# IN THE EYE OF THE STORM
## MUSIC PRODUCTION
## ORLANDO, FLORIDA
## 2022-2023

# <u>TABLE OF CONTENTS:</u>

# TECHNOLOGY STUDENT ASSOCIATION PLAN OF WORK

| | Date | Task | Time involved | Team member responsible (student initials) | Comments |
|---|---|---|---|---|---|
| 1. | 12/15/2022 | Asses the task; begin forming ideas | 60 minutes | EB | I used this time to decide what song structure would best allow me to keep the song interesting, what instruments to include, and what key to play in so I could start working with chords and create the mood I was aiming for. |
| 2. | 12/20/2022 | Continue forming parts of the song | 75 minutes | EB | I took this time to continue experimenting with various chords, rhythms, and riffs/arpeggios to narrow down my ideas. |
| 3. | 12/27/2022 | Piecing the song together | 65 minutes | EB | I began playing around with the parts I had come up with previously to further narrow down what I would include in my song by testing different combinations of rhythms and chord progressions. I also tested different structures and repetitions to determine a combination that would allow the song to be appealing to listen to with enough variation to remain interesting. |
| 4. | 1/1/2023 | Recording the song | 100 minutes | EB | I took this time to record the parts I had written, though I had to make several takes to achieve the best sound quality while making the fewest amount of mistakes. |
| 5. | 1/10/2023 | Revising the song | 90 minutes | EB | I took this time to make any minor corrections (i.e., fixing notes I missed in recording). I also added and recorded a few more parts that I felt better fit the overall mood I was trying to convey. |
| 6. | 1/19/2023 | Finishing the song | 90 minutes | EB | I took this time ti finish producing the song as well as making further corrections (i.e., editing mistakes or rearranging the structure) and reviewing one last time. |

Advisor signature ___*Kim Brown*_____

# <u>SELF-EVALUATION:</u>

Overall, I am happy with my project as I incorporated numerous musical elements to make it unique. For example, the dynamics change throughout to keep the listeners interested by adding emphasis to certain notes. Furthermore, I added rests and held certain notes to add variety to the melody to keep it from sounding stiff, repetitive, or boring.

Additionally, I believe it is appropriate to the spirit of TSA as various elements of the song contribute to the overall feeling of the competition. For instance, the introduction/chorus serve to build suspense and provide a sense of mystery as one is not quite sure what to expect with their event(s). This is then followed by a brief rest leading to the verse that continues to build suspense until it releases to convey the wave of emotions in the heat of the competition whether that be excitement or even a bit of stress. From here, the song returns to the chorus which brings the listener to the verse that conveys yet another release representative of the emotions felt towards the conclusion of the competition in which the results are finalized. Lastly, I specifically decided to name the song "In the Eye of the Storm" with the competition being depicted as the "storm" because even though all that's going around externally may appear a bit stressful or chaotic, there is always a bit of calm in the middle of it as you must focus and, no matter the outcome, you must recognize that you have accomplished something great.

In terms of artisanship, the piece is organized into a clear chorus/verse/chorus/verse/outro structure with the outro fading out rather than coming to a clear definite end. I made this decision as I feel that the spirit of the competition never truly dies, even after its conclusion because the adrenaline will remain, slowly fading out until the next competition (whether that be moving on to nationals, or preparing for next year's state conference) reignites it. Furthermore, the concept of the song is fitting as it incorporates the aeolian mode (natural minor) in the key of A to create a fiery/passionate energy that resonates well with the spirit of TSA and competition as a whole.

In conclusion, the piece is unique as it combines various elements, instruments, and techniques (as discussed previously) to capture the essence of competition and the Technology Student Association. Furthermore, it is overall appealing and easy to listen to as it generally follows a simple, yet powerful three-chord progression switching between arpeggios, full chords, and even octaves. In the end, I am pleased with my final product and believe it effectively fulfills my intended purpose, properly conveying the emotions and imagery I had hoped to capture.

# AUDIO COMPOSITION TRACK LIST:
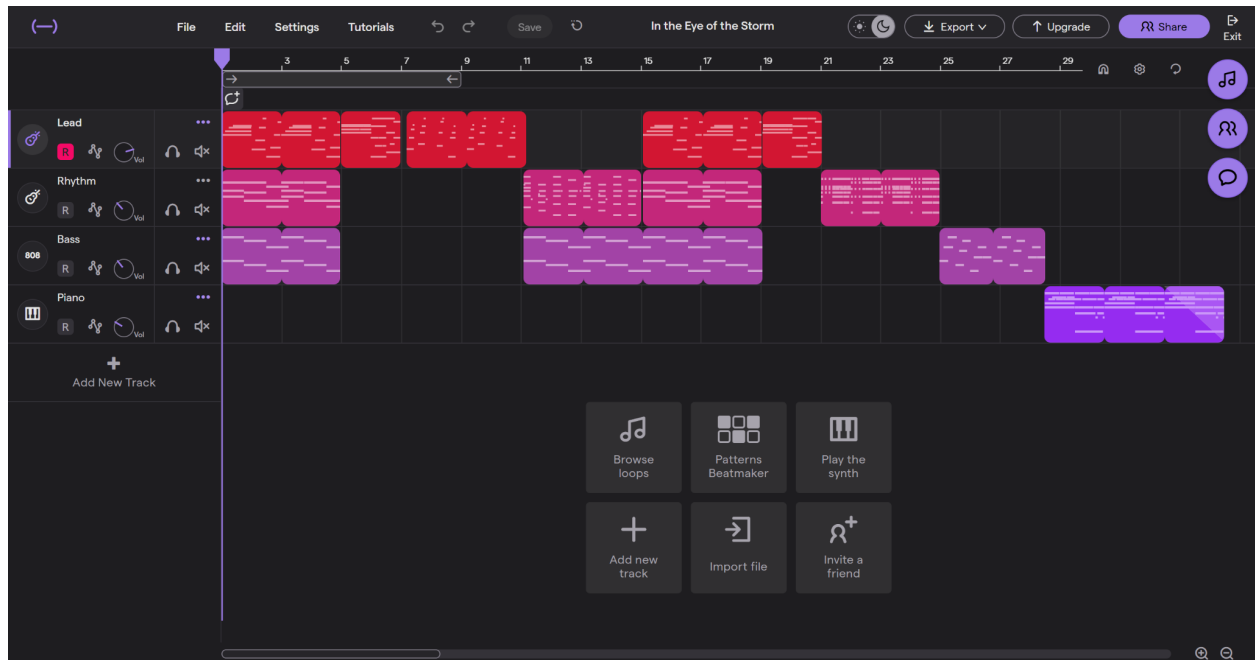
# **OTHER SOURCES USED:**

I did not include any copyrighted or sampled content in this piece, nor did I use any outside sources as reference. All the techniques and knowledge used to formulate a logically structured arrangement were acquired via lessons from a professional teacher of guitar and piano. Much of my inspiration did, however, come from various rock, alternative, and indie influences along with a general study of the blues which impacted my decisions in terms of what chords/key to use, overall structure, and theme of the song. Furthermore, my technique of combining the A minor pentatonic scale with the aeolian mode and arpeggiating their corresponding chords incorporated several techniques I had obtained in study of various musicians.

# HARDWARE/SOFTWARE/INSTRUMENTS USED:

Epiphone Les Paul Special II (Guitar)
Casiotone CT-S190 (Keyboard)
Fender Champion 40 (Amplifier and Effects)
Zoom G1X Four Multi-Effects Processor (Effects)
SoundTrap (Production Software)

# **<u>REFERENCES USED:</u>**

No specific references were used while developing this song.

# STUDENT COPYRIGHT CHECKLIST

*(for students to complete and advisors to verify)*

1) **Does your solution to the competitive event integrate any music?** ◉YES ○NO

   If NO, go to question 2.

   If YES, is the music 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 in your solution and included that permission (letter/form) in your documentation? If YES, move to question 2. If NO, ask for permission (OR use royalty free/your own original music) and if permission is granted, include the permission in your documentation.

   1B) Is the music royalty free, or did you create the music yourself? If YES, cite the royalty free music OR your original music properly in your documentation.

   **CHAPTER ADVISOR: Sign below if your student has integrated any music into his/her competitive event solution.**

   I, _____*Kim Brown*_____ (chapter advisor), have checked my student's solution and confirm that the use of music is done so with proper permission and is cited correctly in the student's documentation.

2) **Does your solution to the competitive event integrate any graphics?** ☐YES ◉NO

   If NO, go to question 3.

   If YES, is the graphic 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 graphic in your solution and included that permission (letter/form) in your documentation? If YES, move to question 3. If NO, ask for permission (OR use royalty free/your own original graphic) and if permission is granted, include the permission in your documentation.

   2B) Is the graphic royalty free, or did you create your own graphic? If YES, cite the royalty free graphic OR your own original graphic properly in your documentation.

   **CHAPTER ADVISOR: Sign below if your student has integrated any graphics into his/her competitive event solution.**

   I, _____ (chapter advisor), have checked my student's solution and confirm that the use of graphics is done so with proper permission and is cited correctly in the student's documentation.

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? If YES, this is the end of the checklist.

   If NO, properly cite the thoughts/research of others in your documentation.

   **CHAPTER ADVISOR: Sign below if your student has integrated any thoughts/research of others into his/her competitive event solution.**

   I, _____ (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.