

**-SQA-SCOTTISH QUALIFICATIONS AUTHORITY**

**Hanover House  
24 Douglas Street  
GLASGOW G2 7NQ**

**NATIONAL CERTIFICATE MODULE DESCRIPTOR**

**-Module Number-                      0091315                                      -Session-1989-90**  
**-Superclass-                              KG**  
**-Title-                                      MUSIC        PRODUCTION        AND        SOUND  
ENGINEERING: STEREO SOUND RECORDING 1**

**-DESCRIPTION-**

Purpose                                      The purpose of this module is to develop the student's skills in stereo sound recording. The module is designed for students who have an interest in recording and may include those who have had no previous musical experience. The module may be offered in conjunction with many of the other National Certificate Music modules.

Preferred Entry Level                      No formal entry requirements.

Learning Outcomes                      The student should:  
1. demonstrate a practical ability in using stereo sound production equipment;  
2. produce stereo recordings of music from a range of sources.

Content/ Context                                      Corresponding to Learning Outcomes 1-2:  
N.B. Safety procedures and safe working practices must be observed at all times.  
1. Functions and purposes, assembly, interconnection, operation and dismantling of equipment to include:  
plugs/sockets, fuses, amplifier, power cables and audio leads, speakers, headphones, microphones, microphone stands, tapes with bias compatible with equipment, stereo tape deck and other hi-fi sound sources such as record deck, radio, compact disc player, ancillary tape deck etc; microphone placement; correct arrangement of mains and recording cables.

Care of equipment with regard to tidiness and methodical approach both when in use and in transportation; tape storage and tape-head cleaning; safety procedures including regular inspection of all power and audio leads and connectors.

2. A range of sound recording procedures to include:

line recordings using audio equipment, eg. record deck, radio, compact disc player, ancillary tape deck; live recordings under different acoustical conditions using a variety of mediums, eg. speech, solo instrument, small ensemble, band or choir; simple microphone techniques with appropriate pick-up patterns; monitoring on loudspeakers and headphones; monitoring live recordings on location; cueing and fading; recording levels using meters; input/output levels; tape speed and its effect on recordings.

Suggested  
Learning and  
Teaching  
Approaches

The Learning Outcomes should be developed through an integrated programme with the routines supporting the central outcome; ie the production of stereo sound recordings. The tutor should advise, facilitate and teach directly, employing varied approaches which include demonstration and discussion. Care should be taken throughout the module to adjust teaching approaches according to each student's needs.

The size of the teaching group will be determined by the availability of equipment but it is essential that each student is continuously engaged in practical tasks. Tutors should be aware of the advantages in running this module in conjunction with others such as Music Making, Music Invention and Listening to Music: viable teaching groups should be formed where the amount of sound recording equipment is limited; students who are competent musicians can employ their skills in taking part as performers in recording sessions; a range of competencies can be developed providing the students with the opportunities to be certificated in more than one module.

Students should begin to take some responsibility for their own learning, e.g. in personal routines and general duties. The importance of individual responsibility and well structured work routines should be outlined during induction and regularly reinforced and the needs of other students emphasised.

Students should work from progressive pre-prepared units of work which include core, remedial and extension materials which allow them to progress at their own level and pace. They should also be encouraged to use

structured materials, trade magazines and books for reference.

Well produced worksheets with graphics illustrating equipment and practical procedures can assist in the management of programmes of work and the execution of skills. They can also be invaluable in promoting independent study habits.

Teaching methods could involve work stations, each catering for two or three students simultaneously in different tasks to ensure full student participation. The simultaneous operation of several different work stations would allow more than one activity to take place within the teaching block. Individual targets should be set at the beginning of each lesson but students studying for this module will require a programme of short term goals supported by regular consultation with the tutor. Care should be taken that work already attempted is revised and consolidated before moving on. Students should keep tape recordings of work which they have engineered along with a note of the details, location and date. These recordings should be used as a basis for personal and group discussion and also as a record of the student's achievement. The tapes may also be used for teaching purposes.

Verbal and written instructions should be framed in terms which the students can readily understand and apply to work routines and course organisation. The demands of literacy, musical, technical or otherwise should be of minor importance and any additional strategies required to assist the student to achieve Learning Outcome 2 adopted as necessary.

#### Assessment Procedures

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 and should be supported by the tutor's checklist. Work should be recorded on audio for playback and review. Each student should keep a diary of work during this module. Diaries should be available to a Subject Assessor. Each student should be issued with a record sheet at the outset of the module and its various purposes should be explained:

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

- (c) it provides a continuous record of attainment and should help both students and tutors to keep track of learning and teaching;
- (d) it could be used by students to inform a third party (e.g. a potential employer) of what they have learned.

The performance criteria which follow provide tutors and students with a statement of the minimum performance which is judged to be acceptable in the key aspects of each Learning Outcome. 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 in areas of weakness and the opportunity 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
- IA Instrument of Assessment
- PC Performance Criteria

N.B. Safety procedures and safe working practices should be observed at all times

#### LO1 DEMONSTRATE A PRACTICAL ABILITY IN USING STEREO SOUND PRODUCTION 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 Exercises and Record of Work

The student will be involved in practical exercises which will test his/her ability consistently to assemble, interconnect, operate, dismantle and care for equipment. Over the four performance criteria, the following pieces of equipment must be used at least once:

plugs/sockets, power cables and audio leads, fuses, amplifier, speakers, headphones, microphones, microphone stands, stereo tape deck and other hi-fi sound sources.

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

Satisfactory performance will be based on evidence contained in the record of work that equipment has been used competently and that the student has consistently demonstrated good working practices with regard to safety, efficiency and care of all equipment.

## LO2 PRODUCE STEREO RECORDINGS OF MUSIC FROM A RANGE OF SOURCES

PC The student:

- (a) produces an accurate line recording with regard to clarity, levels, cues, fades and stereo effect;
- (b) produces accurate live recordings with regard to clarity, levels, cues, fades, microphone placement and sound balance to achieve a realistic stereo effect.

IA 3 Practical Exercises

The student will be tested on his/her ability to record music in any style from three different sources. One recording will be a line recording. The other two recordings will be live. Total recording time will amount to a minimum of five minutes.

The student will keep details of the recordings including instrumentation, date, location and acoustical conditions.

Satisfactory performance will be based on the production of technically competent line and live recordings.