

**FREEHOLD REGIONAL  
HIGH SCHOOL  
DISTRICT**

**Fine and Performing Arts  
Academy**

**PA Honors Music Studio  
Curriculum**

**Course Code #155950**

**Approved by the Board of Education  
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 Hrs 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 do many things but be great at one, than do many things moderately well.

GOALS	OBJECTIVES	ASSESSMENT	NJCCCS
<p><b>1. Live Performance Series/ Individual Projects: (38 weeks)</b></p> <ul style="list-style-type: none"> <li>* Design and execute a series of live shows both at HHS and off-campus of different genres of music, including our own compositions.</li> <li>* Advertise and promote this series.</li> <li>* Construct and follow a production budget in an effort to generate profit.</li> <li>* Act as A&amp;R to determine and direct Artistic product for shows.</li> <li>* Design, record and promote a major individual project, upon approval, per semester.</li> <li>* Create a distribution plan for above individual project.</li> </ul>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>*Create a timeline for events in series based on demographics and resources.</li> <li>*Identify and secure all talent.</li> <li>*Identify ideas for cross-promotion.</li> <li>*Evaluate profit margins and target markets.</li> <li>*Define format for series.</li> <li>*Obtain all contracts for series.</li> <li>*Staff and promote all events.</li> <li>*Execute all events.</li> <li>*Assess all venue efforts.</li> <li>*Identify and exploit any opportunities for cross-platform academic learning.</li> </ul>	<p>Opportunities for students to demonstrate understanding and proficiency will include:</p> <ul style="list-style-type: none"> <li>In-class participation</li> <li>Attendance</li> <li>Quizzes</li> <li>Tests (practical and written)</li> <li>Exams</li> <li>Individual projects</li> <li>Group projects.</li> </ul> <p>Rubrics will be designed and provided for all projects as appropriate.</p>	<p>Arts 1.1,1.2, 1.3</p>

GOALS	OBJECTIVES	ASSESSMENT	NJCCCS
<p><b>2. Careers: (32 weeks)</b></p> <ul style="list-style-type: none"> <li>* Explore secondary and tertiary careers in record labels, sound companies, production companies, tours, and independent projects.</li> <li>* Attend the Tour Link Conference and/or the NAMM Show</li> <li>* Schedule and execute masterclasses with industry professionals at HHS, and/or through an online forum.</li> <li>* Present a research paper comparing career opportunities.</li> <li>* Evaluate the aspects of driving one's own project.</li> </ul>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>* Identify, evaluate and discuss different types of specific career opportunities in the field.</li> <li>* Identify, evaluate and discuss different challenges and benefits of embarking upon several types of independent projects.</li> <li>* Maintain intelligent conversations with industry professionals.</li> <li>* Prepare a cover letter and resume at the professional entry level.</li> <li>* Develop interpersonal, organizational and communication skills.</li> <li>* Utilize the internet to facilitate industry communication.</li> </ul>	<p>Opportunities for students to demonstrate understanding and proficiency will include:</p> <ul style="list-style-type: none"> <li>In-class participation</li> <li>Attendance</li> <li>Quizzes</li> <li>Tests (practical and written)</li> <li>Exams</li> <li>Individual projects</li> <li>Group projects.</li> </ul> <p>Rubrics will be designed and provided for all projects as appropriate. .</p>	<p>Arts 1.4, 1.5</p>

GOALS	OBJECTIVES	ASSESSMENT	NJCCCS
<p><b>3. Marketing: (28 Weeks)</b></p> <ul style="list-style-type: none"> <li>* Design a functional marketing campaign to support event series.</li> <li>* Generate revenue from Live Event Series and individual projects.</li> <li>* Collect demographic information to determine commercial preferences.</li> <li>* Develop marketing plan for self towards college entrance.</li> </ul>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>* Design a demographic survey at the professional level.</li> <li>* Identify a survey target audience.</li> <li>* Execute a demographic study.</li> <li>* Analyze the data from above survey and implement a strategic marketing plan based on the data.</li> <li>* Identify and exploit avenues of revenue from study results based on event series.</li> <li>* Develop alternative revenue generators such as merchandise, advertising, sponsorship, etc.</li> <li>* Evaluate one's own commercial preferences for individual career targets.</li> <li>* Assemble marketable package/interview strategy towards college entrance.</li> </ul>	<p>Opportunities for students to demonstrate understanding and proficiency will include:</p> <ul style="list-style-type: none"> <li>In-class participation</li> <li>Attendance</li> <li>Quizzes</li> <li>Tests (practical and written)</li> <li>Exams</li> <li>Individual projects</li> <li>Group projects.</li> </ul> <p>Rubrics will be designed and provided for all projects as appropriate.</p>	<p>Arts 1.4, 1.5</p>

GOALS	OBJECTIVES	ASSESSMENT	NJCCCS
<p><b>4. Advanced ProTools, Recording and Mastering: (24 weeks)</b></p> <ul style="list-style-type: none"> <li>* Execute strategies of recording using ProTools at the professional level.</li> <li>* Execute strategies of editing using ProTools at the professional level.</li> <li>* Execute intermediate strategies of Mastering using ProTools.</li> <li>* Execute intermediate strategies of Mastering using the Alesis Masterlink</li> <li>* Attend a masterclass at a professional Mastering studio.</li> <li>* Design and build a drum booth and a mobile vocal booth.</li> </ul>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>* 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.</li> <li>* Execute EQ management and carve EQ holes.</li> <li>* Apply cross-platform mastering techniques at a 70% level of 'radio-friendly' quality.</li> <li>* Explore other professional level mastering tools.</li> <li>* Discuss and analyze advanced topics with industry professionals at a professional recording/mastering facility.</li> <li>* Analyze micing technique strategies, and identify 'best possible' micing strategies for drum booth and vocal 'iso' booth settings.</li> <li>* Articulate and utilize industry- standard trend microphones for various types of recording sessions.</li> </ul>	<p>Opportunities for students to demonstrate understanding and proficiency will include:</p> <ul style="list-style-type: none"> <li>In-class participation</li> <li>Attendance</li> <li>Quizzes</li> <li>Tests (practical and written)</li> <li>Exams</li> <li>Individual projects</li> <li>Group projects.</li> </ul> <p>Rubrics will be designed and provided for all projects as appropriate.</p>	<p>Arts 1.1, 1.2, 1.3</p>

GOALS	OBJECTIVES	ASSESSMENT	NJCCCS
<p><b>5. Colleae Plannina: (20</b></p>	<p>SWBAT:</p>	<p>Opportunities for students</p>	<p>Arts</p>



<p><b>weeks)</b></p> <ul style="list-style-type: none"> <li>* Prepare a "College Goals" worksheet.</li> <li>* Identify five college 'targets' based on chosen field and personal preferences/needs.</li> <li>* Construct a portfolio for presentation to college entrance boards.</li> <li>* Prepare for interviews/auditions, and complete essays.</li> <li>*Track/analyze results.</li> </ul>	<ul style="list-style-type: none"> <li>* Research different college choices through various methods including the internet, periodicals, personal references, and college planning materials.</li> <li>* Decipher and 'weigh' individual needs and wants with and without parental involvement.</li> <li>* Attend a parent/student/teacher conference toward college application planning.</li> <li>* Identify and implement significant and strategic components of individual portfolio.</li> <li>* Rehearse, record and compile audition material for packaging.</li> <li>* Construct, revise and edit essay material.</li> <li>* Construct 'College Tracker'</li> </ul>	<p>to demonstrate understanding and proficiency will include:</p> <ul style="list-style-type: none"> <li>In-class participation</li> <li>Attendance</li> <li>Quizzes</li> <li>Tests (practical and written)</li> <li>Exams</li> <li>Individual projects</li> <li>Group projects.</li> </ul> <p>Rubrics will be designed and provided for all projects as appropriate.</p>	<p>1.1, 1.4, 1.5</p>
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<p><b>6. Advanced Theory/Notation: (16 Weeks)</b></p> <ul style="list-style-type: none"> <li>* Explore advanced uses for Roman Numerals, theory strategies and other non-traditional types of notation.</li> <li>* Manipulate secondary dominants.</li> <li>* Explore various contemporary composition/songwriting techniques.</li> <li>* Become proficient at digital notation to a 50% degree of professionalism, specifically utilizing Sibelius and Finale</li> </ul>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>* Analyze recorded and written music at the intermediate level.</li> <li>* Discuss applications of harmonic structures and enharmonic tone patterns.</li> <li>* Explore various songwriting/compositional techniques at the professional level and compare to individual projects.</li> <li>* Transpose and adapt scores in Sibelius and Finale.</li> <li>* Notate original compositions in score form as well as adaptive forms in both Sibelius and Finale.</li> </ul>	<p>Opportunities for students to demonstrate understanding and proficiency will include:</p> <ul style="list-style-type: none"> <li>In-class participation</li> <li>Attendance</li> <li>Quizzes</li> <li>Tests (practical and written)</li> <li>Exams</li> <li>Individual projects</li> <li>Group projects.</li> </ul> <p>Rubrics will be designed and provided for all projects as appropriate.</p>	<p>Arts 1.1, 1.2, 1.3, 1.4</p>

GOALS	OBJECTIVES	ASSESSMENT	NJCCCS
<p><b>7. Scoring with Video: (12 Weeks)</b></p> <ul style="list-style-type: none"> <li>* Compose music for video, film, game and commercial advertising in both Sibelius and Finale while watching SYNC video playback.</li> <li>* Print parts for musicians to learn and record.</li> <li>* Develop templates for scoring in notation software, ProTools and</li> </ul>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>* Identify appropriate projects to agree to score.</li> <li>* Identify a 'good' Agreement for film/video scoring.</li> <li>* Explore industry-standard notation-software scoring tools.</li> <li>* Construct/compose a score for a variety of assigned visual projects with ET Video students and others.</li> <li>* Complete a Video component for one</li> </ul>	<p>Opportunities for students to demonstrate understanding and proficiency will include:</p> <ul style="list-style-type: none"> <li>In-class participation</li> <li>Attendance</li> <li>Quizzes</li> <li>Tests (practical and written)</li> <li>Exams</li> <li>Individual projects</li> <li>Group projects.</li> </ul> <p>Rubrics will be designed and provided for all projects as appropriate.</p>	<p>Arts 1.1, 1.2, 1.3</p>

GOALS	OBJECTIVES	ASSESSMENT	NJCCCS
<p><b>8. Reason / Nuendo and trend Software: (8 Weeks)</b></p> <p>* Facilitate and instruct others to manipulate Reason software, Nuendo recording software.</p> <p>* 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.</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>* Create musical compositions utilizing Reason, Nuendo and other trend software.</li> <li>* Edit other students work, and commercially released work in Nuendo and other editing software applications.</li> <li>* Research 'Best of' practices in current industry recording environments.</li> <li>* Articulate gear preferences and defend ideas based on quality, cost, and recording space resources.</li> <li>* Manipulate the mentioned software for specific, appropriate assigned projects as needed for the FPAC</li> </ul>	<p>Opportunities for students to demonstrate understanding and proficiency will include:</p> <ul style="list-style-type: none"> <li>In-class participation</li> <li>Attendance</li> <li>Quizzes</li> <li>Tests (practical and written)</li> <li>Exams</li> <li>Individual projects</li> <li>Group projects.</li> </ul> <p>Rubrics will be designed and provided for all projects as appropriate.</p>	<p>Arts 1.2,1.3</p>