

# NZQA Assessment Support Material

<b>Unit standard</b>	<b>32300</b>				
<b>Title</b>	Demonstrate and apply introductory knowledge of MIDI sequencing				
<b>Level</b>	1	<b>Credits</b>	2	<b>Version</b>	1

## Teacher guidelines

The following guidelines contains two assessment tasks with associated exemplars and have been supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource. Teachers should use these materials alongside a copy of the unit standard.

### Authenticity

Because students can access these materials, teachers must manage authenticity for any assessment. Use of this assessment resource without modification may mean that students' work is not authentic.

See Generic Resources and Guidelines at <http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/>.

### Assessment criteria

This unit standard can be awarded with an **Achieved**, **Merit** or **Excellence** grade.

For an **Achieved** grade, all outcomes must be achieved as specified in the assessment criteria.

For **Merit**, learners must use technical language to identify and describe the features, functions, of a MIDI sequencer or a digital audio workstation. They must also create and edit a sequence that is generally musically convincing.

For **Excellence**. Learners must use a range of technical language confidently and accurately to identify and describe the features, functions, and operation of a MIDI sequencer or a digital audio workstation. They must also create and edit, a sequence that is musically convincing.

### Context/setting

Ideally in the interests of a holistic education these tasks should be done within the context of candidate's own original compositions. However, the quality of the composition is not to be assessed for the purposes of this Unit Standard.

If students do not have their own material they can use any existing piece of music.

### Resource requirements

- Digital music sequencing and editing applications, which may include a musical instrument digital interface (MIDI) sequencer or a Digital Audio Workstation that has a minimum of three tracks, editing capability, and is able to modify and mix samples.

- MIDI keyboard

## Recommended texts:

Bartlett B & J “Practical Recording Techniques” ISBN 0.672.30265.9 Sams publishing IN, USA, 1992

Davis G Jones R “Sound reinforcement handbook” ISBN 0.88188.900.8 Hal Leonard Corp Milwaukee WI USA 1987

Lehrman PD & Tully T “MIDI for the professional” US 0.8256.1374.4, UK 0.7119.2327.2, Amsco publication NY 1993

Nisbett A “The sound Studio” 6<sup>th</sup> ed, ISBN 0.240.51395.9 Focal press Oxford UK 1962

Rudolph T E, “Teaching Music with technology” ISBN 1.57999.313.3, GIA publications INC Chicago, IL, USA, 2004

Stark SH “Live sound reinforcement” ISBN 0.918371.07.4, Mixbooks Emeryville CA USA 1996

Watkinson J “An introduction to digital audio” ISBN 0.240.51378.9 Focal Press Oxford UK, 1994  
Huber & Runstein “Modern recording techniques” 4<sup>th</sup> ed, ISBN 0.672.30639.5 SAMS publishing IN, USA 1995

Pejrolo A & Richardson D “Acoustic and MIDI Orchestration for the Contemporary Composer” 2<sup>nd</sup> ed, ISBN 978-1-138-80150-9, Focal Press, 2017

## Assessment tasks

### Outcome 1 Demonstrate and apply introductory knowledge of MIDI sequencing

#### Task 1

Create a simple sequence (a minimum of one minute and three tracks) using the features and functions of a MIDI sequencer or digital audio workstation. You can input your MIDI data by recording along with a metronome click, or by using step input mode, using a pencil tool or by importing MIDI loops. When recording MIDI data you do not have to be the person that is doing the musical performance.

Your sequence should demonstrate cohesive structuring of musical ideas and have appropriate musical instruments assigned to each track.

You should edit your MIDI notes to ensure accuracy of pitch and rhythm, using quantisation where appropriate.

#### Task 2

Using a range of technical language describe the steps for creating a piece of music using MIDI in a sequencer or digital audio workstation. This could be submitted in one or more of the following ways:

- Narration of a screen capture video (using software such as Screenflow, Quicktime or Screencastify)
- A videoed interview with your teacher
- A document with annotated screen shots of your sequence

## Assessment Schedule

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**Task 1:** Create and edit a simple sequence (a minimum of one minute and three tracks) using the features and functions of a MIDI sequencer or digital audio workstation.

Judgement for achievement	Judgement for merit	Judgements for excellence
<p>The candidate has created a MIDI sequence that has three tracks and is at least one minute in length. They:</p> <ul style="list-style-type: none"> <li>Created three tracks and assigned MIDI sounds</li> <li>Recorded MIDI along with a metronome click or inputted the MIDI using step time, a pencil tool, or by importing MIDI loops</li> <li>Edited pitches of notes where appropriate (there may be some mistakes with not choosing the correct pitches)</li> <li>Quantised MIDI notes</li> </ul>	<p>The candidate has created a MIDI sequence that has three tracks, is at least one minute in length and is generally musically convincing. They:</p> <ul style="list-style-type: none"> <li>Created three tracks and assigned MIDI sounds</li> <li>Recorded MIDI along with a metronome click or inputted the MIDI using step time, a pencil tool, or by importing MIDI loops</li> </ul> <p>The candidate is accurate across <b>three</b> of:</p> <ul style="list-style-type: none"> <li>Pitches</li> <li>Rhythms – the MIDI has been quantised to the grid</li> <li>Feel – the quantised MIDI has been done to an appropriate grid marking and to a musically pleasing degree</li> <li>Tempo</li> </ul>	<p>The candidate has created a MIDI sequence that has three tracks, is at least one minute in length and is musically convincing. They:</p> <ul style="list-style-type: none"> <li>Created three tracks and assigned appropriate MIDI sounds</li> <li>Recorded MIDI along with a metronome click or inputted the MIDI using step time, a pencil tool, or by importing MIDI loops</li> </ul> <p>The candidate is accurate across:</p> <ul style="list-style-type: none"> <li>Pitches</li> <li>Rhythms – the MIDI has been quantised to an appropriate grid</li> <li>Feel – the quantised MIDI has been done to an appropriate grid marking and to a musically pleasing degree</li> <li>Tempo</li> <li>Timbre – the candidate has chosen sounds that are idiomatic to the musical material</li> </ul>

	<ul style="list-style-type: none"> <li>• Timbre – the candidate has chosen sounds that are idiomatic to the musical material</li> <li>• Mix – the tracks are balanced in a musically pleasing way using volume and/or velocity controls</li> </ul>	<ul style="list-style-type: none"> <li>• Mix – the tracks are balanced in a musically pleasing way using volume and/or velocity controls</li> </ul>
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**Task 2:** Describe the steps for creating a piece of music using MIDI in a sequencer or digital audio workstation.

Judgement for achievement	Judgement for merit	Judgements for excellence
<p>The candidate has described their process for creating and editing a MIDI sequence to a basic level.</p>	<p>The candidate has described their process for creating and editing a MIDI sequence. They use technical language to identify and describe the features, functions, and of a MIDI sequencer or a digital audio workstation.</p> <p>Examples of technical language appropriate to a MIDI sequence:</p> <ul style="list-style-type: none"> <li>• Track</li> <li>• Region</li> <li>• Piano roll</li> <li>• MIDI instrument</li> <li>• MIDI channel</li> <li>• MIDI controller</li> <li>• Velocity</li> <li>• Metronome</li> <li>• Pre-roll</li> <li>• Loop</li> </ul> <p><i>Other terms may also be appropriate.</i></p>	<p>The candidate has described their process for creating and editing a MIDI sequence. They use technical language <b>confidently and accurately</b> to identify and describe the features, functions, and of a MIDI sequencer or a digital audio workstation.</p> <p>Examples of technical language appropriate to a MIDI sequence:</p> <ul style="list-style-type: none"> <li>• Track</li> <li>• Region</li> <li>• Piano roll</li> <li>• MIDI instrument</li> <li>• MIDI channel</li> <li>• MIDI controller</li> <li>• Velocity</li> <li>• Metronome</li> <li>• Pre-roll</li> <li>• Loop</li> </ul> <p><i>Other terms may also be appropriate.</i></p> <p>Technical language used is clearly explained and correctly identified in the appropriate part of the candidate’s workflow in their sequence.</p>