



K I R K W O O D
S C H O O L D I S T R I C T

MUSIC PRODUCTION AND RECORDING TECHNIQUES 9TH-12TH

Approved by KSD Board of Education: December 16, 2024

Course Description:

In Music Production and Recording Techniques, students will build the skills needed to record, mix, edit, and produce modern music in a studio environment. They will also learn to effectively use sound reinforcement systems to enhance live performances, combining technical knowledge with creative exploration to shape high-quality sound experiences.

Grade Level: 9th-12th Grade (semester)

Unit Scope and Sequence

Unit 1: Live Sound

Unit 2: Contemporary Theory

Unit 3: Recording Techniques

Course Enduring Understandings:

- Live sound deeply influences one's cultural experience at a performance, enhancing emotional connection, conveying cultural identity, and shaping audience perception and interpretation.
- Producing music plays a powerful role in shaping and influencing culture, expressing shared values, traditions, and identity while also inspiring change and connection within communities.

Course Essential Questions:

- How does live sound influence the emotional connection, cultural identity, and perception of a performance?
- How does producing music shape and influence culture, express shared values, and inspire change within communities?

MUSIC PRODUCTION AND RECORDING TECHNIQUES 9TH-12TH

Unit 1: Live Sound

In this unit, students will explore the tools and techniques of sound reinforcement systems, learning how to enhance and elevate live performance experiences.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
<ul style="list-style-type: none"> ● A strong foundation in live sound requires knowledge of sound reinforcement system components, including microphones, mixers, equalizers, amplifiers, speakers, and the proper use of cords and connectors, to effectively manage and enhance audio in live environments. ● Sound is generated and can be shaped through various techniques, such as amplification, frequency adjustment, control of amplitude, wavelength, and resonance, whether in live performances or recorded settings. 	<ul style="list-style-type: none"> ● How do you run and produce a live performance using P.A and music reinforcement systems and technology?
<i>Students must know:</i>	<i>Students must be able to:</i>
<ul style="list-style-type: none"> ● The foundational components needed to create a functional performance amplification for a musical experience. <ul style="list-style-type: none"> ○ Microphones ○ Mixers ○ Equalizers ○ Amplifiers ○ Speakers ○ Cords ○ connectors ● Ways to manipulate sound using both analogue and digital sound reinforcement systems. <ul style="list-style-type: none"> ○ Amplification ○ Frequency adjustment ○ Amplitude ○ Wavelength ○ Resonance ● Skills necessary to become a sound engineer. 	<ul style="list-style-type: none"> ● Set up and control the essential components that are used in creating a functional performance amplification for creating a musical experience. ● Troubleshoot a sound system that is not functioning correctly based on study/lecture and knowledge of each component and its purpose. ● Explain in detail how to manipulate sound using frequency, amplitude, wavelength and resonance. ● Explain in detail and demonstrate the essentials of what a well produced amplified performance consists of. ● Demonstrate a working knowledge of how a sound engineer is an artist in a performance environment. ● Demonstrate a working knowledge of how to amplify the different instruments used in the most common of amplified performances, including but not limited to: amplifiers, keyboards, drums, vocals, small ensembles, and large ensembles.

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Unit 1: Live Sound

Missouri Learning Standards

Priority Standard: Select, analyze, and interpret artistic work for presentation (MU:Pr4)

Supporting Standards:

- Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances (MU:PR4B.T.1a)
- Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances. (MU:Pr4C.T11a)

Priority Standard: Convey meaning through the presentation of artistic work (MU:Pr6)

Supporting Standards:

- Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.(MU:Pr6A.T.1a)

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Unit 2: Contemporary Theory

In this unit, students will develop composition skills essential for creating contemporary music.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
<ul style="list-style-type: none"> ● Modern songwriting techniques share common approaches and are utilized by contemporary artists in the composition of popular music. ● Effective composition involves the creation and integration of melodies, orchestration, and analytical processes to craft cohesive musical works. ● Multiple software and hardware systems, including digital audio workstations and music notation software, can be used as essential tools in composing and producing music. 	<ul style="list-style-type: none"> ● What contemporary music composition theories and songwriting techniques are used for the purposes of creating and recording modern music in a variety of genres?
<i>Students must know:</i>	<i>Students must be able to:</i>
<ul style="list-style-type: none"> ● Common songwriting techniques used in modern music. ● Basic music theory techniques that contemporary artists use. ● Multiple composition software. ● How to compose a pop song. ● Digital audio workstations. 	<ul style="list-style-type: none"> ● Compare and contrast songs using common language of the basics in musical composition. ● Explain/demonstrate chord progressions using basic music theory techniques employed by modern contemporary artists. ● Compare and contrast contemporary melodic structure based on a variety of artists and their compositions. ● Compare and contrast contemporary harmonic and song structures based on a variety of artists and their compositions. ● Demonstrate a working knowledge of composition software. ● Compose a song by: <ul style="list-style-type: none"> ○ writing a melody versus a chord progression ○ making a composition unique using the timbre and equalization techniques

MUSIC PRODUCTION AND RECORDING TECHNIQUES 9TH-12TH

Unit 2: Contemporary Theory

Missouri Learning Standards

Priority Standard: Convey meaning through the presentation of artistic work (MU:Pr6)

Supporting Standards:

- Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. (MU:Pr6A.T.1a)

Priority Standard: Generate and conceptualize artistic ideas and work (MU:Cr1)

Supporting Standards:

- Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations using digital tools. (MU:Cr1A.T.1a)

Priority Standard: Organize and develop artistic ideas and work (MU:Cr2)

Supporting Standards

- Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources. (MU:Cr2.1.C.I-IIIa)

Priority Standard: Refine and Complete Artistic Work (MU:Cr3)

Supporting Standards

- Share compositions or improvisations that demonstrate a proficient level (based on teacher developed rubric) of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas. (MU:Cr3B.T.1a)

COURSE TITLE AND GRADE

Unit 3: Recording Techniques

In this unit, students will delve into recording techniques and production software, applying their understanding of contemporary composition to create and produce their own music. This hands-on experience will empower them to bring their unique musical ideas to life.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
<ul style="list-style-type: none"> ● The process of mastering a track consists of instrument choice, tempo, scale, key, and making adjustments to the quality of each component sound. ● Creating your individual sound is essential to intentional application of the nuances of recording and production. 	<ul style="list-style-type: none"> ● How do you record, mix, edit, and produce music in a studio environment using recording software and hardware?
<i>Students must know:</i>	<i>Students must be able to:</i>
<ul style="list-style-type: none"> ● The foundational skills needed to record a song. <ul style="list-style-type: none"> ○ Instrument choice ○ Tempo ○ Scale ○ Key ● How to use multiple recording techniques to enhance a track. 	<ul style="list-style-type: none"> ● Record using software. ● Use a recording interface with a laptop to record different instruments in a live setting. ● Use a mixer setting in recording software. ● Set microphone and line level settings using recording software. ● Use overdubbing techniques using recording software. ● Use panning techniques to open up the sound spectrum on any recorded composition. ● Add effects to a mix to enhance a recorded composition. ● Finalize a mix of a recorded composition. ● Ping-pong and stack channels in a final mix to enhance the final musical product. ● Present to the class their final recorded project in a live setting.

COURSE TITLE AND GRADE
Unit 3: Recording Techniques

Missouri Learning Standards

Priority Standard: Select, analyze, and interpret artistic work for presentation (MU:Pr4)

Supporting Standards:

- Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances (MU:PR4B.T.Ia)
- Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances. (MU:Pr4C.TIIa)

Priority Standard: Develop and refine artistic techniques and work for presentation (MU:Pr5)

Supporting Standards:

- Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music. (MU:Pr5A.T.Ia)

Priority Standard: Organize and develop artistic ideas and work (MU:Cr2)

Supporting Standards

- Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources. (MU:Cr2.1.C.I-IIIa)

Priority Standard: Refine and Complete Artistic Work (MU:Cr3)

Supporting Standards

- Share compositions or improvisations that demonstrate a proficient level (based on teacher developed rubric) of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.(MU:Cr3B.T.Ia)