

MUSIC TECHNOLOGY

Desirable Features (DRAFT)

-If pupils are working in the area of music technology these are some of the characteristics they may demonstrate

Level 1: Typically pupils may...

- Explore and interact with a digital device e.g. use various control buttons on a CD or mini-disk or MP3 player (Explore)
- Record in real-time to capture a performance e.g. of a song or an instrumental performance (Exhibit)

Level 2: Typically pupils may...

- Find, select, open and listen to given selection of pre-recorded songs (Explore)
- Use loop-based software to create simple musical structures eg, selecting and repeating a drumbeat and a bass line (Express)
- Take part in a discussion about how they might alter their work (Evaluate)
- Save sound files / recordings to a specific location (Exhibit)

Level 3: Typically pupils may...

- Source audio files from more than one location, such as a given selection of CDs, pupil's own MP3 library of copyright free .wav files from the Internet (Explore)
- Use music technology to provide accompaniment for group or individual performances, e.g. set up and play backing tracks for singers (Explore)
- Use digital editing software to adapt existing music / sound files e.g. drag and drop, splitting a song to indicate sections (verse, chorus, intro etc) (Express)
- Use loop-based software to create simple and appropriate musical structures in a multi track composition (Express)
- Make modifications to their work (Evaluate)
- Save changes to work using meaningful file names (Exhibit)
- Record audio in a digital audio workstation using a USB microphone (Exhibit)

Level 4: Typically pupils may...

- Research song structure through the use of Music Technology such as exploring structure of well-know rock songs, dance tracks (Explore)
- Create own music, previewing and arranging loops to fit context (Express)
- Play in or program own MIDI-based parts (Express)
- Use software tools to control gain / input level (Express)
- Make improvements to their work (Evaluate)
- Save changes to work and keep earlier versions as work progresses (Exhibit)
- Understand and use various file formats to save work and to make it available to different users and audiences (Exhibit)

Level 5: Typically pupils may...

- Open an instrument track within software to play in, or program won MIDI-based parts (Explore)
- Set up and edit digital effects inside a digital audio workstation (Express)
- Set up internal or external sound card to record microphone or instrument based audio track (Express)
- Use automated volume and pan commands in audio software to create and mix a finished product with a sense of audience and purpose (Express)
- When contributing to group work, assume a specific role, e.g. setting up of microphone. Monitoring input levels (Exchange)
- Carry out ongoing improvements demonstrating a clear understanding of audience and purpose and reflect upon process and outcome (Evaluate)

Level 6: Typically pupils may...

- Use a digital performance element, e.g. real time manipulation of MIDI parts (Express)
- Edit synth and effects presets to increase impact and expression for specific audiences and purposes (Express)
- Collaborate on-line in terms of file sharing of self-produced sound files (Exchange)
- Evaluate and justify processes and outcomes used in their work (Evaluate)
- Understand and use the effects of altering sample-rate and bit-rate on a recording (Exhibit)

Level 7: Typically pupils may...

- Use and edit dynamic processing to increase impact of final master (Express)
- Adapt mixing and mastering outcomes in response to the specific views of end users and clients needs (Evaluate)