

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Soundtrack Production	Music	9-12 BAIMS	0.5

Course Description:

Students will engage in the study of the aesthetic and technical practices of film music and sound. The focus will be on the interaction between soundtrack and image track, on the level of form, rhythm, style and emotion, as well as on the creative processes of film scoring. The study of selected film scores illustrating the development of film scoring art will be combined with original projects where students will develop their own soundtracks.

Aligned Core Resources:

Connection to the [BPS Vision of the Graduate](#)

COMMUNICATIONS AND TECHNOLOGY LITERACY
 - Use digital technology, communication tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society

COLLABORATION

- Assume shared responsibility for collaborative work and value the individual contributions made by each team member.

GOAL DIRECTED

- Use time and financial resources wisely to meet goals, complete tasks, and manage projects.

Additional Course Information:
Knowledge/Skill Dependent courses/prerequisites

ink to [Completed Equity Audit](#)

[Soundtrack Production - Equity Curriculum Review](#)

Standard Matrix

District Learning Expectations and Standards	Soundtrack Analysis	Sound Effects	Vocal Recording	Film Scoring
Creating				
MU:Cr1.1 Generate and conceptualize artistic ideas and work.	x	x	x	x
MU:Cr2.1 Organize and develop artistic ideas and work.	x	x	x	x

MU:Cr3.1 Refine and complete artistic work.		x	x	x
Performing				
MU:Pr4.1 Select, analyze and interpret artistic work for presentation.				
MU:Pr5.1 Develop and refine artistic techniques and work for presentation.				
MU:Pr6.1 Convey meaning through the presentation of artistic work.				
Respond				
MU:Re7.1 Perceive and analyze artistic work.	x			
MU:Re8.1 Interpret intent and meaning in artistic work.	x			
MU:Re9.1 Apply criteria to evaluate artistic work.				
Connecting				
MU:Cn10.0 Synthesize and relate knowledge and personal experiences to make art.				
MU:Cn11.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.				

Unit Links

- [Soundtrack Analysis](#)
- [Sound Effects](#)
- [Vocal Recording](#)
- [Film Scoring](#)

Unit Title:

Soundtrack Analysis

Relevant Standards: **Bold indicates priority**

MU:Cr1.1.T.HSI.a - Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.

Essential Question(s):

Enduring Understanding(s):

MU:Cr2.1.T.HSI.a - Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.

MU:Re7.1.T.HSI.a - Select and critique contrasting musical works, defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works.

MU:Re7.2.T.HSI.a - Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.

MU:Re8.1.T.HSI.a - Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.

Cr1.1: How do musicians generate creative ideas?

Cr2.1: How do musicians make creative decisions?

Re7.2: How do individuals choose music to experience?

Re8.1: How do we discern the musical creators' and performers' expressive intent?

Cr1.1: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Cr2.1: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Re7.2: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Re8.1: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Demonstration of Learning:

Written Reflections, Digital Projects

Pacing for Unit

~8 Classes

Family Overview (link below)

In this unit, students will observe how music and sound effects enhance movie genres. Once they have observed, they will practice creating their own sounds using loops and original ideas.

Integration of Technology:

Music audio software (Logic Pro)
Recording equipment

Unit-specific Vocabulary:

Composer, soundtrack, mood, timbre, loop, track, automate

Aligned Unit Materials, Resources, and Technology (beyond core resources):

Music audio software (Logic Pro)
Recording equipment

Opportunities for Interdisciplinary Connections:

N/A

Anticipated misconceptions:

It will be easy to connect sounds and video, It will be easy to make music, it is easy

Connections to Prior Units:

N/A

Connections to Future Units:

Students will use what they learn in this unit to help to set the emotional mood for future units.

Differentiation through [Universal Design for Learning](#)

UDL Indicator	Teacher Actions:
<p>Expression and Communication</p> <p>5.1 Use multiple media for communication</p> <p>5.2 Use multiple tools for construction and composition</p>	<ul style="list-style-type: none"> - Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video - Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations) - Use web applications (e.g., wikis, animation, presentation)

Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:
<p>9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p> <p>9-12.6 An EL can analyze and critique the arguments of others orally and in writing, with prompting and supports, • identify a point an author or a speaker makes</p>	<p>I can actively listen to others I can present information and ideas I can respond to simple questions and ask questions</p> <p>I can identify a point an author or a speaker makes</p>

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lesson 1	I can identify how music and sound effects enhance movie genres.	Written Reflections, Self Assessment	Project 1 (Soundtracks in Movies)
Lesson 2-5	I can demonstrate how music can be used to change moods.	Written Reflections, Self Assessment	Project 2 (Creating a Mood)
Lesson 6-8	I can use loops and sound effects to create a soundtrack that reflects a video.	Written Reflections, Self Assessment	Project 3 (Scoring a Short Video)

Unit Title:
<h1 style="margin: 0;">Sound Effects</h1>
Relevant Standards: Bold indicates priority

MU:Cr1.1.T.HSI.a - Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.

MU:Cr2.1.T.HSI.a - Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.

MU:Cr3.1.T.HSI.a - Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.

Essential Question(s):	Enduring Understanding(s):
<p>Cr1.1: How do musicians generate creative ideas?</p> <p>Cr2.1: How do musicians make creative decisions?</p> <p>Cr3.1: How do musicians improve the quality of their creative work?</p>	<p>Cr1.1: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p>Cr2.1: Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>Cr3.1: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p>
Demonstration of Learning:	Pacing for Unit
Written Reflections, Digital Projects	~15 Classes
Family Overview (link below)	Integration of Technology:
In this unit, students will continue to practice creating music and sounds to enhance different media in a digital format.	Music audio software (Logic Pro) Recording equipment
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Foley, Cue Sheet, Time Stamp, Soundscape, Trailer, Compose, Score, MIDI, Master	Music audio software (Logic Pro) Recording equipment
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
N/A	It will be easy to connect sounds and video, It will be easy to make music, it is easy
Connections to Prior Units:	Connections to Future Units:
Students will continue to use genre specific music to enhance their sound effects.	Students will use what they learn in this unit to incorporate proper sound effects into movie scenes.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
<p>Perception 1.1 - Offer ways of customizing the display of information</p> <p>Expression and Communication 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition</p> <p>Recruiting Interest</p>	<ul style="list-style-type: none"> - Display information in a flexible format so that the following perceptual features can be varied - Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video - Use social media and interactive web tools (e.g., discussion forums, chats, web design,

7.1 Optimize individual choice and autonomy	<p>annotation tools, storyboards, comic strips, animation presentations)</p> <ul style="list-style-type: none"> - Use web applications (e.g., wikis, animation, presentation) - Provide learners with as much discretion and autonomy as possible - Allow learners to participate in the design of classroom activities and academic tasks - Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals
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Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:
<p>9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<p>I can actively listen to others I can present information and ideas I can respond to simple questions and ask questions</p>

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lesson 1	I can identify sound effects and how they enhance visual actions in film.	Written Reflections, Self Assessment	Project 4 (Foley)
Lesson 2-4	I can demonstrate how to build a SoundScape using appropriate sound effects.	Written Reflections, Self Assessment	Project 5 (Soundscape)
Lesson 5-7	I can compose a musical score to enhance a movie trailer.	Written Reflections, Self Assessment	Project 6 (Movie Trailer)
Lesson 8-10	I can compose a musical score to enhance a video game.	Written Reflections, Self Assessment	Project 7 (Video Game Sound)
Lesson 11-15	I can use musical form to compose a song.	Written Reflections, Self Assessment	Project 8 (MIDTERM - Class Album Project)

Unit Title:
Vocal Recording

Relevant Standards: Bold indicates priority	
<p>MU:Cr1.1.T.HSI.a - Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.</p> <p>MU:Cr2.1.T.HSI.a - Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.</p> <p>MU:Cr3.1.T.HSI.a - Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.</p>	
Essential Question(s):	Enduring Understanding(s):
<p>Cr1.1: How do musicians generate creative ideas?</p> <p>Cr2.1: How do musicians make creative decisions?</p> <p>Cr3.1: How do musicians improve the quality of their creative work?</p>	<p>Cr1.1: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p>Cr2.1: Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>Cr3.1: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p>
Demonstration of Learning:	Pacing for Unit
Written Reflections, Digital Projects	~12 Classes
Family Overview (link below)	Integration of Technology:
In this unit, students will be able to use different kinds of microphones to record vocal tracks for varied media.	Music audio software (Logic Pro) Recording equipment
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Podcast, Gain, Voiceover	Music audio software (Logic Pro) Recording equipment
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
N/A	It will be easy to connect sounds and video, It will be easy to make music, it is easy
Connections to Prior Units:	Connections to Future Units:
Students will continue to use genre specific music to enhance their sound effects.	Students will use what they learn in this unit to incorporate proper voiceover techniques into movie scenes.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
<p>Perception 1.1 - Offer ways of customizing the display of information</p> <p>Expression and Communication 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and</p>	<ul style="list-style-type: none"> - Display information in a flexible format so that the following perceptual features can be varied - Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music,

<p>composition</p> <p>Executive Functions 6.3 Facilitate managing information and resources</p> <p>Recruiting Interest 7.1 Optimize individual choice and autonomy</p>	<p>dance/movement, visual art, sculpture, or video</p> <ul style="list-style-type: none"> - Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations) - Use web applications (e.g., wikis, animation, presentation) - - Provide graphic organizers and templates for data collection and organizing information - - Provide learners with as much discretion and autonomy as possible - Allow learners to participate in the design of classroom activities and academic tasks - Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals
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Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:
<p>9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<p>I can actively listen to others I can present information and ideas I can respond to simple questions and ask questions</p>

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lesson 1-4	I can create a podcast that effectively communicates a clear message.	Written Reflections, Self Assessment	Project 9 (Podcast)
Lesson 5-8	I can compose music that enhances a voice recording.	Written Reflections, Self Assessment	Project 10 (Commercial Project)
Lesson 9-12	I can use appropriate gain to ensure a clear vocal recording I can adjust levels on my vocal track to make sure it can be heard and understood	Written Reflections, Self Assessment	Project 11 (Voiceover)

Unit Title:

Film Scoring

Relevant Standards: Bold indicates priority

MU:Cr1.1.T.HSI.a - Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.

MU:Cr2.1.T.HSI.a - Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.

MU:Cr3.1.T.HSI.a - Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.

Essential Question(s):

Cr1.1: How do musicians generate creative ideas?

Cr2.1: How do musicians make creative decisions?

Cr3.1: How do musicians improve the quality of their creative work?

Enduring Understanding(s):

Cr1.1: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Cr2.1: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Cr3.1: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Demonstration of Learning:

Written Reflections, Digital Projects

Pacing for Unit

~10 Classes

Family Overview (link below)

In this unit, students will culminate all of their knowledge from the previous units to create a soundtrack for a short movie clip.

Integration of Technology:

Music audio software (Logic Pro)
Recording equipment

Unit-specific Vocabulary:

Aligned Unit Materials, Resources, and Technology (beyond core resources):

Music audio software (Logic Pro)
Recording equipment

Opportunities for Interdisciplinary Connections:

N/A

Anticipated misconceptions:

It will be easy to connect sounds and video, It will be easy to make music, it is easy

Connections to Prior Units:

Recording techniques and composition methods will be utilized in this unit.

Connections to Future Units:

N/A

Differentiation through [Universal Design for Learning](#)

UDL Indicator

Teacher Actions:

Perception

- Display information in a flexible format so that

<p>1.1 - Offer ways of customizing the display of information</p> <p>Expression and Communication</p> <p>5.1 Use multiple media for communication</p> <p>5.2 Use multiple tools for construction and composition</p> <p>Recruiting Interest</p> <p>7.1 Optimize individual choice and autonomy</p>	<p>the following perceptual features can be varied</p> <ul style="list-style-type: none"> - Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video - Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations) - Use web applications (e.g., wikis, animation, presentation) - Provide learners with as much discretion and autonomy as possible - Allow learners to participate in the design of classroom activities and academic tasks - Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals
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Supporting Multilingual/English Learners

Related CELP standards:		Learning Targets:	
<p>9-12.2</p> <p>An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>		<p>I can actively listen to others</p> <p>I can present information and ideas</p> <p>I can respond to simple questions and ask questions</p>	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lesson 1-10	<p>I can use the skills I've learned over the semester to create an effective soundtrack.</p> <p>I can create a soundtrack that meets the requirements of the rubric</p>	Written Reflections, Self Assessment	Project 12 (FINAL - Music Scoring for Film)