

Recording and Producing Course Expectations

Course title: Recording and Producing

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Course Description: Using PVPA's growing recording studio, learn the basics of recording and producing. From microphone placement to producing beats, from copying existing producers to trying unique new ideas, this course offers students the opportunity to learn the basics of the recording process.

Materials: 3-ring Binder (1-inch is big enough), blank notebook paper, pencil

Course Objectives: By the end of the course, students are expected to:

- I can use level-appropriate musical and technological vocabulary to describe and critique music I hear from peers and professionals related to production techniques, songwriting techniques, software and hardware used in the recording studio
- I can demonstrate a level-appropriate understanding of how to set up, place, and troubleshoot microphones, inputs, and software for various instruments in a recording session
- I can demonstrate level-appropriate mastery of production techniques, songwriting techniques, software and hardware used in the recording studio to create my own complete original work
- I can identify and illustrate common principles, shared vocabulary, and connections between music, music of different genres, the arts and other disciplines (history, ELA, science & math)

Habits of Work and Learning (HOWLs): Students in this course should adhere to the following school-wide expectations:

- Preparation: I am prepared for class and arrive on time with organized materials and any needed attire.
- Participation: I participate in my learning by engaging actively, contributing productively, and collaborating respectfully and safely.
- Personal Responsibility: I manage my school work by monitoring my assignment completion, meeting deadlines for assigned work and revisions, and/or successfully navigating the extension process if

necessary.

Units and Assessments: The course will be divided into the following units:

UNIT	ASSIGNMENTS
<p>1. Team building, characteristics of sound waves, basic Logic functions, basic microphone functions <i>After building a safe environment for learning and experimenting, students will spend time discussing individual and collective goals; Students will use their existing knowledge to build a collective understanding of how sound functions, begin to learn about different types of microphones and their functions and uses</i> <i>Students will begin experimenting with the basic components of Logic software</i></p>	<p>Sound wave posters Build your own microphone projects Found sound collages</p>
UNIT	ASSIGNMENTS
<p>2. Deep Logic exploration (editing, sound banks, video sync, effects), Microphone placement techniques and considerations, MIDI <i>Students will study and experiment with different kinds of microphones, different features of Logic software (using microphones and also using existing loops within Logic), and different microphone placements with guitars and will choose some they prefer</i> <i>Students will learn to use MIDI controllers and will begin experimenting with editing MIDI</i></p>	<p>Original song using only loops within Logic Edit the original song of another student using effects and editing tools Diagram your favorite two microphone placements for acoustic guitar and describe why you prefer them Create and edit a recording using only MIDI Video/Music sync</p>

<p><i>Students will begin discussing conventions of musical sounds as they create original music to accompany existing videos</i></p>	
<p>3. What makes a great song (songwriting and production basics), Learning from other producers (research and copying techniques), Mixing and Balancing <i>Students will listen to and describe music they enjoy</i> <i>Students will detail the basic structures of songs they enjoy, and begin to listen for songwriting and production techniques they hear in most of those songs</i> <i>Students will study and copy the work of famous producers</i></p>	<p>Bring in and write about a song you love Create a basic song following an existing song map Mix and balance a classmate’s song Producer Research project</p>
<p>4. Creating an original piece <i>Students will combine their skills and interests to work in groups and create original works</i></p>	<p>Final creative project</p>

Extensions: Extensions will only be granted to students in good standing in the course (i.e. students who have consistently met the expectations outlined in the school-wide HOWLs). If a student cannot complete an assignment in time due to illness or another valid conflict, s/he must provide a written note from a parent/guardian and make arrangements with the course instructor in a timely fashion.

Revisions: Revisions will only be accepted if a student is has turned in a good-faith effort on a project by the assigned deadline and is in good standing in the course (i.e. students who have consistently met the expectations outlined in the school-wide HOWLs). Revisions must be completed and turned in by the assigned deadline. Revisions will not be accepted after the end of the term unless the student and the instructor have made different previous arrangements. Revisions will be required of works that receive a “beginning” grade, and highly

recommended to “developing” projects. The final grade for an assignment will be representative of the revised, final draft that a student turns in, and of the progress made since earlier drafts of the work.

Participation: Almost all of the work for this class will be done within the classroom, which means that being present for class is vitally important. Students who are routinely late or absent will miss key instruction but also will lose out on valuable time to learn and experiment with the software and hardware in the studio. Grades in this course will be based on measures of mastery of the equipment and techniques we will be studying and as such, mastery will require regular presence in the classroom.