Music Tech/Digital Music Production

South Eugene High School

2017-2018

Faculty Name:	Mary Taylor
Contact:	taylor_m@4j.lane.edu
Room:	9 (Computer Center)
IA time:	Ms. Taylor is always available via email (taylor_m@4j.lane.edu) and by appointment.
Credits:	.5 credit, Applied Arts (elective)
College Credits:	This course is not available for college credit.
Course website:	eugene4j.edmodo.com
Grade updates:	staff.4j.lane.edu/~taylor_m login with last name (username) and student ID number (password)

Course Description

Digital Music Production is course designed to enable students to dwell, grow, and create in the world of digital music. After a thorough exploration of music theory relevant to digital music producers, students gain experience and knowledge about key synths (oscillators, filters, envelope generators, LFO's, modulation and patchbuilding). With both sets of information well in mind, students embark on digital musicmaking projects touching on various aspects of the craft. Projects are interspersed with other topics of interest, such as beatmaking, analysis of musical structure, and facility with a DAW of their choice. Current options (besides GarageBand) include Ableton Live, FL Studio 12, and Logic Pro X. In addition, students are given access to a variety of midi keyboards, quality headphones, and USB microphones. Advanced digital music producers' curriculum may including mixing and mastering, as well.

Teaching Methods Employed

Differentiated (Individualized) Instruction. In an attempt to maximize course offerings and learning at SEHS, Ms. Taylor offers all nine (9) computer courses every period she teaches. Seven of these are "College Now" courses (see below). The curriculum for each course is broken into weekly chunks and students are expected to keep their eye on each weekly Due Date. If they are unable to complete the week's work by that date, students are welcome to work during free periods, lunch, and/or to take learning materials home and work there. Late work is not penalized; the Due Dates exist to ensure that each student will have the greatest chance of successfully completing the course by the end of the term.

If students wish to move more quickly through the material, they are welcome to do so.

Work revision. Each assignment/product receives close attention by Ms. Taylor. Scoring is as described in "Grading Policies" below. If a top score was not reached, Ms. Taylor gives specific feedback as to what was missed, and students are invited to learn these additional skills/concepts and re-submit the assignment. By analyzing the questions missed, students can earn the privilege of re-taking quizzes, as well.

Peer support. The lab (Room 9) has 40 computers, and classes are generally full. At the start of each term, each student is invited to choose one of the eight course offerings, and they are assigned a computer, usually in proximity with other students taking the same course. Cross-fertilization of ideas and learning is encouraged.

Online course management. The "Edmodo" online tool is used to deliver course content. There, students find each assignment – organized by due date – turn in their work, and make comments. Ms. Taylor receives, grades, and comments on each assignment via Edmodo, as well. Overall grades are posted on an almost-daily basis (see above for link).

Music Tech (Digital Music Production) Course Schedule

Week	Lessons/Topics	Course Activities
1	**Beatmaking Fundamentals** **Learn a DAW**	❑ Written reflection on Beatmaking ❑ Claim a DAW ❑ Create soundcloud account ❑ Written reflection on Udemy course learning, so far.
2	**Learn a DAW, continued**	❑ Written reflection on Udemy course, conclusion.
3	**• Theory for Producers: The Black Keys (x2)**	❑ Create a Pentatonic Groove ❑ Transpose a Melody ❑ Quiz: Major Pentatonic Groove ❑ Riff on The Blues (3-layer song)
4	**• Theory for Producers: The White Keys and Major Modes** **•Theory for Producers: The White Keys and Minor Modes**	❑ Create a Mixolydian Groove ❑ Create a Lydian Groove ❑ Create a Major Scale Groove ❑ Create a Minor Scale Groove ❑ Create a Dorian Groove ❑ Create a Phrygian Groove ❑ Create a Locrian Groove
5	**Project #1: Loops** **Analyzing Musical Structure**	❑ Create two songs, using loops ❑ Written reflection on analysis of Peter Gabriel's "Sledgehammer"
6	**Demystifying Synths: Oscillators**	❑ Quiz: Oscillators
	Demystifying Synths: Filters	❑ Quiz: Filters
	Demystifying Synths: Envelope Generators	❑ Quiz: Envelope Generators
	Demystifying Synths: LFO's & Modulation	❑ Quiz: LFO's & Modulation
7	**Demystifying Synths: Patchbuilding** **Project #2: MIDI**	❑ The Demystification Challenge. Re-create: o Patch #1 bass from "Blue Monday" o Patch #2: kick from "Harlem Shake" o Patch #3: horn/lead in "Gin and Juice" o Patch #4: lead in "Hand That Feeds" o Patch #5: keyboard sound in "Everything in its Right Place" ❑ Create a piece of music using MIDI and software instruments.
8	**Project #3: Found sound OR Sample song** **Project #4: Song transformation**	❑ Record a short environmental sound and incorporate it into a piece of music OR take short sample and build a complete piece of music out of it. ❑ Make new song from existing song, without adding sounds or MIDI
9	**Project #5: Peer OR Self remix**	❑ Remix a track made by someone else OR remix one of your own projects.
10-12	**Final Project**	❑ Final Project Plan, Progress Report, Submission ❑ Final Project Reflection, Presentation

Classroom/Behavioral Expectations

1. Students are expected to arrive on time. Attendance is reported within the first 10 minutes of class.
2. Students are expected to use their assigned computer and to report any difficulties to Ms. Taylor.
3. Students are expected to ask for help ANY time a direction is not clear or there is any other hindrance to their learning. It is not acceptable to skip over anything that is not understood.
4. Students are expected to work consistently for the duration of the class; when one lesson is finished, the next one should be started. (Likewise, if a course is finished, another is begun!)
5. Games of any kind are not allowed (except as they are being tested by Game Dev students).
6. Students are expected to save ALL work on in their school server (files1) account, instead of the particular computer (hard drive) where they sit and work. This is a much safer place for the files.
7. Students in this class are not allowed to use the Internet for anything other than logging into Edmodo and completing course activities.
8. Students may not have food (including candy) or drink at the computers, except for water in closed containers. They may keep other drinks, in closed containers, at the computer-less tables, and visit them there.
9. Students are expected to check in with Ms. Taylor if they need to leave the room for a short period of time (bathroom, drink, etc.).
10. Students are expected to take breaks when and if they are needed; staring at a monitor for 70 minutes straight is not encouraged. Simple exercises to relieve eyes, wrists, etc. are encouraged.
11. Students may not socialize (talk) during class, other than to help each other understand the computer concepts at hand.
12. Cell phones should not be seen or heard, with the exception of their use with headphones for providing music, if it helps the student work.

Special Needs

Appropriate modifications and accommodations will be made for students with identified special needs. Identified IEP, 504, and TAG students generally feel at home in this classroom environment, since learning is pursued without comparisons of any sort being made, and distractions are minimized. Each student is encouraged to take the time they need for the activities of this course, which they have elected to take.

Grading

This course is new and, at the present time, does not use category weights. Each of the 25 course activities will be graded according to the scheme shown below. Assignments not submitted by due dates receive Missing (zero points); a score which is updated when the work is received. Late work is not penalized, for the length of the trimester.

Level of Mastery	Indicated by	Score given
Excellent	All aspects of assignment addressed with care, completeness, and creativity; full understanding of concepts clearly demonstrated.	4
Okay	One or more aspects of assignment are missing, less than excellent quality of work and/or understanding of concepts.	3
More work needed	Numerous aspects of assignment are missing, quality of work and/or understanding of concepts seems poor.	2
Much work needed	Assignment submission is incorrect or small fraction of that expected.	1

After reviewing the information and policies detailed above, please detach this portion of the syllabus, sign it, and bring the signature portion (only!) to Ms. Taylor. Thank you!

I have read the syllabus: _____

Print Parent Name Parent Signature Date

I have read the syllabus: _____

Print Student Name Student Signature Date