

Ignition

Music Production

for the 2023 Orlando
TSA Florida State Conference

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Work Log

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Technology Student Association (TSA) High School Competitive Events Guide for the 2023 and 2024 National TSA Conferences



FORMS APPENDIX

TECHNOLOGY STUDENT ASSOCIATION PLAN OF WORK LOG				
Date	Task	Time involved	Team member responsible (student initials)	Comments
1. 01/24	Began Draft	3 hours	CK	Roughly developed the first 30 seconds of the music piece (beats and some melodies)
2. 01/28	Polished Part of Draft	2 hours	CK	Went back and replaced certain sounds with better ones (keeping same melody)
3. 01/29	Added More Layers	2 hours	CK	Worked out some chord progressions to play beneath the main melodies
4. 01/30	Added to Draft	2 hours	CK	Fine-tuned some volume issues, added more underlying chords, and continued developing the leading melody
5. 01/31	Polished and Added to Draft	4 hours	CK	Went back and fixed some things (like tweaking volume), then finished a rough draft through the end of the piece
6. 02/01	Finished Piece and Portfolio	7 hours	CK	Added some chord progressions and did some editing to the piece, then filled out portfolio and had my advisor sign necessary documents

 Advisor Name: Cynthia Mitchell Student Initials: CK

 Advisor Signature: 

Self-Evaluation


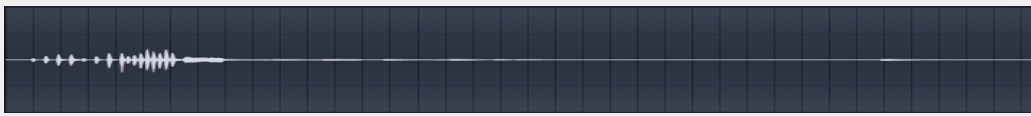




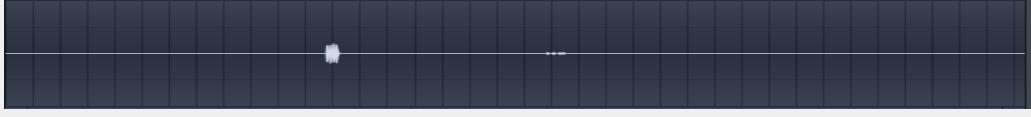

Tier 1 Rating - Musical Piece

- 10 Creativity and Uniqueness: The piece is highly original, as it is completely self-composed. There is a range of musical ideas used: from staccato melodies with one or two instruments being used to more legato melodies supported by vibrant chords created by many instruments. The piece also explores a wide variety of musical elements including rhythm, dynamics, harmony, and melody.
- 10 Artisananship: There are many musical ideas throughout the piece, one of the most present ones being a strong melody using the “electric” sound. It is heard both towards the beginning and at the very end. The piece also has a well-structured form with coherent themes: starting with some tension, building up to a colorful and powerful sound in the middle, then ending on some resolution with just a touch of dissonance to invoke a slight sense of anticipation among listeners.
- 10 Energy and Style: The piece is lively and supported by energetic and forceful sounds. There is also a driving beat throughout the majority of the composition. Between the beat and the colorful chords, the piece is designed to feel electrifying and spark emotion within those who listen.
- 10 Appropriateness: The musical idea is designed to reflect innovation, and therefore is appropriate for this setting and competition.
- 10 Overall Appeal: The piece contains a lot of contrast, designed to keep the audience engaged with the music. Even with the intentional dissonance among many of the chords, the piece is still pleasing to the ear. The piece also has a few catchy melodies, intended to assist the music when it comes to resonating within the listener and staying with them even after the song is over.

Tier 2 Rating - Documentation

- 10 Portfolio Components: My portfolio contains all necessary components and is very thorough. Elements of design are also used to keep things organized and easy to follow.
- 10 Plan of Work Log and Self Evaluation: Both my work log and evaluation are properly completed and written concisely, incorporating my efforts and reflections throughout the process.
- 10 Track Timeline: My track timeline completely correlates each instrument/sound with the music production from beginning to end in a waveform style graph. It is organized into a table, so it should be easy for anyone to follow.

Audio Composition Tracklist

Instrument/ Sound	Waveform Graph (from Edison FL Studio)
Bass Drum	
Cello	
Fairy	
Orchestral	
Guitar Harmonics	
Electric	
Hi Hat	
Angelic Whistle	

Musical Elements

Musical Element	Source	Effects Applied	Incorporation	Correspondence to Track List
Bass Drum	FL Studio (Sytrus)	Volume manipulation and ***	Used as the main beat throughout the entire piece, bringing power and rhythm	An instrument/sound on track list
Cello	FL Studio (Sytrus)	Volume manipulation	At times used in a more melodic manner, and other times used for bass line among large chords	All occurrences (including chords) shown as an instrument/sounds on track list
Fairy	FL Studio (Sytrus)	Volume manipulation	Used in a melodic manner towards beginning and then used subtly in large chords	An instrument/sound on track list
Orchestral	FL Studio (Sytrus)	Volume manipulation	Used in almost all chords throughout the piece, adding depth and color underneath the main melodies	All occurrences (including chords) shown as an instrument/sounds on track list
Guitar Harmonics	FL Studio (Sytrus)	Volume manipulation	Used in almost all chords throughout the piece, adding a bit more energy and liveliness to the chord progressions	All occurrences (including chords) shown as an instrument/sounds on track list
Electric	FL Studio (Sytrus)	Volume manipulation	Used in many of the main melodies and almost all chords throughout the piece, adding power and drive	All occurrences (including chords) shown as an instrument/sounds on track list
Hi Hat	FL Studio	Volume manipulation	Used on two occasions to contribute to rhythm and grab listeners attention	An instrument/sound on track list

Musical Element	Source	Effects Applied	Incorporation	Correspondence to Track List
Angelic Whistle	FL Studio (Sytrus)	Volume manipulation	Used to achieve a pleasant, ethereal higher melody and occasionally among chords	All occurrences (including chords) shown as an instrument/sounds on track list

Development

Software used- FL Studio

- Select sounds from Sytrus (a software synthesizer included in FL Studio)
- Waveform graphs from Edison (an audio editing and recording tool included in FL Studio)

References

FL Studio Standard Edition

All materials used to produce this piece of music are from FL Studio Standard Edition. All content used in the making of this piece is non-copyrighted, as it is included in the standard edition of the software (which was used to develop this piece). This is a paid program that allows access and rights to use these sounds free from copyright infringement.

Student Copyright Checklist

FORMS APPENDIX

STUDENT COPYRIGHT CHECKLIST (for students to complete and advisors to verify)

STUDENT: Answer question 1 below.

- 1) Does your solution to the competitive event integrate any type of music and/or sound? ☒ YES ☐ NO
 If NO, go to question 2.
 If YES, is the music and/or sound copyrighted? ☐ YES ☒ NO
 If YES, move to question 1A. If NO, move to question 1B.
 1A) Have you asked for author permission to use the music and/or sound in your solution and included that permission (letter/form) in your documentation? If YES, move to question 2. If NO, ask for permission and if permission is granted, include the permission in your documentation.
 1B) Is the music/sound royalty free, or did you create the music/sound yourself? If YES, cite the royalty free music/sound OR your original music/sound properly in your documentation.

CHAPTER ADVISOR: Sign below regarding your student's answer(s) to the use of music/sound in his/her competitive event solution. Even if your student answers "NO" to question 1, please sign below noting that you have evaluated the competitive event solution and the student answered the question(s) accurately.

I, Cynthia Mitchell (chapter advisor), have checked my student's solution and confirm that any use of music/sound is done so with proper permission and is cited correctly in the student's documentation and/or the solution has been found to have no music/sound included.

STUDENT: Answer question 2 below.

- 2) Does your solution to the competitive event integrate any graphics/videos? ☒ YES ☐ NO
 If NO, go to question 3.
 If YES, is(are) the graphics/videos copyrighted, registered and/or trademarked? ☐ YES ☒ NO
 If YES, move to question 2A. If NO, move to question 2B.
 2A) Have you asked for author permission to use the graphics and/or videos in your solution and included a permission (letter/form) in your documentation for graphic/video used? If YES, move to question 3. If NO, ask for permission and if permission is granted, include the permission in your documentation.
 2B) Is(are) the graphics/videos royalty free, or did you create your own graphic? If YES, cite the royalty free graphics/videos OR your own original graphics/videos properly in your documentation.

CHAPTER ADVISOR: Sign below regarding your student's answer(s) to the use of graphics/videos in his/her competitive event solution. Even if your student answers "NO" to question 2, please sign below noting that you have evaluated the competitive event solution and the student answered the question(s) accurately.

I, Cynthia Mitchell (chapter advisor), have checked my student's solution and confirm that the use of graphics/videos with proper permission and is cited correctly in the student's documentation and/or the solution has been found to have no graphics/videos included.

STUDENT: Answer question 3 below.

- 3) Does your solution to the competitive event use another's thoughts or research? ☐ YES ☒ NO
 If NO, this is the end of the checklist.
 If YES, have you properly cited other's thoughts or research in your documentation? ☐ YES ☐ NO

CHAPTER ADVISOR: Sign below regarding your student's answer(s) to having integrated any thoughts/research of others in his/her competitive event solution. Even if your student answers "NO" to question 3, please sign below noting that you have evaluated the competitive event solution and the student answered the question(s) accurately.

I, Cynthia Mitchell (chapter advisor), have checked my student's solution and confirm that the use of the thoughts/research of others is done so with proper permission and is cited correctly in the student's documentation and/or the solution has been found to have all original thought with no use of other's thoughts/research.

Student Name: Charley Kennedy

Chapter Advisor Signature: 

