



Board/Authority Authorized Course: **Composition & Production 10**

School District/Independent School Authority Name: Cowichan Valley School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 79
Developed by: Allard Ludwig	Date Developed: February 6, 2020
School Name: Frances Kelsey Secondary School	Principal's Name: Jeff Rowan
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Composition & Production	Grade Level of Course: 10
Number of Course Credits: Four (4)	Number of Hours of Instruction: 120
Course Category: Visual and Performing Arts	Course Code: YVPA-0B

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

This course acts as an introductory level course, providing continuity with the provincial courses Composition & Production 11 and Composition & Production 12. It focuses on the basic elements of musical composition and the fundamental techniques and best practices used in capturing and manipulating recorded audio. Five key learning areas include: composing, recording, editing, mixing and mastering. Students will create professional sounding recordings. The mixing and mastering section of the course allows students to present their recordings in their best possible form to the listener. Students will use industry-standard tools such as Garage Band, Logic Pro X and ProTools.

Goals and Rationale:

- To explore the world of recorded music through an artistic lens and to express their ideas, opinions, beliefs, and emotions.
- To expand students' capability and potential to create and engage in the musical arts and to develop individual strengths and capacities.
- To investigate musical elements, processes, and techniques using a range of materials, tools, and environments, and
- To learn to honour and respect cultural protocols.

Indigenous Worldviews and Perspectives:

This course will provide students the opportunity to explore contemporary and traditional Indigenous cultural expression through music of local Indigenous Nations, and beyond. The students will gain a deep appreciation of the unique sounds and skills associated with Indigenous composition and production. Indigenous perspectives will vary depending on the traditions and practices of local and Indigenous views.

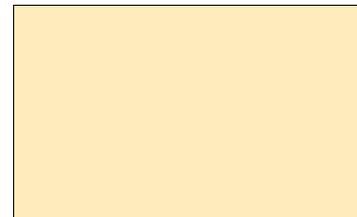
BIG IDEAS

Growth as a composer and producer requires perseverance, resilience, and reflection.

Composers create music that is rooted in history, culture and community.

Music composition and production provides an opportunity to represent our identity, context, and culture.

Music composition and production offers **aesthetic experiences** that can transform our perspective.



Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Explore and Create</p> <ul style="list-style-type: none"> • Compose music for solo and ensemble contexts • Create, produce, reproduce, or manipulate music using available technologies • Use <i>musical vocabulary</i> in composition and production • Experiment with musical elements to achieve specific effects in composition • Use musical forms and structures to express thoughts and emotions • Explore a variety of contexts and their influences on musical works, including place and time • Develop and refine technical and expressive skills <p>Reason and Reflect</p> <ul style="list-style-type: none"> • Analyze and interpret musicians’ use of technique, technology, and environment in musical composition and production, using musical language • Analyze and reflect on the design and development of musical compositions • Consider the physical and aural health of musicians and audiences <p>Communicate and Document</p> <ul style="list-style-type: none"> • Document, share, and appreciate musical works and experiences in a variety of contexts • Receive and apply constructive feedback • Use musical language to communicate ideas • Anticipate individual responses to a piece of music 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • musical elements, principles, vocabulary, symbols, and theory • creative processes • hardware and software used to create, record, and structure sound • movement, sound, image, and form • roles of composer, producer, performer and audience • traditional and contemporary First Peoples worldviews and cross-cultural perspectives, as communicated through music • innovative artists from a variety of genres and cultures • history of a variety of musical genres • ethics of cultural appropriation and plagiarism • health and safety issues and procedures, including the impact of audio volume on aural health

- Express perspectives, **personal voice**, story, and cultural identity through music composition and production
- Share personal insights derived from listening to, composing, and performing music

Connect and Expand

- Demonstrate personal and social responsibility associated with creating, performing, and responding to music
- Demonstrate understanding of creative processes
- Make connections with others on a local, regional, and global scale through music.
- Use technical knowledge and contextual observation to make musical decisions
- Identify and practise self-care to prevent **performance-related injury**
- Safely care for and maintain electronic tools, equipment, materials, and work spaces

Big Ideas – Elaborations

- **aesthetic experiences:** emotional, cognitive, or sensory responses to works of art

Curricular Competencies – Elaborations

- **ensemble contexts:** ensembles of varying size, instrumentation, or voicing
- **musical vocabulary:** descriptive and instructive terms with specific application in music; can be in English or other languages commonly used by composers (e.g., Italian); includes musical literacy which is the ability to read, write, notate, or otherwise communicate using musical language, vocabulary, and/or symbols
- **variety of contexts:** for example, personal, social, cultural, environmental, and historical contexts
- **place:** any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world.
- **musical language:** vocabulary, terminology, and non-verbal methods of communication that convey meaning in music
- **personal voice:** a style of expression that conveys an individual’s personality, perspective, or worldview
- **performance-related injury:** for example, repetitive stress injuries, vocal strain, other harm to oral and aural health

Content – Elaborations

- **musical elements, principles, vocabulary, symbols, and theory:** metre, duration, rhythm, dynamics, harmony, timbre, tonality, instrumentation, notation, pitch, texture, register, terms in Italian and other languages, expressive markings, abbreviations; methods, processes, and concepts used in creating and performing music
- **creative processes:** the means by which an artistic work (in dance, drama, music, or visual arts) is made; includes multiple processes, such as exploration, selection, combination, refinement, reflection, and connection
- **history:** the influences across time of social, cultural, historical, political, and personal contexts on musical works; includes the influences of historical and contemporary societies on musical works
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

This course is assessed by using the Triangulation of Assessment, which allows the teacher to collect evidence of student learning; this evidence is collected from the following three sources: conversations, observations, and products.

The following **Principles of Quality Assessment** will be noted:

- Assessment is ongoing, timely, specific, and embedded in day to day instruction
- Student is involved in assessment and feedback
- Assessment focuses on all three components of the curriculum model - knowing, doing, understanding
- Assessment provides ongoing descriptive feedback to students

The students will play an active role throughout all stages of assessment to ensure that they feel ownership of their work and to hear and provide feedback about how they are doing, and where to next?

Specific to the course:

Assessment evidence will be collected using a wide variety of methods, such as observation, lab skills tests, learning logs, personal goals, student self-assessment and peer assessment, oral and written reports, and quizzes. Teacher is providing ongoing, descriptive feedback that is embedded in day-to-day instruction and provides varied and multiple opportunities for learners to demonstrate their learning.

Student performance is based on the information collected through assessment activities. Teacher's insight, knowledge about learning, and experience with students, along with specific criteria they establish, to make judgments about student performance in relation to learning outcomes of the course.

Achievement indicators using language directly from the learning outcomes will be used to gauge the level of achievement for each student. The breakdown of the grade will correspond to the time allotted to each learning unit.

Learning Resources:

Roey Izhaki - Mixing Audio: Concepts, Practices and Tools

Mike Senior — Mixing Secrets for the Small Studio

Bob Katz — Mastering Audio: The Art and the Science

Curtis Roads — The Computer Music Tutorial

Bobby Owsinski — Mixing Engineer's Handbooks

Mixerman — Zen and the Art of Mixing

Michael Stavrou — Mixing with your Mind

Glen Ballou - Handbook for Sound Engineers

Tim Crich — Recording Tips for Engineers