

**DON'T BACK DOWN
MUSIC PRODUCTION
DALLAS, TEXAS
2021-2022**

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TECHNOLOGY STUDENT ASSOCIATION PLAN OF WORK

Date	Task	Time involved	Team member responsible (student initials)	Comments
1. 4/20/2022	Assess the task; begin forming ideas	60 minutes	EB	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 start working with chords.
2. 4/23/2022	Continue forming parts of the song	90 minutes	EB	Took this time to start piecing various chords together and determining what would function as my verse, chorus, and bridge.
3. 4/25/2022	Piecing the song together	75 minutes	EB	Took this time to play around with different structures that would best convey the the overall mood of my song and get my point across while remaining within the time constraints.
4. 4/28/2022	Recording the song	120 minutes	EB	Had to re-record the song numerous times due to technical difficulties and making improvements.
5. 5/3/2022	Revising the song	90 minutes	EB	Used this time to make any changes and add some new parts that would improve the song overall and help it to better complete the given task.
6. 5/6/2022	Finishing the song	90 minutes	EB	Took this time to finish producing the song as well as making any corrections (i.e., re-recording mistakes and editing) and reviewing it one last time.



Advisor signature _____

SELF-EVALUATION:

Overall, I am satisfied with my project as I incorporated numerous musical elements to make it unique and interesting while capturing the essence and spirit of the competition.

To begin, I included resets and held certain notes to create a rhythm and add variety to the melody, keeping it from sounding stiff, while also effectively conveying my intended emotion. Furthermore, I created texture in my piece by adding layers to the verse to make sound denser while keeping the other components of the song more sparsely layered in order to express the emotions experienced throughout the competition in a simplified and relatable manner.

Next, in terms of artisanship, the piece is organized into a clear intro/chorus/verse/chorus/bridge/outro structure with the final chorus including a short melody allowing the final note to ring, resolving the arrangement. Furthermore, the concept of the song is fitting as it incorporates the aeolian mode (also referred to as the 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.

Finally, I believe my piece is appropriate to the spirit of TSA as the introduction is representative of the uncertain, yet suspenseful build-up prior to the start of the competition. Then, the chorus depicts the adrenaline of competing once it starts by increasing the tempo and having a rougher and harder-hitting tone which is achieved through both its general rhythm and the use of distortion that gives it more attitude. Next, the verse breaks down the immense focus and determination that occurs when an individual is in their event, but with higher stakes than what is displayed in the chorus as it all comes down to one moment for the team or individual to truly showcase their talents, abilities, and achievements. This is conveyed through the layering of power chords which create a pulse to the rhythm acting as a heartbeat to show the intensity that is felt, as well as the triadic harmony which depicts the focus and determination itself by using a cleaner tone (less distortion) to convey this. The chorus then returns to shift back to the reality of the competition where the adrenaline is again released causing competitors to truly explore the extent of their abilities in order to succeed. Following this, the bridge intends to show the continuous building of suspense as the event approaches its conclusion, and the teams must do the best they can in what time they have left in order to prove themselves and make a final, lasting impact on the judges. In addition, the brief pause between the bridge and outro is used to represent how it all comes to a sudden end, and the outro itself reflects a calm uncertainty similar to the one expressed in the intro where you're not quite sure what will happen next, and that final ringing note at the end resolves the piece by showing that the competition has

finally come to an end. Lastly, the name of the song itself, "Don't Back Down," shows that the piece is all about determination and doing the best you can in the heat of the competition in order to impress both the judges and yourself.

In conclusion, the piece is unique as it combines various elements, techniques, and symbolism to capture the essence of the Technology Student Association and competition as a whole. Furthermore, it is overall appealing and easy to listen to as it follows a simple, yet powerful four-chord progression switching between triads, chords, and even hard-hitting riffs/solos. However, if I were to repeat this process, I would take the time to layer more instruments (i.e., bass, drums, or keyboard) in order to create more varieties in the timbre and therefore produce more emotions/imagery. In the end, despite these possible revisions, 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:

ExitFileEditToolsViewSettingsHelp

Don't Back Down
Last Saved: 18h ago

SavePublish

00:00.0

Key120bpm4/4

+0.0 dB

Start Session

+ Add Track

M Guitar

S

M Guitar

S

M Guitar

S

M Guitar

S

M Guitar

S

1Intro

5

9

13Chorus

17

21

25

29

33

37

41

45

49

53

57

Chorus

Verse Rhythm

Verse Lead

Bridge

Outro

+ Drop a loop or an audio/MIDI file

SourceFx EffectsEditor

Lyrics/Notes

BandLab Sounds

MIDI Mappings

Chat

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 guitar teacher as well as my own independent studies. 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 mood/theme of the song, though no specific references were used.

HARDWARE/SOFTWARE/INSTRUMENTS USED:

Epiphone Les Paul Special II (Guitar)
Fender Champion 40 (Amplifier and Effects)
ZOOM G1X Four Multi-Effects Processor (Effects)
BandLab (Production Software)

REFERENCES USED:

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, _____ (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.