

Music Technology A

Scheme of Work. Technology-based Composition

<i>Week</i>	<i>Subject topics</i>	<i>Resources / activities (including ICT)</i>	<i>Assessment & skills (including ICT)</i>	<i>SEN / EHC / EAL / Gifted & talented</i>
Y1-T1-W0		See introduction to Music Technology		Please see document 6
Y1-T1-W1				
Y1-T1-W2				
Y1-T1-W3				
Y1-T1-W4	Sample Editing	Andrew Huang – video from one sample. Give out the two preparatory projects – a drum and a vocl sample Editing a drum sample – show Andrew Huang Video	Audio Editing – the drum sample – create a short composition. Introduce layering and buildups Select a drum sample from the loops library Bounce in place Strip silence Bounce individual sounds in place Remove glitches with cross fade Flexview skills – changing pitch and rhythm. Difference between slicing	
Y1-T1-W4	Audio Editing – the drum sample – make a short composition	Editing a drum sample – show Andrew Huang Video Select a drum sample from the loops library	Bounce in place Strip silence Bounce individual sounds in place Remove glitches with cross fade Plan a composition: Plan 4 bar sections - Layering every 2 bars Minor fill into next two bar section Major fill to Drop Repeat all of above but create with EXS23 Chorus section 2*4 bar phrases with fill leading into next 4 bars Build at end to 'Chill section' Light percussion section Layering build to Drop	
Y1-T1-W5	Audio Editing a vocal sample	Find a vocal Bounce in place	Create the following: Crossfades Reverse	

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	– make a short composition		<p>A drone – use filter changes – automate filters Use flextime - Altered melody Use flextime – harmony vocal Split into individual sounds Crossfades Pitch change Bounce in place Import into EXs24</p> <p>Plan a composition: Plan 4 bar sections - Layering every 2 bars Minor fill into next two bar section Major fill to Drop</p>	
Y1-T1-W6		<p>Harmonise the vocal sample. Working with a stylistic model. Find a stylistic model. Analysis of several structures from different styles (eg Hardwell). Students to use stylistic model as structure template. Input into Logic with markers Create a Chorus Go through the work plan – preparation 3 – complete a chorus sections based on your stylistic mode. Bounce to hand-in Create variants on the vocal and drum samples. Demo the work sheet Follow preparation sheet given out creating variants on the samples – extend and add and reduce etc</p>		
Holiday		<p>Find a stylistic model. Go through their stylistic models – chose one as a basis</p>		
Y1-T1-W7		<p>Split lessons at this point – 1) Skeleton - using basic sounds for structure and 2) Sounds creating new sounds/developing sample editing Skeleton Plan a structure. Using basic sounds. Create a</p>		

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		Chorus Sounds . Create new sounds using synthesis		
Y1-T1-W8				
Y1-T1-W9		Using basic sounds Create verse Create new sounds using synthesis		
Y1-T1-W10		Using basic sounds Bridge and intro Create new variants on the vocal and drum samples		
Y1-T1-W11		Using basic sounds Contrasting section Create new variants on the vocal and drum samples		
Y1-T1-W12		Review and feedback Create new sounds using synthesis and sampling		
Term 2				
Y1-T2-W1		Creative FX – parameters and uses – autfilter and delay designer. Side chaining in Autfilter		
Y1-T2-W2		modulation FX – Chorus/Flange Phaser. Distortion and stereo delay		
Y1-T2-W3		Automation and side chaining		
Y1-T2-W4		Reverb – creative uses. qSide Chaining – Compression and Gate		
Y1-T2-W5		Automating Filters		
Y1-T2-W6		New Sounds from Synthesis Change sounds to own-created Change drum sounds to using own samples		
Y1-T2-W7		New Sounds from Synthesis etc as above		
Y1-T2-W8		Review and feedback of final version		
Y1-T2-W9		Review and feedback of final version		
Y1-T2-W10		Review and feedback of final version		
Y1-T3-W1				

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Y1-T3-W2				
Y1-T3-W3				
Y1-T3-W4				
Y1-T3-W5				
Y1-T3-W6				
Y1-T3-W7	Prepare for composition of Brief 1	analyse film and choose one 30 second section for composition Markers in film – lock markers choose Tempo and time signature establish a structure finding sounds		
Y1-T3-W8	Prepare for composition of Brief 1	To investigate resources for film composition Demo – examples of temp tracks (music for space 15-16). Analysis of the Film – The Door and other compositions as source material. Show where harmony resources are Assignment review, revise and find more resources demonstrated in lesson		
Y1-T3-W9	To compose a short section of Brief 1	bounce and hand in completed by a week on Thursday In lessons work on assignments On Friday review completed Brief 1 assignment		
YEAR 2				
Y2-T1-W0	Course overview. Analysis of briefs	Talk and discussion. Outline of coursework requirements. Read through the briefs and discuss. Go through hand-outs on – ‘What the examiners are looking for’. Listen to examples of good student work from previous years. Discuss suitable models for each chosen brief.		
Y2-T1-W1	<i>Review AS exam performance</i>	<i>Overall view of exam performance. Review of examiner comments for both AS and A2 with a view to forthcoming coursework. Individual discussion of marks and problem areas. Look at Scripts of summer’s marks. Give handouts of</i>		

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		<i>scripts and how work marked. Listen to examples and comment</i>		
Y2-T1-W2	<p>Outline plan for the next 3 weeks</p> <p>Brief 2 focus</p>	<p>3 weeks focus – composition project. Spending 1 week on each of the briefs. As the summer term project focussed on film and sound creation this week begins with brief 2</p> <p>Brief 2 focus – Analyse the poem. Give out work sheet on text analysis. Develop conversation from worksheet. Use analysis of poem to develop ideas for composition. Focus on sound creation – what sounds/textures does the poem suggest.</p> <p>Research stylistic models</p> <p>Compose a song starting with a 4 chord sequence. Or researching of samples 1 week project To compose a melody and record in the studio</p> <p>Record the words of the poem for those that want to continue with composition and record in the studio.</p> <p>Assignment: Complete the above 16 bars of the verse of Brief 2 bounce and hand in by Wednesday</p>		
Y2-T1-W2	To compose a short section of brief 1 - Film	Analyse the film. Research musical styles. Select stylistic model. Compose 10 seconds. Look at Massive synth and follow tutorials		
Y2-T1-W3	(continued) To compose a short section			

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	of brief 1 completed			
Y2-T1-W4	Explore creative potential of Logic tools	<p>Brief 3 - soundscape</p> <p>Demonstration and Exercises in Logic tools – EXS 25 creating a sampler instrument. Making Textures using recordings of teacups. Making a drone. Editing</p> <p>Give out HA: Research suggestions for Composition</p> <p>Play examples of Matmos and others</p> <p>Set composition project – to create 30 seconds of music which is the introduction to the 3rd Brief. Using some downloaded audio files of space communication, Create a drone, Ostinato, create melody , Layers, Filters. Build to climax, crash, aftermath. Editing a piano sample – seeing what can be done with a simple sound</p> <p>Go through space audio recording - Continue with composition</p>		
Y2-T1-W6		<p>Bounce work done so far and star on new project – composing a song.</p> <p>Give out folders</p> <p>review structure – Remind pupils of the importance of intelligible words</p> <p>Set Deadline for Reports</p>		
Y2-T1-W7				
Y2-T1-W8		<p>Exploration of Creative MT continued: Working with Delay Designer – give HO and exercises.</p> <p>Assignment: complete exercise on Delay Designer and hand in by Friday</p>		
Y2-T1-W9	To review completed work for brief 2	On Thursday – review completed work for Brief 2		

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Y2-T1-W10	Prepare for composition of Brief 1	analyse film and choose one 30 second section for composition Markers in film – lock markers choose Tempo and time signature establish a structure finding sounds		
Y2-T1-W11	To investigate resources for film composition	Demo – examples of temp tracks (music for space 15-16). Looking at Planet of the Apes and other compositions as source material. Show where harmony resources are Assignment review, revise and find more resources demonstrated in lesson		
Y2-T1-W12	To compose a short section of Brief 1	bounce and hand in completed by a week on Thursday In lessons work on assignments On Friday review completed Brief 1 assignment		
Y2-T2-W1	Structure	Analyse the words of the brief and develop a provisional musical structure. Prepare work for presentation to the class. Present interpretation of the words and a proposed structure to the class. Feedback from the teacher and class discussion		
Y2-T2-W2	Working with Stylistic Models	Each student to find 5 songs in the style in which the student wants to compose. Make a list of which elements (harmony, melody, rhythm, texture) of the songs or compositions they intend to use. Hand in as word document Present to class. Discussion and feedback for each presentation		
Y2-T2-W3	Developing the harmony from the analysed work	For students who are not first or second study composers. Transpose a section of the harmony into a new key. Find four chords from this section and develop into a four chord sequence for the verse		

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		For students who are first study composers. Discuss with individuals their structure for the piece		
Y2-T2-W4	Developing harmony for a chorus	Using/developing the analysed harmony, create a chord sequence for the chorus.		
Y2-T2-W5	To learn how to create a melody using the composed chord sequence.	Students to analyse the words for the stresses, rhythm and length of phrases Create their own melody for the verse – improvising on their instrument or singing. Create a short score of Verse or chorus or Principal theme. Piano score plus melody/vocal line. Hand in hard copy for feedback		
Y2-T2-W6	To develop further sections of the song from the verse material	Developing the verse material, students create bridges, intros, outros, instrumentals. Plan the recording of the singer and carry out		
Y2-T2-W7	To develop a short score of the whole composition	Create a short score of whole piece. Hand in hard copy. Each student will receive feed back on the state of their work		
Y2-T2-W8	To create a 'generic' sound version of the whole composition	To Map the short score to generic computer sounds Bounce to audio recording and place in Hand in. Each student will receive feed back on the state of their work		
Y2-T2-W9	To add recorded material to the composed tracks	Each student will plan and execute a recording of several of the parts by live musicians. These will be rehearsed and recorded in the recording studio. A rough mix will be made, bounced and place in the hand-in		
Y2-T2-W10	To develop the timbres and textures	Students will focus on developing the timbres using the audio tools they have learnt to use over the year. Regular individual written feedback is given.		

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	of the composition	A review of the examination requirements for timbre and texture will be made and discussed. A hand-out entitled, What the examiners are looking for will be discussed.		
Y2-T3-W1	To mixdown and master the completed composition	Students will book time for mixing and mastering in the studio and recording booth. They will have individual sessions from me to receive written feedback and advice.		
Y2-T3-W2	To finalise the submission booklet and transfer the work to CD	Individual times for instruction in final review of basic mastering		
Y2-T3-W3				
Y2-T3-W4				
Y2-T3-W5				
Y2-T3-W6				
Y2-T3-W7				
Y2-T3-W8				
Y2-T3-W9				
Y2-T3-W10				