 2008
  http://www.youtube.com/watch?v=47KIyoQLtXA&feature=related
  ABC News Politics
  http://www.youtube.com/watch?v=vwSF1vk_tr0&feature=related
  ABC World News Theme
  http://www.youtube.com/watch?v=mXfkGM7QKFc&feature=related
  BBC World News Theme
  http://www.youtube.com/watch?v=00F2mUpeOJY&feature=related
  NBC Nightly News Theme
  http://www.youtube.com/watch?v=ydQBSB6sDjc&feature=related
  News Themes Collection 3
  http://www.youtube.com/watch?v=BsfcGIObXV4

Assessment:
Students may be assessed on the completed project.

MAHS3-3.3   Demonstrate comprehension of the effectiveness of the presentation and treatment of ideas in **media texts**.

Essential Question:
How successful is the creator in delivering his/her message to the audience?
Concepts, Skills, Techniques, and Critical Knowledge:
TV commercials have an impact on our everyday lives. The presentation and treatment of ideas in the commercials makes the commercial effective in getting the message out to the audience. In this activity, the students will discuss the way ideas are presented in the Geico commercials.

Activities:
As an introduction to this activity, write the word "Geico" on the Smart Board and ask the students to give their first impression of the word. Discuss why the students came up with the impressions. Discuss "branding" in advertising.

Show the students some of the Geico commercials:
Geico.com http://www.geico.com/about/commercials/

Lead the class in a discussion about the commercials. Some questions to ask may include:

- What are the ideas in the commercial?
- How are these ideas presented?
- How does the treatment of the ideas make the commercial effective?
- What are the producers trying to say in the commercial?
- Are the producers successful in sending the message?

Resources:
Equipment:
Computers, Internet, Smart Board
Websites:
Geico.com http://www.geico.com/about/commercials/

Assessment:
Teacher observation is appropriate for this activity.

MAHS3-3.4   Identify the **codes** and **conventions** used in **media texts** and explain the ways that they help to create meaning.

Essential Question:
What are the codes and conventions used in this media text? How do they create meaning?

Concepts, Skills, Techniques, and Critical Knowledge:
Students need to understand the definition of codes and conventions as they relate to media texts and to understand how they are used in media texts to deliver messages to an audience. This activity will focus on finding the codes and conventions in pop music videos.

Activities:
Introduce the activity by having the phrase "codes and conventions" on the Smart Board. Ask the students for a definition of the phrase. After a brief discussion, write the definition on the Smart Board:

Codes are systems of signs put together (usually in a sequence) to create meaning. These systems may be verbal, visual, nonverbal, or aural (e.g., sound effects, music). Visual media may use a number of technical codes such as camera angles, framing, composition, and lighting to convey a particular attitude to a subject. *Conventions* are the commonly accepted or   generally known methods of doing something.

Codes and conventions are used together in the study and examination of a specific new media genre. The camera angles used in a film, for example, should be studied in terms of the way camera angles are conventionally used in the particular type of film.

After the discussion on codes and conventions, ask the students to think of some music videos off the top of their heads. What are some of the codes and conventions you can remember about these videos? The conventions vary by music genre but some of the basics are:

- the artist is shown performing
- the lyrics of the song influence what is shown in the video
- the pace of editing fits the pace of the music
- the codes of dress reflect the mood of the song

On the Smart Board, pull up the website, Key Features Gathered from Research of Music Videos:
http://blogs.bushfield.co.uk/alevel/peter_smith_a2/2010/02/16/research-into-music-videos-codes-and-conventions/

Read through the narrative on the websites and show the video clips that illustrate the websites author's points:

- Rhianna- Unfaithful
- Who I am Hates Who I've Been- Relient K
- Beat Again- JLS
- Scouting for Girls- Heartbreak

Have the students make a comparison chart of the four videos. Discuss the analysis on the website with the class to discover some of the differences and similarities between the codes and conventions of the videos and how these conventions are used to send the messages to their intended audience.

Resources:
Equipment:
Computers, Internet, Smart Board
Websites:
Craig Davis' Approach to Analysing Music Video:
http://www.scribd.com/doc/8305159/Music-Video-Conventions-Version-1
Key Features Gathered from Research of Music Videos:
http://blogs.bushfield.co.uk/alevel/peter_smith_a2/2010/02/16/research-into-music-videos-codes-and-conventions/
WikiAnswers:
http://wiki.answers.com/Q/What_are_the_codes_and_conventions_music_videos

Assessment:
Teacher observation of the class discussion and class participation is appropriate for this activity.

MAHS3-3.5   Analyze and evaluate the creative techniques used in a variety of media texts (for example, television, film, radio, Internet).

Essential Question:
What creative techniques are used in media texts? Are they successful in sending the intended message?

Concepts, Skills, Techniques, and Critical Knowledge:
Music is used in commercials to identify with specific audiences to sell products. Students should be aware of how music is used in advertising to send messages about the product. This activity will focus on how TV commercials for Coke have used music to influence consumers and sell the soft drink.

Activities:
Introduce the activity by asking the class to think of Coke commercials. Can they sing a Coke jingle or song?

On the Smart Board, show the class the following Coke commercial videos:
http://www.youtube.com/watch?v=tQ0FRW1W3yA
http://www.youtube.com/watch?v=fDoDUC9M0Sg
http://www.youtube.com/watch?v=TdrE1VMxzoE
http://www.youtube.com/watch?v=eGlUN-HW8TA
http://www.youtube.com/watch?v=wZIjLxmQKzc
http://www.youtube.com/watch?v=wgR92otjoUk
http://www.youtube.com/watch?v=OX_dF2F5P6c
http://www.youtube.com/watch?v=CUe1TIi8qRk

Lead the class in a discussion on each of the commercials and the songs/jingles:
  • What style of music is heard in the commercial?
  • What does the style of music tell you about the targeted audience?
  • How is the commercial song effective in reaching the targeted audience?
  • What period in time was the commercial produced? How can you tell?
  • How is the song relevant to the era in which the commercial was produced?

Resources:
Equipment:
Computer, Internet, Smart Board
Websites:
Coke commercials:
http://www.youtube.com/watch?v=tQ0FRW1W3yA
http://www.youtube.com/watch?v=fDoDUC9M0Sg

http://www.youtube.com/watch?v=TdrE1VMxzoE
http://www.youtube.com/watch?v=eGlUN-HW8TA
http://www.youtube.com/watch?v=wZIjLxmQKzc
http://www.youtube.com/watch?v=wgR92otjoUk
http://www.youtube.com/watch?v=OX_dF2F5P6c
http://www.youtube.com/watch?v=CUe1TIi8qRk

Assessment:
Teacher observation is appropriate for this activity.

MAHS3-3.6   Analyze the manner in which the language, tone, and point of view used in **media texts** work to influence the meaning and interpretation of messages.

Essential Question:
How do the language, tone, and point of view in this media text influence the meaning and interpretation of the message?

Concepts, Skills, Techniques, and Critical Knowledge:
Television commercials sell products through the use of subtle and not-so-subtle suggestion to the targeted audience. Students need to be aware of the subtleties that marketing companies use to sell products. This activity focuses on the Noxzema Shave Cream add from the 1970's featuring Farrah Fawcett and Joe Namath.

Activities:
As an introduction to the activity, ask the students if they have ever heard of Farrah Fawcett (Charlie's Angels) and Joe Namath (football star)? Explain that marketing companies often use famous people for their face recognition to sell products (although Farrah Fawcett wasn't famous at the time of this commercial, Joe Namath was). Instruct the class that they are going to watch a television commercial for Noxzema Brand Shaving Cream to find out what characteristics of the ad convey meaning and influence the targeted audience.

Give the students a handout for taking notes and observations. The handout can include room for writing observations such as:
- language
- tone
- point of view
- music
- target audience
- message

Play the video for the class:
http://www.brandlandusa.com/2009/05/17/still-loving-farrahs-noxzema-shave-cream-and-farrah/

After watching the video, lead a class discussion on the meaning and ways that the commercial might influence the target audience.

- Whose point of view are you seeing in the ad?
- What were some of the subtle messages?
- What were some special effects?
- What meaning did you get from the ad?
- Was the ad effective in reaching the target audience?
- What was the tone of the commercial?
- How was language used to influence the target audience?
- What is your interpretation of the message in the commercial?

Resources:
Equipment:
Computers, Internet, Smart Board, teacher-created handout
Websites:
Noxzema Save Cream Commercial on Brand Land USA:
http://www.brandlandusa.com/2009/05/17/still-loving-farrahs-noxzema-shave-cream-and-farrah/

Assessment:

MAHS3-3.7   Critique the characteristics of particular **media art forms** and explain ways that they convey meaning and influence their audience.

Essential Question:
How does this media text convey meaning and influence the audience?

Concepts, Skills, Techniques, and Critical Knowledge:
Popular music videos convey meaning through images accompanying the lyrics and tempo of the song. Students need to be aware of how music videos influence particular audiences and use creative techniques to convey messages. In this activity, students will watch a video parody of hip-hop music videos and discover the codes and conventions used in hip-hop videos.

Activities:
As an introduction to the activity, ask the students to name as many hip-hop artists as they can. List the names on the Smart Board. Instruct the students to watch the following video and make observations on how the hip-hop artists convey meaning about the song.

2-cent Christmas (The Ultimate Hip-Hop Parody)
http://www.youtube.com/watch?v=jq0xrtI6qzc

Discuss with the class the word, "parody." What meaning is conveyed through a parody? Discuss the meaning of "irony."

Which Hip-Hop Artists are parodied in the video? Are the people real or fictitious?

- DJ Khaled
- Lil' Boosie
- Rick Ross
- Soulja Boy
- Young Jeezy
- Jim Jones
- Wyclef Jean
- P-Stain
- Kanye West
- Dream
- Plies
- Juvenile
- Greezy

What are some of the characteristics of hip-hop music that are parodied in the video?

- body movements/hand gestures
- language
- tone
- dress/costumes
- tempo of the images with the music
- background images

What is the song about? Do the images make sense with the subject of the song?

Help the students to understand that the parody takes the codes and conventions of a music video and turns it around into something that is ridiculous or unexpected. The audience is left with a sense of irony.

Resources:
Equipment:
Computer, Internet, Smart Board

Websites:
2-cent Christmas (The Ultimate Hip-Hop Parody)
http://www.youtube.com/watch?v=jq0xrtI6qzc

Assessment:
Teacher observation is appropriate for this activity.

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MAHS3-4.1   Demonstrate the ways that the media arts relate to everyday life and activities in the world at large.

Essential Question:
How do these performances connect to everyday life in the world? What about this piece makes it possible to use in my everyday life?

Concepts, Skills, Techniques, and Critical Knowledge:
In the modern world of technology, students need to understand the power of the electronic portfolio (or e-portfolio) as a means of a digital resume, informing future employers or post-secondary schools of their digital music creations and the knowledge they have of sound design software. In this activity, the student will create an e-portfolio using the Power Point program.

Activities:
Introduce the activity by asking the class to describe a resume; what does it look like and what things are included? What are the uses of a resume? Have you started a resume? Instruct the class that they will create an "electric portfolio" or an "e-portfolio" that can be used as an electronic resume for college applications and employment.

Instruct the class to open the Power Point program on the desktop of their computers. Have the students create 2-3 slides in the program and select a background for their slides. Instruct them to put the following information on the first few slides (this is simply a suggestion and the students may decide to arrange the slides any another order):

1. My Name-Address, phone number, email address, and any other contact information they feel necessary to introduce themselves.
2. A picture of themselves and a short biography of their accomplishments so far. These may include music or arts classes taken, honors or AP classes taken, extra-curricular activities, groups or clubs the student belongs to, etc.
3. Honors or awards that the student has received, including scholarships to summer programs, offices held in school or community groups, etc.
4. Examples of their compositions. These can be added as audio files for music, video files for video projects or slide show projects, etc.

Inform the student that they should make their e-portfolio as professional-looking as possible and may create as many slides as it takes to get their point across. The last slide should be a brief description about the students' hopes and wishes for the future or a "thank you for considering me for this opportunity."

Once the Power Point presentation is completed, ask the students to save them as a slide show on the desktop of their computers and burn the file to a DVD. Have the students share their e-portfolios with the class.

Resources:
Computers, Power Point program, pictures and examples of music creations, DVD disks and jackets

Assessment:
Students may be assessed on the finished product of the electronic portfolio.

MAHS3-4.2   Communicate an understanding of the relationship between the media arts and other arts disciplines and other content areas.

Essential Question:
How do media arts relate to other arts disciplines and other content areas? How do media arts impact other disciplines' ability to communicate?

Concepts, Skills, Techniques, and Critical Knowledge:
In working with audio editing and recording programs, the student must understand sound waves and how they work with each other. This activity focuses on the physics of sound waves and the properties of the sound waves that are created in digital audio production.

Activities:
Introduce the activity by asking the students if they can define audio? A good tutorial on the basics of audio production can be found at the following website: http://www.mediacollege.com/audio/01/

Have the students read through the tutorial on audio production with a partner. The tutorial is organized in the following manner:

1. Introduction to Audio
2. How Sound Waves Work
3. Sound Wave Properties
4. Sound Wave Interaction
5. Sound Systems

When the students have completed the tutorial they should be able to answer the following questions:

1. What is audio?
2. Where do sound waves exist and what causes them?
3. What is a waveform?
4. How are waveforms represented on a graph?
5. What are the three most important properties of a sound wave?
6. Define wave interference.
7. What happens to the sound waves when they are:
    - in phase?
    - 180° out of phase?
    - completely different?
8. What are the two types of components that make up a very simple sound system? What do they do?

Resources:
Equipment:
Computer, Internet, word processing program, Smart Board
Websites:
http://www.mediacollege.com/audio/01/

Assessment:
Students may be assessed on their understanding of the main questions through a typed questionnaire.

MAHS3-4.3   Analyze and evaluate the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question:
What kinds of careers are available in sound production?

Concepts, Skills, Techniques, and Critical Knowledge:
Students need to be aware of the career possibilities in sound production. This activity will focus on discovering jobs that involve sound production and design.

Activities:
Introduce the activity by asking the students to name some of the jobs they think would be available in sound production and design. List these jobs on the Smart Board.

Navigate to the following website on the Smart Board:
http://www.mediacollege.com/audio/01/

Have the students read over the section on "The Field of Audio Work." Have a class discussion on each audio professional listed there. Some questions to ask the class can include:

1. What does this professional do?
2. What is necessary to become this professional?
3. How much annual income do you think this professional would earn?
4. Are there any other audio professionals that you can think of?

Ask the students to explore the internet and make a digital journal on their findings for audio professional careers. When they students are finished exploring, have them share their findings with the class.

Resources:
Computers, Smart Board, Internet, word processing program

Assessment:
Students may be assessed on class participation and individual research skills.

MAHS3-4.4   Analyze and evaluate the effects of the media arts in the global economy.

Essential Question:
What place does this hold in a global society and how do we find value so the arts are continually funded?

Concepts, Skills, Techniques, and Critical Knowledge:
Students should be aware that there are many careers in music. Composing for film scores is one of these careers. This activity focuses on what the composer of a film score does, how he/she does it, and the value that a global economy places on this career. It is assumed that the students understand how to write a research paper and how to cite references.

Activities:
As an introduction to this activity, ask the students to remember their favorite movies. Can you remember any of the music from these movies?

Ask the students to research composers of film score music to see what they can find out about them and write a short research paper on the subject. Some websites to research may include:
- So You Want to Be a Film Composer?
  http://www.filmscoremonthly.com/features/beacomposer.asp
- Composing for Film and Television
  http://mediamusicforum.com/composing-film-tv.html
- Composing For Film- An Interview with Film Score Composer Keith Kehrer
  http://www.musicbizadvice.com/Composing_for_%20Film_An_Interview_with_Film_Score_Composer_Keith_Kehrer.htm

- When Composers Stop Composing
  http://www.filmmusicmag.com/?p=38
- Dan Foster-Film Music Composer
  http://www.filmmusiccomposer.net/

When the students have finished the research paper, ask them to share their findings with the class.

Resources:
Equipment:
Computers, Internet, Smart Board, word processing program, headphones
Websites:
Those as listed above and any others the students can find

Assessment:
Students may be assessed on their research skills and on the completed research paper.

History and Culture

Standard 5:   The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MAHS3-5.1   Analyze and evaluate ways that information from past and present culture has influenced the evolution of the media arts.

Essential Question:
How does music from the past, or from other cultures, influence the creation of modern digital music?

Concepts, Skills, Techniques, and Critical Knowledge:
Students need to be aware of the role of microphones in creating digital music and sound design, and understand the history of the microphone from its beginnings to the present culture. This activity will focus on the creation and development of the microphone over the past century or so.

Activities:
The teacher will create a **WebQuest** of some websites where the students can explore the history of the microphone and its use in sound design and production. Some of these websites can include:

About.com
http://inventors.about.com/od/mstartinventions/a/microphone.htm
Lloyd Microphone Classics
http://www.lloydmicrophoneclassics.com/mic_history.html
A Brief History of Microphones
http://www.microphone-data.com/pdfs/History.pdf
The Microphone Guide
http://www.the-microphone-guide.com/history-of-microphones.html
Twelve Microphones that changed History
http://www.vintageking.com/Twelve-Microphones-That-Changed-History
Wikipedia
http://en.wikipedia.org/wiki/Microphone
Softpedia
http://gadgets.softpedia.com/news/History-of-the-Microphone-036-01.html
Museum of Early and Historic Microphones
http://w1tp.com/mpermic.htm

Ask the students to write an essay on the history of the microphone. Include in the essay:

- the beginnings of the microphone
- early telephone microphones
- early radio microphones
- carbon microphone
- capacitor microphone
- electromagnetic microphone
- ribbon microphone
- developments and innovations

Have the students report their findings to the class.

Resources:
Equipment:
Computers, Internet, teacher created **WebQuest**, word processing program

Websites:
As listed above and any more the teacher or students may find.

Assessment:
Students may be assessed on the essay written and the report given to the class.

MAHS3-5.2   Describe ways in which media artwork portrays the people and cultures of the world.

Essential Question:
What can you learn about people and culture of the world by listening to pieces of digitally created music?

Concepts, Skills, Techniques, and Critical Knowledge:
African rhythms have influenced modern-day American music. In order to have many rhythmic "tools" in the students' composer toolbox, they need to be exposed to African rhythms. In this activity, students will watch videos of African rhythms and listen to the rhythms while identifying new instruments.

Activities:
On the Smart Board, show the following videos:

Oneness of Juju-African Rhythms http://www.youtube.com/watch?v=FWD6dYcD9DM
Chief Commander Ebenezer Obey http://www.youtube.com/watch?v=96wETPDviVk
prince nico mbarga http://www.youtube.com/watch?v=3mecNrIaWOA
Randy Weston- African Rhythms Trio http://www.youtube.com/watch?v=1y390lxxrjY
Ivory Coast - Dobet Gnahore - Celebration of African Rhythms - Bastille Paris
http://www.youtube.com/watch?v=I3ja2s-AgEc
Naningo style http://www.youtube.com/watch?v=GzxgU8Y0Oa8

Ask the students to listen for the rhythms and see if they can discover any instruments they find new or strange. How can they incorporate these rhythms in their own compositions?

Resources:
Equipment:
Computer, Smart Board, Internet

Websites:
Those listed above and any others the teacher can find.

Assessment:
Teacher observation is appropriate for this activity.

MAHS3-5.3   Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question:
What characteristics of digital music exist across time among different people?

Concepts, Skills, Techniques, and Critical Knowledge:
There is a movement happening in the world today to promote peace and understanding among world cultures through music. The leader in this movement is a foundation called the Playing For Change Foundation. In this activity, the students will explore how music can be a force for peace in the world.

Activities:
Introduce the activity by explaining to the class some facts about the Playing For Change Foundation.
http://www.playingforchange.org/

The foundation is dedicated to connecting the world through music by providing resources (including but not limited to facilities, supplies, and educational programs) to musicians and their communities around the world.

Play the video "Stand By Me-Song Around the World" for the class.
http://www.youtube.com/watch?v=Us-TVg40ExM
This video is a collaboration of many professional musicians around the world. The producers recorded one man in California playing the song *Stand By Me* and flew around the world to have other musicians add layers to the song.

Have the students discuss the video by asking questions of the class:
1. How did the producers of the video create the entire song?
2. How many countries are represented in the video?

3. Can you hear how the instruments are layered in the video?
4. What sort of planning and organizing had to happen to make this video?
5. What sort of messages are being sent by the producers of this video?

Lead the class in a discussion about music and its impact on cultures around the world.

Resources:
Equipment:
Computer, Smart Board, Internet

Websites:
Playing For Change Foundation http://www.playingforchange.org/
You Tube Video http://www.youtube.com/watch?v=Us-TVg40ExM
Bill Moyers Interview
http://www.pbs.org/moyers/journal/10242008/profile2.html

Assessment:
Teacher observation of the class discussion is appropriate for this activity.

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MAHS3-6.1   Demonstrate an understanding of human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question:
What kind of human, cultural, and societal considerations are associated with the creation of digital music and of sound production?

Concepts, Skills, Techniques, and Critical Knowledge:
Within the Playing For Change Foundation's mission and goals, professional musicians are trying to promote peace through music. The foundation reaches out to countries and cultures that have been ravaged by war and provides resources to musicians and their communities all around the world. Students need to understand that music is truly a language that everyone in the world understands and the scope of its message to the world is vast. In this activity, students will become familiar with the foundation's mission and activities, and brainstorm ideas on how to help them accomplish their goals.

Activities:
Pull up the Playing For Change website on the Smart Board: http://www.playingforchange.org/
Navigate through the website and explore what the foundation is and what they are trying to do. Lead the class in a discussion focusing on ways that they, as musicians, can help to make the world more connected. Discuss how the foundation is connecting the world and making a difference in world communities.

From the website, watch the introduction video and episodes from the documentary, *Playing For Change- Peace Through Music*. Ask the class what they might do to help the foundation in their mission. Some ideas might be:
1. Put on a concert to help raise funds for the foundation.
2. Create some CDs of their original music and sell them as a fundraiser.
3. Activities that will promote awareness of the foundation in the community.
4. Set up a plan to put into action the ideas that the students have.

Resources:
Equipment:
Computer, Internet, Smart Board

Websites:
http://www.playingforchange.org/

Assessment:
Teacher observation is appropriate for this activity.

MAHS3-6.2   Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question:
What do you need to know and how do you put the practice of legal and ethical behavior to work to be a responsible digital citizen?

Concepts, Skills, Techniques, and Critical Knowledge:
In order to use music in media art works, students need to be aware of the laws concerning acceptable use. In this activity, students will research and report on the acceptable use of recorded music in media arts.

Activities:
Introduce the activity by asking the students to explain the terms, "Public Domain," "Fair Use," and "Copyright." Ask the students to research these terms on the internet and type a short description of each. Have the students cite the websites where they gather their information.

At the end of the activity, have the students report on the meanings of these terms and where they found the definitions. Ask if there are any other terms that the class should be aware of?

Resources:
Equipment:
Computers, Internet, word processing program

Assessment:
Students may be assessed on their research and definitions of the terms.

HIGH SCHOOL: LEVEL 4

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of processes, techniques, and applications used in the creation of media artwork.

Indicators

MAHS4-1.1   Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question:
What do I need to know to be able to create music using digital equipment and programs?

Concepts, Skills, Techniques, and Critical Knowledge:
At this level, the student needs to firmly understand the digital equipment and programs needed to compose, create, edit, and manipulate sounds and music. This activity focuses on the combined knowledge that the student has acquired during his/her years in school and asks the student to make his/her own decisions and choices in creating a home recording studio.

Activities:
The student will research and design a home recording studio. Included in this design (but not limited to) will be:
1. A recording device
2. Microphone(s)
3. Monitor speakers and headphones
4. A MIDI controller or synthesizer
5. An audio interface

The student will show evidence of his/her research by listing and comparing at least two types of each of the above mentioned recording studio equipment. Included in these comparisons are:
Cost
Manufacturer's specifications
Details about the equipment and peripheral equipment needed.

The student is to include in this project written reports, drawings, and pictures to support his/her decisions. There must be a sketch included of the layout of the recording studio in the student's home. All web and other resources are to be cited using MLA format.

Resources:

Computers, Internet, paper, pencils, pens, markers, and other drawing materials
Websites, resource books

Assessment:
The student may be assessed on the following criteria:
Devices included in studio
Evidence of research
Written reports, drawings, and pictures support decisions
Sketch of layout included
Resources are cited correctly

MAHS4-1.2   Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question:
How can I best use different techniques, technologies, and processes to create aesthetically pleasing digital music?

Concepts, Skills, Techniques, and Critical Knowledge:
Students should have knowledge of different kinds of equipment and composing software used in creating recorded music and understand the processes used with this equipment to create recorded music. This activity focuses on the Logic Pro music composition software and how to "punch" in live recording situations.

Activities:
Introduce the activity by telling a story:
You are the owner/producer of a recording studio and you have a musician paying you for the studio time to record his/her songs. You have spent a few hours recording the instruments and now it is time to record the vocals. After the singer has sung the song, you listen to the playback and notice that he/she was extremely flat in one section. How do you fix the flat measures without having to go back and re-record the entire vocal part?

Explain to the class that recording over a small part of a track in Logic Pro is called "punching." When you want to correct a specific section of a recording – usually to fix a performance mistake – you can start playback before the mistake, punch in to engage recording just before the section you wish to fix, and punch out to stop recording immediately after the section. A take folder is created, automatically edited to play only the new recording between the places where you punched in and out. Punching is nondestructive. At any time you can open the take folder and select the original recording.

There are two punching methods: on the fly and automatic. Punching on the fly allows you to use a key command to punch in and out while

Logic plays, whereas automatic punching requires you to set the Autopunch area in the Bar ruler before recording. Punching on the fly is fast but usually requires an engineer to perform the punch in and punch out while the musician is performing. Automatic punching is ideal for the musician-producer who is working alone.

With the Logic Pro program open and a song is loaded on the Smart Board, show the students where to find the "Punch on the Fly" command is found:

Choose Options > Audio > Punch on the Fly; or in the Transport bar, hold down the mouse button over the Record button and choose Punch on the Fly from the pop-up menu.

Start playback and when the playhead reaches the desired section, press Shift-R and record over the section. When you have recorded over the entire section to be fixed, press Shift-R again to punch out.

Open the Take folder to view the section you have just recorded.

Have the students practice punching on the fly with their own recordings. Since punching is non-destructive, the original takes are preserved and no permanent damage will be done.

Resources:
Equipment:
Computer, MIDI keyboard, Recording interface, microphones, Logic Pro software, Smart Board

Assessment:
The students may be assessed by the teacher observing them punching on the fly.

MAHS4-1.3   Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question:
What are the necessary procedures and responsibilities for proper use of and care for equipment? Why are these important?

Concepts, Skills, Techniques, and Critical Knowledge:
Technology equipment is very expensive and students need to be aware of how to take care of it so that it lasts a long time. This activity focuses on advanced computer care- how to clean the inside of the computer case.

Activities:

Bring in an old computer that you find and tell the students that they are going to learn what the inside of a computer looks like and how to clean it.

1. Explain that the computer has moving parts such as fans on the CPUs, power supplies, and video cards. Each fan is important for the smooth running of the computer because they keep the system cool. Should dust, cigarette smoke, or pet hair clog a fan and keep it from moving, these parts can become overheated and damaged.

2. Use a Phillips head screwdriver and remove the screws on the back of the computer to open the computer case. Identify the CPU fan. Place a pencil or pen in between the fan blades to keep it from moving. Use a can of compressed air (give a test spray first to remove the moisture from the can) and blow the dust from the fan blades. Also remove the dust from the heatsink just below the CPU fan.

3. Focusing now on the power supply, place the pencil or pen into the fan on the back of the computer and blow the dust out. Next, blow the compressed air on the inside grills and inside the power supply to remove any dusts that has flown in.

4. If there is a fan on the video card, stop the fan with the pencil or pen and clean it as you did the other fans. Look for any other places that there may be dust and clean those spots. To finish up, give the whole case a spray with the air; this includes the motherboard, RAM, cables, and bottom of the case. This will clean up any dust that has been blown around in the cleaning of the rest of the computer.

5. Close the computer case and screw the screws back in.

Resources:
Equipment:
Old computer, Phillips head screwdriver, pencil or pen, a can of compressed air

Websites:
http://www.webpronews.com/topnews/2001/12/11/computer-care-tips
http://www.technibble.com/how-to-clean-the-inside-of-a-computer-case/2/
http://www.computerhope.com/issues/ch000997.htm
http://www.computerinsides.com/
http://www.comptechdoc.org/hardware/pc/begin/hwinside.html

Assessment:
Teacher observation is an appropriate assessment.

MAHS4-1.4   Utilize **information literacy skills** to make informed decisions using digital tools and resources in the creation of media artwork.

Essential Question:
How do I decide what is a good source of information when doing research online?

Concepts, Skills, Techniques, and Critical Knowledge:
At this level, the students should be well aware that there are bogus websites and much misinformation on the Internet. This activity focuses on critical evaluation skills for the student as he/she researches online.

Activities:
1. Discuss with the students the "5 W's of Web Site Evaluation":
http://kathyschrock.net/abceval/5ws.pdf
2. Have the students read the "ABCs of Website Evaluation":
http://school.discoveryeducation.com/schrockguide/pdf/weval.pdf
3. Produce a **WebQuest** that has 3 or 4 websites listed, some bogus sites and some legitimate sites. Have the students complete the "Critical Evaluation Survey" for each of the web sites:
http://school.discoveryeducation.com/schrockguide/pdf/evalhigh.pdf
4. When the students have finished the surveys, have the students report their findings and evaluations of the websites. Were they able to tell which ones were bogus and which ones were not? Analyze the bogus sites for clues as to what made them so.

Resources:
Equipment:
 Computers, Internet, prepared **WebQuest**, Critical Evaluation form

Websites:
http://school.discoveryeducation.com/schrockguide/yp/iypabout.html
http://school.discoveryeducation.com/schrockguide/eval.html
http://school.discoveryeducation.com/schrockguide/pdf/evalhigh.pdf
http://kathyschrock.net/abceval/5ws.pdf
http://school.discoveryeducation.com/schrockguide/pdf/weval.pdf

Examples of bogus websites:

McWhortle: This hoax site was set up by the **U.S. Securities and Exchange Commission** to teach people how to watch out for scams. The site looks and 'feels' real to the people searching the Internet for investment opportunities and is great to use with older secondary students.
http://www.mcwhortle.com/

 Urban Legends at About.com:
 http://urbanlegends.about.com/od/webhoaxes/Bogus_Websites.htm

 Bogus Websites:
http://www.teachers.ash.org.au/suel/eval_web/bogus.html

Assessment:
The students may be assessed on the **WebQuest** and on their oral report to the class.

MAHS4-1.5   Evaluate media artwork using self-led and peer-led instruction and assessment materials.

Essential Question:
How can I share knowledge and skills with others when working with media arts equipment as a part of a musical task? What are some of the criteria used to evaluate the task?

Concepts, Skills, Techniques, and Critical Knowledge:
In life, music is often created by more than one person. It is important for students to understand that collaboration can be the way to create great music and that other people's ideas can add value to one's work. In this activity, the students will all have a hand in creating a piece of music by adding phrases individually. Any music composition software program can be used in this activity (GarageBand, Reason, Mixcraft, Logic, etc.)

Activities:
Instruct the students to open the music composition software and create a new project. Ask the students to write a four-measure phrase on a software instrument track using any software instrument of their choice. Give the students a time frame in which to work, five minutes or so. After completing the phrase, ask the students to save their project on the computer desktop under the name, "*Collaboration Project 1*." Then ask all of the students to move to the computer on their right. Instruct the students to add a four-measure phrase to the one already written, trying to keep the same style and mood as the previous phrase while at the same time making it different. Make sure to have the students save the changes made to the music. After the students have added a phrase, ask them to move again to the computer on the right and add to the song being created there. Repeat these instructions until all students have had a turn at each computer.

Have each student play the compiled composition for the class and ask them to critique each piece. What do you like about it? What do you not like about it? How did each person make the song different? What did you learn from this activity?

Resources:
Equipment:
Computers, MIDI keyboards, headphones, music composition software

Assessment:
Students may be assessed on class participation through teacher observation.

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MAHS4-2.1   Communicate effectively using media arts vocabulary.

Essential Question:
How do I communicate effectively about creating a digital piece of music or sound production?

Concepts, Skills, Techniques, and Critical Knowledge:
Students at this level must be able to communicate to others about the music recording studio and use terms that are unique to the recording studio situation. This activity will focus on vocabulary that is used when mixing sounds and recordings in a studio setting.

Activities:
Introduce the activity by telling the class that today, we are going to research and define some terms that are standard in the recording studio. The teacher should prepare a list of these terms before class and have the list placed on the students' computer desktops. Have the students use the internet and any other resource they can think of to write definitions of the terms. If the students find any terms not listed during their internet research, have them add those terms to the list.

Some of the terms that can be included are:

- Accent microphone
- Acceptance Angle
- Acoustic
- ADAT
- ADC
- ADSR
- Ambience
- Ambient Field
- Amplifier
- Amplitude
- Analog
- Bandwidth
- Bandpass Filter
- Barrier Miking
- Basic Track
- Beats Per Minute (BPM)

- Bit Depth
- Bounce
- Bus
- Cable
- Channel
- Clean
- Click Track
- Clipping
- Codec
- Comping
- Compression
- Cycles Per Second (CPS)
- DAT
- Decibel (dB)
- Decay
- Delay
- Digital Audio Workstation (DAW)
- Direct Output

- Direct Sound
- Directional Pattern
- Distant Miking
- Dolby
- Dither
- Dynamic Range
- Edgy
- Effects
- Engineer
- Equalization
- Fade
- Feed
- Fidelity
- Filter
- Foley
- Frequency
- Frequency Response
- Gain
- Gate

- Gobo
- Ground
- Harmonic
- Headroom
- Hertz (Hz)
- Hiss
- Imaging
- Impedance
- Input
- Interface
- Intro
- I/O
- Isolation
- Jack
- Jack Bay
- Latency
- Layering
- LED
- Level
- Linear
- Load
- Low Pass Filter
- Margin
- Masking
- Master
- Mike
- Mix Down
- Modulation
- MP3
- Mute
- Noise
- Normalize
- Off Axis
- Ohm
- Oscillator
- Out of Phase
- Overdub
- Overhang
- Overload
- Overtone
- Pan
- Passive
- Patch
- Peak
- Phase
- Pickup
- Ping-pong
- Pop Filter
- Preamplifier
- Presence
- Preset
- Program Chain
- Punch In/Out
- Quantization
- Rack
- Record Level
- Reference Tones
- Release
- Remix

- Resonance
- Reverberation
- Rolloff Filter
- Rumble
- Sample
- Sensitivity
- Sequence
- Shock Mount
- Signal
- Signal Flow
- Signal Processor
- Snake Box
- Sound Pressure Level (SPL)
- Sound Wave
- Speaker
- Sweet Spot
- Take
- Threshold
- Timbre
- Tone
- Track
- Velocity
- Virtual Track
- Voice Over
- Volt
- Volume
- Watt
- Waveform

Resources:
Equipment:
Computer, Internet, Word Processing program

Websites:
Glossary of Recording Terms:
http://www.tape.com/resource/recording_terms.html
Recording Studio Glossary:
http://lossenderosstudio.com/glossary.php

Assessment:
Students may be assessed on class work and the definitions on their terms sheet.

MAHS4-2.2   Create media artwork that communicates his or her experiences and reflects an analysis of social or community issues.

Essential Question:
How do you communicate and express your personal, social or community experiences through digital music?

Concepts, Skills, Techniques, and Critical Knowledge:
Students need to be aware of the power of digital music to send messages about and for community issues. In this activity, the students will create a public service announcement to be shared with the school.

Activities:
Have the student brainstorm some issues in the community that would be interesting to use in a public service announcement for the school. Some ideas may include:
- a local food bank collecting food for the homeless
- animal shelters need donations
- a community forum being held for a specific issue
- Any upcoming school activity (dance, sporting event, musical performance, etc.)

Working in pairs or small groups, have the students write out the message they would like to record and any music they would like to have in the background. After composing the music, have the students record a voiceover with the message. Save the recording as an MP3 file and burn the message to a CD.

Have the students play their messages for the class and ask the other class members to critique their public service announcements. Have the PSAs played over the announcements for the school.

Resources:
Equipment:
Computer, Word processing program, audio recording program, microphones, headphones, CDs, CD burner program

Assessment:
Students may be assessed on the finished product of their public service announcement.

MAHS4-2.3   Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question:
How did you create your digital music performance? What criteria do you use to evaluate your work?

Concepts, Skills, Techniques, and Critical Knowledge:
Students should be able to verbalize the steps they take in creating a music composition and should compile a journal on each of the recording software they use. In this activity, the students will create a step-by-step tutorial on the GarageBand software program and how to create a piece of music using loops. (If there are not Mac computers in the music tech lab, you can substitute any other music composition software program that contains loops, such as Mixcraft, etc.)

Activities:
Introduce the activity by telling the class that they are going to create a begging-level tutorial on how to make a song with GarageBand loops. Let the students know that their tutorial may be used to instruct other students who have never used the program before. Make sure they understand to write each and every step they take clearly and simply so that others can understand them.

Have the student open a word processing program and save it to their desktop as "GarageBand Loops Tutorial 1." Have them open the GarageBand program and create a new project. Instruct the students to create a 1-2 minute song using the loops and to write out the process that they use in their tutorial.

After the students have created the song and finished writing in their tutorial, ask the students to change seats and computers. Have the students follow the tutorials step by step and see if they can create the same piece of music. Ask the students to critique each others' tutorials and make suggestions about clarity, continuity, etc.

Resources:
Equipment:
Computers, word processing program, GarageBand or similar program equipped with loops

Assessment:
Students will be critiquing each others' works. The teacher can assess each student on class participation and the finished tutorials.

MAHS4-2.4   Apply elements of artistic design specific to individual media.

Essential Question:
What elements of artistic design are important to use in creating digital music or sound productions?

Concepts, Skills, Techniques, and Critical Knowledge:
The students should know that adding effects to digital sound creates differences in those sounds. In this activity, the students will create a short phrase and explore the different effects on the sound of the instrument used in the phrase.

Activities:
Introduce the activity by telling the class that they are going to explore different effects that can alter the sound of the software instruments they use to create a piece of music. Ask the students to open the music composition software program and create a new project using software instruments.

Ask the students to create a phrase in a new instrument track and save the project to the desktop. Once the phrase has been composed, ask the students to find the effects library and choose an effect for their phrase. Encourage the students to find different effects so that the class will be able to hear many different kinds. Some of these effects include:
- Chorus
- Delay
- Reverb
- Echo
- Flanger
- Phaser
- Compression

Have the students play their phrase both with and without the effect for the class. Have the students describe how the effect changes the sound and how that effect can be used to create mood, style, color, or any other principle of artistic design.

Resources:
Equipment:
Computer, MIDI keyboard, headphones, music composition software

Assessment:
Students may be assessed by teacher observation.

MAHS4-2.5   Create works that demonstrate high levels of competency in design principals and effective composition in the media arts.

Essential Question:
How do you create a piece of music that is worthy of competitive power and displays mastery of skill?

Concepts, Skills, Techniques, and Critical Knowledge:
At the high school 4 level, students should be able to create an entire piece of music that demonstrates competency in design principles and effectively relates the message intended to an audience. This activity represents a culmination of all knowledge gained through the study of digital music composition and sound design. The students will compose an entire piece of music that has a hook, lyrics, musical form, and tells a story. Once the piece is written, the students will research and apply to a songwriting competition.

Activities:
Review with the students the terms: hook, musical form, phrases, lyrics, and musical style. Instruct the students that they are to create an entire composition. They must choose the musical style that they want to write in, create lyrics and incorporate them within the form of the song, add hooks, and tell a story. Instrumentation is up to the student's choice but must contain at least a drum track, a bass track, a fill track, and a lead track, as well as the vocal track to be recorded once the other tracks are finished.

This activity may take a few days, depending on the level of creativity the student can call on. Once the students' songs are finished, compile them onto a CD. Ask the students to research songwriting competitions and decide one to which they would like to submit their song. Ask the students to create a list of competitions and a brief description of each. Some of the things to describe include:
- Name of competition
- Sponsor of competition
- Deadline for submission
- Any cost for applying to the competition
- Prizes awarded
- Address to send submission
- Other factors in the competition

Have the students fill out the application forms and create the CDs to send with the application.

Some popular songwriting competitions include:
- International Songwriting Competition
  http://www.songwritingcompetition.com/
- ASCAP Songwriting Competitions (10 different competitions)
  http://www.ascap.com/resource/resource-10.html
- Songwriting Competitions Listings (Lists many competitions)
  http://mediawebsource.com/songwriting_competitions.htm

Resources:
Equipment:
Computer, MIDI keyboard, music composition software program, recording equipment, microphones, recordable CDs and jackets

Assessment:
Assessment for the project will be on the song produced. Any awards from entry into competition will be bragging rights for the school and cash or opportunity for the student.

Media Literacy

Standard 3:   The student will access, analyze, interpret, and create **media texts**.

Indicators

MAHS4-3.1   Demonstrate the ways in which a variety of **media texts** address their intended purpose and audience.

> **Essential Question:**
> How do the techniques used in media texts make it an effective piece and address the intended audience?
>
> **Concepts, Skills, Techniques, and Critical Knowledge:**
> Commercials are used to sell products, but they can also be used to raise awareness of a need in the community and to stir people to action. This activity focuses on commercials that raise awareness for community and social issues and how the commercials effectively address their purpose and audience.
>
> **Activities:**
> Introduce the activity by reminding the students about the statements:
> * All media are constructions
> * Media texts contain beliefs and value messages
> * Each person interprets messages differently
> * The media have special interests (commercial, ideological, political)
> * Each medium has its own language, style, form, techniques, conventions, and aesthetics
>
> Give the students a teacher-created handout for observations on watching the following videos. Observation topics may include:
> * video layout/design
> * music/voice over/special effects
> * tone
> * target audience
> * message
>
> Ask the students to write down their observations as they watch the following videos:
> Christian Children's Fund- 1987 video
> http://www.youtube.com/watch?v=ePENcrE_xcQ
> Christian Children's Fund
> http://www.youtube.com/watch?v=j_aRUUdEFRY
> Dove Self-Esteem Fund http://www.dailymotion.com/video/xtutq_dove-selfesteem-fund-video-commerci_ads

Ask the students to share their observations. Lead the class in a discussion on how the producers of the commercials treated the message they were trying to send. Was it effective? Why?

Resources:
Equipment:
Computer, Internet, Smart Board, teacher created observation form
Websites:
Christian Children's Fund- 1987 video
http://www.youtube.com/watch?v=ePENcrE_xcQ
Christian Children's Fund
http://www.youtube.com/watch?v=j_aRUUdEFRY
Dove Self-Esteem Fund http://www.dailymotion.com/video/xtutq_dove-selfesteem-fund-video-commerci_ads

Assessment:
Students may be assessed on completing the observation handout and on class participation during discussion.

MAHS4-3.2   Create messages using **media texts**.

Essential Question:
Why did you create this media text? What message are you trying to get across?

Concepts, Skills, Techniques, and Critical Knowledge:
Music is an integral part of media texts, and is used to create tone, mood, and imply messages that are not spoken. In this activity, students will create a short video around a previously recorded piece of music to send a message to an audience.

Activities:
Introduce the activity by reminding the students 5 media text statements already discussed and interpreted:
1. All media are constructions.
2. Media contain belief and value messages.
3. Each person interprets messages differently.
4. Media have commercial, ideological or political interests.
5. Each medium has its own language, style, form, techniques, conventions, and aesthetics.

Instruct the students to pull up the Extreme Music website website on their computers and listen to some of the music that is there.
http://extrememusic.com/#album/1562

Have the students get into groups of 3 or more and select a piece of music that they find particularly interesting and create a music video (30-60 second) around an excerpt of the music.

1. Listen and select the music. To create an excerpt, open the Audacity program and import the audio. Cut and edit the audio to play the 30-60 second excerpt for the video.
2. Create a story around the music. Think of what the music says to you, makes you feel, or the message you think you can sedn using the musical excerpt.
3. Create a storyboard that visually tells the story that they would like to make into the video.
4. Within the group, select a camera person, a director, and the talent.
5. Check out the places that the group would like to use in the video and make sure that they are ok to go to those places.
6. Shoot scenes that represent the story they would like to tell in the video.
7. After all the video has been taken, upload the video contents into a video editing program such as iMovie (Apple) or Windows Media Maker (PC). Edit the video images and create the soundtrack to complete the video.
8. Save the video to a DVD.
9. Share the music video with the class.

Have the class critique each others' videos
- What techniques were used to construct the video?
- What message are the authors trying to convey?
- Were the authors successful in getting the messages across in their production?

Resources:
Equipment:
Computers, Internet, Audacity or similar music editing program, video editing program, video camera, recordable DVD disks and jackets
Websites:

Assessment:
Extreme Music http://extrememusic.com/#album/1562

MAHS4-3.3   Demonstrate comprehension of the effectiveness of the presentation and treatment of ideas in **media texts**.

Essential Question:
How successful is the creator in delivering his/her message to the audience?

Concepts, Skills, Techniques, and Critical Knowledge:
Media texts are around us each and every day in many ways. Student need to be aware of just how many media texts bombard them on a daily basis and how effective these texts are at capturing their attention. In this activity, student will be asked to count ads they see and hear for a whole day.

Activities:
Give the students an out-of-class assignment. Ask the students to record in a journal a numerical count and description of the ads they see or hear for a whole day. This might include billboards, flyers left on car windshield, or logos on clothes, as well as ads with audio. Instruct the students to write a short description of the ads once they are written in the journal.

- What is the ad?
- What is the message the ad is trying to convey?
- Is the ad effective?
- If there is sound, how does the audio add to the effectiveness?

During the next class, have the students report on their findings. Discuss a definition of what is advertising and what is not.

Resources:
Students' journals

Assessment:
Students may be assessed on the completion of the assignment and for class participation.

MAHS4-3.4   Identify the **codes** and **conventions** used in **media texts** and explain the ways that they help to create meaning.

Essential Question:
What are the codes and conventions used in this media text? How do they create meaning?

Concepts, Skills, Techniques, and Critical Knowledge:
Students need to understand the definition of codes and conventions as they relate to media texts and to understand how they are used in media texts to deliver messages to an audience. This activity will focus on the codes and conventions of music used in television news openings.

Activities:
Introduce the activity by having the phrase "codes and conventions" on the Smart Board. Ask the students for a definition of the phrase. After a brief discussion, write the definition on the Smart Board:

Codes are systems of signs put together (usually in a sequence) to create meaning. These systems may be verbal, visual, nonverbal, or aural (e.g., sound effects, music). Visual media may use a number of technical codes such as camera angles, framing, composition, and lighting to convey a particular attitude to a subject. *Conventions* are the commonly accepted or   generally known methods of doing something.

Codes and conventions are used together in the study and
examination of a specific new media genre. The camera angles used in
a film, for example, should be studied in terms of the way camera
angles are conventionally used in the particular type of film.

After review of the definition of codes and conventions, explain to the
class that they are going to listen to some opening themes and music for
news shows all over the world. Give the students a handout for taking
notes on the themes. There should be space for notes for about 10
themes. Have the students label the news show that they are listening
to, instruments they hear, the mood and color of the music, etc.

Play for the class the following videos of news show openings and have
the students make notes for each one:

> BBC http://www.youtube.com/watch?v=4TSJhIZmL0A
> CNN
> http://www.youtube.com/watch?v=vB8p0JurgKc&feature=related
> NBC Elections 2008
> http://www.youtube.com/watch?v=47KIyoQLtXA&feature=related
> ABC News Politics
> http://www.youtube.com/watch?v=vwSF1vk_tr0&feature=related
> ABC World News Theme
> http://www.youtube.com/watch?v=mXfkGM7QKFc&feature=related
> BBC World News Theme
> http://www.youtube.com/watch?v=00F2mUpeOJY&feature=related
> NBC Nightly News Theme
> http://www.youtube.com/watch?v=ydQBSB6sDjc&feature=related
> News Themes Collection 3
> http://www.youtube.com/watch?v=BsfcGIObXV4

After watching the videos, have the students share their notes with the
class. Lead a class discussion on the codes and conventions found in
these themes:
- What instruments did you hear most often?
- What is the genre of music used most often?
- What is the mood and color of the music most often?
- What is the message the music is sending?
- What is the targeted audience?
- Are the themes effective in creating the messages for the
  intended audience?

List on the Smart Board the codes and conventions that are common
among all of the news themes.

Resources:
Equipment:
Computers, Internet, Smart Board, teacher-created handout
Websites:

BBC http://www.youtube.com/watch?v=4TSJhIZmL0A
CNN http://www.youtube.com/watch?v=vB8p0JurgKc&feature=related
NBC Elections 2008
http://www.youtube.com/watch?v=47KIyoQLtXA&feature=related
ABC News Politics
http://www.youtube.com/watch?v=vwSF1vk_tr0&feature=related
ABC World News Theme
http://www.youtube.com/watch?v=mXfkGM7QKFc&feature=related
BBC World News Theme
http://www.youtube.com/watch?v=00F2mUpeOJY&feature=related
NBC Nightly News Theme
http://www.youtube.com/watch?v=ydQBSB6sDjc&feature=related
News Themes Collection 3
http://www.youtube.com/watch?v=BsfcGIObXV4

Assessment:
The activity may be assessed by teacher observation on class participation.

MAHS4-3.5   Analyze and evaluate the creative techniques used in a variety of media texts (for example, television, film, radio, Internet).

Essential Question:
What creative techniques are used in media texts? Are they successful in sending the intended message?

Concepts, Skills, Techniques, and Critical Knowledge:
Students need to understand that media texts are creations and websites are designed specifically to influence visitors to the site to step in and check out the website's content. This activity will focus on the Rock and Roll Hall of Fame website and the creative techniques used to send its message to the audience.

Activities:
As an introduction to the activity, lead the class into a discussion on website design. Some observations can include:
- Colors
- Logo/Branding
- Headers
- Typography
- Layout
- Images/photos
- Video/Audio
- Content
- Tone

On the Smart Board, navigate to the Rock and Roll Hall of Fame website:
http://rockhall.com/
Lead a class discussion about the creative elements of the website:

- What is the layout of the site?
- What are the colors used?
- What type of images do you see?
- What content is in the site?

Hand out a teacher-created website critique and have the students analyze the site. Some observations on the critique sheet can include:
- Website design and layout
- colors
- images
- tone
- content
- target audience

After the students have written their critiques, have them share their findings with the class. Is the website effective in reaching its target audience?

Resources:
Equipment:
Computer, Internet, Smart Board, teacher-created website critique
Websites:
Rock and Roll Hall of Fame: http://rockhall.com/

Assessment:
Teacher observation is appropriate for this activity.

MAHS4-3.6   Analyze the manner in which the language, tone, and point of view used in **media texts** work to influence the meaning and interpretation of messages.

Essential Question:
How do the language, tone, and point of view in this media text influence the meaning and interpretation of the message?

Concepts, Skills, Techniques, and Critical Knowledge:
Alfred Hitchcock was a master of suspense films in the mid twentieth century. His use of camera angles, tone, and music were revolutionary in his day. This activity focuses on the movie *Psycho* and how the music helped to set the tone and mood of the film.

Activities:
To introduce the activity, give some background and history on the film *Psycho*:
It is a 1960 American film directed by Alfred Hitchcock and based on the screenplay by Joseph Stefano who adapted it from the 1959 novel of the same name by Robert Bloch. The novel was based on the crimes of Wisconsin serial killer Ed Gein.

Psycho initially received mixed reviews, but outstanding box office returns prompted a re-review which was overwhelmingly positive and led to four Academy Award nominations. Psycho is now considered one of Hitchcock's best films and is highly praised as a work of cinematic art by international critics.

> Taken from Wikipedia, the free encyclopedia
> http://en.wikipedia.org/wiki/Psycho_(1960_film)

The musical score to the film was written by Bernard Herrmann. BY the time Herrmann was commissioned to do the score, he was already closely linked to Hitchcock, having produced music for many of his earlier films. The most notable departure from customary movie scores composition was his was daring and controversial orchestra; combination: strings alone. Herrmann felt he could complement the black-and-white photography of the film by creating a black-and-white sound.

> Taken from http://eric.b.olsen.tripod.com/psycho_mus.html

Before showing the film to the class, give out a teacher-prepared handout for the students to record their thoughts and impressions of the film score throughout the film.

Show the film to the class.

After viewing the film, lead the class in a discussion about the manner in which the language, tone, and point of view in the film created the message of the film, and how the music complimented or did not compliment the film.

Resources:
Computer, Smart Board (or DVD player and screen), Internet, DVD of the film *Psycho*, teacher-created handout, pens or pencils

Assessment:
Students may be assessed on class participation in watching the film and in the discussion.

MAHS4-3.7   Critique the characteristics of particular **media art forms** and explain ways that they convey meaning and influence their audience.

Essential Question:
How does this media text convey meaning and influence the audience?

Concepts, Skills, Techniques, and Critical Knowledge:
Music videos create images that accompany the music. In order to create successful music videos, students need to understand the characteristic of music videos and how they convey meaning and

influence the audience they are intended for. In this activity, students will look at the video, *Video Killed the Radio Star*, and critique its message and influence on the audience of the 1980's.

Activities:
Introduce the activity by having the following statements on the Smart Board:
- All media are constructions
- Media contain belief and value messages
- Each person interprets messages differently
- Media have commercial, ideological, or political interests
- Each medium has its own language, style, form, techniques, conventions, and aesthetics

With the class, discuss the statements to make sure everyone understand the meaning of the statements.

For a little history, explain to the class that MTV premiered in 1981 as the first music television station. The very first video to be aired in North America was *Video Killed the Radio Star* by the Buggles. It played at 00:01 on August 1, 1981. On February 27, 2000 it also became the millionth song to be aired on MTV. Play the video for the class:
http://www.youtube.com/watch?v=hiJ9AnNz47Y

Put the lyrics on the Smart Board so the class can read along with the music:

> I heard you on the wireless back in Fifty Two
> Lying awake intent at tuning in on you.
> If I was young it didn't stop you coming through.
>
> They took the credit for your second symphony.
> Rewritten by machine and new technology,
> and now I understand the problems you can see.
>
> I met your children
> What did you tell them?
> Video killed the radio star.
> Video killed the radio star.
>
> Pictures came and broke your heart.
> Oh-a-a-a oh
>
> And now we meet in an abandoned studio.
> We hear the playback and it seems so long ago.
> And you remember the jingles used to go.
>
> You were the first one.
> You were the last one.
>
> Video killed the radio star.
> Video killed the radio star.
> In my mind and in my car, we can't rewind we've gone too far
>
> Video killed the radio star.
> Video killed the radio star.
>
> In my mind and in my car, we can't rewind we've gone too far.
> Pictures came and broke your heart put the blame on VTR.

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Video killed the radio star. (You are a radio star.)

After listening to the music, watching the video, and reading the lyrics, lead a class discussion on the message in the video Some questions to ask may include:

- How is the video constructed?
- What are the technical and symbolic messages in the construction?
- What points of view are represented in the video?
- Who or what is missing?
- What meaning do you get from the video, music, and lyrics?
- What do you think was the purpose of creating a video with this particular song and why was it presented as the first song on MTV?
- What techniques were used to construct the message?
- Was the video effective in communicating the message?
- How did the video influence its audience?
- What conclusions can you draw based on the history of music video as we now know it?

Resources:
Equipment:
Computers, Internet, Smart Board
Websites:
Video Killed the Radio Star
http://www.youtube.com/watch?v=hiJ9AnNz47Y

Assessment:
Assessment by teacher observation is appropriate for this activity.

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MAHS4-4.1   Demonstrate the ways that the media arts relate to everyday life and activities in the world at large.

Essential Question:
How do these performances connect to everyday life in the world? What about this piece makes it possible to use in my everyday life?

Concepts, Skills, Techniques, and Critical Knowledge:
Students should understand that they can create digital music to use in their everyday life. In this activity, the students will create a ringtone for their cellular phone.

Activities:
Introduce the activity by asking the class who has a cellular phone? Ask them what their ringtones are and where they got them. Inform the class that they will be creating a ringtone to use on their cell phones.

Using the music composition software on the students' desktops, instruct the students to create a song that is approximately 30-70 minutes long. They can use as many tracks as they see fit to use. If the students want to include lyrics or singing on their ringtone, have them record the vocal part on another track after having created the accompaniment tracks.

Once the song is finished, the students need to save the song (or "bounce" it to the desktop) as an MP3 file and title the file "*student_name_ringtone_1*." Have the students burn the MP3 file onto a CD and turn it in. The students can then play their MP3 files for the class.

Once you have the CDs of the MP3 files, upload the files to a website, either a section of the school website or the class website. Instruct the students that they can go to the website and upload their ringtones to their phones.

Once the students have uploaded the ringtones to their phones, have them play them for the class to hear what they sound like on the phones.

Resources:
Computers, MIDI keyboards, headphones, microphones, music composition software program, class website, Internet

Assessment:
The students may be assessed in two parts:
1. Creating the ringtone
2. Uploading the ringtone to their cell phone

MAHS4-4.2   Communicate an understanding of the relationship between the media arts and other arts disciplines and other content areas.

Essential Question:
How do media arts relate to other arts disciplines and other content areas?

Concepts, Skills, Techniques, and Critical Knowledge:
Students need to be aware of the close relationship between all of the arts disciplines and the media arts. In this activity, the students will create a virtual art gallery, collaborating with the students in the visual arts area and compose music to accompany the virtual art walk.

Activities:
This activity can be introduced by taking a tour of the visual art room and discovering what sorts of artwork are being created or have been produced. Ask each student to take notes on their favorite pieces or artist as they walk through the room. Have each student decide the works that they would like to incorporate in their virtual art gallery.

With the help of the visual art teacher, set up a time where the students can come and take pictures of the artwork, or use pictures that have already been put into the artists' portfolios. The students then take those pictures and arrange them into a slide show using whichever slide show program is available on their computers (Power Point, Photo Story, iMovie, etc.).

Using a music composition software program (GarageBand, Mixcraft, Reason, Logic, etc), have the students compose music to add as an audio file to the slide show. If the students would like to add voice-over to any slide or picture, they can record their voice during playback of the slide show in the slide show program.

Once the slide show has been completed, have the students save the file as a video file on the desktop of their computers. Burn the video file onto a recordable DVD disk and show the virtual art galleries to both the music tech and visual art classes.

Resources:
Equipment:

Computers, video or digital cameras, slide show software program, music composition software program, microphones, headphones, recordable DVD disks and jackets, student art work

Assessment:
The students may be assessed on the final virtual art gallery DVD. Also, the process of working with a visual artist and each step in creating the DVD can be a separate assessment. The teacher can create rubrics for these assessments.

MAHS4-4.3   Analyze and evaluate the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question:
What kinds of careers are available in sound production and how much does it cost when planning a production? What financial aspects need to be considered?

Concepts, Skills, Techniques, and Critical Knowledge:
In order to work towards a career in audio production and design, the students need to know where to go to get post-secondary instruction in the field. There are not a lot of colleges and universities that specialize in music production and sound design, but the list is growing larger of schools and universities that offer courses in this field. In this activity, the students will research colleges and universities that offer courses and majors in the field of audio production and sound design.

Activities:
Introduce the activity by asking the class if they know where post-high school studies in audio production and sound design are offered? Instruct the class that they are going to do some research on the Internet about schools and colleges that offer these studies.

Have the students open a word processing program on the desktop of their computers. Ask them to save the document as "*studentname_college_research*." Ask them to type in a heading on their document: "Sound Design Schools Research" Then ask the students to create a numbered list of the following criteria to be researched:
1. Name of School
2. Location of School
3. Title of degree program
4. Courses offered in degree program
5. Elective courses offered
6. Type of program (4 year, 2 year, etc.)
7. Degree to be earned (Bachelors, Associates, etc)
8. Cost of the program (including room & board, books, etc.)
9. Contact information of Registrar or Student Aid contact

10. URL address of the school website (make this a link that can be followed)
11. Other information

The students may work individually or in pairs to research different schools in their community or around the country. Have the students use at least two different search engines to search the Internet using some of these phrases:
- sound design music production schools
- audio production study
- audio production schools

Students may come up with their own phrases to type into the search engines.

Ask the students to fill out as much of the numbered questions about each school as possible on their digital journal. Give them time to research as many schools as they can and have the students share their findings with the rest of the class. One student can be appointed as recorder and keep a list of the schools on the Smart Board. Print the list or email to all students in the class for their own reference.

Resources:
Computers, Internet, word processing program, Smart Board, printer

Assessment:
Students may be assessed on class work and the final digital journal of audio production and sound design schools.

MAHS4-4.4   Analyze and evaluate the effects of the media arts in the global economy.

Essential Question:
What place does this hold in a global society and how do we find value so the arts are continually funded?

Concepts, Skills, Techniques, and Critical Knowledge:
There are music and sound production studios all over the world. In this activity, the students will discover some of these studios and what they offer to the public.

Activities:
As an introduction, ask the class what they think is the most famous recording studio in the world? More than likely, they will name Abbey Road Studios in London. Pull up the Abbey Road Studios website and take the students on a short tour of the website.
http://www.abbeyroad.com/

Divide the class into small groups and ask them to research some other websites from around the world. Each group can focus on a different country. Some countries that may be researched are:

- Germany
- France
- England
- China
- Japan
- Russia
- United States

Ask the students to create an **Electronic Journal** on the discoveries that they make while researching the music and sound production studios. When the groups have finished researching their country, have them share their finding s with the class.

Resources:

Equipment:
Computers, Internet, word processing program

Website:
Abbey Road Studios http://www.abbeyroad.com/

Assessment:
Students may be assessed on research skills, cooperative effort, and the May be assessed the group creates.

History and Culture

Standard 5:   The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MAHS4-5.1   Analyze and evaluate ways that information from past and present culture has influenced the evolution of the media arts.

Essential Question:
How does music from the past, or from other cultures, influence the creation of modern digital music?

Concepts, Skills, Techniques, and Critical Knowledge:
Students should be aware of how the many electronic instruments have developed into the sounds that we hear and use today. This activity will focus on cult electronic instruments that have shaped modern music.

Activities:
Introduce the activity by explaining that the electronic instruments that we hear in our music recording software did not necessarily begin by being software instruments. Before the dawn of computers, there were instruments being invented that have become standard in our software instrument files.

Today, we are going to watch some videos from an 8 part television series titled, "The Shape of Things That Hum." (The teacher can create a questionnaire on each of the videos before class so the students will have questions to answer and guide them on what to watch and listen for in the videos.)

The electronic instruments featured are:

1. Minimoog
http://video.google.com/videoplay?docid=4895544720131136179&q=%22modern+music%22%2Bdocumentary%2Bvideo&total=30&start=0&num=10&so=0&type=search&plindex=4#

2. Fairlight
http://video.google.com/videoplay?docid=4895544720131136179&q=%22modern+music%22%2Bdocumentary%2Bvideo&total=30&start=0&num=10&so=0&type=search&plindex=4#docid=4902114777397513256

3. Roland TB 303
http://video.google.com/videoplay?docid=4895544720131136179&q=%22modern+music%22%2Bdocumentary%2Bvideo&total=30&start=0&num=10&so=0&type=search&plindex=4#docid=2520461739591700600

4. Roland TR 808
http://video.google.com/videoplay?docid=4895544720131136179&q=%22modern+music%22%2Bdocumentary%2Bvideo&total=30&start=0&num=10&so=0&type=search&plindex=4#docid=5156041728430798000

5. Vocoder
http://video.google.com/videoplay?docid=4895544720131136179&q=%22modern+music%22%2Bdocumentary%2Bvideo&total=30&start=0&num=10&so=0&type=search&plindex=4#docid=-6155948762610878227

6. AKAI Sampler
http://video.google.com/videoplay?docid=4895544720131136179&q=%22modern+music%22%2Bdocumentary%2Bvideo&total=30&start=0&num=10&so=0&type=search&plindex=4#docid=-3403742606016512980

7. Simmons Drums
http://video.google.com/videoplay?docid=4895544720131136179&q=%22modern+music%22%2Bdocumentary%2Bvideo&total=30&start=0&num=10&so=0&type=search&plindex=4#docid=1339680289969750461

Resources:
Equipment:
Computer, Internet, Smart Board, Teacher created questionnaire

Websites:
As listed above (Videos may also be downloaded using any video download program that can be found on the internet)

Assessment:
Students may be assessed on the answers given on the questionnaire.

MAHS4-5.2   Describe ways in which media artwork portrays the people and cultures of the world.

Essential Question:
What can you learn about people and culture of the world by listening to pieces of digitally created music?

Concepts, Skills, Techniques, and Critical Knowledge:
How does is electronic music performed throughout the world? Students should be aware of the newest trend in electronic music: trance music. In this activity, students will explore *Trance Around the World* by listening to podcasts in iTunes.

Activities:
Introduce the activity by asking the class if they know what is *Trance Around the World*?
The definition from iTunes:

Trance Around The world is the weekly radio show from Above & Beyond, who rank among the world's top 10 DJs according to DJ Mag and are former winners of Radio 1's Essential Mix Of The Year. The show features the hottest new releases from the world of trance and progressive, including the latest cuts from Above & Beyond's own Anjunabeats and Anjunadeep labels. Each episode also includes a guest mix from one of the scene's leading DJs. For more info, visit www.trancearoundtheworld.com, where you can also find out about Above & Beyond's music, including their artist albums 'Tri-State' and 'Sirens Of The Sea' (as Oceanlab with Justine Suissa), and their remix work for the likes of Dido and Madonna. Make sure you also check out Above & Beyond's TV Podcast for videos of A&B's latest gigs and travels, also available through iTunes.

On the Smart Board, play some of the podcasts that are free downloads on iTunes:
http://itunes.apple.com/us/podcast/above-beyond-trance-around/id286889904

This radio show is podcast all over the world. Why do think this radio show is so popular? Lead a class discussion on Trance and Progressive Electronic Music.

Resources:
Computers, Internet, Smart Board, iTunes audio jukebox

Assessment:
Teacher observation is appropriate for this activity.

MAHS4-5.3   Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question:
What characteristics of digital music exist across time among different people?

Concepts, Skills, Techniques, and Critical Knowledge:
Students should be aware of how different ethnic groups in the United States use the media arts in today's culture. This activity will focus on how different peoples in the United States use recorded music.

Activities:
Have the students listen to examples of contemporary recorded music of various styles. Some examples of these are:
Rap/Hip Hop
Rock

Country
Blues
Jazz

Lead the students in a discussion on how these musical recordings are the same or different. Do these styles of music incorporate the basics of musical composition? What makes each style sound the way it does?

Have the students, individually or in pairs, create a simple piece of music that reflects one style that has been discussed. Have the students introduce their piece and explain how they went about creating music of their specific style. Have the students play their piece of music for the class.

Resources:
Equipment:
Computer, MIDI keyboard, music recording software (GarageBand, Mixcraft, Logic, Reason, etc.), headphones, recorded examples of different musical styles

Assessment:
Students may be assessed on class participation (rubric) and the music created that reflects the particular style chosen.

Using Technology Responsibly

Standard 6:   The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MAHS4-6.1   Demonstrate an understanding of human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question:
What kind of human, cultural, and societal considerations are associated with the creation of digital music and of sound production?

Concepts, Skills, Techniques, and Critical Knowledge:
Students at this level should be aware of how the music industry operates and how they can become a contributing member of the musical society. This activity focuses on the exploration of music publishing sites: how they work, what they offer the musician, and how does the student go about copyrighting and marketing his/her work?

Activities:
Introduce the activity by asking the class, "OK, you've written a hit song. How do you go about getting the song copyrighted and published?"

On the Smart Board, show this video about song copyrighting to the class:
 http://www.ehow.com/video_4458631_songwriting-copyright.html

Ask questions to the class about what they have just seen These questions can include (but are not limited to):
1. According to the author of this video, what is the easiest way to copyright your song? (Answer: the Library of Congress)

2. What were the two major music publishers mentioned in the video? (Answer: ASCAP and BMI)

Show this video to the class to answer the question, "What is music publishing?"
 http://www.ehow.com/video_4951105_music-publishing_.html

Guide the class to these websites that deal with the basics of music publishing:
http://www.bmi.com/news/entry/538028
http://www.bmi.com/news/entry/548326
http://ericbeall.berkleemusicblogs.com/2009/12/20/back-to-basics-part-2-whaddya-say/
http://www.ehow.com/topic_7830_music-publishing-basics.html

Navigate the class to this website about music law and the major types of publishing agreements:

http://law.freeadvice.com/intellectual_property/music_law/types_publishing_agreement.htm

These types are:
1. Single Song Agreement
2. Exclusive Songwriter agreement
3. Co-publishing agreement
4. Administration Agreement
5. Collection Agreement
6. Sub-publishing agreement
7. Purchase agreement

Discuss with the class what they have learned about music publishing. Ask each student to write a short narrative describing the process and the pitfalls of music publishing.

Resources:
Equipment:
Computer, Internet, Smart Board
Websites:
Those listed above and any others you can find.

Assessment:
Students may be assessed on class participation (rubric) and the short narrative they have written.

MAHS4-6.2   Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question:
What do you need to know and how do you put the practice of legal and ethical behavior to work to be a responsible digital citizen?

Concepts, Skills, Techniques, and Critical Knowledge:
Students should be aware of the rules and policies concerning copyright and how they will affect the music they write and produce. This activity focuses on copyright laws for music.

Activities:
Before class, create a **WebQuest** of websites that concern copyright laws and policies. Some of these websites can include:

1. United State Copyright Office
    http://www.copyright.gov/
2. Music Publishers Association of the United States
    http://mpa.org/copyright_resource_center/
3. Public Domain Music

http://www.pdinfo.com/copyrt.php
4. Music Copyright Law in the USA (PDF)
http://www.rbs2.com/copyrm.pdf
5. ASCAP (The American Society of Composers, Authors, and Publishers)
http://www.ascap.com/resource/resource-3.html
6. 10 Big Myths About Copyright Explained
http://www.templetons.com/brad/copymyths.html

Have the students explore these websites and answer questions on their findings. These questions can be typed on a text document and placed on the students' desktops. These questions can include:

1. What is copyright?
2. What is the "Fair Use" policy?
3. Explain how to use a copyrighted piece of music.
4. What is Public Domain?
5. Summarize the "Terms for Copyright Protection."
6. Explain the International Copyright Law.
7. Briefly explain the copyright laws on the following:
    Sheet Music
    Sound Recordings
    Recordings You Make

After the students have finished answering the questions, lead the class in a discussion on these questions.

Resources:
Equipment:
Computers, word processing program, **WebQuest**, Study Questions

Websites:
As listed above.

Assessment:
Students may be assessed on the completed Study Questions sheet and by teacher observation during the class discussion.

Resources used in creating this document:

Hands on With Zig
Interactive Multicultural, Technology and Contemporary Music Programs
Author: Zig Wajler
©2010 Zigsgottabash Music
http://www.handsonwithzig.com/index.html

Mixcraft 5.0 for the Classroom
Steve Riddle and Zig Wajler
©2010 by Steve Riddle and Zig Wajler
ISBN: 978-0-9814962-2-1

Apple Support
Tutorials and support for GarageBand
©2010 Apple, Inc.
http://www.apple.com/support/garageband/

Logic Pro 9 User Manual
©Apple, Inc.
http://documentation.apple.com/en/logicpro/usermanual/

Music Tech Teacher
©2002-2010 Music Tech Teacher
http://www.musictechteacher.com/lessons001.htm

Teachers Network.org
By Teachers, For Teachers
http://www.teachersnetwork.org/teachnet/music.cfm

SoundTree
©2010 SoundTree
Educational Division of Korg USA
http://www.soundtree.com/
http://www.soundtree.com/lesson-plans#article

TI:ME Technology for Music Education
©Technology Institute for Music Educators
http://www.ti-me.org/

TeacherVision
©2000-2010 Pearson Education, Inc.
http://www.teachervision.fen.com/music/resource/5363.html

Berklee Shares
©2003-2010 Berklee College of Music

http://www.berkleeshares.com/production__technology

Educational Cyber Playground Music Channel
©1997 Educational CyberPlayGround, Inc.™
http://www.edu-cyberpg.com/Music/classres.html

Brain Pop
© 1999-2010 BrainPOP
http://www.brainpop.com/

Digital School Collection teacher resources
Copyright © 2010 Adobe Systems Incorporated
http://www.adobe.com/education/instruction/adsc/#pioneers

Atomic Learning
©2010 Atomic Learning, Inc.
http://www.atomiclearning.com/k12/en/eportfolio?from_legacy=1

Microsoft Education
© 2010 Microsoft Corporation
http://www.microsoft.com/Education/LessonPlans.mspx

The Teachers Corner
Copyright © 1998-2010 The Teacher's Corner™.
http://www.theteacherscorner.net/lesson-plans/technology/

Dr. James Frankel
http://www.jamesfrankel.com/

Education World
http://www.educationworld.com/tools_templates/index.shtml

PBS Teachers
http://www.pbs.org/teachers/media_lit/getting_started.html

Media Awareness Network
http://www.media-awareness.ca/english/resources/educational/lessons/elementary/ethics/constructed_world_of_tv.cfm

GLOSSARY

Terms in the glossary are defined as they relate to media arts content. It is important to note that a single term may have more than one definition or explanation.

The following source was utilized in the creation of the Media Arts glossary:

Boles, Derek. 1994. "The Language of Media Literacy: A Glossary of Terms."
Mediacy [letter of the Association for Media Literacy (Ontario, Canada)] 16, no. 3. Available online at http://www.media-awareness.ca/english/resources/educational/teaching_backgrounders/media_literacy/glossary_media_literacy.cfm.

Media Arts Glossary	
codes and conventions	*Codes* are systems of signs put together (usually in a sequence) to create meaning. These systems may be verbal, visual, nonverbal, or aural (e.g., sound effects, music). Visual media may use a number of technical codes such as camera angles, framing, composition, and lighting to convey a particular attitude to a subject. *Conventions* are the commonly accepted or generally known methods of doing something. Codes and conventions are used together in the study and examination of a specific media genre. The camera angles used in a film, for example, should be studied in terms of the way camera angles are conventionally used in the particular type of film.
digital citizenship	A standard of behavior with regard to the appropriate use of technology. A set of ethical and social norms that oppose the misuse and abuse of technology.
information literacy skills	The abilities necessary to access, utilize, and critically evaluate the products of the mass media, including an informed understanding of the nature of the media and the methods they employ.
media art	Types of art created with media technologies—computer graphics, for example, and digital imaging.

Media Arts Glossary	
media texts	Aural, print, graphic, and electronic communications with a public audience. Such texts often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts include papers and magazines, television, video and film, radio, computer software, and the Internet.