MUSC11401 *Digital Music Applications*
Term 1 - 2017

Profile information current as at 05/05/2024 06:14 am

All details in this unit profile for MUSC11401 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview
This unit is a detailed introduction to music sequencing and sampling using industry recognised software. Students will gain experience with Musical Instrument Digital Interface (MIDI), software synthesizers, audio loops and region-based multi-take recording leading to mixing and mastering audio. Students undertaking this unit via flexible delivery may be required to own a computer with an approved Digital Audio Workstation. Students interested in enrolling in the unit should contact the unit coordinator before enrolling

Details
Career Level: *Undergraduate*
Unit Level: *Level 1*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites
There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 1 - 2017

- Distance
- Mackay
- Noosa

Attendance Requirements
All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website
This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**
Weighting: 20%
2. **Written Assessment**
Weighting: 40%
3. **Written Assessment**
Weighting: 40%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student feedback

Feedback
Readings were difficult

Recommendation
Review set readings to ensure these are the most appropriate and relevant readings available.

Action
The unit has been completely re-written and all learning materials included are directly related to the learning outcomes.

Feedback from Student feedback

Feedback
Stronger explanation of the relationship between course content and assessment items.

Recommendation
Explain the relationship between course content with the learning objectives and assessment items in the assessment description.

Action
The unit has been completely re-written and all learning materials included are directly related to the learning outcomes.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Create complex sequences of both MIDI, digital audio loops and recorded digital audio;
2. Sample live audio into the digital domain and manipulate the audio artefact;
3. Synchronise MIDI and audio samples to time-based video media;
4. Mix and Master completed audio files to broadcast standard.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

| — N/A Level | ○ Introductory Level | ● Intermediate Level | ● Graduate Level | ○ Professional Level | ○ Advanced Level |

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	**2**	**3**	**4**
1 - Written Assessment - 20%	●	●	●	●
2 - Written Assessment - 40%	●			●
3 - Written Assessment - 40%	●	●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•		•
2 - Problem Solving	•	•	•	•
3 - Critical Thinking	•	•		•
4 - Information Literacy	•			
5 - Team Work				
6 - Information Technology Competence	•	•	•	•
7 - Cross Cultural Competence				
8 - Ethical practice				
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 20%	•	•	•	•				•		
2 - Written Assessment - 40%	•	•	•	•		•				
3 - Written Assessment - 40%	•	•	•	•		•				

Textbooks and Resources

Textbooks
MUSC11401

Prescribed

Modern MIDI
(2014)
Authors: Sam McGuire
Focal Press
Burlington , MA , United States
ISBN: 978-0-415-83927-3
Binding: Paperback

View textbooks at the CQUniversity Bookshop

IT Resources
You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- A copy of Reaper v4, Garageband v10, or Logic X
- A MIDI keyboard (optional)
- A recent computer running Windows or IOS
- Sibelius Music Notation Software (for more detail see term-specific information)

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

David Reaston Unit Coordinator
d.reaston@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Course introduction Module 1: Digital Sound	**Reading 1:** Hosken, D. (2014). *An introduction to music technology*. New York: Routledge. (pp.7-17) **Reading 2:** Huber, D. M., & Runstein, R. E. (2014). "Sound and Hearing". *In Modern Recording Techniques. 8th Edition.* (pp.43-73). New York: Focal Press. **Reading 3**: Pohlman, K. C. (2005). "Fundamentals of Digital Audio". *In Principles of digital audio. 5th Edition.* (pp.21-50). New York : McGraw-Hill.	

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic

Module 1: Digital Sound	As per last week.	

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Digital Audio	**Reading:** Hosken, D. (2014). *An introduction to music technology*. New York: Routledge. (pp.53-76)	

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Digital Audio	As per last week.	**Audio Project** Due: Week 4 Friday (31 Mar 2017) 11:45 pm AEST

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: MIDI and Software Instruments	**Reading 1:** McGuire, Sam. (2014). *Modern MIDI: Sequencing and Performing Using Traditional and Mobile Tools*. Burlington, MA: Focal Press. (pp.325-346) (pp.104-138) (pp139-178) (pp.179-212) **Reading 2:** Hosken, D. (2014). *An introduction to music technology*. New York: Routledge. (pp.136-163)	

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: MIDI and Software Instruments	As per last week.	

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: MIDI and Software Instruments	As per last week.	

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: MIDI and Software Instruments	As per last week.	**MIDI Realisation of a Score** Due: Week 8 Friday (5 May 2017) 11:45 pm AEST

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 4: Computer Notation	**Reading:** Hosken, D. (2014). *An introduction to music technology*. New York: Routledge. (pp.273-294)	

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 4: Computer Notation	As per last week.	

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 4: Computer Notation	As per last week.	

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic

| Module 4: Computer Notation | As per last week. | **Re-create a score** Due: Week 12 Friday (2 June 2017) 11:45 pm AEST |

Review/Exam Week - 05 Jun 2017

| **Module/Topic** | **Chapter** | **Events and Submissions/Topic** |

Exam Week - 12 Jun 2017

| **Module/Topic** | **Chapter** | **Events and Submissions/Topic** |

Term Specific Information

To enable you to get the best results in this unit, I suggest the following:

- Purchase Sibelius music notation software. This can be bought in full or on an annual subscription. This will be mainly used in Assessment 3. However, you will find this music notation software very useful for other units in the Bachelor of Music degree. For more information on how to purchase this software, please go to the links on the Moodle website or contact me, the unit coordinator, David Reaston. Email: d.reaston@cqu.edu.au
- The textbook for this unit is only a recommended reading.
- More comprehensive information and readings on the content covered in this unit can be found on the Moodle site.

Assessment Tasks

1 Audio Project

Assessment Type
Written Assessment

Task Description
Length: Approximately 30 seconds of audio + 500 word essay
Re-groove Drums (Hosken, 2014, p. 78)

- Import a short drum groove into your DAW. You can use a loop or record you or a friend playing a groove.
- Use your DAW's editing techniques to rearrange the elements of the groove to form a new one.
- The clock and timeline should measure time in bars and beats rather than real time or SMPTE time, so you can match up elements to beats or parts of a beat.
- Even if the groove was originally on one track, use a separate track for each element (kick drum, snare drum, cymbals, toms).
- Use fades and crossfades to smooth out transitions.
- You can also pitch shift or time stretch various sounds to create a very different kind of groove.
- You can use a different rearrangement of the drum elements to create a contrasting groove followed by a return to the original groove.

Your track should last for approximately 30 seconds and include the original groove at some point.
A 500 word essay should accompany your submission explaining your indivual process used to create the new groove.
Assessment submission and presentation
You must submit:

- An .mp3 of your final project
- The DAW session of your project (GarageBand Project)
- 500 word essay as a Microsoft Word Document (.docx)

Your essay:

- Must use 12 point Times New Roman font
- Must use 1.5 spacing for the body of the assignment
- Include your name and student number on each page as part of a header or footer.

- May use sub-headings to organise your assignment clearly
- Must adhere to the CQUniversity APA Style Guide.

References
Hosken, D. (2014). *An introduction to music technology*. New York: Routledge.

Assessment Due Date
Week 4 Friday (31 Mar 2017) 11:45 pm AEST

Return Date to Students
Week 6 Friday (21 Apr 2017)

Weighting
20%

Assessment Criteria
Re-Groove Drum Task

- Appropriate choice of original (unaltered) drum groove (5%)
- Application and effective use of track separation for each element (5%)
- Application and effective use of a clock/timeline (10%)
- Application and creative use of editing tools (cut/paste/effects) (30%)
- Application and effective use of fades and cross-fades (5%)
- Overall presentation and appropriate duration (5%)

Essay

- Clear explanation of method used to create new groove (12%)
- Clear explanation of editing tools and effects used (10%)
- Clear explanation of the track's overall structure (5%)
- Accuracy of spelling, punctuation and grammar; clarity of writing style (8%)
- Meeting delivery requirements (presentation, word count, style guide) (5%)

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)

Submission
Online

Learning Outcomes Assessed

- Create complex sequences of both MIDI, digital audio loops and recorded digital audio;
- Sample live audio into the digital domain and manipulate the audio artefact;
- Synchronise MIDI and audio samples to time-based video media;
- Mix and Master completed audio files to broadcast standard.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Ethical practice

2 MIDI Realisation of a Score

Assessment Type
Written Assessment

Task Description
Create an audio recording using MIDI instruments from a score. The score will be provided on the Moodle site. Write an accompanying 500 word essay.
Steps:

- Add a 'software instrument' track in your DAW for each voice in the piece.
- Select the desired timbres for each track.
- Set up key-signature and time signature and tempo in your DAW.
- Record/enter each part of the score into their assigned track. This maybe done via real-time, step, or manual entry. You may use a software instrument or a MIDI instrument. Remember the recording tempo can be different

from the playback tempo, and to activate the metronome and count-off. Quantisation may be use to even out parts.
- Use editing tools (cut/copy/paste/loop) to complete the arrangement as per the score.
- Add a drum track to the arrangement (either Apple loops, GarageBand 'drummer', or your own)
- Mix session
- Add reverb to master track.
- Add a fade in to the master track at the start, and a fade out at the end.
- Export session as an audio file (.mp3).

A 500 word essay should accompany your submission explaining your individual process used to the create audio recording including any challenges you faced along the way.
Assessment submission and presentation
You must submit:

- An .mp3 of your final project
- The DAW session of your project (GarageBand Project)
- 500 word essay as a Microsoft Word Document (.docx)

Your essay:

- Must use 12 point Times New Roman font
- Must use 1.5 spacing for the body of the assignment
- Include your name and student number on each page as part of a header or footer.
- May use sub-headings to organise your assignment clearly
- Must adhere to the CQUniversity APA Style Guide.

Assessment Due Date
Week 8 Friday (5 May 2017) 11:45 pm AEST

Return Date to Students
Week 10 Friday (19 May 2017)

Weighting
40%

Assessment Criteria
MIDI Realisation

- Appropriate number and timbre of 'software instrument' tracks (5%)
- Appropriate key-signature and time signature and tempo (5%)
- Correct entry of parts into the DAW (35%)
- Application and effective use of editing tools (cut/copy/paste/loop) (5%)
- Application and effective use of fades and cross-fades (5%)
- Appropriate drum-track (5%)
- Appropriate mix of session (5%)
- Overall presentation and appropriate duration (5%)

Essay

- Clear explanation of method used to create the audio recording (15%)
- Clear explanation of any challenges faced (5%)
- Accuracy of spelling, punctuation and grammar; clarity of writing style (7%)
- Meeting delivery requirements (presentation, word count, style guide) (3%)

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)

Submission
Online

Submission Instructions
Submit through Moodle

Learning Outcomes Assessed

- Create complex sequences of both MIDI, digital audio loops and recorded digital audio;
- Mix and Master completed audio files to broadcast standard.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence

3 Re-create a score

Assessment Type
Written Assessment

Task Description
Re-create a score using musical notation software. The score will be provided on the Moodle site. Generate parts from your score.
Use mouse and computer keyboard or step-time entry with a MIDI instrument to re-create the score. Try and make your score look identical to the original, copying the correct amount of staves, the key signature and all markings (repeat marks, articulation, dynamics etc).
Generate parts from your score. You may have to individually edit the layout of each part.
Export score and parts as PDFs.
<u>Assessment submission and presentation</u>
You must submit:

- Score and parts as PDFs.
- Include your name and student number on each page as part of a header or footer.

Assessment Due Date
Week 12 Friday (2 June 2017) 11:45 pm AEST

Return Date to Students
Exam Week Friday (16 June 2017)

Weighting
40%

Assessment Criteria

- Accuracy of headings and fonts (4%)
- Accuracy of key-signature, time-signature and tempo (4%)
- Accuracy of pitch (28%)
- Accuracy of rhythm (28%)
- Accuracy of all marking (repeat marks, articulation, dynamics etc.) (12%)
- Score layout (6%)
- Parts layout (6%)
- Overall presentation of score and parts (8%)
- Meeting delivery requirements (presentation, name and student number on each page) (4%)

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Please submit all files in Moodle

Learning Outcomes Assessed

- Create complex sequences of both MIDI, digital audio loops and recorded digital audio;
- Sample live audio into the digital domain and manipulate the audio artefact;
- Synchronise MIDI and audio samples to time-based video media;
- Mix and Master completed audio files to broadcast standard.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking

- Information Literacy
- Information Technology Competence

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem