

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
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NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number- 0091357 -Session- 1989-90
-Superclass- LH

-Title- MUSIC COMPOSITION 2: HI-TECH POP COMP

-DESCRIPTION-

Purpose The purpose of this module is to develop the student's skills in composing music through the use of a computer and MIDI instrument(s).

The module may be run in conjunction with 91356 Music Composition 1 and 91358 Music Composition 3 in an integrated programme which allows the student to be certificated at his/her maximum level of attainment.

Preferred Entry Level 91350 Music Invention 1
91356 Music Composition 1: Hi-Tech Pop Comp

Learning Outcomes The student should:

1. compose music using a micro computer interfaced with MIDI keyboards or other MIDI instruments;
2. demonstrate a practical ability in the use of recording equipment.

Content/ Context Corresponding to Learning Outcomes 1-2:

1. Compositional devices eg.

Melodic Line(s): pattern, repetition, transposition, sequence, melody/counter melody, imitation.

Harmony: suitable harmonic support; progression.

Bass: related to the harmony, motivated by the rhythm eg. pattern, riff, ostinato.

Rhythm: composed percussion parts with a sense of progression and variety.

Structure: a range of structures eg. strophic, song form, blues, ostinato, ground, rondo, intro, bridge, middle eight.

Timbre: selection of suitable voices corresponding to the part, style and overall texture.

Style: any popular style eg. pop, rock, reggae, heavy metal.

Instrumental Resources: the module may be achieved by the use of MIDI instruments and a computer.

2. Hi-Tech Skills e.g.: setting up a computer interfaced with MIDI instruments;
setting up files on computer;
entering and retrieving information;
maintaining computer files;
making back up copies;
lock or write-protecting data;
making use of print-out facilities.

Alter and select suitable voices from the sound source(s). (Editing of voice parameters is not essential at this stage.)

Use of all volume controls and velocity settings to alter levels and balance the separate tracks.

Assembly, interconnection, operation and dismantling of equipment.

Good working practices with regard to safety, efficiency and care of all equipment.

Suggested
Learning and
Teaching
Approaches

Methodology should be student centred with emphasis being placed on practical activities. The tutor should motivate, advise, facilitate and teach directly employing varied approaches which include demonstration and discussion. Care should be taken throughout the module to adjust teaching approaches to each student's needs.

The tutor should demonstrate how to set up and operate equipment with regard to its efficient use, care and safe handling. The student should be encouraged to use the equipment and investigate and experiment with sounds and ideas.

When setting up a computer and monitoring MIDI instruments, the student should learn to:

- load a program;
- enable "send and receive" channels;
- select tracks;
- record individual tracks;
- synchronise tracks using a beep;
- balance tracks by adjusting velocity values;
- format a disk;
- save the composition to the formatted disk.

Opportunities should be taken whenever possible to discuss with and take advice from those who regularly use such equipment both within and outwith the centre e.g. visits to recording studios.

With regard to safety and care of equipment, all leads and equipment should be set up according to the manufacturer's specifications.

Students should be encouraged to experiment with a variety of starting points depending on the selected style which will include rhythmic patterns, bass patterns or chord sequences.

It may be helpful for students to listen to music similar in style and instrumentation to the medium they are using. This may suggest structures or ways of expanding or varying starting ideas.

The tutor should advise on matters of appropriate instrumentation, voicing, timbre, tempo, texture, form etc and encourage awareness of melodic, rhythmic and harmonic possibilities.

Students should be encouraged to be critical of their work and be constantly aware of the possibilities of improving compositions.

The student should work through a number of compositions in order to become competent in the use of equipment and to develop compositional abilities.

The student should compile a diary explaining how his/her composition has evolved.

Assessment Formative assessment should operate as an integral part of learning and teaching in the module. It may include assessment of the student's work by the tutor, by the student and by peers. This will be achieved in the main through discussion of work completed. Work should be recorded on audio for playback and review. Each student should keep a diary of work during this module. Diaries and audio recordings should be available to a Subject Assessor. Each student should be issued with an information sheet explaining the purposes of the module:

Procedures

- (a) it informs the students of the minimum which is taught and learned;
- (b) it informs the students of the learning and teaching activities they will undertake (this section of the information sheet is open and is completed by the tutor).

The performance criteria which follow provide tutors and students with a statement of the minimum which is required. Many students, given the opportunity and encouragement may go well beyond the minimum requirements. A decision on whether or not a student has achieved the criteria should be taken only after he/she has had the benefit of additional teaching support to revise and improve on unsatisfactory efforts.

Acceptable performance in the module will be satisfactory achievement of all the performance criteria specified for each Learning Outcome.

The following abbreviations are used below:

LO Learning Outcome
 PC Performance Criteria
 IA Instrument of Assessment

NB. Safety procedures and safe working practices must be observed at all times.

LO1 COMPOSE MUSIC USING MICRO COMPUTERS INTERFACED WITH MIDI KEYBOARDS OR OTHER MIDI INSTRUMENTS

The student:

- (a) identifies a stimulus and decides on media;
- (b) decides how media are to be used and explores their potential;

- (c) selects, structures, organises and refines ideas to compose a piece of music using a computer and MIDI instruments;
- (d) refines the piece;
- (e) stores the piece on file.

The student will be tested on his/her ability to compose music comprising a minimum of 4 parts produced on a computer. The composition can stand alone or be used as a 'backing' for a vocal or other instrumental piece. Compositions need not be notated.

In the case of an accompaniment to an improvised/ vocal line, a disk of the parts and a tape recording of a performance of the composition will be required. If the piece does not contain any acoustic parts it should be stored on computer disk only.

Satisfactory performance will be that the student composes music comprising a minimum of 4 parts which has a clearly discernible structure, judicious use of elements of music including melodic, rhythmic and harmonic patterns, bass figurations and appropriate harmony. The composition should be of approximately 3 minutes duration, be synchronised and well-balanced.

LO2 DEMONSTRATE A PRACTICAL ABILITY IN THE USE OF RECORDING EQUIPMENT

PC The student:

- (a) correctly assembles and interconnects equipment;
- (b) correctly operates equipment;
- (c) correctly dismantles equipment;
- (d) consistently demonstrates good working practices with regard to safety, efficiency and the care of all equipment.

IA Practical Exercise

The student will be tested on his/her ability to correctly assemble, interconnect, operate, dismantle and care for all equipment safely and consistently.

The student will maintain a diary or record of work containing observation checklists and details of practical exercises dated and countersigned by the tutor.

Satisfactory performance will be based on evidence contained in the record of work that the student has set up files correctly, entered and retrieved information correctly, maintained files correctly and consistently demonstrated good working practices with regard to safety, efficiency and care of all equipment.

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