MUSC11401 *Digital Music Applications*
Term 1 - 2019

Profile information current as at 05/05/2024 12:57 pm

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 - 2019

- Mackay
- Online

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

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 Unit evaluation data and student feedback

Feedback

Problems navigating and installing plug-ins for the recommended software for PC users

Recommendation

Review recommended software for PC users for the first two assessment tasks with a view to either changing it or improving the associated learning resources.

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	•			

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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

Supplementary

An introduction to music technology
Second edition (2015)
Authors: Daniel W. Hosken (Daniel William)
Routledge
New York , NY , United States
ISBN: 9780415825733
Binding: Paperback

Additional Textbook Information
Copies can be purchased from the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code)

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Pro Tools software (See Term-Specific Information)
- A recent computer running IOS or Windows
- Sibelius First or Sibelius Music Notation Software (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 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Unit Introduction Module 1: Digital Sound	Hosken, D. (2014). What is sound?. In *An introduction to music technology* (pp.7-17). New York, NY: Routledge.	

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Digital Sound	Hosken, D. (2014). Sound properties and the waveform view. In *An introduction to music technology* (pp.18-33). New York, NY: Routledge. Hosken, D. (2014). The overtone series and the spectrum view. In *An introduction to music technology* (pp.36-47). New York, NY: Routledge.	

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Digital Audio	Hosken, D. (2014). Digital audio software: the digital audio workstation. In *An introduction to music technology* (pp.53-76). New York, NY: Routledge.	

Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Digital Audio	As per last week.	

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Digital Audio	As per last week.	

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: MIDI and Software Instruments	Hosken, D. (2014). Software instruments and sequencing. In *An introduction to music technology* (pp.136-163). New York, NY: Routledge. Hosken, D. (2014). MIDI messages. In *An introduction to music technology* (pp.183-198). New York, NY: Routledge.	**Audio Project** Due: Week 6 Tuesday (23 Apr 2019) 11:45 pm AEST

Week 7 - 29 Apr 2019

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

Week 8 - 06 May 2019

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

Week 9 - 13 May 2019

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

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 4: Computer Notation	Hosken, D. (2014). Computer notation. In *An introduction to music technology* (pp.273-294). New York, NY: Routledge.	**MIDI Realisation of a Score** Due: Week 10 Monday (20 May 2019) 11:45 pm AEST

Week 11 - 27 May 2019

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

Week 12 - 03 Jun 2019

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

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Re-create a Score Due: Review/Exam Week Wednesday (12 June 2019) 11:45 pm AEST

Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

This unit serves as an introduction to music technology and because of this, you will need to have access to the following:

- *Pro Tools* software
- *Sibelius First* or *Sibelius* software

Both of which are released by AVID: https://www.avid.com/
Pro Tools is the standard digital audio workstation for the music industry and learning how to use it is extremely beneficial. You'll be required to submit *Pro Tools* sessions as part of your assessments and therefore need to have access to a copy of *Pro Tools* software. If you don't have *Pro Tools* or know anyone who does, the following link will direct you AVID's website where you can purchase *Pro Tools* on a monthly or yearly subscription at and educational price at either $8.25 USD per month (on a yearly subscription) or $9.99 USD per month (on a monthly subscription):
https://shop.avid.com/ccrz__ProductDetails?viewState=DetailView&sku=DYNA20002&isCSRFlow=true&portalUser=&store=shop&cclcl=en_AU&
In order to authorise and use *Pro Tools* you will also need to purchase an iLok USB Key. You can purchase one through AVID's website for $49 USD or if you want to save time on shipping and the related costs from the US, you can purchase an iLok USB Key from one of many online Australian retailers for about $69 AUD:
https://www.storedj.com.au/pace-ilok-3rd-gen-ilok-usb-smart-key
or
https://www.ebay.com.au/itm/Pace-iLok-3rd-Gen-iLok-USB-Smart-Key/142551992468?epid=927465966&hash=item2130c2c894:g:XBcAAOSwmaJcPAdG:rk:2:pf:0
Sibelius is the world's largest selling music notation program. You will need access to copy of *Sibelius* in order to complete the third assessment task. If you don't already own *Sibelius* or know anyone who does, Avid has released a free version of the software called *Sibelius First*. This version allows you to compose simple scores with up to 4 instrument parts. This version of the software is acceptable to use. Here is a link where you can download it:
https://my.avid.com/get/sibelius-first
If you would like to own your own copy of *Sibelius*, it can be purchased on an annual subscription at an 'educational price' of $9.99 USD per month for university students here:
https://shop.avid.com/ccrz__ProductDetails?viewState=DetailView&isCSRFlow=true&sku=SBDYNA2000&&cclcl=en_AU

Assessment Tasks

1 Audio Project

Assessment Type
Written Assessment

Task Description
Length: Approximately 30-40 seconds of audio + 750-1,000 word essay
Re-groove Drums (Hosken, 2014, p. 78)

- Import an audio file of a short drum groove into Pro Tools from a list provided on the Moodle site.
- Use your Pro Tools editing techniques to rearrange the elements of the groove to form two contrasting new grooves. These two new grooves may be ordered and repeated in any fashion over a period of 30-40 seconds.
- The Main Counter should measure time in bars and beats rather than real 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).
- You may use plug-ins (effects) to expand timbral possibilities.

A 750-1,000 word* essay should accompany your submission explaining your individual process used to create the new groove. Screenshots from your Pro Tools session maybe included to clarify points, and the structure of your track (including where your two grooves are located) should be referenced in regard to seconds. (Example: Groove 1: 00:00-00:12; Groove 2: 00:13-00:24; Groove 1: 00:25-00:36.)
Assessment submission and presentation
You must submit:

- An .mp3 of your final project
- The Pro Tools session of your project (including Audio Files)
- 750-1,000 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.
- May use sub-headings to organise your assignment clearly
- Must adhere to the CQUniversity APA Style Guide.

*The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

Assessment Due Date
Week 6 Tuesday (23 Apr 2019) 11:45 pm AEST

Return Date to Students
Week 9 Monday (13 May 2019)

Weighting
40%

Assessment Criteria
Audio + Pro Tools Session

- Application and effective use of track separation for each element (8%)
- Application and effective use of the grid (10%)
- Application and effective use of editing tools (cut/paste/effects) (32%)
- Meeting delivery requirements (overall presentation, appropriate duration) (10%)

Essay

- Discussion is considered, reflective, and complete (28%)
- Accuracy of spelling, punctuation and grammar; clarity of writing style (8%)
- Meeting delivery requirements (presentation, word count, style guide) (4%)

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
- Information Technology Competence

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 website. Write an accompanying 600-1,000 word essay.
Steps:

- Add a 'software instrument' track in Pro Tools for each voice in the piece.
- Select the desired timbres for each track.
- Set up time signature and tempo in Pro Tools.
- Record/enter each part of the score into their assigned track. This maybe done via real-time, step, or manual

entry. You may use MIDI controller. 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.
- Import a drum sample (audio file) from Moodle and place on a new track to the arrangement. Extend the drum track for the entire song.
- Add a master track and then mix the session.
- Add a fade out at the end of the master track as per score.
- Export session as an audio file (.mp3).

A 600-1,000 word essay should accompany your submission explaining your individual process used to the create audio recording including any challenges you faced along the way.
<u>Assessment submission and presentation</u>
You must submit:

- An .mp3 of your final project
- The Pro Tools session of your project (including Audio Files)
- 600-1,000 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.
- May use sub-headings to organise your assignment clearly
- Must adhere to the CQUniversity APA Style Guide.

*The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

Assessment Due Date
Week 10 Monday (20 May 2019) 11:45 pm AEST

Return Date to Students
Week 12 Wednesday (5 June 2019)

Weighting
40%

Assessment Criteria
Audio + Pro Tools Session

- Appropriate number and timbre of 'software instrument' tracks (5%)
- Appropriate time signature and tempo (5%)
- Correct entry of parts into Pro Tools (35%)
- Application and effective use of editing tools (cut/copy/paste/loop) (5%)
- Application and effective use of fades and cross-fades (5%)
- Drum-track completed and correct (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
Via the Moodle website.

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
Task
Re-create a score using Sibelius notation software. The score will be provided on the Moodle site.

Use mouse and computer keyboard or step-time entry with a MIDI controller 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 (articulation, dynamics etc).

Focus on how the score and parts are presented. You may have to individually edit the layout of each part.

Assessment submission and presentation

You must submit:

- Sibelius file (.sib)
- Include your name and student number in the 'composer' section of the score.

Assessment Due Date
Review/Exam Week Wednesday (12 June 2019) 11:45 pm AEST

Return Date to Students

Will be returned at the end of term.

Weighting
20%

Assessment Criteria

- Accuracy of text information (4%)
- Accuracy of key-signature, time-signature and tempo (4%)
- Accuracy of pitch (30%)
- Accuracy of rhythm (30%)
- Accuracy of all markings (articulation, dynamics etc.) (12%)
- Score layout (8%)
- Parts layout (8%)
- Meeting delivery requirements (4%)

Referencing Style

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

Submission
Online

Submission Instructions
To be submitted via Moodle website.

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

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