

Music Technology A Level Scheme of Work. Recording

<i>Time-line</i>	Subject topics	Resources / activities (including ICT)	Assessment & skills (including ICT)	SEN / EHC / EAL / Gifted & talented
Y1-T1-W0	See Introduction to MT	See Introduction to MT	See Introduction to MT	See Introduction to MT
Y1-T1-W1				
Y1-T1-W2				
Y1-T1-W3	Studio use - using equipment and facilities	Demonstration in control room. Care of microphones. Equipment Cupboard Care. Studio booking system.	Questions and Verbal feedback	Handouts and Video clips for SEN Keywords Handout for EAL
	Positioning of equipment layout in the studio cable routing of the studio, <i>signal path, equipment setup</i>	Talk through of basic studio setup (the sheet for driving license test) from mic and cable to signal through desk to talkback and routing of click – preparation for Driving License. Go through handout of driving license Handouts: Studio Basics – Your First Session, How to record audio into Logic. Basic setup (used for Driving License)	As abovea. Understand studio layout and practice	As above
	set up communications from the live room to the control room.	Demonstration in studio of Setting up communication – headphones, loudspeakers, talkback and fold-back At end review signal path with handout Schematic diagram of signal path from wall boxes to speaker Setting up interface Set up pairs of students to go through the notes in their own time in preparation for driving license test.	As above. Understand and practice use of audio interface	As above
	setup the software to enable foldback – click etc	Demonstration of Setting up Logic auxes and busses in the Studio. Setting the preferences to studio Interface. Trouble shooting. Illustration of why auxes and busses are needed. Pre and post fader Handouts: Recording audio into Logic illustration	As above. Understand and practice use of Logic auxes and busses. Trouble shooting	As above
Y1-T1-W4	how to record a vocal in the recording studio. To develop confidence in the use of the studio	Demonstration of Vocal mic setup including mic settings, position. Students took notes. Setup in pairs to go through studio without teacher and to teach each other. Others in class continue work on SRP <i>REVISE; cable tidying – demonstration and practice of cable tidying</i>	As above. Practice setting up vocal mic.	As above

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Y1-T1-W5	To develop greater confidence in the use of the studio	Individuals to set up studio using the hand-out: 'Recording Studio Driving License	As above. Gain experience in setting up control room for recording	As above
	To gain competency in the setting up and use of studio	Driving license practice – can last one week while we have MTR classes on: Coursework choice Recording first vocal	As above	As above
	set up a recording template in the computer room for transfer to the control room	Handout and demonstration with show and copy. In computer room, demonstrated how to set up busses and auxes for studio use. Students set up their own template for use in studio.	As above. Practise setting up template in Logic	As above
	To gain greater skill in the setting up of the studio for a recording	Two students teach half the group how to set up a basic recording of the vocal including mic setup and Logic environment setup. Followed by teacher review and feedback.	As above	As above
	To confirm understanding of studio sep and acquire 'Driving Licence - certificate of competence'	<i>REVISE Each student on their own to follow a set of instructions for setting up a vocal recording: vocal mic setup and headphones, with communications and foldback. Upon completion the work is reviewed and a certificate awarded or not. The rest of the class continues with SRP coursework.</i>	As above	As above
	To gain greater understanding of the function of auxes and Busses.	<i>REVISE</i> Talk with hand-outs and projection. Revision. Explain the functions of Auxes and Buses. Ask questions around the class. Complete a hand-out indicating signal flow and answer some questions. Go over the answers and clarify.	As above	As above
Y1-T1-W6	To select a suitable recording for MTR coursework	Assignment – choose 5 tracks and place in dropbox for discussion. This is done without giving criteria so that I can assess how important it is that they do what they want.	As above	As above
Y1-T1-W6	To choose work to be recorded for coursework and make initial preparations	Talk – what is suitable and what is not. play different tracks and discuss the issues Discuss with individuals choice of song to be recorded. <i>Outline of work plan for this project and assignments</i> <i>Handout of workplan</i>	As above	As above
Y1-T1-W6	To continue with initial preparations:	<i>Assignment: Analyse your recording – noting the following: Instruments used and numbers, vocal range, use of technology</i>	As above	As above

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	checking range To prepare music for rehearsal and recording.	Half Term Holiday Holiday work – TbC – sent chosen styles. MTR – prepare score Talk with handout. Preparing notated parts and score. Student to compile a list of instruments on the target recording with details of proposed performer. Research lyrics on internet or transcribe. Students ask to do one of or a mixture of the following: notate by ear or download a midi file and adjust. Buy the parts and adjust. Rehearse parts with musicians Assignment: completion of parts and score as half term holiday work. Complete work begun in lesson.		
Y1-T1-W7	To explain recording plan fro the half term	Powerpoint – show work and and expectations for the half. Reports – how marked – limit on those not completing driving license (make list of those not passed and speak to individually) Handout (and noticeboard) work plan for term	As above	As above
	the keywords principles of microphone capture	Talk: How I will be teaching and my expectations of students. Talk: revise requirements – working to click – pattern of recording, work plan for recording, what used for reports/grades etc Talk: Keywords.	As above	As above
	Vocal Recording	book singer to check range and check that complies with coursework limitations. <i>Assignment: Ask the singer to sing through the part – check for range. Make a recording and place in hand-in as proof. Depending on above continue with song or find other (and repeat above). Make first recording of the singer using the chosen track as a guide.</i>	As above	As above
	polar patterns	Draw polar patterns on the board asking what they are. Students to look for relevant page Short talk on polar patterns	As above	As above
	Bass recording with DI	What is a DI. Line level explained – different levels on a desk. Difference between line and mic level Why and what are its settings on the DI Points to consider – noise, hum ground lift, attenuation settings Talk with demonstration and handouts Hand-outs: DI box setting, Mic position of amp, Electric Guitar notes Play and discuss examples of good recording in studio. Assignment: Prepare bass part, find a bassist, book studio and record bass	As above	As above
	Upright Bass recording with microphone and DI	Using DI plus mic. Mic type. Mic position – issues where sound is radiated from. Minimising boom.	As above	As above

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Y1-T1-W8	Acoustic Guitar Recording	<i>REVISE Demonstration and test in studio. Position microphone at different places – over f hole nearer to finger board. Try stereo position. Handouts with diagrams annotated by students</i>	As above	As above
Y1-T1-W9	Keyboard Recording	Demonstration showing keyboard recording in studio, computer room and TFS. Hand-outs with instructions. <i>REVISE – keyboard in studio setup</i> Assignment: book musician, studio and any extra help. Record and log	As above	As above
Y1-T1-W10	TFS instruction -1	<i>To show how to record with DI inputs into the TFS – communication and set up in TFS</i> <i>Demonstration of TFS – signal routing and setups</i> <i>(pupils will go through setting up TFS after driving license</i> <i>Handouts: signal routing of TFS and equipment instructions</i>	As above	As above
Y1-T1-W9	Keyboard settings Electric Guitar	<i>Set up sounds on Keyboard in studio and TFS. Remove reverb and remove other FX. Find a piano, organ, pad strings,</i> Demonstration of Electric Guitar recording	As above	As above
				As above
				As above
Y1-T1-W10	Melody instrument violin/cello including brass instruments and saxophones recording	Talk with handouts followed by demonstration. Microphone position and types. Special considerations – volume. Playing and discussion of good examples of good recording Assignment: Prepare violin/cello/sax/trumpet/trombone part/(s), find a players, book studio and record pianist	As above	As above
	the principles of phase	Talk: Explanation of Phase. Simple explanation using drawing of sound source and position of diaphragm for different positions	As above	As above
	co-incident stereo mic positions	Co-incident mic position discuss issues. Show stereo mic holder – discuss issues of angle. Discuss issues of distance	As above	As above
Y1-T1-W10	Backing Vocals Recording	<i>REVISION – begin with discussion of how we place things in space – time and level. Start with – we need to record several at once (one possibility) therefore positioning is important therefore use some ideas of stereo ambient miking.</i> Talk with hand-outs followed by demonstration. Microphone position and types. Discussion of different techniques. Single microphone and two microphones. Special considerations Playing and discussion of examples of good recording	As above	As above

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		Assignment: Prepare backing vocal parts, find singers, book studio and record singers.		
Y1-T1-W11	TFS instruction - 2	<i>To show how to record microphone inputs into the TFS – communication and set up in TFS Demonstration of TFS – signal routing and setups (pupils will go through setting up TFS after driving license Handouts: signal routing of TFS and equipment instructions DO THIS WHEN RECORDING PIANO – NEED 80 min session</i>	As above	As above
Y1-T1-W12				
Y1-T2-W1	Recording Project 1	Setting up template for recording	Individual review and assessment	As above
Y1-T2-W2	Recording Project 1	Recording Instruments according to chosen project	Individual review and assessment	As above
Y1-T2-W3	Recording Project 1	Recording Instruments according to chosen project	Individual review and assessment	As above
Y1-T2-W4	Recording Project 1	Recording Instruments according to chosen project	Individual review and assessment	As above
Y1-T2-W5	Recording Project 1	Recording Instruments according to chosen project	Individual review and assessment	As above
Y1-T2-W6	Recording Project 1	Recording Instruments according to chosen project	Individual review and assessment	As above
Y1-T2-W7	Recording Project 1	Recording Instruments according to chosen project	Individual review and assessment	As above
Y1-T2-W8	Recording Project 1	Recording Instruments according to chosen project	Individual review and assessment	As above
Y1-T2-W9	Recording Project 1	Recording Instruments according to chosen project	Individual review and assessment	As above
Y1-T2-W10	Recording Project 1	Recording Instruments according to chosen project	Individual review and assessment	As above
Y1-T3-W1	Recording Project 1 Mixing	Setting up Template for mixing	As above	As above
Y1-T3-W2	Recording Project 1 Mixing	Demonstration of mixing	Questions and Answers	As above
Y1-T3-W3	Recording Project 1 Mixing	Demonstration of mixing	As above	As above
Y1-T3-W4	Recording Project 1 Mixing	Individual review of mixes	As above	As above

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Y1-T3-W5	Mark Scheme	Presentation on the mark scheme.	As above Marking of individuals work in groups	As above
Y1-T3-W6	Mark Scheme		As above	As above
Y1-T3-W7	Mark Scheme		As above	As above
Y1-T3-W8	Coursework Choice of Rec Song (CSWK)	Talk with hand-out. Overview of the coursework requirements. Highlight the additional requirements in comparison to AS level work. Discuss with individuals choice of track to be recorded. Discuss if arrangement is needed. Individuals follow set of instructions to create a tempo map of the song and create click track, book singer and check that complies with coursework limitations. Prepare vocal part and prepare drum parts	Individual research. Practice recordings submitted for review.	
Y1-T3-W8	Protools tutorials	Protools tutorials – from overview to each exercise Carry out protools tutorials and exercises – <i>set up a template in protools, drag in audio, set up busses and routing. Setup ins and outs. Take template to studio and tol to test for feed to headphones.</i> Carry out a test recording of the vocals in the prepared protools template. Submit for review	Individual work on computers. Individual help	
Y1-T3-W8	Protools template	Students to analyse chosen recording – noting the following: Instruments used and numbers, vocal range, use of technology. If arranging of music is needed they will begin work on this.	Individual work on computers. Individual help	
Y1-T3-W9	Drum Kit Recording using four microphones -1	Talk with handouts. Microphone Types and Position. Choosing the correct microphone. Polar Patterns. Frequency response. Dynamic. Condenser Handouts: Mic types.	Individual work on computers. Individual help	
Y1-T3-W9	Drum Kit Recording	Overheads – Spaced, XY comparison – checking for phase Adding Room mics Snare with two mics	Individual work on computers. Individual help	
Y1-T3-W10	Piano Recording	How to record in TFS Mic choice and position	Individual work on computers. Individual help	
Y1-T3-W10	Stereo mics	Comparison of 4 positions. Mid Side encoding	As above	As above
Y1-T3-W11	Vocal mic	Comparison of 4 mics. Avoiding proximity effect.	As above	As above
Year 2			As above	As above

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Y2-T1-W0	Drum Kit Recording using four microphones -2	Talk: The Glyn John Drum Recording Method. Mic types used the reasons. Position. (use photos) and handouts Demonstration of setup. Correct cables, clips, mic type and positioning. Give out handout on Glyn John Recording Handouts: Drum mic positioning Assignments: find a drummer. Go through the part. Create logic template and place in hand in. Record drums.	As above	As above
Y2-T1-W1	Amp Recording	On the floor/Raised. Back of amp plus front. Front position on and off axis	As above	As above
Y2-T1-W2	Individual assess/Work planning/Protools tutorials	Individuals re choice of song.		
Y2-T1-W3	Drum Kit recording – extension work	Adding Tom mics	As above	As above
Y2-T1-W4	String Recording	Violin mic choice and position	As above	As above
Y2-T1-W5	Choose work to be recorded for coursework and make initial preparations	Talk with hand-out. Overview of the coursework requirements. Highlight the additional requirements in comparison to AS level work. Discuss with individuals choice of track to be recorded. Discuss if arrangement is needed. Individuals follow set of instructions to create a tempo map of the song and create click track, book singer and check that complies with coursework limitations. Prepare vocal part and prepare drum parts	As above	As above
Y2-T1-W6	Continue with initial preparations.	Students to analyse chosen recording – noting the following: Instruments used and numbers, vocal range, use of technology. If arranging of music is needed they will begin work on this.	As above	As above
Y2-T1-W7	Plan for Recording Research for each instrument	Researching recording techniques. Set the students a preparation assignment project to be carried out in students' time. Students will research 3 recording techniques for each instrument. This will involve <ul style="list-style-type: none"> • internet research and reading up of techniques • submitting a written proposal for carrying out 3 recordings of each instrument • submitting the findings of each test recording with a proposal for the technique to be used to carry out the final coursework recordings 	Individual Research.	As above
Y2-T1-W8	Coursework Preparation	Planning for the coursework recordings. Each student to make a plan and log of how the recording will be done, who the performers will be and when it will be done. Set a time limit for the carrying out of recordings.	As above	As above

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Y2-T1-W9	Carry out coursework in controlled conditions		As above	
Y2-T1-W10	CSWK	Record Drums and Bass	Individual assessment and feedback	
Y2-T1-W11	CSWK	Record Guide Vocal	As above	As above
Y2-T1-W12	CSWK	Record Remaining Tracks	As above	As above
Y2-T2-W1	CSWK	Record Remaining Tracks	As above	As above
Y2-T2-W2	CSWK	Record Remaining Tracks	As above	As above
Y2-T2-W3	CSWK	Record Remaining Tracks	As above	As above
Y2-T2-W4	CSWK	Record Remaining Tracks	As above	As above
Y2-T2-W5	CSWK	Record Remaining Tracks	As above	As above
Y2-T2-W6	CSWK	Mixing - To organise Logic Audio Environment ready for mixdown. In the lesson students will follow instructions for the tidying up of the audio environment. Removing un-needed files, faders and settings.	As above	As above
Y2-T2-W7	CSWK	Mixing - To review the use of dynamic processors Demonstration with hand-out of the techniques for the use of dynamic processing and reverberation plugins and their settings. Review of basic principles and settings	As above	As above
Y2-T2-W8	CSWK	Mixing - To review the mixdown process Demonstration with handouts. Review of mixdown procedure. Assignment: to complete first mix. Review in class	As above	As above
Y2-T2-W9	CSWK	Mixing - Controlled Assessment mixing To give feedback on the mixes of all coursework Individual assessment and written feedback on the mixes.	As above	As above
Y2-T2-W10	CSWK	Individual assessment and written feedback on the mixes.	As above	As above
Y2-T3-W1	Submission Book Practice	Handout of Submission booklets. Handout of submission booklet guide. Talk through each section. Handout equipment lists for completion of relevant sections. To arrange individual times for review of student submission booklet completion.	As above	As above
Y2-T3-W2	Mastering	Overview and demonstration with hand-outs of mastering. EQ added to stereo bounce, multiband compression.	As above	As above
Y2-T3-W3	Mastering	Individual times for instruction in final review of basic mastering	As above	As above
Y2-T3-W4				
Y2-T3-W5				
Y2-T3-W6				
Y2-T3-W7				

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Y2-T3-W8				
Y2-T3-W9				
Y2-T3-W10				