

TRANSITION WORK



MUSIC TECHNOLOGY 2020

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Welcome to A level Music Technology!

Dear Students, I am Mr Fleetwood and will be, like some of you, new to the school and I am delighted that you have chosen to take A level Music Technology and I look forward to working with you all.

In preparation for September, please read through the following carefully.

Please also note that if you have the facilities to record and produce music at home, I would highly encourage working on Music-Related projects in preparation for the start of Year One.

We will be using **Logic Pro X** to work with as a DAW, but if you are currently producing Music on DAWs like Garageband, Ableton, FL Studio, Cubase or similar, please continue to as this experience will be invaluable.

If you have not already started creating music with Music Technology, I would recommend downloading Garageband if you have access to a Mac (It's Free!) or Ableton 10 Lite (Also Free!) / Wave Form (Still Free!) to begin to create some music Digitally. All the programs have Starter Guides and Online lessons designed to help you get producing quickly and effectively.

Please complete the following tasks. The first one has a return date of 1st July and the rest are due at the start of school in September.

TASK 1 – RECORDING TECHNIQUES GLOSSARY

Create a PowerPoint or Worksheet for that explores the following terms as they relate to **Music Technology**. I would encourage exploring what **they are**, **what they do**, and **how and when they are used**. Please put these in your own words wherever possible as this will be used as a Glossary for your own use. I would encourage the use of photos, pictures, videos and diagrams:

- DAW
- Cardioid Pattern
- Omnidirectional Pattern
- XLR Cable
- Phantom Power
- Condenser Microphone
- Dynamic Microphone
- Pan (LR)
- EQ
- Jack Cable
- DI
- Compressor
- Gating
- Limiting
- Phasing (In and Out of Phase)

Here is an example slide:



Cardioid Microphone Pattern

A Cardioid Microphone pattern is a microphone that picks up sound from the front, with some pickup around the sides and no pickup from what is behind the capsule. These are useful in situations where you want to capture sounds only coming in a specific direction. These are often used frequently in live music in addition to Studios for Music and Radio. An example of a Cardioid Microphone would be the Shure SM58.

This should take around 2 – 3 Hours. Please complete this and email it to CGale@guildfordcounty.co.uk by July 1st.

TASK 2 – COMPOSTING WITH MUSIC TECHNOLOGY

Please watch the following video “4 PRODUCERS FLIP THE SAME SAMPLE” (<https://youtu.be/EiUL4yCB8IM>) fully. Afterwards, please **pick three techniques** that were used in the compositions in the video that you **find interesting or enjoy** (For example; Sample Trimming, Pitch Mapping, Sound Manipulation etc.). Then explain what these three techniques are used and how they were created from the original sound.

An example for one technique;

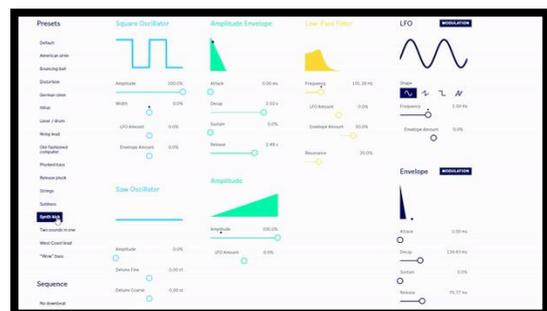
*“I enjoyed how Cuckoo used **Sample Trimming** to create a Drum Set of new sounds. He did this by working through the original sample and **Trimming** small parts into short **Samples**. These samples were then used to create Percussion sounds, with each of the samples providing different **Timbres**. The overall effect meant that the Producer had access to new sounds for his composition which were then used to provide a **glitchy-sounding** drum beat.”*

This should take around 1 – 2 Hours. Please complete this and bring it with you, to our first lesson in September.

TASK 3 – SYNTHESIS

Please go to learningsynths.ableton.com and work through the interactive pages and explore the different areas of Synthesis. Please take your time and feel free to go back to certain pages if you do not understand. The final page called “Playground” is where you can use what you have learned to create new sounds and music.

Please create two small clips (This can be recorded through screen capture or just with the phone pointing at the screen) of two contrasting sounds you have created on the Playground.



Please note that this site interacts with MIDI Instruments and MIDI Keyboards, so please feel free

to use them in the Playground to create some original music if these are available to you. I would also encourage interacting within the Playground while recording your clip, as we will explore this in Year One.

This should take around 2 - 3 Hours. Please record these clips and bring them with you, to our first lesson in September.

TASK 4 – PRODUCTION EFFECTS GLOSSARY

Create a PowerPoint for that explores the following **Audio Effects**. I would encourage describing **what they sound like in your own words**, and **one example of a song where they appear**. I would recommend watching “**Sound Basics with Stella**” from Waves Audio in addition to “**EFFECTS 101**” by Rolandmedia on Youtube. For those wanting to dive a little deeper, I would recommend the “**Reverb Tone Report**” that go more in depth.

Delay
Reverb
Flanger
Chorus
Distortion
Vocoder
Auto-Tune

Using your knowledge from Area 4, listen to the following songs and their timestamp and **identify the effect used**. Please use **the original recording and NOT the Music Video** of the songs.

- “**Just the Way You Are**” by **Billy Joel** (0:00 – 0:40)
- “**Leaving** ” by **Andy Stott** (0:00-0:38)
- “**21st Century Schizoid Man**” by **King Crimson** (1:22 – 1:37)
- “**So Heavy I Fell Through The Earth**” by **Grimes** (1:08-1:40)
- “**The Prophet’s Song**” by **Queen** (03:23 – 05:50)
- “**Hopeless**” by **Halsey** (0:54 – 1:34)
- “**Walking on the Moon**” by **The Police** (0:05 - 0:34)
- “**Future Starts Slow**” by **The Kills** (0:15 – 0:30)
- “**I Ran**” by **A Flock of Seagulls** (01:06 – 01:20)
- “**One More Time**” by **Daft Punk** (01:03 – 01:31)
- “**Hide and Seek**” by **Imogen Heap** (0:00-0:35)
- “**Feeling Good**” by **MUSE** (01:23-01:47)
- “**Put That Away and Talk to Me**” by **James Blake** (0:19-0:50)

Once you have identified the effect used in each of the tracks, please put them in your PowerPoint as references for your Effects Glossary.

In addition to the above effects, please create **one slide each** for the following;

- The difference between **Wet** and **Dry** in the context of Music Production.
- The purpose of **Automation** in Music Effects.

This should take around 2 – 3 Hours. Please complete this and bring it with you, to our first lesson in September.

Please ensure that your Recording Techniques Glossary is emailed to CGale@guildfordcounty.co.uk by July 1st. Please send

For September: I am expecting all Composing with Music Technology, Synthesis and the Studio Effects Glossary to be handed in.

You will receive a course booklet which outlines, in detail, each of the four parts of the course:

Component 1 - Recording

Component 2 - Composing

Component 3 - Listening and Analysing

Component 4 - Producing and Analysing

Prepare a Memory Stick or a Portable Hard Drive in addition to Cloud Storage such as Google Drive to save work and Projects on.

I am very much looking forward to seeing you all September!

Mr Fleetwood

June 2020