

Music Production and Design

Course Name: Music Production and Design (Grades 9-12)

Course Requirements: Participation in a culminating capstone project, specifically the spring musical. This participation may take the form of performance, staging, costume design, sound design, lighting, marketing, stage crew, etc.

Course Description: This course is designed for the student that wants a in depth study in the production and design of musical performances. The emphasis of this class will be repertoire selection, staging, lighting design, sound design, costume design, marketing, and the history of these elements. The business side of musical production will also be a sizable part of the experience. Students should have previous experience in performance ensembles to be a part of this class. This class may require some out of the school day learning opportunities.

This class is of benefit to any music student considering musical study (major or minor) after graduation, or for any student wishing to increase their knowledge of the aspects of a staged production with music. This class is not an introduction to music courses, and not for a student that has never had interest in the technical side of music productions.

Historical, Cultural and Social Contexts

Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or event, both past and present. Students identify significant contributions of composers and performers to music heritage. Students analyze the historical, social and political forces that have influenced the function and role of music in the lives of people.

| Ohio Benchmarks Grades 9-12 | Grade Level Indicators | Comments/ Suggestions |
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| <p>A. Identify music forms from various cultures and historical periods and create or perform representative repertoire with stylistic accuracy.</p> <p>B. Research and explain how music and composers both influence and are influenced by society and culture.</p> | <ol style="list-style-type: none">1. Students will compare and contrast examples of music and dance styles from a variety of times, cultures and places2. Students will perform music from a variety of cultures and historical periods.3. Students will listen to, reflect on, and perform “landmarks” of popular vocal literature that had a significant impact on the history of particular eras and cultures.4. Students will be exposed to the understanding that music and dance reflect, play a role in and influence culture5. Students will analyze and describe the historical correlation and current relevance between dancing and singing. | <ol style="list-style-type: none">1. Idea- Create a time line of important ideas and technology that has aided the development of musical productions2. Students can analyze and provide an outline of techniques and technology used in a performance3. Study the way different genres of musical productions have developed and differ from each other.4. Make a chart in the classroom to have keywords placed on for reminders5. Use short clips of videos demonstrating performers from the historical time period being discussed/performed6. Written assignment on a specific performance the students have witnessed |

Music Production and Design

Creative Expression and Communication

Students sing, improvise, compose, read and notate music.

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| <p>A. Sing independently or in ensembles, demonstrating technical and stylistic accuracy and musical expressiveness with appropriate responses to a leader's cues and gestures.</p> <p>B. Read, perform or compose music repertoire using a variety of tonalities while demonstrating an understanding of the language of music.</p> | <ol style="list-style-type: none">1. Students will perform a repertoire of challenging vocal literature representing various genres, styles and cultures with expression, technical accuracy, tone quality, vowel shape and articulation, and with proper dance techniques, both individually and in small groups designed/arranged for a popular music vocal ensemble.2. Students will arrange music. | <ol style="list-style-type: none">1. Student analysis of concert video.2. Self-assessments.3. Use midi software to notate music for a production4. Students can create their own performance set, to be presented to the class.5. Have students "re-arrange" a classic production using techniques and technology from different eras. |

Music Production and Design

Analyzing and Responding

Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.

| Ohio Benchmarks Grades 9-12 | Grade Level Indicators | Comments/ Suggestions |
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| <ul style="list-style-type: none"> A. Analyze and evaluate music selections based upon established criteria. B. Analyze and respond to conducting patterns and gestures in relation to interpretation of music performance literature. C. Analyze common harmonic progressions in selected repertoire. D. Apply appropriate, established criteria to evaluate a variety of music performance. | <ul style="list-style-type: none"> 1. Students will be able to sing back and notate songs into melodic and rhythmic patterns when presented aurally. 2. Students will sight read music accurately and expressively. 3. Students will identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural techniques. | <ul style="list-style-type: none"> 1. Use terminology to describe music selections. 2. Students will sight read different styles of music to see what different types of production techniques could be used to enhance that particular piece. 3. Have students identify the form and parts of compositions they are working on for their production. 4. Use a rubric or checklist to evaluate the performance the student has designed to provide feedback on their use of a variety of techniques. |

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Valuing Music/Aesthetic Reflection

Students demonstrate an understanding of reasons why people value music and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.

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| <p>A. Articulate and justify personal philosophies regarding music in their lives and cite examples that contribute to this thinking.</p> <p>B. Explain how people differ in music preferences based on their personal experiences.</p> <p>C. Develop and apply specific criteria for making informed, critical judgments about quality and effectiveness of music works both written and performed.</p> | <ol style="list-style-type: none">1. Critique their performances or compositions in terms of aesthetic qualities.2. Discuss how the purpose, meaning and value of a musical work changes because of the impact of life experiences.3. Evaluate musical works and performances using criteria for aesthetic qualities. | <ol style="list-style-type: none">1. Research events and historical figures to determine if there was music composed around that event or person, and what type of production elements would they have used.2. Have students create a “show” around one particular emotion, and explain how the music and production elements help to convey that emotion.3. Compare and contrast music to see differences in feelings and moods would change the production elements, and how would you convey that to an audience4. Critique 2 different performances of the same song using aesthetic qualities as a judgment factor. |

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Connections, Relationships and Applications

Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students develop a desire for lifelong learning in music.

| Ohio Benchmarks Grades 9-12 | Grade Level Indicators | Comments/ Suggestions |
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| <p>A. Articulate similarities and differences between music and other content areas.</p> <p>B. Apply technology in creating, performing and/or researching music.</p> <p>C. Compare and contrast several cultures' music works based on the function music serves, roles of the musicians and conditions under which the music is performed.</p> <p>D. Articulate music avocation and career opportunities found in various cultures and music setting and identify experiences necessary for success.</p> | <p>1. Students will explain ways in which the principles and subject matter of various disciplines are interrelated with those of music and dance.</p> <p>2. Students will have knowledge of traditional and emerging career opportunities in music and dance.</p> | <p>1. Create PowerPoint presentations that incorporate music, sound design, lighting design, and technology</p> <p>2. Bring in professional musicians/performers to give the students some real life knowledge from a professional who specializes in music production and design</p> <p>3. Have students so research on the physics of sound and light, and apply that to the sound and light design to add to the musical production</p> <p>4. Students can learn electrical and technical sound production through interaction with sound systems and microphones.</p> |