



Digital Music Production

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| Career Cluster | Arts, A/V Technology, Communications |
| Course Code | 11056 |
| Prerequisite(s) | Recommendation only: Introduction to Arts, A/V Technology, and Communications Cluster class and basic music appreciation or musical experience |
| Credit | ½ or 1 credit |
| Graduation Requirement | |
| Program of Study and Sequence | Cluster Course – Digital Music Production – Level 2 pathway course – Any Level 3 pathway course, Level 4 pathway course, or Capstone Experience |
| Student Organization | SkillsUSA |
| Coordinating Work-Based Learning | Field trips, guest speakers, Internships, Job Shadows, Conference calls with Industry leaders, Industry Leader critiques |
| Industry Certifications | Student can work towards a GarageBand Certificate |
| Dual Credit or Dual Enrollment | |
| Teacher Certification | |

Course Description:

The Digital Music Production course provides students with the basic knowledge and technical skills needed to prepare them for postsecondary study or entry-level employment in the Digital Music Production industry. Students will develop knowledge of the business of music, music copyright laws and ethics, studio recording, basic music theory needed to create music, and the creation and performance of electronic music.

Program of Study Application

This is a secondary level pathway class in the Arts, A/V Technology and Communications Career Cluster, Telecommunications/A-V Technology and Film or Performing Arts pathway. It is preceded by the Introduction to Arts, A/V Technology, and Communications cluster class. It may be followed up with any pathway level 3 or 4 class or a Capstone Experience.

Course Standards

DMP 1: Discuss careers in digital music and audio production

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
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| Level 1 Recall | DMP 1.1 Identify opportunities and occupations in the field of digital music Examples: <ul style="list-style-type: none"> • Research audio and music production companies that supply music to the entertainment industry • Interview professional musicians who create music for broadcast • Explore the requirements, skills, wages, education, and geographic opportunities in audio and music technology • Evaluate the importance of music and audio in entertainment | SDMyLife |
| Level 3 Strategic Thinking | DMP 1.2 Demonstrate personal musical knowledge and interests Examples: <ul style="list-style-type: none"> • Assess computer games for effectiveness of music and sound effects • Rate movies, television and films according to audio production • Identify music technology in pre-recorded music beds and sound effects • Illustrate the affect of music production in movies • Write a music review for a popular music band • Generate a presentation of favorite genres with examples | Music Genre Lists - http://www.musicgenreslist.com/ |
| Level 3 Strategic Thinking | DMP 1.3 Examine music copyright laws and ethics Examples: <ul style="list-style-type: none"> • Distinguish basic copyright laws and ethics as they relate to music technology applications • Examine ethical and legal issues relating to digital music recording • Compare copywriting procedures for original compositions or productions | Digital Music Association - http://www.digmedia.org/issues-and-policy/copyright-and-royalties/139-copyright-in-music US Copyright Office - http://copyright.gov/policy/musiclicensingstudy/copyright-and-the-music-marketplace.pdf Teaching Copyright – https://www.teachingcopyright.org/ |

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| <p>Level 1 Recall</p> | <p>DMP 1.4 Identify safety concerns and soft skills in the field of digital music</p> <p>Examples:</p> <ul style="list-style-type: none">• Proper handling of equipment and instruments• Standard practice of situational awareness on stage or at a music venue (cord layout, where instruments are, edge of stage, other people)• Time management• Effective communication (written and verbal)• Read and understand contracts• Effective and appropriate interactions with employers and audience• Discuss proper use of social media in this area (SoundCloud)• Have the students create and properly utilize a SoundCloud account to share their music | <p>Health/Safety - http://www.airsworld.com/blog/posts/2014/november/health-and-safety-in-the-music-events-industry/#.V2vjpVexqYU Social Media for Teachers - http://www.edutopia.org/blog/social-media-resources-educators-matt-davis Soundcloud.com</p> |
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DMP 2: Analyze digital audio production equipment & software

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
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| Level 4 Extended Thinking | <p>DMP 2.1 Examine the process of basic sound recording and capturing</p> <p>Examples:</p> <ul style="list-style-type: none"> • Identify major types of recording media and advantages and disadvantages of each • Record and listen to sounds (Foley - recorded sound effects for movies) using available recording devices – for example - cell phones, audio recorders, mp3 players, video camcorders, GoPros, computer/microphones • Write a reflection on historical development of sound recording devices, methods, or usage • Draw examples of sound frequencies • Compare recording equipment for sound quality | <ul style="list-style-type: none"> • John Muir Middle School Digital Music Program - http://www.sjUSD.org/schools/john_muir/Pages/music/digital_music_program.html • Digital Harbor High School Music Technology - https://sites.google.com/site/dhhsmusictechnology/music-curriculum • Foley – www.Marblehead.net/foley/jack.html |
| Level 4 Extended Thinking | <p>DMP 2.2 Analyze recorded, live music, and computer generated music for technical and aesthetic quality</p> <p>Examples:</p> <ul style="list-style-type: none"> • Listen to and discuss "live" audio and compare it to studio recordings • Research digital studios based on acoustics, microphone placement, and ceiling height • Explore live concert venues and discuss speaker placement, microphone amounts, placement, and area capacity • Compare real guitar or piano sound with a digitally created guitar or piano piece • Differentiate analog and digital sound quality | <ul style="list-style-type: none"> • John Muir Middle School Digital Music Program - http://www.sjUSD.org/schools/john_muir/Pages/music/digital_music_program.html • Digital Harbor High School Music Technology - https://sites.google.com/site/dhhsmusictechnology/music-curriculum |

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DMP 3: Create digital music

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
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| Level 4 Extended Thinking | DMP 3.1 Integrate basic music structure Examples: <ul style="list-style-type: none"> • Explore basic music structure (form - AB/ABA; Intro/Verse/Chorus/Bridge/Outro) • Practice writing music down using basic music notation (staff, clef, ledger lines, measures, time signature, notes, rests, key signature) • Identify tempo/beat, meter, dynamics, melody, harmony, rhythm of music, chords, scales • Discuss general music rules (most commonly used techniques, what you should/should not consider doing when creating music) | <ul style="list-style-type: none"> • MuseScore – www.musescore.org • Music Theory - http://tobyrrush.com/theorypages/ • Noteflight – www.noteflight.com |
| Level 2 Skill/ Concept | DMP 3.2 Distinguish appropriate audio production software, equipment, and techniques Examples: <ul style="list-style-type: none"> • Use basic audio and editing industry terminology in context • Transfer recorded sounds from recording device into appropriate audio production software (Free shareware or Licensed software) • Change volume levels for multiple audio tracks • Use meters to identify overloading or clipping in playback of recorded material • Apply audio effects to audio samples (panning, equalization, compression) | <ul style="list-style-type: none"> • John Muir Middle School Digital Music Program - http://www.sjUSD.org/schools/john_muir/Pages/music/digital_music_program.html • Digital Harbor High School Music Technology - https://sites.google.com/site/dhhsmusictechnology/music-curriculum |
| Level 4 Extended Thinking | DMP 3.3 Generate audio (music, sound effects, vocal work) separately for use in musical piece Examples: <ul style="list-style-type: none"> • Produce drum beats using music production software • Create strings and horn tracks to design layered music bed • Compose guitar track to blend with digitally created musical instruments • Record audio to blend with digitally created musical instruments • Record live drum beats to blend with digitally created musical instruments, recorded audio or guitar tracks • Construct track by "cutting and pasting" sections of recorded material | <ul style="list-style-type: none"> • John Muir Middle School Digital Music Program - http://www.sjUSD.org/schools/john_muir/Pages/music/digital_music_program.html • Digital Harbor High School Music Technology - https://sites.google.com/site/dhhsmusictechnology/music-curriculum |

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| Level 4 Extended Thinking | DMP 3.4 Construct layered digital music for publication or performance Examples: <ul style="list-style-type: none">• Create music soundtracks for movie scenes• Create music to express a specific mood of a visual art piece• Compose music influenced by the genre and time periods of other artistic mediums• Apply electronic equalization effects to enhance individual music layers | <ul style="list-style-type: none">• John Muir Middle School Digital Music Program - http://www.sjusd.org/schools/john_muir/Pages/music/digital_music_program.html• Digital Harbor High School Music Technology - https://sites.google.com/site/dhhsmusictechnology/music-curriculum |
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DMP 4: Perform Digital Music

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
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| Level 3 Strategic/ Thinking | DMP 4.1 - Perform or demonstrate personally created music in front of a live audience Examples: <ul style="list-style-type: none"> • Compose various musical pieces to present to audience • GarageBand has an option to join a band and the band leader can record the session for playback • Create a "band" project to collaborate and create a song as a small group and present the song for critique | <ul style="list-style-type: none"> • John Muir Middle School Digital Music Program - http://www.sjUSD.org/schools/john_muir/Pages/music/digital_music_program.html • Digital Harbor High School Music Technology - https://sites.google.com/site/dhhsmusictechnology/music-curriculum |
| Level 4 Extended/ Thinking | DMP 4.2 - Analyze and evaluate personally created music performances Examples: <ul style="list-style-type: none"> • Listen, analyze, and critique student created music • Write critiques about what the student "liked" and "suggestions to make it better" | <ul style="list-style-type: none"> • John Muir Middle School Digital Music Program - http://www.sjUSD.org/schools/john_muir/Pages/music/digital_music_program.html • Digital Harbor High School Music Technology - https://sites.google.com/site/dhhsmusictechnology/music-curriculum |
| Level 4 Extended/ thinking | DMP 4.3 - Analyze the venue and audience for appropriate presentation of performance Examples: <ul style="list-style-type: none"> • Assess and discuss the layout of different venues • Create a visual layout of a music venue, include stage, audience, equipment placement • Create a visual layout of the cabling needed to connect all of the equipment | <ul style="list-style-type: none"> • John Muir Middle School Digital Music Program - http://www.sjUSD.org/schools/john_muir/Pages/music/digital_music_program.html • Digital Harbor High School Music Technology - https://sites.google.com/site/dhhsmusictechnology/music-curriculum |

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| <p>Resources</p> | <p>Websites include:</p> <ul style="list-style-type: none">• Bassgorilla (tutorials) - https://bassgorilla.com/• Digital Harbor High School Music Technology - https://sites.google.com/site/dhhsmusictechnology/music-curriculum• Digital Music Association - http://www.digmedia.org/issues-and-policy/copyright-and-royalties/139-copyright-in-music• Foley – www.Marblehead.net/foley/jack.html• Health/Safety - http://www.airsworld.com/blog/posts/2014/november/health-and-safety-in-the-music-events-industry/#.V2vjpVexqYU• John Muir Middle School Digital Music Program - http://www.sjusd.org/schools/john_muir/Pages/music/digital_music_program.html• Music Genre Lists - http://www.musicgenreslist.com/• Music Theory - http://tobyrush.com/theorypages/• Music.tutsplus.com• Social Media for Teachers - http://www.edutopia.org/blog/social-media-resources-educators-matt-davis• Soundcloud.com• Teaching Copyright – https://www.teachingcopyright.org/• US Copyright Office - http://copyright.gov/policy/musiclicensingstudy/copyright-and-the-music-marketplace.pdf <p>Online publications:</p> <ul style="list-style-type: none">• DigitalMusicNews.com• Pcmag.com <p>When looking for a Digital Audio Workstation (DAW), look for guides such as "The Ultimate Guide to DAW Software for 2015" (www.ehomerecordingstudio.com/best-daw-software/).</p> <p>Youtube is an excellent resource for all different types of tutorials.</p> |
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