

NZQA Assessment Support Material

Unit standard	32302				
Title	Apply knowledge of MIDI sequencing				
Level	2	Credits	3	Version	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 outcome statement.

For **Merit**, learners must create, edit, and mix a sequence that is generally musically convincing.

For **Excellence**, learners must create, edit, and mix 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 candidates 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 may include a musical instrument digital interface (MIDI) sequencer or a Digital Audio Workstation that has three or more tracks, editing capability, and is able to modify and mix samples.
- MIDI keyboard
- Digital device/computer
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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" 6th 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" 4th ed, ISBN 0.672.30639.5 SAMS publishing IN, USA 1995

Pejrolo A & Richardson D "Acoustic and MIDI Orchestration for the Contemporary Composer" 2nd ed, ISBN 978-1-138-80150-9, Focal Press, 2017

Assessment tasks

Outcome 1 Apply knowledge of MIDI sequencing

Task 1

Create, edit and mix a sequence using the features and functions of a MIDI sequencer or digital audio workstation. You may choose to use your own composition, or another piece of music.

Creating/Recording

Your sequence must be a minimum of two minutes and have at least three MIDI tracks. You may choose to record audio tracks (such as vocals) in addition to the requirement for three MIDI tracks. Any additional audio tracks should also be edited and mixed to the same standards as the MIDI requirements. Your sequence should demonstrate a cohesive structuring of musical ideas where practical within the length requirements.

MIDI tracks can be created by playing in real time to a metronome click, or using step input mode, entering with a pencil tool in the piano roll, or using MIDI loops.

Editing

Once you have recorded your tracks, you need to edit MIDI data where appropriate. To create a musically convincing recording you may need to edit:

- Pitch
- Rhythms (starting and ending of MIDI notes)
- Dynamics (note velocity)
- Feel (quantising by a percentage or by using a groove template)
- Timbre (selecting/altering the MIDI instrument/sample library)

To create realistic sounding MIDI parts you will also need to automate MIDI continuous controller information (possibly using modulation, expression, volume and other instrument specific parameters).

Mixing

Mix a sequence using the features and functions of a MIDI sequencer or digital audio workstation. This will involve the following processes:

- Balancing and automating volume faders
- Panning
- Using equalisation (including high and low pass filters where appropriate)
- Applying compression
- Creating ambience with reverb and delay

Feedback/feed forward re For the exemplar files

Exemplar Commentary: DT Review

Full and detailed explanations

Assessment Schedule

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Task 1: Create, edit and mix a sequence 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 or more MIDI tracks and is at least two minutes in length. They:</p> <ul style="list-style-type: none"> Created three tracks and assigned MIDI sounds Recorded MIDI along with a metronome click or inputted the MIDI using step time, a pencil tool, or by importing MIDI loops Edited pitches of notes where appropriate (there may be some mistakes with not choosing the correct pitches) Applied selective quantisation to MIDI notes to improve rhythmical performance Edited the velocity of notes Applied and edited MIDI continuous controller 	<p>The candidate has met the requirements for achievement but has also produced a recording that is generally musically convincing.</p> <p>The sequence demonstrates accuracy across three of:</p> <ul style="list-style-type: none"> Pitches Rhythms – the MIDI has been selectively quantised to the grid as appropriate to the genre Dynamics (through the use of note velocity, volume and MIDI CC messages) Feel – the quantised MIDI has been done to an appropriate grid marking and to a musically pleasing degree 	<p>The candidate has met the requirements for achievement but has also produced a recording that is musically convincing.</p> <p>The sequence demonstrates accuracy of:</p> <ul style="list-style-type: none"> Pitches Rhythms – the MIDI has been selectively quantised to the grid as appropriate to the genre Dynamics (through the use of note velocity, volume and MIDI CC messages) Feel – the quantised MIDI has been done to an appropriate grid marking and to a musically pleasing degree Timbre – the candidate has chosen sounds that are idiomatic to the musical material Mix – the tracks are balanced in a musically pleasing way through accurate use of volume faders, panning, eq and filters, compression, reverb and delay.

<ul style="list-style-type: none">Automated volume as appropriate <p>The candidate mixed the sequence by:</p> <ul style="list-style-type: none">Balancing volume fadersApplying panningApplying equalisation and filtersUsed basic effects such as compression, reverb and delay	<ul style="list-style-type: none">Timbre – the candidate has chosen sounds that are idiomatic to the musical materialMix – the tracks are balanced in a musically pleasing way through accurate use of volume faders, panning, eq and filters, compression, reverb and delay.	
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