Annotated Bibliography - Capstone

1.)

Singapore Management University. "Lesson Planning | Centre for Teaching Excellence." *Cte.smu.edu.sg*, 2023, cte.smu.edu.sg/lesson-planning.

- This source was easy to follow and gave me a nice overview of planning lessons. Most importantly it had a list of tactics to use. What I found most helpful was that they reminded the reader to make achievable goals. This was something I needed to think about because I was getting a little ahead of myself with ideas. Another tactic they recommended was explaining the tactic over the trivial. This will be a very important food teaching music production because there are a lot of little things that can be pointed out. However, that will only make the students more confused.

2.)

Stanford University. "Increasing Student Engagement | Teaching Commons." *Teaching Commons.stanford.edu*, Stanford University, 2023, teachingcommons.stanford.edu/teaching-guides/foundations-course-design/learning-activities/increasing-student-engagement.

- I used this source as a tool to learn more about making an interesting and engaging class. The teaching aspect of this capstone is going to be the more challenging part for me. I know how to produce and engineer but putting that knowledge into words and making it digestible is going to be hard. This article gave me the idea to have a day where the kids are the ones composing a beat while I just do the placements of the beats on the actual computer. This will offer a collaborative and engaging environment where students can use their own ideas in real life. Another idea I got from this was to have a reflection question at the end of each class. This way they will be able to get an idea of what the next class will be about.

3.)

Producing In The Box. "How to Start Producing Music with 0 Experience in 2024 (Complete Guide)." *YouTube*, 1 Jan. 2024, www.youtube.com/watch?v=1ZWBH60ayqo. Accessed 16 Jan. 2025.

- I was unsure if a youtube video would be any help to me in this process but this prove to have some merit. In the video the man just kinda explains the basic knowledge you need to get into producing. Even though I know all the things he was saying it helped me come up with more ideas. What I got from this was that I could take certain time stamps from the video to use in the lessons. That way when I am saying something I can have a clip explaining in a bit more detail. Another thing this video did was help me remember things I would need to explain to a beginner. The source was lacking a little. One thing I didn't like about the video was that he was only explaining the "how to get into it" rather than how to actually produce and compose a beat and melody.

4.)

Genius. "The Making of A$AP Ferg's "Plain Jane" with Kirk Knight | Deconstructed." *YouTube*, 22 May 2018, www.youtube.com/watch?v=JEPdZgR-vBs&list=PLHopPJAvKZu0xv-4qXVb4Oce4udJZ4WfK&index=18. Accessed 16 Jan. 2025.

- This is a unique source that I found for my lesson plan. Personally I watch these videos all the time to get new ideas for myself. For the students I think it will be entertaining while also learning from industry professionals. I chose this specific video because the producer uses a recording of a train. This demonstrates how noises we hear everyday can be incorporated into contemporary music. I like that it is not a "traditional" sample. This opens a lot of doors for the students to feel comfortable sharing their own ideas.

5.)

Gagnon, Danielle. "10 Qualities of a Good Teacher." *Www.snhu.edu*, Southern New Hampshire University, 2019,
www.snhu.edu/about-us/newsroom/education/qualities-of-a-good-teacher.

-this source provides information about the positive qualities of teachers. I read through it to find out what to implement into my attitude to become a well rounded teacher. I think also from being a student I could confirm which qualities were most appreciated by students. The highlight from this source is that teachers need to be adaptable. I think with the way this is an after school activity, I will need to prepare for different attendance. One of the most important parts of my lesson plan is that they build off each other. Now that I have read this article I realize that while I can still do that, I need to be prepared for any situation.

6.)

"Comparison of DAWs." *Berklee Online*,
online.berklee.edu/help/en_US/daw/2077278-comparison-of-daws.

-I found this source useful because personally Im not familiar with every DAW. I know my way around a few but the unique features of each of them I'm not 100% on. This source provided more background information on the DAWs that I needed. I need to know this information because part of my lesson plan is finding the right DAWs for each student. This is the base of everything they will do going forward with producing and engineering. Being well educated on all these differences is crucial to guiding them in the right direction.

7.)

"Different Types of Music Producers." *Pirate Studios*, 15 June 2022,
pirate.com/en/blog/types-of-music-producers/.

-This source helped me figure out how to put my knowledge into words. I know what the different types of producers and engineers are, however I wasn't sure how to explain it to somebody else. The way I learned was from being around these people all the time so I never had a clear explanation. This gave me a starting point to model my lesson on this about. The article explains the different types of producers and engineers. It specifies the unique characteristics of each job. A lot of people think it's just a producer or an engineer, but I wanna show the students that it's not limited to that.

8.)

Scherer, Klaus R, and Marcel R Zentner. *EMOTIONAL EFFECTS of MUSIC: PRODUCTION RULES*. 2004.

–This source is a little more philosophical than the other sources. I like this source because it gave me information about the emotional and personal side of creating music. I want to implement this into my class because I think it brings some more life to the topic. "music produces emotional effects in the listener that go beyond the cognitive inference of what the music can be said to express.". I definitely want to use this quote to guide my research in this topic further. One idea this source brought to me was to play a song and ask the kids what emotions they felt while listening.

9.)

Moffat, David, and Mark B. Sandler. "Approaches in Intelligent Music Production." *Arts*, vol. 8, no. 4, 25 Sept. 2019, p. 125, www.mdpi.com/2076-0752/8/4/125, https://doi.org/10.3390/arts8040125.

–This source lacked in a few ways. It was very full but not much that applied to what I wanted. That being said, I was able to pull some valuable information out of it. There was a lot of information on frequency and processing. I didn't learn about those things when I first started, but I think it would have made my progress faster if I had known. Therefore, I will use some of the information I learned from this source to integrate into one of my lessons. Even though this source was not the strongest, it did add some value to my research.

10.)

"Ultimate Guide to Essential Mixing vst Plugins on Plugin Boutique | Plugin Boutique." *Pluginboutique.com*, 2025, www.pluginboutique.com/articles/1922-Essential-VST-Plugins-for-Mixing?srsltid=AfmBO opdNklwo0AaJfYkUFB00ft8xdRRqjIH0WvFjJiq5eHY1W2avY5E.
 Accessed 17 Jan. 2025.

This is a pretty straightforward source. I actually think that it is one of the most important tools for this project. In this source they talk about different mixing tools and what

they do. For example EQ, Limiter, Compression, and more. All these tools are crucial to understand. Once you understand what they do, you can start engineering vocals and mixing your beats to sound better. This is important to teach because the students need to know these basics in order to succeed and understand the course. The layout of the source is easy to understand and good for quick bullet point notes. This was helpful for my personal research.