

MISSION VALLEY REGIONAL OCCUPATION PROGRAM

Music Production Course Outline

1. Course Title:

Music Production

2. CTE Industry Sector/Pathway:

Arts, Media, And Entertainment/ Performing Arts

3. CBEDS Number:

7235

4. Length:

Year-long course, two-semester, ten credits each semester

Two hours per day

5. Course Description:

Students will learn about producing music from scratch. Students will learn basic music theory such as piano key layouts, notes, scales, chords, tempo, and melodies so that they can get started on creating music in any DAW (Digital Audio Workstation). They will learn about how to utilize Digital Audio Workstation's layout and functions including writing with MIDI, setting proper tempos, mixing, and mastering. Students will also learn song structure and songwriting to accomplish writing their first song. Creating album artwork and creating an online portfolio will conclude the basics of entry-level production. Live and recording hardware such as microphones, outboard gear, mixing boards, cables, and snake boxes will be introduced in later parts of the course. Students will learn how to set up a multi-track recording session in and out of the box properly. The use of live analog instruments such as a drum set and different kinds of guitars will be used to teach proper microphone recording techniques.

Course Goals: Learn basic music theory, learn how to operate Digital Audio Workstations to compose a song, create synthesizers, mix and master all tracks in a song, identify different audio hardware and technology along with their uses, record live instruments, and vocals.

Overall Student Objective: Gain an overall understanding of different aspects, practices, and technology of the music and audio Industry.

6. Course Standards

Industry Sector Anchor Standards

1.0 Academics

1.0 Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment.

2.0 Communications

2.3 Interpret verbal and nonverbal communications and respond appropriately.

2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

3.0 Career Planning and Management

3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.

4.0 Technology

4.1 Use electronic reference materials to gather information and produce products and services.

4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.

5.0 Problem Solving and Critical Thinking

5.1 Identify and ask significant questions that clarify various points of view to solve problems.

5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.

6.0 Health and Safety

6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.

6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.

6.6 Maintain a safe and healthful working environment.

7.0 Responsibility and Flexibility

7.3 Understand the need to adapt to changing and varied roles and responsibilities.

7.4 Practice time management and efficiency to fulfill responsibilities.

8.0 Ethics and Legal Responsibilities

8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.

8.6 Adhere to copyright and intellectual property laws and regulations and use and appropriately cite proprietary information.

9.0 Leadership and Teamwork

9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.

9.7 Participate in interactive teamwork to solve real issues and problems.

10.0 Technical Knowledge and Skills

10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.

10.2 Comply with rules, regulations, & expectations of all aspects of the Arts, Media, & Entertainment sector.

10.3 Construct projects and products specific to the Arts, Media, and Entertainment sector requirements and expectations.

11.0 Demonstration and Application

11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Arts, Media, and Entertainment sector program of study.

11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.

11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

Career Pathway Standards: Performing Arts Pathway

B2.0 Read, listen to, deconstruct, and analyze peer and professional music using the elements and terminology of music.

B2.1 Read a full instrument or vocal score with a direct industry connection (Film score, Philharmonic score, commercial underscore).

B2.2 Describe how the elements of music are used.

B2.4 Sight-read music accurately and expressively.

B2.6 Analyze and describe the use of musical elements in a given professional work that makes it unique, interesting, and expressive.

B5.0 Apply vocal and/or instrumental skill and knowledge to perform a varied repertoire of music appropriate to music industry application.

B5.1 Sing or play a repertoire of musical literature representing various genres, styles, and cultures with expression and technical accuracy.

B5.1 Sing or play a repertoire of musical literature representing various genres, styles, and cultures with expression and technical accuracy.

B5.4 Employ a variety of music technology to record, integrate, or modify a live or recorded performance to produce a new artistic product.

B5.5 Compose music in distinct styles.

B5.6 Compose and arrange music for various combinations of voice and acoustic and digital/electronic instruments using appropriate ranges and traditional and nontraditional sound sources.

B9.0 Explore the connection between artistic preparation and professional standards and practices

B9.2 Demonstrate effective knowledge and skills with the audiovisual equipment and technology used in professional performance

B9.3 Demonstrate entry-level competencies for a career in an artistic or technical field in the theatrical arts

B9.6 Create a career plan leading to professional performance in one of the performance disciplines

Language Standards - LS (Standard Area, Grade Level, Standard #)

11-12.6. Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression (B1.0-B9.0)

Reading Standards for Literature - RSL (Standard Area, Grade Level, Standard #)

11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics (B4.0, B5.0, B9.0)

11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) to address a question or solve a problem. ((B4.0, B5.0, B9.0)

Writing Standards - WS (Standard Area, Grade Level, Standard #)

11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information (B1.0-B9.0)

11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when

appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (B1.0-B9.0)

11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (B1.0-B9.0)

Engineering, Technology, and the Applications of Science - ETS

ETS1.A: Defining and Delimiting an Engineering Problem (B1.0-B5.0)

ETS1.B: Developing Possible Solutions (B1.0-B5.0)

ETS1.C: Optimizing the Design Solution (B1.0-B5.0)

Links Among Engineering, Technology, Science, and Society

ETS2.B: Influence of Engineering, Technology, and Science on Society and the Natural World (B2.0-B9.0)

Industry Standards: Music Theory, Digital Audio Workstations, Recording, Multitrack Recording, Audio/Recording Hardware

7. Instructional Units:

Unit	Content Area Skills	Hours
1	<p><u>Introduction To Music Theory And Ear Training</u> Description: Students will learn the basics of music theory such as keyboard layouts, notes, scales, chords, tempo, and melodies. They will learn how to write out the notation for notes and scales to aid them with writing music into a DAW later on. Students will learn to identify notes and scales by ear.</p> <p>Learner Outcomes: Identify musical notes, scales, and staffs Write music utilizing different music theory techniques Identify Notes and Scales by ear</p> <p>Anchor Standards: 1.0, 10.1 Pathway Standards: B2.1, B2.2, B2.4, B2.6 Academic Standards: Language Standard 11-12.6, Reading Standard 11-12.4</p>	60
2	<p><u>Introduction To Basic Digital Audio Workstation Functions/MIDI/VST's (Virtual Instruments)</u></p> <p>Description: After a soft introduction to DAW's from Unit 1, students will delve into the more complex functions of a DAW such as advanced MIDI, MIDI functions, and creating tracks. They will also learn about the different track types in a DAW. Students will learn more about synthesizers' properties in-depth such as ADSR (attack, decay, sustain, release), Synth types, Envelopes and Oscillators, and Effects.</p> <p>Learner Outcomes:</p>	40

	<p>Operate any Digital Audio Workstation Differentiate between different kinds of musical tracks</p> <p>Anchor Standards: 4.1, 4.3, 5.1, 5.2, 7.4,9.7, 10.1, 10.3 Pathway Standards: B5.4, B5.5, B5.6, B9.3 Academic Standards: Reading Standard 11-12.4, Engineering, Technology, and the Applications of Science ETS1.A, ETS1.B, ETS1.C, ETS2.B</p>	
3	<p><u>VST's (Virtual Instruments)</u> Description: Students will learn more about the synthesizer's properties in-depth such as ADSR (attack, decay, sustain, release), Synth types, Envelopes, and Oscillators, & Effects. Learner Outcomes: Utilize different VST's Identify the importance of different envelopes in synthesizers</p> <p>Anchor Standards: 4.1, 4.3, 5.1, 5.2, 7.4, 9.7, 10.1, 10.3 Pathway Standards: B5.4, B5.6, B9.3 Academic Standards: Reading Standard 11-12.4, Engineering, Technology, and the Applications of Science ETS1.A, ETS1.B, ETS1.C, ETS2.B</p>	40
4	<p><u>Introduction To Mixing</u> Description: Students will learn how to mix their multi-track projects by exporting each track individually, placing them into a new session, EQing each one, applying Compression, and leveling them to ensure no peaks in the overall track volume. Learner Outcomes: Mix all tracks within a session to create a final, polished song Utilize different techniques used by professionals in the mixing process</p> <p>Anchor Standards: 4.1, 4.3, 5.1, 5.2, 7.4, 9.7, 10.1, 10.3 Pathway Standards: B5.4, B5.6, B9.3 Academic Standards: Language Standard 11-12.6, Reading Standards 11-12.4, 11-12.7, Engineering, Technology, and the Applications of Science ETS1.A, ETS1.B, ETS1.C</p>	40
5	<p><u>Audio Hardware & Technology</u> Description: Students will explore and learn about recording hardware and technology such as microphones, cables and connectors, mixing boards, and speakers. Students will learn about their circuitry and signal flow together to make different kinds of live and recording setups. Learner Outcomes: Identify different audio hardware and their uses Complete signal flows between audio hardware to set up recording sessions</p> <p>Anchor Standards: 4.1, 4.3, 5.1, 6.3, 6.6, 10.1, 11.1 Pathway Standards: B5.4, B9.3</p>	40

	Academic Standards: Language Standards 11-12.6, 11-12.4, Engineering, Technology, and the Applications of Science ETS1.A, ETS1.B, ETS1.C	
6	<p><u>Introduction to Recording SetUps & Miking</u> Description: Students will learn about different kinds of recording setups and miking techniques used in professional recording studios so they will be able to record live instruments. Learner Outcomes: Set up a multitrack recording session Conduct and lead a recording session</p> <p>Anchor Standards: 4.1, 4.3, 5.1, 5.2, 7.3, 7.4, 9.2, 9.7, 10.1, 10.3, 11.1, 11.2 Pathway Standards: B2.6, B5.1, B5.4, B5.6, B9.3 Academic Standards: Language Standards Language Standard 11-12.6, Reading Standards 11-12.4, 11-12.7, Engineering, Technology, and the Applications of Science ETS1.A, ETS1.B, ETS1.C</p>	40
7	<p><u>Sound Design For Characters</u> Description: Students will learn about integrating sound design for playable characters in video games. Students will explore how to add individualized sounds for different movements. Learner Outcomes: Set up and record a voice-over session Efficiently edit a voice-over session to create a professional voice over</p> <p>Anchor Standards: 4.1, 4.3, 5.1, 6.3, 6.6, 10.1, 11.1 Pathway Standards: B5.4, B5.6, B9.3 Academic Standards: Language Standards 11-12.6, 11-12.4, Engineering, Technology, and the Applications of Science ETS1.A, ETS1.B, ETS1.C</p>	40
8	<p><u>Studio Psychology</u> Description: Students will be learning about recording studio psychology. Including how to interact with potential music artists and clients in many real-world scenarios such as equipment troubleshooting, working with different personalities of people, and effective ways to communicate and compromise that will ensure smooth recording sessions Learner Outcomes: Use professional techniques in studio psychology, to work with others, in a studio Recognize and work through everyday situations in recording studios</p> <p>Anchor Standards: 1.0, 2.3, 2.5, 5.1, 5.2, 7.3, 7.4, 8.4, 9.2, 9.7 Pathway Standards: B5.1, B5.4, B5.5, B5.6 Academic Standards: Language Standard 11-12.6, Writing Standards 11-12.7, 11-12.9, ETS2.B</p>	40

9	<p><u>Online Career Preparation Portfolio</u> Description: Students will be learning how to put together an online portfolio using LinkedIn and Tumblr. Students will assemble a professional career profile to showcase all of their audio work that has been done in the class. Students will learn how to write a professional and creative resume, cover letter, thank you a thank you letter, along with their demo reel.</p> <p>Learner Outcomes: Create a professional resume for a sound design position Create a professional portfolio showcasing their projects for potential employers</p> <p>Anchor Standards: 3.0, 11.1, 11.2, 11.5 Pathway Standards: B9.3, B9.6 Academic Standards: Language Standard 11-12.6, Reading Standard 11-12.7, Writing Standard 11-12.7</p>	20
	Total Hours	360

8. Career Pathway Occupations

- Audio Engineer
- Recording Engineer
- Composer, Sound Technician
- Musician
- Live Sound Technician

9. Instructional Strategies

- Group Instruction (Powerpoint/Lecture)
- Audio/Visual (Instructional Videos, Live Demonstrations)
- Group Discussions And Projects

10. Instructional Materials

- Individual Computer Stations Per Student
- Diagrams of Audio Hardware
- Audio Hardware (Microphones, Cables & Connectors, Sound Boards, Speakers, Audio Interfaces, etc)
 - Cubase
 - Pro Tools

11. Assessments

- Written Tests After Each Unit
- Performance Exams Per Necessary Units
- Final Compositions/Recording Sessions

12. Certificate Competency List:

GENERAL SKILLS

- **Demonstrate Workplace Basic Skills and Behaviors**
- **Use Effective Job Employment Skills**

CAREER TECHNICAL SKILLS

- **Distinguish the difference between different cable connectors and their uses (XLR, TS, TRS, RCA, MIDI)**
- **Knows how to use multi-channel recording equipment**
- **Setting up a multi-track recording session from scratch**
- **Knowing the different types of microphones and their uses**
- **Understands basic music theory**
- **Can compose a song from start to finish**

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