OUTSTANDING TEACHING, LEARNING AND ASSESSMENT TECHNICAL SKILLS NATIONAL PROGRAMME

Master Technician Sessions Charanga VIP Studios Log in
Created by: SoundSkool and Max Wheeler
January 2019

Managed by

ASSOCIATION OF COLLEGES
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic and learning objectives</th>
<th>Teacher/ Learner activity</th>
<th>Methods of Assessment Assessment for learning</th>
<th>Embedding English, Mathematics and Functional Skills development of employability skills and promotion of British Values</th>
<th>Resources</th>
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<tr>
<td>1</td>
<td>10/09/18</td>
<td><strong>INDUCTION WEEK</strong></td>
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<td>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</td>
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<td>2</td>
<td>17/09/18</td>
<td><strong>Advanced Drum Programming:</strong> 1st session focus on basics of sequencing to familiarise students with the Ableton Push controller and bring all of class to same level of</td>
<td><strong>Body percussion &amp; clapping tasks/ icebreaker</strong> - Whole class based icebreaker - Use this to encourage counting beats and bars, being</td>
<td>Tutor modelling of techniques followed by tutee replication within specified task to demonstrate understanding of techniques</td>
<td>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</td>
<td>Macs, headphones, Ableton Push Controllers, speakers, Ableton, electronic whiteboard</td>
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understanding production basics and terminology e.g. everyone is:
- 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 mindful of phrasing in bars and beats

Setting up a project:-
- Setting tempo and click track
- Saving
- Adding audio and MIDI tracks
- Using the piano roll and editor
- Toolbox

Swing and groove
- Use of swing
- Use of syncopation to create groove
- Velocity editing to create ghost notes and humanised variation

Tutor circulation of class during tasks to formatively assess each student, check learning, provide 1-1 guidance and set targets

Students to show their work at end of sessions, talk class through what they have done using appropriate subject specific vocabulary

Each student should self assess their work, rest of class to provide WWW/ EBI/ DDNT feedback

Tutor use of subject specific vocabulary during modelling and task explanation embeds core literacy skills as well as verbal presentation skills

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

Counting of beats and bars, grid divisions, 16th/ 24th/ 32nd notes embeds core numeracy skills

Use of Google Classroom, Ableton, and Macs throughout lesson embeds core ICT skills

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3 24/09/18

Advanced Drum Programming
Recap on previous session and developing productions created.

Introduction to Unit Assignment Brief.

Variation
- 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

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

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Macs, head phones, Ableton Push Controllers, speakers, Ableton, electronic whiteboard

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Assignment Brief handouts
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<tr>
<th>Date</th>
<th>Session</th>
<th>Description</th>
<th>Teacher's Actions</th>
<th>Student's Actions</th>
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<tbody>
<tr>
<td>01/10/18</td>
<td>4</td>
<td>Introduction to Sampling and using the Ableton Push as a live music instrument</td>
<td>- History of sampling - overview with context of Hip-Hop history.</td>
<td>Tutor modelling of techniques followed by tutee replication within specified task to demonstrate understanding of techniques.</td>
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<td>Visit from Master Technician Max Wheeler</td>
<td>- Sampling chord stab/ pad/ 808 kick etc, transposing down keyboard</td>
<td>Directed closed/ open questioning during introduction discussions and task briefs to check understanding.</td>
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<td>- Converting audio to MIDI chopping to transient markers, or converting MIDI from pre-sliced regions</td>
<td>Tutor circulation of class during tasks to formatively assess each student, check learning, provide 1-1 guidance and set targets.</td>
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<td>- 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</td>
<td>Students to show their work at end of sessions, talk class through what they have done using appropriate subject specific vocabulary.</td>
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<td>Each student should self assess their work, rest of class to provide WWW/ EBI/ DDNT feedback.</td>
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<td>Exit tickets based on lesson content for learners to fill out at end.</td>
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<td>10/08/18</td>
<td>5</td>
<td>Sampling</td>
<td>Tutor modelling of techniques followed by tutee replication within specified task to demonstrate understanding of techniques.</td>
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<td>Extra week of sampling content if need be</td>
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| 6 | 15/10/18 | Introduction to Synthesis  
Using the Ableton Push controller to perform live synthesis  
Second visit from Master Technician Max Wheeler | Overview and history of Synthesis  
First lesson - Key terminology and software overview: Oscillators, waveforms and use of ADSR envelope for amplitude  
Second lesson - Application of synth knowledge to the Ableton push controller. Also looking | Directed closed/open questioning during introduction discussions and task briefs to check understanding  
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<td><strong>Half Term</strong></td>
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<td>at LFO modulation - how to modulate pitch to create vibrato, or modulate filter</td>
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