Foundations Unit 3: Mixing and Ear Training

Content Area: **Arts**
Course(s): **Music Technology**
Time Period: **Semester 1 & 2**
Length: **5-6 Weeks**
Status: **Published**

Standards

1.3E.12acc.Cr3	Refining and completing products. Evaluate, Refine
1.3E.12acc.Cr3b	Share compositions and improvisations that demonstrate musical and technological craftsmanship as well as the use of digital and/or analog tools and resources in developing and organizing musical ideas.
1.3E.12acc.Pr5	Developing and refining techniques and models or steps needed to create products.
VPA.1.1.12	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.1.1.12.B.1	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
VPA.1.1.12.B.CS1	Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres.
VPA.1.3.12.B	Music
VPA.1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores.
VPA.1.3.12.B.CS1	Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era.
VPA.1.3.12.B.CS3	Understanding of how to manipulate the elements of music is a contributing factor to musical artistry.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.

Enduring Understandings

1. Mixing creates a blend of all the individual tracks in a song into a cohesive final product.
2. Compression, Equalization and Delay/Reverb together form the cornerstone of your effects in a mix.
3. Clarity, NOT loudness, is the strongest indicator of a quality mix.

Essential Questions

1. What are the qualities which make a mix sound balanced?
2. What is the differentiation between creative and pragmatic uses for effects in a mix?
3. How does a mix differ from a master and how have the loudness wars shaped this distinction?

Knowledge and Skills

Music Technology Students will be able to:

- Understand the function and correct implementation of effects within a mix.
- Apply basic effects chains as needed both on individual and bus channels.
- Assess the “competitive” loudness of a mix using dedicated instruments and metering.

Terminology:

- Mixdown
- Metering
- Low/High Pass filtering
- Volume Fader
- Phasing
- Phase cancellation
- Limiter
- Multiband compressor
- Brickwall limiter
- Stereo Spectrum
- Equalization (EQ)
- Compression
- Reverb
- delay
- gain
- Distortion
- Master Bus/Stereo Bus
- Premaster
- Master

Resources

- FL Studio Recording Software (https://www.image-line.com/flstudio/)
- In The Mix FL Studio Training (https://www.youtube.com/channel/UCIcCXe3iWo6lq-iWKV40Oug)

- Microphones, audio interfaces, related cables
- Related Google Slides Presentations (https://bit.ly/39qeGkt, https://bit.ly/39AvdSQ)
- Splice.com Sampling Application (https://splice.com/home)
- Classroom (M:) Drive
- Supplementary Videos
- Keyboards
- Bandcamp Publication Website (https://bandcamp.com/)
- https://www.EDMProd.com

Transfer Goals

1. Students will be able to apply the concepts of mixing and the interplay of bus effects to a finished mix or recording.
2. Students will be able to articulate the developments of loudness and its effects on the popular music industry.

Assessments

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Modifications

Modifications