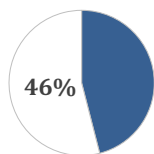# Audio Production

This Blueprint contains the subject matter content for the Career Essentials - Assessment.
> **Note**: To fully prepare for the Audio Production SkillsUSA Championships contest, refer to the current year's SkillsUSA Championships Technical Standard, now included with your SkillsUSA Professional Membership. If you need help accessing this benefit, contact the SkillsUSA Customer Care Team at 844-875-4557 or customercare@skillsusa.org.

Standards and Competencies

Competencies are weighted throughout the assessment. The percent shown is the weight of the competency. There are 50 questions per assessment.

Plan an audio production, including the proper commercial script form demonstrating digital audio recording, editing and mixing

- Demonstrate processes in digital audio recording
  - Record natural sound on location characterizing the unique sound of that location
  - Perform interview on location with an understanding of the purpose and goals of the audio production
  - Demonstrate proper techniques in writing the script inclusive of the target audience
  - Demonstrate proper techniques in performing voice-over on location
- Demonstrate processes in digital audio editing and mixing
  - Perform digital audio editing and mixing using a standard application to change and enhance the audio for the target audience
  - With full consideration of the script, choose and integrate the appropriate audio elements to enhance the presentation for the target audience
  - Define and give appropriate examples of the following audio trade vocabulary: send, return, line level, mic level, analog, scrubbing, digital, mixer, target group, demographics, live tag, format, run time, PSA, ASCAP, BMI, SESAC, SoundExchange, commercial, FCC, voice-over

(46%)

Demonstrate knowledge and use of cables and connectors used in audio production
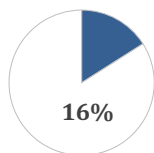
- Demonstrate use of the following audio connectors (male and female for each): XLR, 1⁄4" balanced, 1⁄4" unbalanced, and RCA/phono plug
- Describe pin configuration of balanced cables
- Describe pin configuration of unbalanced cables

(16%)

Implement the skills and knowledge needed to describe and demonstrate audio production
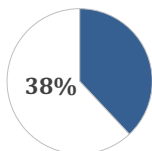
- Differentiate major microphone designs
- Describe directional characteristics
- Identify and describe handheld and personal microphones
- Identify microphone placement
- Describe types and uses of various microphones
- Describe phase cancellation
- Describe methods of creating the stereo effect
- Describe digital audio
- Describe analog audio
- Identify and describe communications systems

38%

COMMITTEE IDENTIFIED ACADEMIC SKILLS

The SkillsUSA national technical committee has identified that the following academic skills are embedded in the Audio Production training program and assessment:

Math Skills
- Demonstrate the ability to do basic calculations involving time
- Demonstrate the ability to read and use a variety of clocks and stopwatches

Science Skills
- Use knowledge of sound and technological applications of sound waves

Language Arts Skills
- Demonstrate use of such verbal communication skills as word choice, pitch, feeling, tone and voice
- Analyze mass media messages
- Demonstrate comprehension of a variety of informational texts
- Demonstrate persuasive writing
- Demonstrate informational writing
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing

CONNECTIONS TO NATIONAL STANDARDS

State-level academic curriculum specialists identified the following connections to national academic standards.

Math Standards
- Numbers and Operations
- Problem Solving
- Communication
- Connections
- Representation

Source: *NCTM Principles and Standards for School Mathematics. For more information, visit:* www.nctm.org*.*

Science Standards
- Understands the sources and properties of energy
- Understands the nature of scientific inquiry

LANGUAGE ARTS STANDARDS
- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes
- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience
- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Source: *IRA/NCTE Standards for the English Language Arts. View the standards here.*