Digital Recording Activities Unit
Introduction (Partial Class Period)

Name: _____ Daniel Behler _____   Date: _____ Thursday, Feb. 4th, 2021 _____

Grade Level: _9th – 12th Grades_ _____   Class: _____ Electronic Music _____

1. **State and National Standards**:
   i. **PA State Standards**
      1. 9.1.12.J. – Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
   ii. **National Standards**
      1. MU:Cr2.1.T.IIIa – Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources, and systems.
2. **Essential questions**:
   i. How can we use Soundtrap to manipulate audio?
   ii. How can we utilize recording functionality in Soundtrap?
3. **Student learning outcomes (SLO)**:
   i. Students will demonstrate understanding of Soundtrap functions (split, copy, cut, paste and drag) through following along in class demonstrations
   ii. Students will be able to add, duplicate and rename tracks.
4. **Prior knowledge**:
   i. Students should be familiar with the use of loops in Soundtrap and should have a decent understanding of the DAW interface.
5. **Materials needed**:
   i. Individual student devices
   ii. Projector/speaker capabilities via AirPlay
6. **Organization**:
   i. This lesson will be taught in full group organization.

TEACHING PROCEDURES
A. **Introduction**: "Click the link in the schedule to create a blank studio in Soundtrap"
   i. If students do not use this link, the project will not be shared with the teachers.
B. **Groundwork**: "What are some of the basic functions of Soundtrap?"
   i. Lead a very brief discussion about different ways to manipulate audio:
      1. Potential answers: Copy/Cut/Paste, Delete, Loop, Ajust length
      2. Students should be familiar enough based on their experience during the Loops & Layering project.
C. **Engagement**: "Take one minute and choose a loop from the library."
   i. Students will use this loop as a guinea pig for their audio editing experiments.
   ii. While modelling on the projector, students should follow the following sequence of instructions, operating **_without headphones_**, only using the different tools:

1. Add a new track (click "add new track")
    1. The track should match the loop instrument you picked!
    2. Do NOT use Microphone or Amp (incompatible with loop)
2. Rename the top track "Original" and the bottom track "New"
    1. Three dots in top right of track, rename, type!
3. Copy your loop (CTL+C or right click + copy)
4. Paste that loop (CTL+V or right click + paste) onto the new track
    1. Do NOT line up the loop with the first track!
5. Duplicate your new track (three dots, duplicate)
    1. Rename this track "Split"
6. Split the loop on this track at any point!
    1. Select the specific loop region
    2. Line up playhead at the point you want to split
    3. Right click + split
    4. This will split at the playhead and at the start of the next cycle
7. Cut one of the small sections of the split loop (CTL+X or right click + cut)
8. Paste this section into a different track
    1. Select the track and use paste function
9. Loop each segment so they last at least 16 measures
10. Drag (click and move) every segment so it doesn't line up with another
    iii. This is intended to showcase the different functions of Soundtrap by creating a chaotic wash of sound using just one loop. Extra steps can be added for fun!
D. **Assessment**: "Click save and check that it's shared with me!"
    i. Students should also leave a comment if there are any functions they struggled with throughout the Soundtrap function experiment.
E. **Closure and summarizing strategy**: "Next class, we'll start using these functions!"
    i. Students should be prepared to utilize these in a more legitimate context.
F. **Assignments or practice requirements**: "If you haven't, listen to your mess!"
    i. "Next class, be prepared to discuss the realistic use of these functions."

Differentiation
Early finishers: Instruction will occur at a uniform pace, but students should feel free to mess around more with each command, repeating any as desired.
Remediation: Students should not worry about missing a step – the point is to have fun with what otherwise would be the learning of more mundane aspects of Soundtrap.
Enrichment: Students can feel free to experiment with the different commands to create as busy a wash of sound as they are able through the use of a single loop.
Special Accommodations: Students on CARES will be able to synchronously participate via Zoom, using screenshare to model the commands. Zoom chat can also be utilized to communicate the various steps.

Reflections on the lessons:

Digital Recording Activities Unit
Alphabetizing Queen's "We Are The Champions"

Name: Daniel Behler   Date: Friday, February 5th, 2021

Grade Level: 9th – 12th Grades   Class: Electronic Music

1. **State and National Standards**:
   i. **PA State Standards**
      1. 9.1.12.J. – Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
   ii. **National Standards**
      1. MU:Cr2.1.T.IIIa – Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources, and systems.
2. **Essential questions**:
   i. How can we use Soundtrap to manipulate audio?
   ii. How can we utilize recording functionality in Soundtrap?
3. **Student learning outcomes (SLO)**:
   i. Students will demonstrate understanding of various Soundtrap functions by following directions in their splicing of "We Are The Champions."
   ii. Students will be able to add, duplicate and rename tracks.
4. **Prior knowledge**:
   i. Students should be familiar with the interface of Soundtrap.
   ii. Students should be able to add, duplicate, delete, and rename tracks.
   iii. Students should be able to drag, copy, cut, paste, loop, and split regions of audio.
5. **Materials needed**:
   i. Individual student devices with access to Soundtrap and the shared daily schedule
   ii. Refrain of Queen's "We Are The Champions" in .mp3 format (via G-Drive link)
      1. Alphabetized list of the lyrics to this refrain in a .docx file
6. **Organization**:
   i. This lesson will be introduced in full group organization and will transition to individual work time following the initial instruction.

TEACHING PROCEDURES

A. **Introduction**: "Let's finish yesterday's 'Frankenstein's Loop' activity" (Pd. 1 skip to B)
   i. Students in Pds. 2 & 7 will continue the activity from Thursday as follows:
      1. Split the loop on the track named "split"
      2. Cut the smallest part created (probably on the right-hand side of playhead)
      3. Paste onto track #2 (labelled "new")
      4. Loop every region to fill up all three tracks, lasting 16 – 32 measures
      5. Drag each lined-up region out of alignment just a bit

B. Groundwork: (Pd. 1 start here) "If you haven't already, pull up today's schedule"
  i.   Students should follow the two links provided:
      1. Access to the "Alphabetizing Queen" assignment studio in Soundtrap
      2. Access to a cut of "We Are The Champions" in Google Drive
  ii. Students should import the Queen .mp3 into Soundtrap. Directions will be provided on the daily schedule for students to do this.

C. Engagement: "After importing the .mp3, follow the directions on the daily schedule." The directions will be listed as follows:
  i.   Rename the track with the .mp3 "Original"
  ii. Listen to the full .mp3
  iii. Using the split tool, cut the .mp3 so that each word is a separate region.
  iv. Every time you encounter a new word:
      1. Create a new track, and label it with that word.
      2. Drag (or cut+paste) the split region with that word to its track
  v.   After you've done this for the entire clip, use the copy+paste features to move each track back to the "Original" track, putting the words ***alphabetical order.***
      1. If requested, Mr. Behler will leave a comment in your studio with the words listed alphabetically.
  vi. Once this is done, create a new track and rename it "Sentence"
  vii. Continue to copy+paste words to write a new sentence using the lyrics.

D. Assessment:
  i.   As students are working on the assignment:
      1. Walk around the room to monitor student progress
      2. Check in with students on Zoom via the chat feature
      3. Watch real-time in Soundtrap to make sure students are active in the program and relatively following directions.

E. Closure and summarizing strategy:
  i.   "When you finish your project, submit it by commenting 'done' in the chat."

F. Assignments or practice requirements:
  i.   Students should complete this assignment for Monday.

Differentiation

Early finishers: Students can continue to create new sentences. If requested, new songs can be found for students to work on after finishing.

Remediation: Students can strive to complete just the first few phrases of the chorus. They can also work toward similar sections, like the repeated lyrics "we are the champions."

Enrichment: Students can also try to isolate individual musical riffs and patterns when there are no lyrics, attempting to create a piece with them combined with different loops.

Special Accommodations: Students on CARES will be able to participate via Zoom.

Reflections on the lessons:

Digital Recording Activities Unit
Alphabetizing Queen's "We Are The Champions"

Name:_____Daniel Behler_____   Date:_____Friday, February 5th, 2021_____

Grade Level:_9th – 12th Grades_   Class:_____Electronic Music_____

1. **State and National Standards**:
   i. **PA State Standards**
      1. 9.1.12.J. – Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
   ii. **National Standards**
      1. MU:Cr2.1.T.IIIa – Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources, and systems.
2. **Essential questions**:
   i. How can we use Soundtrap to manipulate audio?
   ii. How can we utilize recording functionality in Soundtrap?
3. **Student learning outcomes (SLO)**:
   i. Students will demonstrate understanding of various Soundtrap functions by following directions in their splicing of "We Are The Champions."
   ii. Students will demonstrate understanding of recording functions in Soundtrap.
4. **Prior knowledge**:
   i. Students should be familiar with the interface of Soundtrap.
   ii. Students should be able to use the basic functions of Soundtrap to manipulate audio regions and tracks within a studio.
5. **Materials needed**:
   i. Individual devices with access to Soundtrap and "Alphabetizing Queen" studios.
   ii. Daily schedule for "Electronic Music Semester 2"
6. **Organization**:
   i. This lesson will begin in independent organization, but halfway through will transition to full group instruction, then back to independent organization.

TEACHING PROCEDURES

A. **Introduction**: "To being, take about 10 or 15 minutes to continue working on putting the lyrics to "We Are The Champions" in alphabetical order.
   i. Students should refer to the daily schedule for directions.
   ii. As students are working, float around the classroom and check with students on Zoom as they make progress on this activity.
   iii. Students may also be asked to hit "save" so that their projects can be viewed.
   iv. Students should not worry about perfectly completing the project; they should simply work to complete as much as they are able in the time allotted.

B. Groundwork: "Today we're utilizing the recording functions of Soundtrap."
- i. Students should already have out the schedule for the day; if they do not, they should pull it up at this point.
- ii. Students should follow the Soundtrap link to "Sound of the Classroom"
  - 1. If a prompt appears asking them if they want to recover changes from an unsaved project they should:
    - 1. Discard the changes if they don't think it's something they want
    - 2. Recover and save the changes, then follow the link again.
- iii. Using screenshare function, demonstrate how to record in Soundtrap
  - 1. Demonstrate the sound of tearing a piece of paper and using this to create a rhythmic component or loop.

C. Engagement: "Once you follow the link in the schedule, use the recording function to record random sounds using materials and items in the classroom.
- i. Students will record at least five different sounds into Soundtrap, using them to create a unique beat.
- ii. They can also use beatboxing elements to add other unique sounds to the project.
- iii. Students should be cognizant of how loud they are being and should be respectful if another student asks for temporary quiet to record a specific sound.
  - 1. They should also feel comfortable asking for quiet if needed.

D. Assessment:
- i. Projects should all be shared with the teacher if students followed the link correctly. Through this, live feedback can be provided.
- ii. Floating around the room (and Zoom) and checking in with students should be used to address any problems they may encounter throughout this assignment.

E. Closure and summarizing strategy:
- i. Students should hit save periodically on their projects, particularly at the end.

F. Assignments or practice requirements:
- i. My Favorite Music Project – students will be made aware of this upcoming project and should begin to think about what songs they may want to talk about.

Differentiation
Early finishers: Students can record more than five sounds to continue to improve their work.
Remediation: Students can utilize the metronome function to record sounds on beat, helping them line things up without needing as much excessive splicing and editing.
Enrichment: Students can record more than five sounds to continue to improve their work.
Special Accommodations: Students on CARES can synchronously participate via Zoom.

Reflections on the lessons:

Digital Recording Activities Unit
"Sounds of the Classroom Recording" Project

Name: Daniel Behler   Date: Tuesday, February 9th, 2021

Grade Level: 9th – 12th Grades   Class: Electronic Music

1. **State and National Standards**:
    i. **PA State Standards**
        1. 9.1.12.J. – Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
    ii. **National Standards**
        1. MU:Cr2.1.T.IIIa – Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources, and systems.
2. **Essential questions**:
    i. How can we use Soundtrap to manipulate, edit, and arrange audio?
    ii. How can we utilize recording functionality in Soundtrap?
3. **Student learning outcomes (SLO)**:
    i. Students will demonstrate understanding of Soundtrap and its recording functions through their work on the "Sounds of the Classroom" recording project.
4. **Prior knowledge**:
    i. Students should be familiar with the interface of Soundtrap.
    ii. Students should be able to use the basic functions of Soundtrap to record and edit audio regions and tracks.
5. **Materials needed**:
    i. Individual devices with access to Soundtrap & headphones for individual use
    ii. Soundtrap studio for "Sounds of the Classroom" assignment
    iii. Schoology assignment for "Sounds of the Classroom" for students to submit work
6. **Organization**:
    i. This lesson will consist entirely of independent work time, with the teacher circulating to answer questions.

TEACHING PROCEDURES

A. **Introduction**: "We're going to continue work on our recorded beat today."
    i. A model beat will be provided for students as a reference point.
B. **Groundwork**:
    i. Students should continue to work on their project, following the directions from yesterday and reiterated in the daily schedule Google Doc.
    ii. "As you complete your assignment, refer to the rubric in Schoology"
        1. Students should check that their work meets the listed criteria.

    C. Engagement:

        i. "Once you're certain you've finished your project, comment 'done' in the Schoology assignment to submit!"

        ii. Students will have a variety of options after they finish their assignment:

            1. If they choose, students can continue to work on their recorded beat, adding new effects and sounds using recording functions and classroom materials.

            2. Students can use their beat to create an original piece of music by adding melodic and harmonic loops on top of their beat.

            3. Students can return to their other assignments, such as "Alphabetizing Queen" and "Frankenstein's Loop" in order to continue to practice their editing and recording skills in Soundtrap.

            4. They may also open a new studio and experiment with composition if they so choose.

            5. Students may look ahead to "My Favorite Music Podcast" instructions and begin laying the groundwork for this project.

    D. Assessment:

        i. Student projects will be graded by the rubric listen in Schoology, assessing the following criteria on a 1 to 4 scale:

            1. Number of Recorded Sounds – students should use five sounds recorded using classroom objects to receive full marks.

            2. Use of Editing Functions – students should demonstrate understanding of editing functions in Soundtrap by splicing and rearranging recorded clips.

            3. Creation of a Beat – students should synthesize these clips into a beat.

    E. Closure and summarizing strategy:

        i. Students should submit their beat creation by the end of class using Schoology.

    F. Assignments or practice requirements:

        i. Students should continue thinking about a topic and musical selections for their "my favorite music" podcast, which will be introduced tomorrow.

Differentiation

Early finishers: Students who complete their "Sounds of the Classroom" recording assignment early will be able to return to earlier activities, such as "Frankenstein's Loop" and "Alphabetizing Queen," to continue working on their editing skills in Soundtrap.

Remediation: Students can record simple sounds using the metronome to create a coherent beat.

Enrichment: Students will be encouraged to utilize up to 10 different recorded sounds to fully complete their "Sounds of the Classroom" beat. They can also combine their beat with guitar, bass, synth, and piano loops to hear how their beat sounds in musical context.

Special Accommodations: Students on CARES can synchronously participate in class via Zoom.

Reflections on the lessons:

Digital Recording Activities Unit
"My Favorite Music Podcast" Day 1 – Theme & Song Selection

Name:_____Daniel Behler_____ Date:_____Tuesday, February 9th, 2021_____

Grade Level:__9th – 12th Grades____ Class:_____Electronic Music_____

1. **State and National Standards**:
   i. **PA State Standards**
      1. 9.1.12.J. – Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
   ii. **National Standards**
      1. MU:Cr2.1.T.IIIa – Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources, and systems.
2. **Essential questions**:
   i. How can we use Soundtrap to manipulate, edit, and arrange audio?
   ii. How can we utilize recording functionality in Soundtrap?
3. *Student learning outcomes (SLO)*:
   i. Students will demonstrate understanding of Soundtrap and its recording functions through their work on the "My Favorite Music Podcast" recording project.
4. **Prior knowledge**:
   i. Students should be familiar with the interface of Soundtrap.
   ii. Students should be able to use the basic functions of Soundtrap to record and edit audio regions and tracks.
5. **Materials needed**:
   i. Individual devices with access to Soundtrap & headphones for individual use
   ii. Information Google Document for "My Favorite Music Podcast" assignment
   iii. Schoology assignment with rubric for the MFMP assignment
6. **Organization**:
   i. This lesson will consist entirely of independent work time, with the teacher circulating to answer questions.

TEACHING PROCEDURES

A. **Introduction**: "Is anyone particularly proud of the beat they recorded?"
   i. Students may opt to share their Sounds of the Classroom project with the class.
   ii. If nobody is comfortable sharing their work, continue on to podcast introduction.
B. **Groundwork**: Introduction of My Favorite Music Podcast
   i. Students should refer to the linked Google Document in the daily schedule, which lays out the trajectory and expectations of this project:
      1. Students will put create a podcast about some of their favorite music.

      2. They will select three songs tied together by a central theme or common thread.

      3. After selecting their theme and songs, they will write a small script to record, explaining their musical selections, and how they connect to the theme.

          1. A template script document is provided for students to work from.

      4. Once the script is written, they will record their voice into Soundtrap, and edit clips (30 sec. long) of their selected songs into a cohesive podcast.

      5. They will have the option to add effects and additional musical elements to personalize and improve their podcast project.

   ii. Students will also have access to a Schoology assignment with the rubric for this project and will be encouraged to refer to it.

   iii. The class will listen to a few examples of the "My Favorite Music Podcast" assignment from former students to get an idea about the project.

C. Engagement: "Today, you'll have the rest of class to select your theme and three songs"

   i. Students will follow "Step 1" on the instruction document:

      1. Select a Podcast Topic and 3 Songs and submit for approval.

          1. Pick a topic that interests you - this is your chance to share something musically new with the class.

      2. If you pick an obscure artist, Mr. Behler must be able to find the music!

      3. Make sure your choice is school appropriate.

      4. Submit your theme and song choices on a copy of this Google Doc (linked in the shared instructional document) where you will write your script.

      5. Share this document with Mr. Behler!

D. Assessment:

   i. Students will share their document of song choices and theme to be assessed.

E. Closure and summarizing strategy:

   i. "Tomorrow you'll be working on your scripts!"

   ii. "Make sure your theme and songs are selected and that the document is shared with Mr. Behler!"

F. Assignments or practice requirements:

   i. Students will need to complete their theme & song selecting by the start of class on Thursday, Februrary 11th so they can begin writing their scripts.

Differentiation

Early finishers: Students may proceed to working on writing their script.

Remediation: Students can keep the theme very simple – "songs by my favorite artist" etc.

Enrichment: Students can develop a more complex theme to tie their songs together.

Special Accommodations: Students on CARES can synchronously participate in class via Zoom.

Reflections on the lessons:

Digital Recording Activities Unit
"My Favorite Music Podcast" Day 2 – Script Writing Pt. I

Name: Daniel Behler   Date: Thursday, Feb. 11ᵗʰ, 2021

Grade Level: 9ᵗʰ – 12ᵗʰ Grades   Class: Electronic Music

1. **State and National Standards**:
    i. **PA State Standards**
        1. 9.1.12.J. – Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
    ii. **National Standards**
        1. MU:Cr2.1.T.IIIa – Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources, and systems.
2. **Essential questions**:
    i. How can we use Soundtrap to manipulate, edit, and arrange audio?
    ii. How can we utilize recording functionality in Soundtrap?
3. **Student learning outcomes (SLO)**:
    i. Students will demonstrate understanding of Soundtrap and its recording functions through their work on the "My Favorite Music Podcast" recording project.
4. **Prior knowledge**:
    i. Students should be familiar with the interface of Soundtrap.
    ii. Students should be able to use the basic functions of Soundtrap to record and edit audio regions and tracks.
5. **Materials needed**:
    i. Individual devices with access to Soundtrap & headphones for individual use
    ii. Information Google Document for "My Favorite Music Podcast" assignment
    iii. Schoology assignment with rubric for the MFMP assignment
6. **Organization**:
    i. This lesson will consist entirely of independent work time, with the teacher circulating to answer questions.

TEACHING PROCEDURES

A. **Introduction**: "Please open up the daily schedule Google Document"
    i. Students should refer to this to access the instructions for the podcast project.
B. **Groundwork**: "Today, you'll be writing the script to your podcast."
    i. At this point, students should get out the document they copied and shared to submit their theme and song choices for the podcast yesterday.
        1. Students should make sure at this time that their theme and song choices are complete, and that the document is shared with dbehler@acshools.org.

C. Engagement: Students should refer to Step 2 of the instructions for this project:
   i. Script must be between 100 and 300 words typed in the same Google Doc with theme/song choices shared with Mr. Behler**.**
   ii. Submit your script by sharing it with dbehler@acschools.org
      1. As the document will already be shared, submissions will be assessed after class on Monday, February 15th.
   iii. Introduction – Why should your audience be interested in this topic? For what is your subject best-known?
   iv. Background/description – How did they get their start? What defines their achievement in music? Describe the premise of your topic. This will require some research.
   v. Representative work: Tell us about some good examples that tell the story of your topic. Tell us why you like the music of your subject.
   vi. Wrap-up/conclusion: Find an interesting and satisfying way to conclude, for example, what was your subject's contribution to music? What is your subject doing now? Is there a musical or life lesson that emerges?

D. Assessment:
   i. Student progress will be assessed throughout the class to make sure they are on the right track with the project.
   ii. If necessary, students can ask to refer back to the examples played the other day in class for inspiration.
   iii. Students' scripts will be assessed over the weekend leading up to Monday the 15th
   iv. Feedback will be left in the form of comments on the shared Google Doc for students to work with as they finish their work on the script in class on Monday.

E. Closure and summarizing strategy:
   i. "I'll be taking a look at your scripts over the weekend – feel free to keep working on them!"

F. Assignments or practice requirements:
   i. If desired, students may continue to write their scripts before class on Monday.

Differentiation

Early finishers: Students may proceed to recording if time allows. Otherwise, they will be encouraged to return to previous assignments to continue working in Soundtrap.

Remediation: Students can keep the language of their script natural and simple.

Enrichment: Students can continue to develop their script, requesting help to improve it linguistically if they so choose.

Special Accommodations: Students on CARES can synchronously participate in class via Zoom.

Reflections on the lessons:

Digital Recording Activities Unit
"My Favorite Music Podcast" Day 3 – Script Writing Pt. II

Name: Daniel Behler   Date: Monday, Feb. 15th, 2021

Grade Level: 9th – 12th Grades   Class: Electronic Music

1. **State and National Standards**:
   i. **PA State Standards**
      1. 9.1.12.J. – Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
   ii. **National Standards**
      1. MU:Cr2.1.T.IIIa – Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources, and systems.
2. **Essential questions**:
   i. How can we use Soundtrap to manipulate, edit, and arrange audio?
   ii. How can we utilize recording functionality in Soundtrap?
3. *Student learning outcomes (SLO)*:
   i. Students will demonstrate understanding of Soundtrap and its recording functions through their work on the "My Favorite Music Podcast" recording project.
4. **Prior knowledge**:
   i. Students should be familiar with the interface of Soundtrap.
   ii. Students should be able to use the basic functions of Soundtrap to record and edit audio regions and tracks.
5. **Materials needed**:
   i. Individual devices with access to Soundtrap & headphones for individual use
   ii. Information Google Document for "My Favorite Music Podcast" assignment
   iii. Schoology assignment with rubric for the MFMP assignment
   iv. Partially complete script for the MFMP assignment
6. **Organization**:
   i. This lesson will consist entirely of independent work time, with the teacher circulating to answer questions.

TEACHING PROCEDURES

A. **Introduction**: "Please open up the daily schedule Google Document"
   i. Students should refer to this to access the instructions for the podcast project.
B. **Groundwork**: "You're going to finish your scripts today!"
   i. Students should open all relevant documents to continue work on their scripts.
   ii. If there are any questions about the assignment, students should ask for guidance, so their scripts are prepared in time for class on Tuesday.

C. Engagement: Students should continue Step 2 of the instructions for this project:
  i. Script must be between 100 and 300 words typed in the same Google Doc with theme/song choices shared with Mr. Behler**.**
  ii. Submit your script by sharing it with dbehler@acschools.org
      1. As the document will already be shared, submissions will be assessed after class on Monday, February 15th.
  iii. Introduction – Why should your audience be interested in this topic? For what is your subject best-known?
  iv. Background/description – How did they get their start? What defines their achievement in music? Describe the premise of your topic. This will require some research.
  v. Representative work: Tell us about some good examples that tell the story of your topic. Tell us why you like the music of your subject.
  vi. Wrap-up/conclusion: Find an interesting and satisfying way to conclude, for example, what was your subject's contribution to music? What is your subject doing now? Is there a musical or life lesson that emerges?
D. Assessment:
  i. Student progress will be assessed throughout the class to make sure they are on the right track with the project.
  ii. If necessary, students can ask to refer back to the examples played the other day in class for inspiration.
E. Closure and summarizing strategy:
  i. "Tomorrow we'll be recording! Make sure your device is charged and that your script is ready to read!"
F. Assignments or practice requirements:
  i. If needed, students should put any finishing touches on their script.

Differentiation

Early finishers: Students may proceed to recording if time allows. Otherwise, they will be encouraged to return to previous assignments to continue working in Soundtrap.
Remediation: Students can keep the language of their script natural and simple.
Enrichment: Students can continue to develop their script, requesting help to improve it linguistically if they so choose.
Special Accommodations: Students on CARES can synchronously participate in class via Zoom.

Reflections on the lessons:

Digital Recording Activities Unit
"My Favorite Music Podcast" Day 4 – Recording Pt. I

Name:_____Daniel Behler_____ Date:_____Tuesday, Feb. 16th, 2021_____

Grade Level:_9th – 12th Grades___ Class:_____Electronic Music_____

1. **State and National Standards**:
   i. **PA State Standards**
      1. 9.1.12.J. – Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
   ii. **National Standards**
      1. MU:Cr2.1.T.IIIa – Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources, and systems.
2. **Essential questions**:
   i. How can we use Soundtrap to manipulate, edit, and arrange audio?
   ii. How can we utilize recording functionality in Soundtrap?
3. *Student learning outcomes (SLO)*:
   i. Students will demonstrate understanding of Soundtrap and its recording functions through their work on the "My Favorite Music Podcast" recording project.
4. **Prior knowledge**:
   i. Students should be familiar with the interface of Soundtrap.
   ii. Students should be able to use the basic functions of Soundtrap to record and edit audio regions and tracks.
5. **Materials needed**:
   i. Individual devices with access to Soundtrap & headphones for individual use
   ii. Information Google Document for "My Favorite Music Podcast" assignment
   iii. Schoology assignment with rubric for the MFMP assignment
   iv. Completed script for the "My Favorite Music Podcast"
   v. Blue Snowball USB microphones for student use
   vi. Extra spaces for independent recording (chorus room, hallway, practice room)
6. **Organization**:
   i. This lesson will consist entirely of independent work time, with the teacher circulating to answer questions.

TEACHING PROCEDURES

A. **Introduction**: "Please open up the daily schedule Google Document"
   i. Students should refer to this to access the instructions for the podcast project.
B. **Groundwork**: "Today we're starting recording for your podcast!"
   i. At this time, students should open up their script of the project.

C. **Engagement**: Students should refer to Step 3 of the instructions for this project:
   i.   Click on this link to open your Soundtrap studio for the podcast:
        https://www.soundtrap.com/studio/assignment/-cwkbwO0QbauyDSxHe9Pjg/
   ii. Rehearse the script a few times, deciding where to pause between thoughts.
   iii. Add a microphone track to your Soundtrap Project and mute all other tracks.
   iv. Adjust microphone settings to your liking.
   v.   Record the narration in "chunks" which helps if you make a mistake; you will only need to re-record that chunk. It will also help you move the region before and after sound clips.
   vi. After your first "chunk", listen to your recording and if you need to adjust any microphone settings.
   vii. Please watch this video for more information on recording in Soundtrap:
        https://www.youtube.com/watch?v=lfvv63_TWAw
D. **Assessment**:
   i.   Throughout the class period, student progress will be assessed, and help will be offered for students who need it.
E. **Closure and summarizing strategy**:
   i.   "You'll have more time tomorrow to continue recording your podcast!"
F. **Assignments or practice requirements**:
   i.   Students should work out any revisions they might want to make to their script in preparation for the last day of recording.

<u>Differentiation</u>

Early finishers: Students may proceed to preparing song clips for their podcast if time allows.

Remediation: Students can record using the default settings of Soundtrap mic tracks.

Enrichment: Students can opt to record using specific effects, such as reverb, in order to tailor their narration to what they prefer.

Special Accommodations: Students on CARES can synchronously participate in class via Zoom.

Reflections on the lessons:

Digital Recording Activities Unit
"My Favorite Music Podcast" Day 5 – Recording Pt. II

Name: Daniel Behler   Date: Wednesday, Feb. 17th, 2021

Grade Level: 9th – 12th Grades   Class: Electronic Music

1. **State and National Standards**:
   i. **PA State Standards**
      1. 9.1.12.J. – Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
   ii. **National Standards**
      1. MU:Cr2.1.T.IIIa – Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources, and systems.
2. **Essential questions**:
   i. How can we use Soundtrap to manipulate, edit, and arrange audio?
   ii. How can we utilize recording functionality in Soundtrap?
3. *Student learning outcomes (SLO)*:
   i. Students will demonstrate understanding of Soundtrap and its recording functions through their work on the "My Favorite Music Podcast" recording project.
4. **Prior knowledge**:
   i. Students should be familiar with the interface of Soundtrap.
   ii. Students should be able to use the basic functions of Soundtrap to record and edit audio regions and tracks.
5. **Materials needed**:
   i. Individual devices with access to Soundtrap & headphones for individual use
   ii. Information Google Document for "My Favorite Music Podcast" assignment
   iii. Schoology assignment with rubric for the MFMP assignment
   iv. Completed script for the "My Favorite Music Podcast"
   v. Blue Snowball USB microphones for student use
   vi. Extra spaces for independent recording (chorus room, hallway, practice room)
   vii. Partially completed recorded narration for the "My Favorite Music Podcast"
      1. Should be recorded into a shared Soundtrap studio provided to students
6. **Organization**:
   i. This lesson will consist entirely of independent work time, with the teacher circulating to answer questions.

TEACHING PROCEDURES

A. **Introduction**: "Please open up the daily schedule Google Document"
   i. Students should refer to this to access the instructions for the podcast project.

B. **Groundwork**: "You'll have the rest of class to finish recording your podcast narration."
   i.   At this time, students should open up their script of the project.
C. **Engagement**: Students should continue Step 3 of the instructions for this project:
   i.   Click on this link to open your Soundtrap studio for the podcast:
         https://www.soundtrap.com/studio/assignment/-cwkbwO0QbauyDSxHe9Pjg/
   ii.   Rehearse the script a few times, deciding where to pause between thoughts.
   iii. Add a microphone track to your Soundtrap Project and mute all other tracks.
   iv.   Adjust microphone settings to your liking.
   v.   Record the narration in "chunks" which helps if you make a mistake; you will
         only need to re-record that chunk. It will also help you move the region before
         and after sound clips.
   vi.   After your first "chunk", listen to your recording and if you need to adjust any
         microphone settings.
   vii. Please watch this video for more information on recording in Soundtrap:
         https://www.youtube.com/watch?v=lfvv63_TWAw
D. **Assessment**:
   i.   Throughout the class period, student progress will be assessed, and help will be
         offered for students who need it.
   ii.   After class, in preparation for class on Thursday, recorded narration will be
         reviewed to make sure all students have completed this portion of the assignment.
E. **Closure and summarizing strategy**:
   i.   "Tomorrow you'll begin the editing process – you'll need to know which 30 sec.
         of your three songs you'd like to include in your podcast!"
F. **Assignments or practice requirements**:
   i.   Any final recordings should be done outside of class.

Differentiation
Early finishers: Students may proceed to preparing song clips for their podcast if time allows.
Remediation: Students can record using the default settings of Soundtrap mic tracks.
Enrichment: Students can opt to record using specific effects, such as reverb, in order to tailor
their narration to what they prefer.
Special Accommodations: Students on CARES can synchronously participate in class via Zoom.

Reflections on the lessons:

Digital Recording Activities Unit
"My Favorite Music Podcast" Day 6 – Song Clip Importing

Name:＿＿＿＿＿Daniel Behler＿＿＿＿＿ Date:＿＿＿＿＿Thursday, Feb. 18th, 2021＿＿＿＿＿

Grade Level:＿9th – 12th Grades＿ Class:＿＿＿＿＿Electronic Music＿＿＿＿＿＿

1. **State and National Standards**:
   i. **PA State Standards**
      1. 9.1.12.J. – Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
   ii. **National Standards**
      1. MU:Cr2.1.T.IIIa – Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources, and systems.
2. **Essential questions**:
   i. How can we use Soundtrap to manipulate, edit, and arrange audio?
   ii. How can we utilize recording functionality in Soundtrap?
3. **Student learning outcomes (SLO)**:
   i. Students will demonstrate understanding of Soundtrap and its recording functions through their work on the "My Favorite Music Podcast" recording project.
4. **Prior knowledge**:
   i. Students should be familiar with the interface of Soundtrap.
   ii. Students should be able to use the basic functions of Soundtrap to record and edit audio regions and tracks.
5. **Materials needed**:
   i. Individual devices with access to Soundtrap & headphones for individual use
   ii. Information Google Document for "My Favorite Music Podcast" assignment
   iii. Schoology assignment with rubric for the MFMP assignment
   iv. Completed script for the "My Favorite Music Podcast"
   v. Shared Soundtrap studio for the "My Favorite Music Podcast"
   vi. Completed recorded narration for the "My Favorite Music Podcast"
   vii. Prepared .mp3 files for students' song selections to be imported into Soundtrap.
      1. Students will have access to these via a link embedded in the shared instructional Google Document
      2. This link will direct students to a shared Google Drive folder, which will include the files for all students in the course, grouped by period and identified by name.
6. **Organization**:
   i. This lesson will consist entirely of independent work time, with the teacher circulating to answer questions.

TEACHING PROCEDURES

A. **Introduction**: "Please open up the daily schedule Google Document"
   i. Students should refer to this to access the instructions for the podcast project.
B. **Groundwork**: "Today you'll be importing .mp3 files of your songs into your project"
   i. Students should open their Soundtrap studio for the "My Favorite Music Podcast.
C. **Engagement**: Students should refer to Step 4 of the instructions for this project:
   i. Prepare your song clips using the same procedures from the Song Clip activity.
   ii. Each song should be in a separate track.
   iii. You must have 3 song clips, about 30 seconds in length.
      1. Finding the best 30 seconds to share is important but do not dwell on this decision.
      2. Remember to use the fade-in/fade-out tool.
   iv. To import your song clips follow these steps:
      1. First, follow THIS LINK to access the shared song clips
         1. A link will be embedded in the shared instructional document
      2. In your Soundtrap studio, click "Import File" located in the center of your screen.
      3. Open the "Shared with Me" file located in your Google Drive
      4. Open "My Favorite Music Podcast - Song Clips" & follow the following steps:
      5. Open the folder with your class period listed (P. 1 / P. 2 / P. 7)
      6. Open the folder with your first name & last initial
      7. Double click on each song to import into Soundtrap.
D. **Assessment**:
   i. Throughout the class period, student progress will be assessed, and help will be offered for students who need it.
   ii. After class, in preparation for class on Friday, all projects will be reviewed to ensure students successfully finished this step of the project.
E. **Closure and summarizing strategy**:
   i. "Tomorrow you'll be arranging your podcast into it's final form!"
F. **Assignments or practice requirements**:
   i. Any final importing should be completed prior to the start of class on Friday.

Differentiation

Early finishers: Students may proceed to arranging their podcast if time allows. Otherwise, they will be encouraged to return to previous assignments to continue working in Soundtrap.
Remediation: Students can simply use the first or last 30 seconds of each song if selecting the best 30 seconds presents itself as too much of a challenge.
Enrichment: Students can meticulously comb through their songs to choose the exact 30 seconds they'd like to include in their project.
Special Accommodations: Students on CARES can synchronously participate in class via Zoom.

Reflections on the lessons:

Digital Recording Activities Unit
"My Favorite Music Podcast" Day 7 – Arranging & Finishing Touches

Name: Daniel Behler   Date: Friday, Feb. 19th, 2021

Grade Level: 9th – 12th Grades   Class: Electronic Music

1. **State and National Standards**:
    i.   **PA State Standards**
         1. 9.1.12.J. – Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
    ii. **National Standards**
         1. MU:Cr2.1.T.IIIa – Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources, and systems.
2. **Essential questions**:
    i.   How can we use Soundtrap to manipulate, edit, and arrange audio?
    ii. How can we utilize recording functionality in Soundtrap?
3. **Student learning outcomes (SLO)**:
    i.   Students will demonstrate understanding of Soundtrap and its recording functions through their work on the "My Favorite Music Podcast" recording project.
4. **Prior knowledge**:
    i.   Students should be familiar with the interface of Soundtrap.
    ii. Students should be able to use the basic functions of Soundtrap to record and edit audio regions and tracks.
5. **Materials needed**:
    i.   Individual devices with access to Soundtrap & headphones for individual use
    ii.   Information Google Document for "My Favorite Music Podcast" assignment
    iii. Schoology assignment with rubric for the MFMP assignment
    iv.   Completed script for the "My Favorite Music Podcast"
    v.   Shared Soundtrap Studio for the "My Favorite Music Podcast"
    vi.   Completed recorded narration for the "My Favorite Music Podcast"
    vii. Imported .mp3 files for students' into Soundtrap studio
6. **Organization**:
    i.   This lesson will consist entirely of independent work time, with the teacher circulating to answer questions.

TEACHING PROCEDURES

A. **Introduction**: "Please open up the daily schedule Google Document"
    i.   Students should refer to this to access the instructions for the podcast project.
    ii. Students should also open up their Soundtrap studio for their podcast.

B. **Groundwork**: "Today is the last day to finish your podcast!"
    i. Students will spend the class period arranging their audio regions in the podcast.

C. **Engagement**: Students should refer to Step 5 of the instructions for this project:
    i. Move narration regions and sound clips in respective tracks to help with the flow between narration and music.
    ii. Use fade-ins and fade-outs to the clips.
    iii. Using the Effects, make sure the audio levels are even and that it is a quality recording to listen to. To adjust effects, following these steps:
    iv. Click "Show Instrument" located on the left side of the track to open the microphone settings.
    v. You can adjust simple effects on this screen (Volume and reverb).
    vi. Click "effects" - the purple button on the right side of the screen. Here you can adjust more effects (Such as tone or an added effect).
    vii. Click "Add Effect" to browse the effects available in Soundtrap. Click on any effect you are interested in and want to experiment.
    viii. To delete an effect, click the 'x' in the right-hand corner of the effect.
    ix. If time allows, they may include the following additions:
        1. Intro/theme music
        2. Closing music
        3. Sound effects

D. **Assessment**:
    i. Throughout the class period, student progress will be assessed, and help will be offered for students who need it.
    ii. Projects will be due by the end of class, and will be assessed over the weekend before they are shared with the class on Monday, February 22nd.
    iii. Students should submit their projects using the standard "done" commenting strategy as used in the past for submitting Soundtrap projects.

E. **Closure and summarizing strategy**:
    i. "We will be listening to your podcasts on Monday!"

F. **Assignments or practice requirements**:
    i. Make sure you've submitted your podcast!

<u>Differentiation</u>

Early finishers: Students should continue to work on their podcast, continually adding finishing touches until they feel it is absolutely complete.

Remediation: Students can follow a standardized format (provided in their script template) to arrange the component parts of their podcast.

Enrichment: Students can experiment with the layout of their podcast as much as they desire.

Special Accommodations: Students on CARES can synchronously participate in class via Zoom.

Reflections on the lessons:

Digital Recording Activities Unit
"My Favorite Music Podcast" Day 8 – Sharing of Podcasts

Name: _____Daniel Behler_____   Date: _____Monday, Feb. 22nd, 2021_____

Grade Level: _9th – 12th Grades_   Class: _____Electronic Music_____

1. **State and National Standards**:
    i. **PA State Standards**
        1. 9.1.12.J. – Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
    ii. **National Standards**
        1. MU:Cr2.1.T.IIIa – Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources, and systems.
2. **Essential questions**:
    i. How can we use Soundtrap to manipulate, edit, and arrange audio?
    ii. How can we utilize recording functionality in Soundtrap?
3. **Student learning outcomes (SLO)**:
    i. Students will demonstrate understanding of Soundtrap and its recording functions through their work on the "My Favorite Music Podcast" recording project.
4. **Prior knowledge**:
    i. Students should be familiar with the interface of Soundtrap.
    ii. Students should be able to use the basic functions of Soundtrap to record and edit audio regions and tracks.
5. **Materials needed**:
    i. Schoology discussion board for sharing of podcasts
    ii. Completed "My Favorite Music Podcast" (9-12 depending on section)
    iii. AirPlay capabilities for beginning demonstrations.
6. **Organization**:
    i. This lesson will begin with full group organization, before moving into time for independent work.

TEACHING PROCEDURES

A. **Introduction**: "Today we'll be listening to each other's projects!"
    i. Students should get out their laptops and log in.
B. **Groundwork**: "On Schoology, you'll find a discussion board to share your podcast."
    i. Students should share the .mp3 of their podcast to this discussion board.
    ii. Using AirPlay, demonstrate this process:
        1. Exporting the .mp3 from Soundtrap
        2. Uploading a Google Drive share link to the discussion board.

C. **Engagement**: Students will listen to their peers' podcasts after they are uploaded.
  i. Students will have the remainder of the class period to listen to each of their classmates' podcasts, so long as they are completed and shared to the discussion.
    1. For each podcast uploaded at the time of completing the assignment, students should leave at least one sentence of a comment to each of their peers for participation credit. Points will not be deducted for podcasts not completed at the time of their participation.
  ii. Students who are behind in the podcast should aim to complete it by the end of the period, with support being provided as needed.
D. **Assessment**:
  i. Participation credit will be given for students who complete the discussion board.
E. **Closure and summarizing strategy**:
  i. "Make sure to post your podcast and complete the discussion!"
F. **Assignments or practice requirements**:
  i. Students should finish the discussion after completing their podcast. The discussion board will be open through Wednesday night for students who need more time to finish their podcast.

Differentiation
Early finishers: Students may begin to look into the upcoming composiotion project. Deirections and materials will be provided in Schoology and the daily schedule Google Doc.
Remediation: Students will have through Wednesday to complete the podcast and discussion in their own time.
Enrichment: Students may be as thorough as they desire in their discussion comments.
Special Accommodations: Students on CARES may participate synchronously in class.

Reflections on the lessons: