FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

FINE AND PERFORMING ARTS MAGNET PROGRAM

PA HONORS MUSIC STUDIO

Grade Level: 12

Credits: 10

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 2007

PHILOSOPHY

The Freehold Performing Arts Music Studio curriculum fosters a student centered learning environment which allows students to use the knowledge of media driven methods of viewing, listening, reading, writing, creating and using technology. Its primary goal is to address the developmental nature of each learner, promote critical thinking skills, foster communication and make connections across the curriculum while infusing real life applications to develop students who are lifelong learners. We believe that the building blocks of a successful adult are critical thinking skills, cultural appreciation, research, and writing skills. The FPAC program offers courses that provide the student with a variety of activities that will enable the student to understand and appreciate the Performing Arts as a part of the overall human experience. Our goal is for students to acquire and demonstrate a solid knowledge of the artistic/creative and technical process, as well as, a level of professionalism that will enable them to pursue a career in the arts.

Entertainment Technology - Level 4
PA Honors Music Studio

Course of Study

All components will include history, current trends, applications, and future trends

1. Live performances – individual projects
2. Careers in music technology
3. Marketing live performances and music technology
4. Recording and mastering via advanced ProTools skills
5. College planning with attention to special needs of arts students
6. Advanced theory and Notation for composition
7. Scoring for video
8. Exploring Ttrend software including Reason and Nuendo

As each new component is introduced its effects on previous components will be addressed.
Software listed is suggested and may change due to fiscal concerns
or changing software availability

Music Studio students will work collaboratively with the Video Studio students on a variety of class projects.
They may also work a variety of production assignments for performances in the auditorium
or other venues deemed appropriate by the FPAC staff.

TOPIC: PA Hnrs Music Studio (ET Music - level IV)

ESSENTIAL QUESTIONS:

1. How do effects of entertainment technology shape our culture?
2. What is the significance of media/entertainment within political and economic structures in America?
3. How will the spread of technology at the individual level affect the traditional corporate business model?
4. Why is it important to understand the difference between commercial value and aesthetic value?
5. How does the relationship between analog and digital recording compare to the recording industry of today compared to 30 years ago?
6. What is the value of commissioned work versus independent projects?
7. How does balance of one's professional schedule affect quality of life?
8. How does one's balance of professional efforts affect "customers" perception of work?
9. What is the difference between event support and music technology?
10. Why is it important to have a specialty?

ENDURING UNDERSTANDINGS:

1. An understanding of the history and development of the fields of entertainment technology will allow students to predict future trends of industry and culture.
2. Knowledge and information is a valuable tool in aesthetic and commercial success.
3. Aesthetic value and commercial values are not mutually exclusive ideals.
4. Entertainment technology can be viewed as its own art form as well as a support structure for other disciplines in the Arts.
5. The effects of Entertainment Technology play an integral role in the shaping of American culture.
6. Trends in the industry will be ever-changing, and one must keep updated but not forget the past.
7. In order to remain marketable, one must be able to produce his own work, but be willing and able to be valuable to others' projects as well.
8. Taking care of yourself in all aspects of life allows you to produce the best possible work; always be ready to work.
9. Music, or music technology is an art form of its own. Sometimes it can be used as event support; other times IT IS THE SHOW.
10. It is far more marketable to be able to to do many things but be great at one, than do many things moderately well.

GOALS	OBJECTIVES	ASSESSMENT	NJCCCS

1. Live Performance Series/ Individual Projects: (38 weeks)
* Design and execute a series of live shows both at HHS and
  off-campus of different genres of music, including our own compositions.
 	
* Advertise and promote this series.
 	
* Construct and follow a production budget in an effort to generate profit.
 	
* Act as A&R to determine and direct Artistic product for shows.
 	
* Design, record and promote a major individual project, upon approval, per semester.
 	
* Create a distrubution plan for above individual project.
	SWBAT:
	*Create a timeline for events in series based on demographics and resources.
	
	*Identify and secure all talent.
	
	*Identify ideas for cross-promotion.
	
	*Evaluate profit margins and target markets.
	
	*Define format for series.
	
	*Obtain all contracts for series.
	
	*Staff and promote all events.
	
	*Execute all events.
	
	*Assess all venutre efforts.
	
	*Identify and exlpoit any opportunities for cross-platform academic learning.
		Opportunities for students to demonstrate understanding and proficiency will include:
		    In-class participation
		    Attendance
		     Quizzes
		     Tests (practical and written)
		     Exams
		     Individual projects
		     Group projects.
		
		    Rubrics will be designed
		     and provided for all projects as
		     appropriate.
			Arts 1.1,1.2, 1.3

GOALS	OBJECTIVES	ASSESSMENT	NJCCCS

2. Careers: (32 weeks)
* Explore secondary and tertiary
  careers in record labels, sound
  companies, production
  companies, tours, and
  independent projects.
 	
* Attend the Tour Link
  Conference and/or the NAMM
  Show
 	
* Schedule and execute
  masterclasses with industry
  professionals at HHS, and/or
  through an online forum.
 	
*Present a research paper
  comparing career
opportunities.
 	
* Evaluate the aspects of driving
  one's own project.
	SWBAT:
	* Identify, evaluate and discuss different
	  types of specific career opportunities
	  in the field.
	
	* Indentify, evaluate and discuss
	  different challenges and benefits of
	  embarking upon several types of
	  independent projects.
	
	* Maintain intelligent conversations with
	  industry professionals.
	
	* Prepare a cover letter and resume at
	  the professional entry level.
	
	* Develop interpersonal, organizational
	  and communication skills.
	
	* Utilize the internet to facilitate industry
	  communication.
		Opportunities for students to demonstrate understanding and proficiency will include:
		   In-class participation
		   Attendance
		   Quizzes
		   Tests (practical and
		     written)
		   Exams
		   Individual projects
		   Group projects.
		
		   Rubrics will be designed
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		   projects as
		   appropriate. .
			Arts
			1.4, 1.5

GOALS	OBJECTIVES	ASSESSMENT	NJCCCS

3. Marketing: (28 Weeks)
 	
* Design a functional marketing campaign to support event series.
 	
* Generate revenue from Live Event Series and individua l projects.
 	
* Collect demographic information to determine commercial preferences.
 	
* Develop marketing plan for self
  towards college entrance**.**
	SWBAT:
	* Design a demogrhic survey at the professional level.
	
	* Identify a survey target audience.
	
	* Execute a demogrhic study.
	
	* Analyze the data from above survey and implement a strategic marketing
	  plan based on the data.
	* Identify and exploit avenues of revenue
	  from study results based on event series.
	* Develop alternative revenue generators such as merchandise, advertising, sponsorship, etc.
	* Evaluate one's own commercial preferences for individual career targets.
	* Assemble marketable package/interview strategy towards college entrance.
		Opportunities for students to demonstrate understanding and proficiency will include:
		   In-class participation
		   Attendance
		   Quizzes
		   Tests (practical and written)
		   Exams
		   Individual projects
		   Group projects.
		
		   Rubrics will be designed
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			Arts
			1.4, 1.5

GOALS	OBJECTIVES	ASSESSMENT	NJCCCS

4. Advanced ProTools, Recording and Mastering: (24 weeks)
 	
* Execute strategies of recording
  using ProTools at the
  professional level.
 	
* Execute strategies of editing
  using ProTools at the
  professional level.
 	
* Execute intermediate strategies
  of Mastering using ProTools.
 	
* Execute intermediate strategies
  of Mastering using the Alesis
  Masterlink
 	
* Attend a masterclass at a
  professional Mastering studio.
 	
* Design and build a drum booth
  and a mobile vocal booth.
	SWBAT:
	*Discover and explore advanced
	  recording and editing techniques
	  utilizing the Pencil Tool, the TCE Tool,
	  Grid Mode, Slip Mode, various Fade
	  applications, and advanced
	  automation.
	
	* Execute EQ management and carve
	  EQ holes.
	
	* Apply cross-platform mastering
	  techniques at a 70% level of 'radio-
	  friendly' quality.
	
	* Explore other professional level
	  mastering tools.
	
	* Discuss and analyze advanced topics
	  with industry professionals at a
	  professional recording/mastering
	  facility.
	
	* Analyze micing technique strategies,
	  and identify 'best possible' micing
	  strategies for drum booth and vocal
	  'iso' booth settings.
	
	* Articulate and utilize industry- standard
	  trend microphones for various types of
	  recording sessions.
		Opportunities for students to demonstrate understanding and proficiency will include:
		  In-class participation
		  Attendance
		  Quizzes
		  Tests (practical and
		    written)
		  Exams
		  Individual projects
		  Group projects.
		
		  Rubrics will be designed
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		  projects as
		  appropriate.
			Arts
			1.1, 1.2, 1.3

GOALS	OBJECTIVES	ASSESSMENT	NJCCCS
5. College Planning: (20	**SWBAT:**	Opportunities for students	Arts

of College Planning: (18 weeks) * Prepare a "College Goals" worksheet. * Identify five college 'targets' based on chosen field and personal preferences/needs. * Construct a portfolio for presentation to college entrance boards. * Prepare for interviews/auditions,and complete essays. *Track/analyze results.	SHARE: * Research different college choices through various methods including the internet, periodicals, personal references, and college planning materials. * Decipher and 'weigh' individual needs and wants with and without parental involvement. * Attend a parent/student/teacher conference toward college application planning. * Identify and implement significant and strategic components of individual portfolio. * Rehearse, record and compile audition material for packaging. * Construct, revise and edit essay material. * Construct 'College Tracker'	Opportunities offered to demonstrate understanding and proficiency will include: In-class participation Attendance Quizzes Tests (practical and written) Exams Individual projects Group projects. Rubrics will be designed and provided for all projects as appropriate.	1.1, 1.4, 1.5

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6. Advanced Theory/Notation: (16 Weeks)
 	
* Explore advanced uses for Roman Numerals, theory strategies and other non-traditional types of notation.
 	
* Manipulate secondary dominants.
 	
* Explore various contemorary composition/songwriting techniques.
 	
* Become proficient at digital notation to a 50% degree of professionalism, specifically utilizing SIbelius and Finale
	SWBAT:
	* Analyze recorded and written music at
	  the intermediate level.
	
	* Discuss applications of harmonic structures and enharmonic tone patterns.
	
	* Explore various songwriting/compositional techniques
	  at the professional level and compare
	  to individual projects.
	
	* Transpose and adapt scores in Sibelius and Finale.
	
	* Notate original compositions in score
	  form as well as adaptive forms in both
	  Sibelius and Finale.
		Opportunities for students to demonstrate understanding and proficiency will include:
		  In-class participation
		  Attendance
		  Quizzes
		  Tests (practical and written)
		  Exams
		  Individual projects
		  Group projects.
		
		  Rubrics will be designed
		  and provided for all projects as
		  appropriate.
			Arts
			1.1, 1.2, 1.3, 1.4

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7. Scoring with Video: (12 Weeks)
* Compose music for video, film,
  game and commercial
  advertising in both Sibelius and
  Finale while watching SYNC
  video playback.
 	
* Print parts for musicians to learn
  and record.
 	
* Develop templates for scoring in
  notation software, ProTools and
	SWBAT:
	* Identify appropriate projects to agree
	  to score.
	
	* Identify a 'good' Agreement for
	  film/video scoring.
	
	* Explore industry-standard notation-
	  software scoring tools.
	
	* Construct/compose a score for a
	  variety of assigned visual projects with
	  ET Video students and others.
	
	* Complete a Video component for one
		Opportunities for students to demonstrate understanding and proficiency will include:
		  In-class participation
		  Attendance
		  Quizzes
		  Tests (practical and
		    written)
		  Exams
		  Individual projects
		  Group projects.
		
		  Rubrics will be designed
		    and provided for all
		    projects as
		    appropriate.
			Arts
			1.1, 1.2, 1.3

GOALS	OBJECTIVES	ASSESSMENT	NJCCCS

8. Reason / Nuendo and trend Software: (8 Weeks)
 	
* Facilitate and instruct others to manipulate Reason software,
   Nuendo recording software.
 	
* Compile a guide to industry-standard software and become
   proficient in the use of at least one software title in each of the
   following plug-in categories: softsynths, amp modelers, sequencers, editors, compressor/limiters, FX processors, pitch correction, and other current trend software.
	SWBAT:
	
	* Create musical compositions utilizing
	   Reason, Nuendo and other trend software.
	
	* Edit other students work, and commercially released work in Nuendo and other editing software applications.
	
	* Research 'Best of' practices in current
	   industry recording environments.
	
	* Articulate gear preferences and defend ideas based on quality, cost, and recording space resources.
	
	* Manipulate the mentioned software for
	   specific, appropriate assigned projects as needed for the FPAC
		Opportunities for students to demonstrate understanding and proficiency will include:
		   In-class participation
		   Attendance
		   Quizzes
		   Tests (practical and written)
		   Exams
		   Individual projects
		   Group projects.
		
		   Rubrics will be designed
		   and provided for all projects as
		   appropriate.
			Arts 1.2,1.3