

## **An Introduction to Vocal Recording, Sampling, Looping and Effects (Unit 1)**

Students will explore and learn the skills required to create music using new sampling, effects and looping technology. The main focus of the scheme of work is to develop an increased awareness of sound through the manipulation of vocally generated sounds. Students will compose and perform pieces of music in conjunction with various pieces of technology. This unit should be studied prior to Unit 2 (Vocalise) and Unit 3 (Film Music) and is written primarily for Year 7 students. This can be adapted for other year groups.

**Key Concepts:** sampling, editing, effects, recording, synthesis, looping

**Featured Technologies:** RC-300, ME-25, DR-30, HPD-10

**Age Level:** 11 – 14, Year 7

**Download Unit**

**Further Resources**

PPT for Activity 3: BailaBaila vocal samples [\[link to Unit 1\\_activity3 folder here\]](#)

Sample Image for Activity 6 [\[insert link to comic.jpg here\]](#)

Sample Image for Activity 7 [\[insert link to hpd10.jpg here\]](#)

PPT for Activity 7: Drum Kit [\[insert link to Unit 1\\_activity7.ppt here\]](#)

## Vocalise (Unit 2)

Students will learn how to use their voices as musical instruments in conjunction with a range of performance and sound processing technologies. They will create 'sound poetry', a form of musical and literary composition, within which the phonetic aspects of human speech and noise making are highlighted. Sound Poetry is a performance based activity and, as such, will provide an ideal way to meet the National Curriculum's new demand for using technologies to support processes of musical performance. The vocal skills that students will learn in this unit are transferable into singing activities and will also generate confidence for future lyric/song writing. Students should study Unit 1 before embarking on these activities. Vocalise was written primarily for Year 7 pupils.

**Key Concepts:** layering, editing, effects, recording, synthesis, looping, microphone technique

**Featured Technologies:** RC-300, ME-25, DR-30, HPD-10

**Age Level:** 11 – 14, Year 7

**Download Unit** [\[insert link to Unit 2.pdf here\]](#)

### Further Resources

Listening Sheet for Activity 1 [\[insert link to Sound\\_poetry\\_listening.doc here\]](#)

Vowel Sounds composition for Activity 2 [\[insert link to vowel\\_sounds.doc here\]](#)

Microphone Technique PPT for Activity 2 [\[link to Unit 2\\_activity2.ppt here\]](#)

Speech Organs Quiz for Activity 3 [\[insert link to speech\\_organ\\_questions.doc here\]](#)

Speech Organs Answers for Activity 3 [\[insert link to speech\\_organ\\_answers.doc here\]](#)

'Producing Your Sound Poem' for Activity 4 [\[link to Unit 2\\_activity4.ppt here\]](#)

## An Introduction to Film Music (Unit 3)

Students will apply the key principles learnt in Unit 1 to the production of a soundtrack for a piece of film. The main focus of the unit is to explore how sound ideas linked to trigger points and overall sounds can all work together to produce a soundtrack for a piece of film. The secondary key feature of this scheme of work is the introduction of a simple compositional process modelled on the work of one professional sound designer. Futurescape is part of UCan.tv's Sound2Picture resource. Further details about this resource can be obtained by visiting [www.sound2picture.net](http://www.sound2picture.net).

**Key Concepts:** layering, editing, effects, looping, mixing, sampling, sequencing

**Featured Technologies:** HPD-10, ME-25, R-05, R-26 Music Creator

**Age Level:** 11 – 14, Year 7

**Download Unit** [\[insert link to Unit 3.pdf here\]](#)

### Further Resources

Futurescape film with no audio for Activity 1 [\[link to futurescape\\_noaudio.mpg here\]](#)

Futurescape Images PPT [\[link to Unit 3\\_activity1a.ppt here\]](#)

Futurescape Images (individual .jpg files) [\[link to futurescape\\_still\\_images folder here\]](#)

Graphix Images PPT [\[link to Unit 3\\_activity1b.ppt here\]](#)

Listening Sheet for Activity 1 [\[link to Unit 2\\_ws1.doc here\]](#)

Interrogating the Visual Image worksheet for Activity 1 [\[link to Unit 2\\_ws2.doc here\]](#)

Star Wars Sound Design [\[link here to Unit 3\\_activity3 folder here\]](#)

Conscious Listening Exercise for Activity 2 [\[link to conscious\\_listening.doc here\]](#)

Contemplative Listening Exercise for Activity 2 [\[link to contemplative\\_listening.doc here\]](#)

Initial Sound Ideas worksheet for Activity 2 [\[link to Unit 2\\_ws3.doc here\]](#)

Grouping Sounds worksheet for Activity 2 [\[link to Unit 2\\_ws4. here\]](#)

Categories of Sound [\[link to categories\\_of\\_sound.doc here\]](#)

Sound Library for Activities 3 & 4 [\[insert link to futurescape\\_sounds.zip here\]](#)

Futurescape film with audio for Activity 5 [\[link to futurescape.mpg here\]](#)

## Music and Image (Unit 4)

The main focus of the Unit is to explore the various ways in which music can be linked to the visual domain in a live performance setting. Students will use technology to compose and perform pieces of music in conjunction with images or via a visual stimulus. The secondary key feature of this unit is analysing, and developing a greater understanding of, the structure of individual vocal, instrumental or electronic sounds.

**Key Concepts:** sampling, recording, synthesis, sequencing, video capture, VJ, V Link

**Featured Technologies:** SP-404SX, VR-3

**Age Level:** 11 – 14, Year 8

**Download Unit** [\[insert link to Unit 4.pdf here\]](#)

### Further Resources

ADRS Envelope PPT [\[insert link to Unit 4\\_activity1.ppt here\]](#)

Inverted ADRS Envelope PPT [\[insert link to Unit 4\\_activity2.ppt here\]](#)

Sample Sounds for Activity 2 [\[insert link to Unit 4\\_activity2\\_samples folder here\]](#)

Worksheet 1 for Activity 3 (SP 606 samples) [\[insert link to Unit 4\\_ws1.doc here\]](#)

Sample Computer Game Images PPT for Activity 5 [\[link to Unit 4\\_activity5.ppt here\]](#)

Three sample video clips for Activity 6 [\[link to Unit 4\\_activity6\\_folder here\]](#)

## Music for Computer Games (Unit 5)

In this Unit students will explore the processes behind composing music for computer games. They will consider how a composer designs a brief for a sound design. They will follow through the various stages of a simple composition process to produce a sound design of their own for the Hover Racer computer game. They will make use of recording and sampling technologies to create recorded and sample material for use in their sound design. This Unit will build on the work students have completed in Unit 4. This should be studied before embarking on this scheme of work.

**Key Concepts:** sampling, recording, sequencing

**Featured Technologies:** SP-404SX, R-05, R-26, CD-2

**Age Level:** 11 – 14, Year 8

**Download Unit** [\[insert link to Unit 5.pdf here\]](#)

### Further Resources

Interview with a Sound Designer [\[link here to professional\\_sound\\_designer.doc\]](#)

Worksheet 1 for Activity 1 [\[link here to Unit 5\\_ws1.doc\]](#)

Sample sounds for Activity 2 [\[link to hover\\_racer\\_sample folder here\]](#)

Worksheet 2 for Activity 3 [\[link here to Unit 5\\_ws2.doc\]](#)

Composing Process PPT [\[link here to Unit 5\\_activity2.ppt\]](#)

## Creating a TV Programme (Unit 6)

In this Unit students will explore how music reinforces the visual content of a television program. Imagining themselves as broadcasters in 2020, students will create a multimedia weather report. This will allow them to consider the future effects of climate change and speculate on how the media will be presenting and predicting future weather. Students will need to draw on multiple disciplines to complete this task. They will analyse different programs to develop their understanding of how sound is used in television and film. They will create both aural and visual content for their program.

**Key Concepts:** video capture, mixing, sampling, recording, sequencing

**Featured Technologies:** DR-30, ME-25, BR-1600CD, VR-3

**Age Level:** 11 – 14, Year 8

**Download Unit** [\[insert link to Unit 6.pdf here\]](#)

### Further Resources

Worksheet 1 for Activity 1 [\[link here to Unit 6\\_ws1.doc\]](#)

Worksheet 2 for Activity 1 [\[link here to Unit 6\\_ws2.doc\]](#)

An Introduction to Camera Shots [\[link to Unit 6\\_activity1a.ppt here\]](#)

An Introduction to Camera Angles [\[link to Unit 6\\_activity1b.ppt here\]](#)

Worksheet 3 for Activity 2 [\[link here to Unit 6\\_ws3.doc\]](#)

Worksheet 4 for Activity 2 [\[link to Unit 6\\_ws4.doc here\]](#)

## **New Performance Environments (Unit 7)**

In this Unit students will consolidate and develop their knowledge and skills from previous units (in particular Unit 1 & Unit 4). The main focus of the Unit is to take pupils' awareness and understanding of individual sounds and extend these into an exploration of how sounds can be mixed and combined in different ways. The second key theme for this unit is individualisation and personalised learning. The study of the integration of a variety of sounds will eventually inform your students' own individual composition work and prepare them for subsequent musical study at Key Stage 4. This Unit was written primarily with Year 9 students in mind.

**Key Concepts:** synthesis, sampling, recording, sequencing VR-3, Motion Dive

**Age Level:** 11 – 14, Year 9

**Download Unit** [\[insert link to Unit 7.pdf here\]](#)

### **Further Resources**

The Grid for Activity 1 [\[insert link to grid.jpg here\]](#)

Worksheet 1 for Activity 1 [\[insert link to Unit 7\\_ws1.doc here\]](#)

Worksheet 2 for Activity 2 [\[insert link to Unit 7\\_ws2.doc here\]](#)

Worksheet 3 for Activity 5 [\[insert link to Unit 7\\_ws3.doc here\]](#)

## Dance Music and the Club Experience (Unit 8)

This Unit is an introduction to traditional Trance music parameters and their links to visual material that enhance an audience's experience. Students will explore how Trance music is defined as a branch of Dance music and how the nature of repetitive loops embodies a natural relationship with the triggering of visual material. In this Unit students will work both individually and in groups to explore how the key principles learnt in Unit 1 and Unit 2 (relating to compositional models and processes) can be applied to the creation and production of a 'Trance' track, mix or set. It is written primarily for Year 9 students.

**Key Concepts:** sampling, mixing, looping, drum programming

**Featured Technologies:** Juno Gi, SPD-SX, RC-300, VR-3

**Age Level:** 11 – 14, Year 9

**Download Unit** [\[insert link to Unit 8.pdf here\]](#)

### Further Resources

Worksheet 1 for Activity 1 [\[insert link to Unit 8\\_ws1.doc here\]](#)

Teacher Information sheet for Activity 1 [\[link to Unit 8\\_teacher\\_info.doc here\]](#)

PPT for Activity 1 [\[link to Unit 8\\_activity1.ppt here\]](#)

Traditional Trance Tracks [\[link to trad\\_trance-tracks folder here\]](#)

Contemporary Trance Tracks [\[link to contemporary\\_trance\\_tracks folder here\]](#)

Example sounds for Activity 2 [\[link to trance\\_sounds.zip here\]](#)

Worksheet 2 for Activities 2-5 [\[insert link to Unit 8\\_ws2.doc here\]](#)



## Music and the Web-based Radio Station (Unit 9)

Students will create and manage a web-based radio station. They will develop knowledge and understanding of audio imaging and identity. They will consider how radio programmes and commercials use music and sound effects to enhance the listener's perception and encourage them to listen to consecutive shows or buy the products or services advertised. They will mix down/master audio that they have created to form a short radio show. This Unit will build on the work students have completed, and the skills they have reinforced, in previous Unit units. Students will be encouraged throughout to use the Internet as a learning tool and source of inspiration. This unit was written primarily with Year 9 students in mind.

**Key Concepts:** recording, mixing, effects

**Featured Technologies:** DR-30, R-05, R-26, RC-300, ME-25, HPD-10, BR1600-CD

**Age Level:** 11 – 14, Year 9

**Download Unit** [\[insert link to Unit 9.pdf here\]](#)

### Further Resources

Example idents for Activity 2 [\[link to audio\\_ident\\_pack folder here\]](#)

Worksheet 1 for Activity 2 [\[link to Unit 9\\_ws1.doc here\]](#)

Ambient samples for Activity 4 [\[link to ambient\\_samples folder here\]](#)

Podcasting Guide [\[link to Unit 9\\_activity5.ppt here\]](#)

Worksheet 2 for Activity 2 [\[link to Unit 9\\_ws2.doc here\]](#)

Worksheet 3 for Activity 2 [\[link to Unit 9\\_ws3.doc here\]](#)

Worksheet 4 for Activity 5 [\[link to Unit 9\\_ws4.doc here\]](#)