



Audio Studio 2

Administrative Details

Unit Code & Name: AUD212 Audio Studio 2
Unit Awards: Associate Degree of Audio, Bachelor of Audio
Award Level: AQF 6
Education Sector: Higher Education Undergraduate
Delivery Mode: Face to Face, Blended
Responsible Course Committee: Audio Course Committee
Duration: 13 Weeks
Pre-Requisites: AUD181 + AIM110 + 40 Credit Points
Unit Core or Elective: Core
Unit Credit Points: 30

Learning at SAE

Learning at SAE focuses on real-world activities. You will participate in real-world projects that develop key professional and transferable skills within your discipline. The project briefs provide specific requirements to include in your projects. To be successful, we encourage you to be actively involved in the before, during and after class activities and to collaborate with other students. Learn more in your [Student Handbook](#).

Unit Overview

This studio unit focuses on providing you with hands-on experience in audio production and related areas. The first project aims to give you insight into alternative methods of marketing and promoting your skills as an audio practitioner. The second project requires you to research a concept related to audio production and develop a media asset based on your findings. Throughout the trimester you will develop and refine your professional skills, document your participation in various activities and assignments, and showcase your technical proficiency and writing aptitude.

The course is structured to foster your initiative and creativity, with the objective of serving each of the learning outcomes through self-designed projects. Evaluation will be based on both the scope of the projects and the final deliverables. These projects will provide you with practical experience in audio production, and help to refine your critical thinking, research, and writing abilities.

Common Unit Learning Outcomes

CLO Code	Learning Outcomes
CLO1	Demonstrate regular and consistent reflective practice addressing your proficiencies, processes, and people skills.

Unit Learning Outcomes

LO Code	Learning Outcome
LO1	Investigate and replicate audio production techniques to achieve specified outcomes.
LO2	Develop critical listening skills by evaluating various sound recordings using accepted frameworks.
LO3	Apply a range of synthesis and sample manipulation techniques to create specified sounds
LO4	Prepare audio for release using mastering techniques appropriate for a variety of platforms.
LO5	Investigate and report on current trends impacting the marketing and distribution of audio products
LO6	Investigate comparative works and the social, cultural and disciplinary context of your work employing contemporary scholarly practice.

Unit Topics

The following topics will be covered:

- recording with large format consoles
- outboard + patch bays

- studio recording techniques
- intermediate mixing techniques
- drum production (editing, replacement, processing)
- audio formats and applications
- metering applications
- mastering using a DAW
- online distribution formats
- introduction to critical listening
- spectral balance and equalisation
- dynamic range control
- spatial attributes and reverberation
- distortion and noise
- aesthetic and artistic elements of sound in audio recordings
- project management skills and knowledge
- foundational business skills and knowledge required for working in the creative industries
- socio-cultural context
- scholarly practice

Student Workload

	Learning Activity	Individual / Group Work	Weekly Hours
Before class activities	Complete activities in Campus Online to prepare for class	Individual	15 Personal study hours per week x 13 weeks
During class activities	Participate in class activities and project work. Participate in peer assessment, feedback and reviews of high-quality work. Collect feedback from peers and facilitators for post-class reflection.	Group and individual	9 Timetabled hours per week x 12 weeks
After class activities	Complete projects and project reflections.	Group and individual	3 Personal study hours per week x 13 weeks
		Total workload hours per week	27 hours per week x 13 weeks

Holistic Assessment

Your individual performance will be assessed holistically by your facilitator throughout the duration of the Unit in two ways:

1. **To gain a pass**, you must demonstrate that you have independently met the learning outcomes standards on multiple occasions, through participation in collaborative projects, other in-class activities, and individual post-class reflection in the Learning Journal.
2. **To gain a grade higher than a pass**, you must demonstrate that you have addressed holistic assessment grade definitions in multiple contexts throughout the duration of the Unit.

The following table summarises what is expected from you for each grade. Further information is provided below the table.

Learning Outcomes Not Met	Pass	Credit, Distinction, High Distinction
I have not participated in enough activities associated with this Unit to prove to my facilitator that I have met all of the Learning Outcomes. I don't have any approved mitigating circumstances to grant me special consideration.	I have demonstrated that I have gone through the process of introducing myself to the Learning Outcomes of this Unit. I have developed my capabilities to meet the Learning Outcome Standards by participating in the prescribed projects and activities of this Unit and by documenting and applying feedback. If I was unable to participate in some activities, then I have approved special consideration. Finally, I have demonstrated that I can address each Learning Outcome independently and in different contexts through the delivery of a project or multiple projects delivered on time and to specification.	Through participation in all of the in-class projects and pre- and post-class activities, I have worked on my Process, Proficiency and People skills, applying feedback, reflection, and self-directed learning. Based on this process, my professional, scholarly and Person, Process and Proficiency attributes best align to those described as: <ul style="list-style-type: none">• Credit• Distinction• High Distinction

Learning Outcomes Not Met

Learning Outcomes Not Met is awarded when a lack of active participation in Unit activities means that you were not able to demonstrate the evidence required to address one or more Learning Outcomes mapped against the Learning Outcome Standards. Your facilitator will provide you with feedback on your performance towards meeting the associated standards throughout the trimester. Active and consistent participation in the pre-class, in-class and post-class activities each week will provide you with the opportunities you need to pass the Unit.

Pass

By participating in multiple project iterations, you will be **introduced** to the Unit Learning Outcomes and the Learning Outcome Standards. You will apply feedback to **develop** your capability to meet the Learning Outcome Standards. Finally, through being responsive to feedback throughout the trimester and executing a final project that is developed on time and to specification, you will demonstrate that you have fully **addressed** the Learning Outcome Standards.

To pass, you must demonstrate that you have addressed ALL Unit Learning Outcomes and associated Learning Outcome Standards in this Unit.

Your facilitator will be looking for the following evidence from you in order to determine whether you have attained the Learning Outcome Standards.

Stage of Learning Outcome Acquisition	What your facilitator will look for
Introduced	<p>Investigation of the Learning Outcome Standards by engaging with pre-class materials and reviewing exemplars of high-quality work relevant to the context and range of approaches statements for each Learning Outcome Standard.</p> <p>Recommended Approach:</p> <ul style="list-style-type: none"> • Review pre-class materials and examples of high-quality work related to the project. • Describe the characteristics of high-quality work in-class and in your post-class reflection.
Developed	<p>Responsiveness to feedback from peers and the facilitator in order to close the gap between your current level of performance and the required performance standard of that Learning Outcome.</p> <p>Experimentation with the range of approaches to that Learning Outcome by taking different approaches to the projects.</p> <p>Recommended Approach:</p>

	<ul style="list-style-type: none"> • Capture and analyse feedback provided to you, • Show the iteration and application of feedback, • Contrast your current level of performance against examples of high-quality work as the basis for continuous improvement, and • Experiment by exploring different approaches to meeting the Learning Outcome Standards.
Acquired	<p>An ability to address the Learning Outcome Standards independently and in multiple different contexts. A Learning Outcome can only be acquired by stepping through the processes of introduction and development.</p> <p>Recommended Approach:</p> <ul style="list-style-type: none"> • Build on feedback provided while you have been developing your ability to meet the Learning Outcome, • Execute the requisite projects on time and to specification, • Demonstrate versatility in your ability to meet the Learning Outcome Standards using a range of different approaches, and • Demonstrate deliberate practice through your Learning Journal in relation to all Learning Outcomes.

Grades Beyond a Pass (Credit, Distinction, High Distinction)

As your Course is based in a discipline that is highly reliant on creativity, SAE will evaluate your individual performance beyond a pass based on the 3Ps model of creative media professionals:

- **Proficiency** – the intellectual, creative and technical tools of your trade and the tangible output of their use.
- **Process** – the ways in which you go about using and reflecting on these tools to create things of high quality that meet the needs of your target audience.
- **Person** – the transferable skills that make you better at working with other people in creative media.

The use of the 3Ps to assess your individual performance acknowledges that there is no one absolute or correct approach to project work in the creative media disciplines. There are, however, a set of personal attributes that will make you a highly effective creative media practitioner capable of implementing informed and novel approaches to projects. The 3Ps ensure you know what constitutes a highly effective creative media practitioner and provide you with tangible examples of the Proficiency, Process and Person attributes that you and your peers will be working towards.

The project and assessment schedule for this Unit will guide you in the development of each of the 3Ps. The holistic assessment standards are unique to each stage of the SAE curriculum and are designed to

acknowledge creative and divergent project outcomes. These criteria are established so that you may experiment in your practice and take the risks required to advance your skills, knowledge, and behaviors.

The grade descriptors for holistic assessment are outlined in the Guidelines for Holistic Assessment in the Student Handbook.

At key points throughout the trimester, you will be expected to provide feedback to your peers and self-assess your progress towards achieving both the Unit Learning Outcome Standards and the 3Ps grade descriptors for holistic assessment. Inability to participate in these group and individual processes, without approved mitigating circumstances, may result in failure to meet the Learning Outcome Standards. You will only be eligible for a grade beyond a pass if you have demonstrated that you have acquired all of the Unit Learning Outcomes prior to the end of the study period.

Late Submissions & Supplementary Assessment

- If you have questions or difficulties with the assessments, speak to your teacher as soon as possible. To request an extension or alternative assessment, use the [Special Consideration form](#).
- Requests for special consideration must be lodged before or on the due date of the project or assessment task. Applications made after the project due date will only be considered in exceptional circumstances.
- Projects submitted late without special consideration will be graded as 'unsatisfactory'.
- Supplementary assessment may be available if you fail to meet the pass threshold for a project or a unit. Supplementary assessments are not available to improve grades from a pass level. Only one supplementary assessment is available in a unit.

Academic Integrity

Proper acknowledgement of the inclusion of others' work within your own (including that created by AI) is essential to upholding your [Academic Integrity](#). As AI and other generative tools are only as reliable as the data they are fed, it is often the case that references generated by such tools are inaccurate. SAE Library and Learning Services have developed a comprehensive [APA7 guide](#) from which you may create, compare, and correct citations and referencing included within your assessments and other works. The APA7 guide is the approved standard for SAE Australia.

Project 1 Brief

The Recording Artist

Due	Week 6
Group / Individual Project	Group members will receive assessment feedback and a grade for the project based on their Learning Journal documentation and reflections. This will contribute to the individual final holistic assessment

Brief:

Recording artists often collate products such as virtual instruments and sound packs in themed or stylistically cohesive bundles, and market them to other creatives. As recording studios get smaller and the consumer market expands, music-makers rely heavily on these products to gain easy access to a large array of pre-recorded/programmed instruments, sounds and loops. This project will give you insight into an alternative way to market and promote your skills as a recording artist.

Project Goals:

- In small groups, record, edit, process and compile a collection of cohesive samples and sounds to be delivered as music production products.
- Develop a marketing plan to help you design and service your product.
- Project reflections

Steps to Follow:

1. Design & Marketing Plan:

- use the [template provided](#) to draft a marketing and design plan for your product. This document should be completed as a group and evidence of your personal contributions should be clearly noted in your learning journal (ie. research notes and references).
- your product should adhere to a specific stylistic theme, concept or genre.
- include details regarding the aesthetics and/or promotional tools use will use to showcase your product including HUIs, showreels, websites, videos and logos.
- *some potential options would be:*

2. **Mid-Project Reflection:** See the '[how to reflect](#)' page on the AUD212 Unit Site for details.

3. Production:

- record and process original audio samples that can be used as the foundation for your product,
- compile your product so that it can interface with at least one major DAW (Pro Tools, Ableton, Logic),
- document and provide evidence of both the group's and your personal process (photos, drawings, videos, soundbites, screenshots) in your Learning Journal project page.

4. Showcase Product

- develop a public platform from which your product can be accessed and showcased
- create multimedia to demonstrate the scope of your product and ensure any audio presented is mastered at the appropriate listening standards,

5. **Project-Completion Reflection:** See the '[how to reflect](#)' page on the AUD212 Unit Site for details.

6. **Submit:** Project with two 250-word project reflections: (1) a mid-project reflection with at least one in-text citation and APA7 reference and (2) a project-completion reflection.

Deliverables:

- Learning Journal page titled "AUD212 Project 1" with:
 - Marketing Plan
 - A link to your product's public showcase
 - Documentation of your references & research material (with APA 7 referencing)
 - Documentation of your recording, mixing, mastering and development processes
 - A link to your DAW production session folder
 - Project Reflections x 2: (1) mid-project reflection with at least one scholarly reference included and (2) project-completion reflection, with a minimum of 250 words for each. Use APA 7 referencing
- Make sure the link submitted is for the published site and all related content for your project and two project reflections are correctly shared with austudent@student.sae.edu.au and moderation_au@sae.edu.

Learning Outcomes	Requirements
CLO1 Demonstrate regular and consistent reflective practice addressing your proficiencies, processes, and people skills.	<p>Two project reflections completed.</p> <p>Mid-project reflection: Use 3Ps to demonstrate:</p> <ul style="list-style-type: none">• How you developed your technical skills and knowledge• How you improved your workflows and processes• How you developed your communication and collaboration skills• Reference list: use in-text citations and a reference list with at least 1 scholarly reference using APA7 <p>Project-completion reflection: Use 3Ps to demonstrate:</p> <ul style="list-style-type: none">• How you appraised the overall success of the project• What obstacles you faced and how you overcame them• How you will improve your skills for future projects

Learning Outcomes	Requirements
LO1 Investigate and replicate audio production techniques to achieve specified outcomes.	<ul style="list-style-type: none"> investigate a variety of authoritative resources such as interviews, articles, podcasts etc to research production techniques, employ these research techniques within a production, document and reflect on the outcomes, justify any modification of the techniques to suit the available resources and context, demonstrate intermediate signal flow through the use of outboard equipment, external microphone preamps, and larger or more complex sessions.
LO2 Develop critical listening skills by evaluating various sound recordings using accepted frameworks.	<ul style="list-style-type: none"> show evidence of recognising elements such as distortion, dynamics processing, spectral content, timbre, tone, pitch, and space, use appropriate terminology and accurate identification and description of the required parameters through discussions.
LO3 Apply a range of synthesis and sample manipulation techniques to create specified sounds	<ul style="list-style-type: none"> Use various synthesis methods and styles in multiple contexts, Create an original synthesized patch from fundamental oscillator/s, (avoid using unmanipulated presets), Use sampling techniques such as slicing & mapping samples to create a variety of performable instruments, Create demonstration material to showcase your created instruments.
LO4 Prepare audio for release using mastering techniques appropriate for a variety of platforms.	<ul style="list-style-type: none"> Use mix bus processing tools such as EQ, dynamics processing and harmonic excitement to improve the quality of your sound recordings and prepared them for publishing using the appropriate loudness standards. use facilitator, peer and client feedback to improve your work, and use EQ, limiting and signal processors on the mix bus to achieve improvements in sound quality.

Learning Outcomes	Requirements
LO5 Investigate and report on current trends impacting the marketing and distribution of audio products	<ul style="list-style-type: none"> investigate and report on a variety of suitable marketing and distribution platforms relevant to your project, in relation to its promotion and distribution including target audience, copyright, costs and potential revenue.
LO6 Investigate comparative works and the social, cultural and disciplinary context of your work employing contemporary scholarly practice.	<ul style="list-style-type: none"> contextualise your work within social, cultural and disciplinary contexts in relation to authoritative sources and industry, refer to creative media works that you have drawn on or that provide a useful context for understanding your project, explain critical concepts related to your work such as ideas about representation and globalisation, and reference these works using APA 7 in your supporting materials

Project 2 Brief

Recording Project

Due	Week 12
Group / Individual Project	Group members will receive assessment feedback and a grade for the project based on their Learning Journal documentation and reflections. This will contribute to the individual final holistic assessment

Brief:

For this project you will explore and research a concept related to audio production then develop, record and finalise a media asset that is informed by your research. The scope of your project must service each of the Learning Outcomes of this unit and be agreed on by your facilitator before you begin production. You will be graded on the project scope as well as the final deliverable.

Project Goals:

You will complete:

- Research and planning document (Prospectus)
- Media asset/project deliverable
- Project reflections

Steps to Follow:

1. Pitch & Planning:

1. Prepare and pitch your project idea to be assessed and approved by your facilitator before production begins.
2. Use the template provided to draft a Research & Planning Document (Prospectus) that defines the key concepts involved in developing your media asset and documents your creative pre-production process.
3. Complete each section of the prospectus document and be sure that the project scope meets each of the unit's core Learning Outcomes.

2. **Mid-Project Reflection:** See the '[how to reflect](#)' page on the AUD212 Unit Site for details.

3. Production:

1. Record, mix and master your media asset throughout the project lifespan and seek regular feedback from your facilitator.
2. Submit your project in a format that is visually and aesthetically appealing and suitable for presentation as a media asset.
3. Document and provide evidence of your process (photos, drawings, videos, soundbites, screenshots) in your Learning Journal project page.

4. **Project-Completion Reflection:** See the '[how to reflect](#)' page on the AUD212 Unit Site for details.

5. Submit your project

Deliverables:

- Learning Journal page titled "AUD212 Project 2" with:
 - Project Prospectus Document
 - Media Asset(s) (embedded)
 - Documentation of your recording, mixing & mastering processes
 - A link to your DAW production session folder
 - Project Reflections x 2: (1) mid-project reflection with at least one scholarly reference included and (2) project-completion reflection, with a minimum of 250 words for each. Use APA 7 referencing
- Make sure the link submitted is for the published site and all related content for your project and two project reflections are correctly shared with austudent@student.sae.edu.au and moderation_au@sae.edu.

Learning Outcomes	Requirements
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Learning Outcomes	Requirements
<p>CLO1 Demonstrate regular and consistent reflective practice addressing your proficiencies, processes, and people skills.</p>	<p>Two project reflections completed.</p> <p>Mid-project reflection: Use 3Ps to demonstrate:</p> <ul style="list-style-type: none"> • How you developed your technical skills and knowledge • How you improved your workflows and processes • How you developed your communication and collaboration skills • Reference list: use in-text citations and reference list with at least 1 scholarly reference using APA7 <p>Project-completion reflection: Use 3Ps to demonstrate:</p> <ul style="list-style-type: none"> • How you appraised the overall success of the project • What obstacles you faced and how you overcame them • How you will improve your skills for future projects
<p>LO1 Investigate and replicate audio production techniques to achieve specified outcomes.</p>	<ul style="list-style-type: none"> • investigate a variety of authoritative resources such as interviews, articles, podcasts etc to research production techniques, • employ these research techniques within a production, document and reflect on the outcomes, • justify any modification of the techniques to suit the available resources and context, • demonstrate intermediate signal flow through the use of outboard equipment, external microphone preamps, larger or more complex sessions, • demonstrate drum production techniques including drum editing/ timing correction, • demonstrate complex routing and bussing within a DAW or console session and outboard equipment.
<p>LO2 Develop critical listening skills by evaluating various sound recordings using accepted frameworks.</p>	<ul style="list-style-type: none"> • show evidence of recognising elements such as distortion, dynamics processing, spectral content, timbre, tone, pitch and space, • show evidence of progressive improvement of critical listening abilities through ear training and mixing, • use appropriate terminology and accurate identification and description of the required parameters through discussions.

Learning Outcomes	Requirements
LO3 Apply a range of synthesis and sample manipulation techniques to create specified sounds	<ul style="list-style-type: none"> • Use various synthesis methods and styles in multiple contexts • Create an original synthesized patch from fundamental oscillator/s, (avoid using unmanipulated presets) • Use sampling techniques such as slicing & mapping samples to create a variety of performable instruments
LO4 Prepare audio for release using mastering techniques appropriate for a variety of platforms.	<ul style="list-style-type: none"> • Use mix bus processing tools such as EQ, dynamics processing and harmonic excitement to improve the quality of your sound recordings and prepared them for publishing using the appropriate loudness standards, • use facilitator, peer and client feedback to improve your work, • use EQ, limiting and signal processors on the mix bus to achieve improvements in sound quality.
LO5 Investigate and report on current trends impacting the marketing and distribution of audio products	<ul style="list-style-type: none"> • investigate and report on a variety of suitable marketing and distribution platforms relevant to your project, in relation to its promotion and distribution including target audience, copyright, costs and potential revenue.
LO6 Investigate comparative works and the social, cultural and disciplinary context of your work employing contemporary scholarly practice.	<ul style="list-style-type: none"> • contextualise your work within social, cultural and disciplinary contexts in relation to authoritative sources and industry, • refer to creative media works that you have drawn on or that provide a useful context for understanding your project, • explain critical concepts related to your work such as ideas about representation and globalisation, and reference these works using APA 7 in your supporting materials

Project 3 Brief

Professional Development

Due	Week 12

Brief:

Professional Development refers to the actions and endeavours undertaken to apply acquired knowledge to a specific industry, occupation, or work environment. During the course of this trimester, you will engage in various activities designed to enhance both technical proficiency and writing aptitude. These activities may include assignments given by your facilitator or self-directed projects. Maintaining thorough documentation of the work process serves as an effective means of demonstrating critical thinking and research capabilities. This project serves as an opportunity for you to document your participation in these tasks and your outcomes to be factored into your final holistic grade.

Project Goals:

You will complete:

- A comprehensive and detailed Learning Journal page that serves as documentation of the process and results of various creative, technical, and academic tasks throughout the trimester, providing evidence of participation and progress;
- Mid-Trimester Individual Performance and Aspirations Review;
- Use campus showcase to exhibit works created throughout the trimester;
- Project Reflections: Aspirational Reflection & Project Completion

Steps to Follow:

1. **Aspirational reflection:** See the ['how to reflect'](#) page on the AUD212 Unit Site for details.
2. **Learning Journal Page:**
 - create a Learning Journal page titled "AUD212 Professional Practice,
 - document process and completion for specific mixing, mastering and creative tasks assigned by your facilitator throughout the trimester,
 - document process and engagement with personal creative projects that you think are relevant,
 - complete a minimum of three (3) AUD 212 unit site blog questions (Minimum 300 words each, at least 1 in-text citation using APA 7 referencing)
3. **Individual Performance and Aspirations Review**
 - Attend a mid-trimester meeting with your facilitator. Come prepared with:
 - a self-assessment of your performance against the Transferable Skills, and
 - a documented set of individual tasks and targets designed to support your aspirations and achievement of a passing grade in the Unit.
4. **Exhibition:** Work collaboratively with your peers to plan and execute a public exhibition of the projects you have developed. As part of this process, you will need to ensure that your projects are

polished and ready for exhibition. You will also need to consider how you present your projects to your audience.

5. **Project-Completion Reflection:** See the '[how to reflect](#)' page on the AUD212 Unit Site for details.

6. **Submit your project**

Deliverables:

- Learning Journal page titled "AUD212 Professional Practice" with:
 - evidence of project goals embedded
 - Participation in the Week 7 Individual Performance and Aspirations Review meeting with your facilitator
 - Exhibition of creative professional practice of campus showcase
 - Project Reflections x 2: (1) aspirational reflection with at least one scholarly reference included and (2) project-completion reflection, with a minimum of 250 words for each.
 - All permissions set correctly for your Learning Journal and embedded documents
- Use APA 7 referencing
- Make sure the link submitted is for the published site and all related content for your project and that two project reflections are correctly shared with austudent@student.sae.edu.au and moderation_au@sae.edu.

Learning Outcomes	Requirements
CLO1 Demonstrate regular and consistent reflective practice addressing your proficiencies, processes, and people skills.	<p>Two project reflections were completed.</p> <p>Mid-project reflection: Use 3Ps to demonstrate:</p> <ul style="list-style-type: none">• How you developed your technical skills and knowledge• How have you improved your workflows and processes• How you developed your communication and collaboration skills• Reference list: use in-text citations and a reference list with at least 1 scholarly reference using APA7 <p>Project-completion reflection: Use 3Ps to demonstrate:</p> <ul style="list-style-type: none">• How you appraised the overall success of the project• What obstacles you faced and how you overcame them• How you will improve your skills for future projects

Learning Outcomes	Requirements
<p>LO1 Investigate and replicate audio production techniques to achieve specified outcomes.</p>	<ul style="list-style-type: none"> • investigate a variety of authoritative resources such as interviews, articles, podcasts etc to research production techniques, • demonstrate intermediate signal flow through the use of outboard equipment, external microphone preamps, larger or more complex sessions, • demonstrate drum production techniques including drum editing/ timing correction, • demonstrate complex routing and bussing within a DAW or console session, • use appropriate sources with correct referencing in APA style.
<p>LO2 Develop critical listening skills by evaluating various sound recordings using accepted frameworks.</p>	<ul style="list-style-type: none"> • show evidence of recognising elements such as distortion, dynamics processing, spectral content, timbre, tone, pitch and space, • show evidence of progressive improvement of critical listening abilities through ear training, and • use appropriate terminology and accurate identification and description of the required parameters through discussions.
<p>LO3 Apply a range of synthesis and sample manipulation techniques to create specified sounds</p>	<ul style="list-style-type: none"> • Use various synthesis methods and styles in multiple contexts • Create an original synthesized patch from fundamental oscillator/s, (avoid using un-manipulated presets) • Use sampling techniques such as slicing & mapping samples to create a variety of performable instruments
<p>LO4 Prepare audio for release using mastering techniques appropriate for a variety of platforms.</p>	<ul style="list-style-type: none"> • master a number of sound sources for a variety of platforms, • follow loudness protocols for broadcast, publishing or manufacturing, • use facilitator, peer and client feedback to improve your work, • draw comparisons between analogue and digital mastering equipment, • use EQ, limiting and signal processors to achieve improvements in sound quality.

Learning Outcomes	Requirements
LO5 Investigate and report on current trends impacting the marketing and distribution of audio products	<ul style="list-style-type: none"> investigate and report on a variety of suitable marketing and distribution platforms relevant to your project, in relation to its promotion and distribution including target audience, copyright, costs and potential revenue.
LO6 Investigate comparative works and the social, cultural and disciplinary context of your work employing contemporary scholarly practice.	<ul style="list-style-type: none"> contextualise your work within social, cultural and disciplinary contexts in relation to authoritative sources and industry, refer to creative media works that you have drawn on or that provide a valuable context for understanding your project, explain critical concepts related to your work such as ideas about representation and globalisation, and reference these works using APA 7 in your supporting materials

Studio Unit Milestones

The following milestones have been established to support your success in project work. You must individually address each of the following studio Unit milestones; by doing so you will further demonstrate to your facilitator that you have developed and acquired the learning outcomes and achieved the holistic assessment standards of the Unit.

Learning Journal & Development Log

Due	2 entries per project
Milestone Overview	<p>In Stage II & III, you will extend upon your Learning Journal and Reflective Practice in Stage I by including more reference to your own aspirations and development needs. You will also start to independently apply the process of self-assessment and deliberate practice in your reflection. That is, what constitutes 'high quality' in what I want to achieve and how does my performance currently compare to this?</p> <p>By going through this process, your Learning Journal in Stage II & III Studio Units will become more centered on your own personal journey of development.</p>
Milestone Requirements	The Learning Journal is the edited, consolidated and peer-facing account of your experiences, feedback, reflection and insights from the projects undertaken in this Unit. In Stage II, you are expected to include examples of 'high quality'

work into your reflection. You are expected to identify and analyse these examples of high-quality work, relative to your own performance and use this as the basis for identifying skills, knowledge, and behaviours that you wish to develop.

Each week, you will need to reflect upon at least one item relevant to each of the 3Ps:

- **Proficiency** - the intellectual, creative and technical tools of your trade and the tangible output of their use.
- **Process** - the ways in which you go about using and reflecting on these tools to create things of high quality that meet the needs of your target audience.
- **Person** - the transferable skills that make you better at working with other people in creative media.

For each of the 3Ps you should use the following questions to structure your reflection:

1. What constitutes high quality (examples and descriptions)?
2. How does my work compare to high quality?
3. Now what am I going to do in the following week to start to close this gap?

In addressing each of the three questions, you will be expected to present feedback that you received or were witness to during the in-class projects, describe and analyse the context of this feedback and demonstrate independent learning in addressing how you will use this feedback to improve. The Unit readings will help you with the Proficiency and Process reflection and the SAE Transferable Skills Framework and associated guidelines will support your reflection against the Person aspects of your experience.

Recommended Specifications for Learning Journal Entries:

- each Learning Journal entry should be a minimum of 250 words for each,
- you should use media assets in your Learning Journal to support your reflection and provide evidence to support the holistic assessment of your work,
- citation of scholarly and other texts should be in APA format, and
- correct spelling, grammar, and punctuation is required; assessment of your Learning Journal may be negatively impacted by entries that have not been edited and/or spell checked.

Weekly reflections are encouraged in this unit to hone the transferable skill of reflective practice. Please note that to meet the requirements for CLO1 a minimum of two reflections per project must be submitted. Students will not be

	eligible for a review of grade if they do not meet this minimum requirement. Further evidence of reflective practice may also be required to meet Studio Unit Milestones.
Steps to Follow	<ol style="list-style-type: none"> 1. For project reflections, identify skills, knowledge, and behaviours which are relevant to the success of your projects and aligned to your own personal aspirations. 2. Locate examples of high-quality work for at least one of these elements and describe the characteristics you think make it high quality. 3. Contrast your own work to these exemplars and the descriptors of high-quality in the SAE Holistic Assessment Standards. 4. Based on your assessment, identify a skill that you are going to practice. 5. During the in-class portion of your learning, you are to seek feedback relating to the skills that you are practising and note this feedback. When presented with feedback, be sure to repeat this feedback to your peers and facilitators in your own words to ensure it is understood. 6. Review all of the feedback you have received; choose at least one item of feedback to consider using the 3Ps framework. 7. Reflect on this feedback and address the reflective questions. 8. Add in any additional information which is relevant to addressing the Learning Outcomes and/or Holistic Assessment Criteria.
Deliverables	<ul style="list-style-type: none"> • Two Learning Journal entries per project must be completed when the project is due. • A lack of Learning Journal entries without mitigating circumstances may result in failure of the Unit.
Learning Outcomes	All Unit Learning Outcomes and Common LO 1 is addressed in this milestone

Individual Performance and Aspirations Review

Due	Week 6 and Week 7
Milestone Overview	<p>Reviewing your performance and setting developmental goals is not only important to your professional life but is also important to your wellbeing and a sense of self. By reflecting on your development and setting goals with a mentor, (in this case your facilitator) you will set meaningful developmental goals that will support you in all aspects of the 3Ps.</p>

Milestone Requirements

This project has three main elements:

1. a peer review of your Transferable Skills development from Week 1 to Week 6,
2. review of your progress towards Passing the Unit, and
3. identification of proficiency goals that you seek to develop in the remainder of the Studio Unit.

Based on these two main elements, this project will yield:

1. a self and facilitator assessment of your performance against the Transferable Skills, and
2. a documented set of individual tasks and targets designed to support your aspirations and achievement of a passing grade in the Unit.

The following section provides further detail regarding the project requirements.

Transferable Skills

Based on your experience of Transferable Skills development in Stage I, you are to identify what Transferable Skills are most important to you in Stage II. You can make this determination in two ways:

- What Transferable Skills do I need to improve the most?
- What are the Transferable Skills that I see as being most important to own goals?

Once you have identified the most important Transferable Skills to you, you will need to embark upon a process of self-directed deliberate practice to enhance these skills, documenting your journey in the Learning Journal.

Prior to your meeting with your Facilitator

You will be provided with a questionnaire that will help you self-assess your Transferable Skills and provide comments. In the meeting, you and your facilitator will compare both your self-assessment and their assessment of your Transferable Skills. The outcome of this part of the meeting will be the identification of the Transferable Skills that you should aim to develop over the remainder of the Unit.

Aspirations and Achievement in the Unit to date

Prior to the meeting, you will be provided with a questionnaire that asks you to self assess your performance against the Learning Outcome and Learning Outcome Standards of the Unit. Your Facilitator will perform the same assessment and during the meeting, you will contrast the results. A Learning Contract may be developed at this point to support you in achieving the pass requirements of the Unit.

	<p>Prior to the meeting, you will also be asked about your proficiency aspirations. The nature of these questions relates to the roles and projects that you would like to undertake in your studies. The aim of presenting these aspirations is to determine how future projects may be customised to support you in achieving these. A Learning Contract may be developed at this point to further support the achievement of your individual goals.</p>
Steps to Follow	<ol style="list-style-type: none"> 1. Reflect on your experience in Stage I and identify at least one Transferable Skill that you are going to apply deliberate practice to in Weeks 1 to 6 of the Studio Unit. 2. Provide evidence of deliberate practice in your Learning Journal. 3. Identify some proficiency goals, related to your aspirations and describe these in your Learning Journal from Weeks 1 to Week 6. 4. Undertake the self-assessment of Transferable Skills and performance to date via the forms supplied by your facilitator in Week 6. 5. Attend you one on one meeting with your facilitator in Week 7. Come prepared with your Transferable Skills Assessment, Review of Achievement to Date and Aspirations. 6. Set a series of goals with your facilitator. 7. Provide evidence of working towards addressing these goals for the remainder of the Unit in your Learning Journal.
Deliverables	<ul style="list-style-type: none"> • Self-Review of Transferable Skills, Achievement in the Unit and Articulation of Aspirations in Week 6 • Participation in the Week 7 meeting with your facilitator • Development of a personal plan for the remainder of the Unit
Learning Outcomes	All Unit Learning Outcomes and Common LO 1 is addressed in this milestone

Exhibition

Due	Between Week 11 to Week 13
Milestone Overview	<p>Upon completion of the main projects for this Unit, you and your peers will plan and execute an exhibition of your work. The exhibition is public-facing and designed to also include the needs of an authentic audience. Exhibitions can take a number of different forms; however, they should be organised around the real-world dilemma that the project sought to address.</p>
Milestone	Work collaboratively with your peers to plan and execute a public exhibition of the

Requirements	<p>projects you have developed. As part of this process you will need to ensure that your projects are polished and ready for exhibition. You will also need to consider how you present your projects to your audience.</p> <p>You are encouraged to consider your exhibition plan in the early stages of the Unit. Document your planning in your Learning Journal to demonstrate your individual participation in this milestone.</p> <p>To address this milestone, you must:</p> <ul style="list-style-type: none"> • Provide individual insight into the requirements of exhibiting the project work. These insights should cover: <ul style="list-style-type: none"> ◦ authentic audience needs and considerations, ◦ logistics and consideration of constraints, ◦ analysis of comparable works and exhibitions, and ◦ plans for the exhibition. <p>At a cohort level, the exhibition must achieve the following:</p> <ul style="list-style-type: none"> • be public-facing, <p>be organised and executed primarily by students in the Unit,</p> <ul style="list-style-type: none"> • involve an authentic audience in a meaningful way, and • be curated to stay on theme with the project's real-world dilemma.
Steps to Follow	<ol style="list-style-type: none"> 1. Start planning for an exhibition early in the Unit and use this planning to help set project constraints, for example, timings and scheduling, other considerations etc. 2. Seek information about possible locations and venues for exhibition in conjunction with your facilitator. 3. Collaborate with students in other Studio Units to find solutions. 4. Develop a plan for the exhibition collaboratively. 5. Seek approval for this plan from the facilitators.
Deliverables	<ul style="list-style-type: none"> • An exhibition-ready project that addresses the project specifications • Collateral to support the exhibition of the project • Participation in the exhibition event • Evidence of planning and execution of the exhibition • Reflection on the experience

Learning Outcomes	All Unit Learning Outcomes and Common LO 1 is addressed in this milestone

Reflective Practice Presentation

Due	Week 13
Milestone Overview	<p>At the end of this Unit, you'll be asked to give a reflective presentation. This is your opportunity to look back over the trimester and consider what you have achieved and what you plan to do differently in the next studio. Your ability to reflect on and learn from your experience in this Unit, and to communicate this, is a key part of progress as a creative media practitioner and is therefore part of your evaluation.</p> <p>At the end of the presentation, you will state which grade you believe you have achieved, by making direct reference to the work that you have completed in comparison to the relevant Holistic Assessment Standards. This presentation will be delivered in front of your peers and facilitator. Other facilitators from different SAE campuses may also be involved in this process, either in person or remotely.</p>
Milestone Requirements	<p>This project requires that you create a concise presentation of all work completed within the Unit and compare your individual performance to the Learning Outcome Standards and Holistic Assessment Standards for Stage II Units. You need to articulate the sum total of your experience in the Studio Unit through reflection aligned with the 3Ps, and also describe your own aspirations and journey towards achieving these.</p> <p>Based on a review of the work that you have completed you will nominate a grade you believe you have achieved.</p> <p>Your facilitator and peers may ask you questions throughout the presentation to help you better articulate your grade rationale.</p>
Steps to Follow	<ol style="list-style-type: none"> 1. Consolidate your experiences throughout the Unit, based on your Learning Journal entries. 2. Compare your performance to the Holistic Assessment Standards. 3. Articulate how you have met these Standards in evidence, citing specific examples. 4. Document your key insights - the things that you have learned about yourself that you will take forward into future Units to further hone your 3Ps. 5. Prepare a presentation of no more than 10 minutes in duration which summarises this information and acts as a rationale for a final grade.

Deliverables	<ul style="list-style-type: none"> • Prepare a presentation of no more than 10 minutes for presentation in Week 13 • Links to your Learning Journal for review
Learning Outcomes	All Unit Learning Outcomes and Common LO 1 is addressed in this milestone

Learning Outcome Map

Project	Starts	Deadline	Learning Outcomes	Transferable Skills	Graduate Attributes
Project 1	Week 1	Week 6	CLO1, LO1-6	1-8	All
Project 2	Week 7	Week 12	CLO1, LO1-6	1-8	All
Project 3	Week 1	Week 12	CLO1, LO1-6	1-8	All

Required Readings

Ballou, G. (2009). *A sound engineer's guide to audio test and measurement*. Burlington, MA: Focal Press. Retrieved from <https://ebookcentral.proquest.com/lib/sae/reader.action?docID=477400>

Bayley, A. (2010). *Recorded music: Performance, culture and technology*. New York: Cambridge Univ. Press.

Corey, J. (2016). *Audio production and critical listening: Technical ear training* (2nd ed.). Taylor and Francis. Retrieved from <https://ebookcentral.proquest.com/lib/sae/reader.action?docID=4644300>

Gaston-Bird, L. (2020). *Women in audio*. New York: Routledge.

Gökner, E. (2020). *Major label mastering*. New York: Routledge.

Hepworth-Sawyer, R., Hodgson, J., & Marrington, M. (Eds.). (2019). *Gender in music production*. New York, NY: Routledge.

Le Rossignol, K., & Wilson, C. (2016). *Planning the money*. In *Freelancing in the creative industries*. South Melbourne, Victoria, Australia: Oxford University Press.

Le Rossignol, K., & Wilson, C. (2016). *Running your freelance business*. In *Freelancing in the creative industries*. South Melbourne, Victoria, Australia: Oxford University Press.

Milosevic, D. Z., & Martinelli, R. J. (2016). *Project management toolbox: Tools and techniques for the practicing project manager*. Retrieved from <https://ebookcentral.proquest.com/lib/sae/detail.action?docID=4322633#>

Owsinski, B. (2018). Drum replacement. In Audio mixing master class [Video file]. Retrieved from <https://www.linkedin.com/learning/audio-mixing-master-class/drum-replacement?u=76178842&auth=true>

Recommended Readings

Bennett, S. (2018). *Modern records, maverick methods: Technology and process in popular music record production 1978-2000* (1st ed.). Bloomsbury Academic.

Bennett, S. & Bates, E. (Eds.). (2018). *Critical approaches to the production of music and sound*. New York, NY: Bloomsbury Academic.

Burgess, R. J. (2014). *Post-Millennial Business Models*. In R. J. Burgess (Ed.) *The history of music production*. (pp. 159-166) Retrieved from <https://ebookcentral.proquest.com>

Everest, F. A. (2006). *Critical listening skills for audio professionals*. Boston, MA: Thomson Course Technology. Retrieved from <https://ebookcentral.proquest.com/lib/sae/reader.action?docID=3135922>

Izhaki, R. (2017). *Mixing audio* (3rd ed.). Boston, MA: Focal Press. Retrieved from <https://ebookcentral.proquest.com/lib/sae/detail.action?docID=4912926>

Jacoby, S. (2016). *Music production: Techniques and concepts* [Video file]. Retrieved from <https://www.linkedin.com/learning/music-production-techniques-and-concepts/welcome?u=76178842>

Massy, S., & Johnson, C. (2016). *Recording unhinged*. Milwaukee: Hal Leonard. Moylan, W. (2014). *Understanding and crafting the mix: The art of recording* (3rd Ed.). Burlington: Focal Press. Retrieved from <https://ebookcentral.proquest.com/lib/sae/reader.action?docID=1818146>

Owsinski, B. (2008). *The mastering engineer's handbook: The audio mastering handbook* (2nd ed.). Boston, MA: Thomson Course Technology. Retrieved from <https://ebookcentral.proquest.com/lib/sae/detail.action?docID=3136025>

Owsinski, B. (2013). *Audio mastering techniques*. LinkedIn Learning. Retrieved from <https://www.linkedin.com/learning/audio-mastering-techniques/welcome?u=76178842>

White, B.L. (2014). *Drum sample replacing*. In Pro Tools: mixing and mastering [Video file]. Retrieved from <https://www.linkedin.com/learning/pro-tools-mixing-and-mastering/drum-sample-replacing?u=76178842&auth=true>

Specialised Resource Requirements

Word Processor (Microsoft Word, Google Docs)

Presentation Software

DAW software (Either or a selection of, Pro Tools, Logic, Ableton, etc)

Stage 2 Recording Facilities and microphones (large format console, patchbay, outboard processing)

Computer lab (Mac-based), audio interface (onboard sound card or other) and headphones

Mastering - plugins and/or hardware (such as Izotope or Fabfilter)

Emerging technology

Session musicians

Audio Plugin bundles (such as Softube, Waves, UAD or Slate)

Virtual Instruments (such as Native Instruments Komplete)