



OUTSTANDING TEACHING, LEARNING AND ASSESSMENT TECHNICAL SKILLS NATIONAL PROGRAMME

Master Technician Sessions Charanga VIP Studios Log in
Created by: SoundSkool and Max Wheeler
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Managed by



Scheme of Work 2018-19

Curriculum Area: Music Production				Qualification Title: RSL Sub-Diploma		Level 3
Subject / Module: Unit 366 - Music Production & Sequencing						Teacher: Tom Bibby
Wk	Date	Topic and learning objectives	Teacher/ Learner activity	Methods of Assessment Assessment for learning	Embedding English, Mathematics and Functional Skills development of employability skills and promotion of British Values	Resources
		State the content you intend to cover. Include: a. Reference to unit criteria b. Planned learning objectives (i.e. include what you want learners to know and be able to do)	This should include the types of learning activity that will take place, e.g. research, group work, practical demonstrations, discussions. Also include activities that are developing employability skills e.g. peer learning, team work, listening and oral presentation, problem solving, independent learning etc. Include differentiation strategies and stretch and challenge opportunities	How will progress against learning objectives be assessed? How will learners get feedback on progress? Target setting opportunities / update e-ILP. Make sure you include: Formative individual learning checks Summative learning checks Include assessment of employability skills	Identify opportunities within the curriculum to embed English, maths and ICT and the promotion of British Values	This section should include any specialist resources; materials to be prepared, VLE/ILT, learning centre requirements, visits during the course and any work experience blocks. Ensure Embedding celebration of diversity clearly identified
1	10/09/18			INDUCTION WEEK		
2	17/09/18	Advanced Drum Programming: 1st session focus on basics of sequencing to familiarise students with the Ableton Push controller and bring all of class to same level of	Body percussion & clapping tasks/ icebreaker - Whole class based icebreaker - Use this to encourage counting beats and bars, being	Tutor modelling of techniques followed by tutee replication within specified task to demonstrate understanding of techniques Directed closed/ open questioning during introduction discussions and task briefs to check understanding	Tutor use of subject specific vocabulary during modelling and task explanation embeds core literacy skills Encouragement and reinforcement of student use of subject specific vocabulary during end of session showcases, self	Macs, headphones, Ableton Push Controllers, speakers, Ableton, electronic whiteboard



		<p>understanding production basics and terminology e.g. everyone is:</p> <ul style="list-style-type: none"> - Setting tempo, using click track - Quantising parts, - following musically sensible structure e.g. progressing in 4/8/16 bar sections, not doing weird 3 bar sections etc - Starting small (1 or 2 bars) then expanding once it 'works', - Establishing main hits (kick, snare/clap) first then 'sprinkling' hats and percussion 	<p>mindful of phrasing in bars and beats</p> <p>Setting up a project:-</p> <ul style="list-style-type: none"> - Setting tempo and click track - Saving - Adding audio and MIDI tracks - Using the piano roll and editor - Toolbox <p>Swing and groove</p> <ul style="list-style-type: none"> - Use of swing - Use of syncopation to create groove - Velocity editing to create ghost notes and humanised variation 	<p>Tutor circulation of class during tasks to formatively assess each student, check learning, provide 1-1 guidance and set targets</p> <p>Students to show their work at end of sessions, talk class through what they have done using appropriate subject specific vocabulary</p> <p>Each student should self assess their work, rest of class to provide WWW/ EBI/ DDNT feedback</p>	<p>and peer assessment embeds core literacy skills as well as verbal presentation skills</p> <p>Counting of beats and bars, grid divisions, 16th/ 24th/ 32nd notes embeds core numeracy skills</p> <p>Use of Google Classroom, Ableton, and Macs throughout lesson embeds core ICT skills</p>	<p>Access to https://vip.cha.ranga.com/loq-in/</p>
3	24/09/18	<p>Advanced Drum Programming</p> <p>Recap on previous session and developing productions created.</p> <p>Introduction to Unit Assignment Brief.</p>	<p>Variation</p> <ul style="list-style-type: none"> - Creating variation with fills every 2/4/8/16 bars or for transitioning to new sections - Varying drum loops e.g. start with one bar, copy parts to make 2nd bar and subtly add/remove some hits, copy 2 bar loop and vary 4th bar - Changing grid divisions for hi hat and snare rolls 	<p>Tutor modelling of techniques followed by tutee replication within specified task to demonstrate understanding of techniques</p> <p>Directed closed/ open questioning during introduction discussions and task briefs to check understanding</p> <p>Tutor circulation of class during tasks to formatively assess each student, check learning, provide 1-1 guidance and set targets</p> <p>Students to show their work at end of sessions, talk class through what they have done using</p>	<p>Tutor use of subject specific vocabulary during modelling and task explanation embeds core literacy skills</p> <p>Encouragement and reinforcement of student use of subject specific vocabulary during end of session showcases, self and peer assessment embeds core literacy skills as well as verbal presentation skills</p> <p>Counting of beats and bars, grid divisions, 16th/ 24th/ 32nd notes embeds core numeracy skills</p>	<p>Macs, headphones, Ableton Push Controllers, speakers, Ableton, electronic whiteboard</p> <p>Access to https://vip.cha.ranga.com/loq-in/</p> <p>Assignment Brief handouts</p>



				<p>appropriate subject specific vocabulary</p> <p>Each student should self assess their work, rest of class to provide WWW/ EBI/ DDNT feedback</p>		
4	01/10/18	<p>Introduction to Sampling and using the Ableton Push as a live music instrument</p> <p>Visit from Master Technician Max Wheeler</p>	<p>History of sampling - overview with context of Hip-Hop history.</p> <p>- Sampling chord stab/ pad/ 808 kick etc, transposing down keyboard</p> <p>- Converting audio to MIDI chopping to transient markers, or converting MIDI from pre-sliced regions</p> <p>- Above technique to be done with musical loop of tutor's choice. All students must work with the same sample to create an idea for a track</p> <p>'Exit tickets' can be used as quick AFL task at end (Exit ticket in Google Classroom Unit Folder)</p>	<p>Tutor modelling of techniques followed by tutee replication within specified task to demonstrate understanding of techniques</p> <p>Directed closed/ open questioning during introduction discussions and task briefs to check understanding</p> <p>Tutor circulation of class during tasks to formatively assess each student, check learning, provide 1-1 guidance and set targets</p> <p>Students to show their work at end of sessions, talk class through what they have done using appropriate subject specific vocabulary</p> <p>Each student should self assess their work, rest of class to provide WWW/ EBI/ DDNT feedback</p> <p>Exit tickets based on lesson content for learners to fill out at end</p>	<p>Tutor use of subject specific vocabulary during modelling and task explanation embeds core literacy skills</p> <p>Encouragement and reinforcement of student use of subject specific vocabulary during end of session showcases, self and peer assessment embeds core literacy skills as well as verbal presentation skills</p> <p>Counting of beats and bars, grid divisions, 16th/ 24th/ 32nd notes embeds core numeracy skills</p> <p>Exit ticket ensures students are writing down any new vocab learned to incorporate literacy skills</p> <p>Use of Google Classroom, Ableton, and Macs throughout lesson embeds core ICT skills</p>	<p>Macs, headphones, Ableton Push Controllers, speakers, Ableton, electronic whiteboard, assignment brief, unit spec, AFL exit tickets</p> <p>Access to https://vip.cha.ranga.com/loq-in/</p>
5	10/08/18	Sampling	Extra week of sampling content if need be	<p>Tutor modelling of techniques followed by tutee replication within specified task to demonstrate understanding of techniques</p>	<p>Tutor use of subject specific vocabulary during modelling and task explanation embeds core literacy skills</p>	<p>Macs, headphones, Ableton Push Controllers,</p>



			<p>Cover more history of sampling or significant uses of sampling in music 'eras' e.g. drum break sampling for jungle, house etc, sampling chords, bass sounds for hip hop</p> <p>Move onto Synthesis topic depending on how class achieve and understand sampling</p>	<p>Directed closed/ open questioning during introduction discussions and task briefs to check understanding</p> <p>Tutor circulation of class during tasks to formatively assess each student, check learning, provide 1-1 guidance and set targets</p> <p>Students to show their work at end of sessions, talk class through what they have done using appropriate subject specific vocabulary</p> <p>Each student should self assess their work, rest of class to provide WWW/ EBI/ DDNT feedback</p> <p>Exit tickets based on lesson content for learners to fill out at end</p>	<p>Encouragement and reinforcement of student use of subject specific vocabulary during end of session showcases, self and peer assessment embeds core literacy skills as well as verbal presentation skills</p> <p>Counting of beats and bars, grid divisions, 16th/ 24th/ 32nd notes embeds core numeracy skills</p> <p>Exit ticket ensures students are writing down any new vocab learned to incorporate literacy skills</p> <p>Use of Google Classroom, Ableton, and Macs throughout lesson embeds core ICT skills</p>	<p>speakers, Ableton, electronic whiteboard, assignment brief, unit spec, AFL exit tickets</p> <p>Access to https://vip.cha.ranga.com/loq-in/</p>
6	15/10/18	<p>Introduction to Synthesis</p> <p>Using the Ableton Push controller to perform live synthesis</p> <p>Second visit from Master Technician Max Wheeler</p>	<p>Overview and history of Synthesis</p> <p>First lesson - Key terminology and software overview: Oscillators, waveforms and use of ADSR envelope for amplitude</p> <p>Second lesson - Application of synth knowledge to the Ableton push controller. Also looking</p>	<p>Tutor modelling of techniques followed by tutee replication within specified task to demonstrate understanding of techniques</p> <p>Directed closed/ open questioning during introduction discussions and task briefs to check understanding</p> <p>Tutor circulation of class during tasks to formatively assess each student, check learning, provide 1-1 guidance and set targets</p>	<p>Tutor use of subject specific vocabulary during modelling and task explanation embeds core literacy skills</p> <p>Encouragement and reinforcement of student use of subject specific vocabulary during end of session showcases, self and peer assessment embeds core literacy skills as well as verbal presentation skills</p> <p>Counting of beats and bars,</p>	<p>Macs, headphones, Ableton Push Controllers, speakers, Ableton, electronic whiteboard, assignment brief, unit spec, AFL exit tickets</p>



			<p>at LFO modulation - how to modulate pitch to create vibrato, or modulate filter</p> <p>Students to perform a 2-3 minute demonstration of what they have created over the 6 weeks using the Ableton Push to the class</p> <p>'Exit tickets' can be used as quick AFL task at end (Exit ticket in Google Classroom Unit Folder)</p>	<p>Students to show their work at end of sessions, talk class through what they have done using appropriate subject specific vocabulary</p> <p>Each student should self assess their work, rest of class to provide WWW/ EBI/ DDNT feedback</p> <p>Exit tickets based on lesson content for learners to fill out at end</p>	<p>grid divisions, 16th/ 24th/ 32nd notes embeds core numeracy skills</p> <p>Exit ticket ensures students are writing down any new vocab learned to incorporate literacy skills</p> <p>Use of Google Classroom, Ableton, and Macs throughout lesson embeds core ICT skills</p>	<p>Access to https://vip.cha-ranga.com/lo-g-in/</p>
	22/10/18	Half Term				