

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
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NATIONAL CERTIFICATE MODULE DESCRIPTOR

**-Module Number-
-Superclass-**

**0091358
LH**

-Session-1989-90

-Title-

**MUSIC COMPOSITION 3: HI-TECH COMPOSITION
(x 2)**

-DESCRIPTION-

Purpose

The purpose of this module is to develop the student's skills in exploiting the potential of hi-tech equipment and other instrumental sources in an audio/acoustic setting (a mixed medium of electronic and conventional instruments/voices) to compose music.

Preferred
Entry Level

91357 Music Composition 2: Hi-Tech Pop Comp or,
equivalent experience.

Learning
Outcomes

The student should:

1. compose music using a computer in combination with other instruments/voices;
 2. produce parts and score for performance purposes;
 3. demonstrate a practical ability in the use of a range of hi-tech equipment.
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Content/
Context

Corresponding to Learning Outcomes 1-3:

1. evolve a conscious discipline within the art of composition;
explore a range of compositional techniques eg. montage;
re-explore rather than adopt structures in melody, harmony, rhythm and form;
make judicious use of instrumental resources, including novel ways of playing conventional instruments;
explore new sound worlds and evolve ways of communicating ideas.

2. explore a range of available notation systems and select one which accurately communicates the student's intentions e.g. standard notation, standardised notation, graphics, proportional notation, etc;
examine scores of works by such composers as Stockhausen, Penderecki, etc;
students are encouraged to evolve and invent suitable notation to meet the demands of their composition;
listen to a variety of compositions in relation to their notation systems in order to make the relevant connection between sound and symbol.
3. Hi-Tech Skills e.g.: setting up a computer interfaced with MIDI instruments;
setting up files on computer;
entering and retrieving information;
maintaining dated 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 is to be encouraged 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 student must decide the structure, tonality, and length of his/her composition.

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 in a mixed medium.

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 eg. 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 and develop and refine ideas uninhibited by styles, forms or conventions imposed from without. Students should be made aware of the importance of the processes of reviewing, selecting and rejecting material, as integral to the compositional process.

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

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 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.

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 folio explaining how his/her composition has evolved.

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 of work completed. Work should be recorded on audio for playback and review. Each student should keep a folio of work during this module. Folios 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:

- (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 A COMPUTER IN COMBINATION WITH OTHER INSTRUMENTS/VOICES

PC The student:

- (a) shows freshness in approach to such considerations as style and timbre;
- (b) handles musical material within the medium of music itself;
- (c) displays interesting ideas unrestricted by imposed conventional models, structures or literary programmes.

IA Practical Exercise and folio

The student will be tested on his/her ability to compose music consisting of two or more parts, one of which should be produced on computer, and the other(s) for voice(s)/ instrument(s).

A composite tape recording of the composition will be required. In addition, a folio containing ideas which have been explored: some which have been discarded, others which have been developed and

refined. The folio should also contain a plan of the final composition showing how it was assembled.

Satisfactory performance will be that the student composes music consisting of two or more parts which demonstrates his/her ability to make compositional decisions. The work should last for a minimum of six minutes, and consist of one movement or two or three contrasting sections. The tape recording should be clear, synchronised and well-balanced. The folio should reflect that substantial working and re-working of ideas has taken place.

LO2 PRODUCE SCORE AND PARTS FOR PERFORMANCE PURPOSES

PC The student:

- (a) uses an appropriate form of notation;
- (b) produces a score which clearly indicates his/her intentions, including a part for a computer;
- (c) produces a set of parts which are legible, have proper rehearsal numbers and are cued where appropriate.

IA Assignment-Score and Parts

The student will be tested on his/her ability to produce clear and legible score and parts which accurately represent the composer's intentions, and which can be used for performance purposes: any form of notation may be used eg. standard notation, standardised notation, graphics, proportional notation etc.

LO3 DEMONSTRATE A PRACTICAL ABILITY IN THE USE OF A RANGE OF HI-TECH EQUIPMENT

PC The student:

- (a) correctly sets up files;
- (b) correctly enters information;
- (c) correctly retrieves information;
- (d) correctly maintains computer files;
- (e) 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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