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| Composition                | 45 (23) Periods | AS1 AS2 AS3 AS6 AS7 AS8 AS9 AS10 AS11 | • The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.  
• Musician’s creative choices are influenced by their expertise, context, and expressive intent.  
• Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.  
• Musicians’ presentation of creative work is the culmination of creation and communication.  
• To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.  
• Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.  
• Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.  
• Understanding connections to varied contexts and daily life enhances proficiency | • How do musicians generate creative ideas?  
• How do musicians make creative decisions?  
• How do musicians improve the quality of their creative work?  
• When is creative work ready to share?  
• How do musicians improve the quality of their performance?  
• How do we discern the musical creators’ and performers’ expressive intent?  
• How do musicians make meaningful connections to creating, performing, and responding?  
• How do others arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?  
• In what ways are planning and intent important components in the compositional process?  
• Why are structure and form important in the music you compose? | Required Assessment  
• Composition Unit Assessment  
Additional Summative Assessments  
• What Do You Remember?  
• Major Minor  
• Building A Structure  
• What’s the Story?  
• Make an Arrangement |
## Music and Audio Technology II
### Year at a Glance 2021-2022

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  - Understanding forms and analyzing works of other composers can enhance our ability to create our own compositions.  
  - Creating and generating our own musical ideas help to communicate feelings, ideas, and thoughts to others through music. | • What are composers trying to convey through their compositions?  
  • How do musicians create music within specific parameters?  
  • Why is it important to create rather than to just perform?  
  • When creating, what are important elements to consider, musical and otherwise? | **Required Assessment**  
  • Putting It All Together |
| Recording                  | 45 (23) Periods        | AS1 AS2 AS3 AS5 AS6 AS9 AS10 AS11 | The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.  
  - Musicians’ creative choices are influenced by their expertise, context, and expressive intent.  
  - Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.  
  - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. | • How has technology changed, improved, affected how musicians create, preserve, and produce music?  
  • How does given technology develop to the point where it becomes a standard with the public?  
  • How have technological advances changed the ways that music is perceived, valued and consumed? | **Required Assessment**  
  • Tools of the Trade  
  • I Can Do That! |
| Mixing                     | 45 (22) Periods        | AS2 AS3 AS4 AS5 AS6 | Musician’s creative choices are influenced by their personal experiences, expertise, context, creativity, and expressive intent. | • How do musicians and audio engineers make creative decisions? | **Required Assessment**  
  • Mix It Up! |
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| AS7 AS8 AS9 AS10 AS11    |                        |                    | • Musicians evaluate and refine selected musical work in order to meet appropriate criteria.  
- Musician’s presentation of creative work the culmination of a process of creation, revision, and communication.  
- Response to music is informed by analyzing context, and how creators and performers manipulate the elements of music.  
- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.  
- Different equipment can affect the perception of the audio being mixed.  
- Audio must be organized and prepared before the musical mixing process can begin.  
- Clarity and digital organization are essential to the efficiency and success of the mixing process.  
- Audio engineers use information such as the context, intent, and purpose of the audio, and notes from the creative directors or artists, to make informed decisions about what their final mix should sound like. | • How do musicians and audio engineers improve the quality of their creative work?  
- When is creative work ready to share?  
- How does understanding the structure and context of music inform a response?  
- How do we discern musical creators and performers expressive intent?  
- How do we judge the quality of musical work and performance?  
- How do musicians and audio engineers make meaningful connections to creating, performing, and responding?  
- How do audio engineers interpret musical works?  
- Are our listening abilities something we are born with, or something we develop?  
- How do we hear?  
- Is it better to be on site during the recording process or listen to the raw audio in post-production with a fresh set of ears and perspective? | Additional Summative Assessments  
- Speech Speech!  
- Drum Kit Jam Mix |
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<td>Sound Design</td>
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<td>AS1 AS5 AS6 AS7 AS10 AS11</td>
<td>• Sound is an integral part of storytelling and can be used to establish and clarify many aspects of a story (including mood, context, location, time, etc.)&lt;br&gt;• The human mind picks up on subtle (but quantifiable) characteristics of sound to formulate an interpretation of the sound’s context, location, source, etc.</td>
<td>• How does sound contribute to telling a story?&lt;br&gt;• Is a sound’s emotional/psychological effect altered by the presence of other simultaneous sounds?&lt;br&gt;• How can sounds combine to become “more than the sum of their parts”?&lt;br&gt;• What qualities of sound give clues to its source, location, and context?</td>
<td>Required Assessment&lt;br&gt;• Tell A Story with Original Sound Effects&lt;br&gt;&lt;br&gt;Additional Summative Assessments&lt;br&gt;• Subtractive Synthesis – Sound Collage Part 2&lt;br&gt;• Establishing Sound Location and Context</td>
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|                            |                        |                    | • The human mind interprets sound largely based on context and visual clues. | • How does human perception interpret meaning from sound when no visual clues are present?  
• How does aural perception of the world differ from visual perception of the world? | • Intro to Foley – Sound Effects Replacement  
• Class Sound Library / Layering Composite Sounds |