



Level 3
Music

Creative
Skills

Table of Contents

ASSIGNMENT BRIEF 1 Unit 7: Composing Music	3
ASSIGNMENT BRIEF 2 Unit 7: Composing Music; Unit 32: Sequencing	5
ASSIGNMENT BRIEF 3 Unit 41: Working with Music Notation Packages....	8
ASSIGNMENT BRIEF 4 Unit 41: Working with Music Notation Packages..	10
ASSIGNMENT BRIEF 5 Unit 32: Sequencing Systems and Techniques...	12
ASSIGNMENT BRIEF 6 Unit 32: Sequencing Systems and Techniques....	15
ASSIGNMENT BRIEF 7 Unit 41: Working with Music Notation Packages..	17
ASSIGNMENT BRIEF 8 Unit 41: Working with Music Notation Packages; Unit 27: Music Theory and Harmony	19
ASSIGNMENT BRIEF 9 Unit 41: Working with Music Notation Packages; Unit 27: Music Theory and Harmony	22
ASSIGNMENT BRIEF 1 Unit 40: Understand the elements of musical ensembles	24

ASSIGNMENT BRIEF 1 Unit 7: Composing Music

Date Set: WB 12th September 2016	Submission date: WB 17th October 2016
Assignment 1	

Tutor: Nick Redfern	Year: 2
Assignment title: Music library	
Unit 7: Composing Music, criteria 1 (P,M,D)	

Scenario

You are a freelance composer at the start of your career and you are looking for employment in the advertising industry. As part of your creative professional portfolio you compose five short works for possible inclusion in music libraries. Each work will be original and contrasting in character and instrumentation as you need to display a range of musical styles and expression.

Using Logic, create at least 5 compositional ideas and save them as audio files for submission (Unit 7:1)

Compositional ideas could be: chord progressions, drum or percussion patterns, melody lines, riffs, bass lines, etc. Each idea can be approximately 2 - 8 bars in length.

For **PASS** they do not have to be complex or developed but should have the potential to form the basis for a piece or section of a piece.

For **MERIT**, the material should be contrasting (i.e. represent different styles/genres of music). Try using different instruments/sounds and tempos as well.

For **DISTINCTION**, your material should show some degree of originality and innovation.

Three of your compositional ideas will be used as starting points for the next composition assignment where they will develop into fully rounded works in their own right.

Evidence Required:

- At least 5 compositional ideas saved in mp3 format

Notes for submission:

- Please save your work as: **1_yoursurname**
- Please email your work to year2@nickredfern.co.uk

Unit 7: Composing Music

P1 create a range of compositional ideas and present them in an appropriate format	M1 create a range of contrasting compositional ideas and present them in an appropriate format	D1 create a range of contrasting compositional ideas demonstrating a degree of originality and innovation, and present them in an appropriate format
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ASSIGNMENT BRIEF2 Unit 7: Composing Music; Unit 32: Sequencing

Date Set: WB 17th October 2016	Submission date: WB 21st November 2016
Assignment 2	

Tutor: Nick Redfern	Year: 2
Assignment title: Two commissions	
Unit 7: Composing Music, criteria 2 (P,M,D) and 3 (P,M,D)	
Unit 32: Sequencing Systems and Techniques, criteria 2 (P,M,D)	

Scenario

In response to your music library portfolio you have been offered a commission to write three extended works for Warner Brothers as part of their music library. They have asked you to choose two of your library clips and develop them into complete compositions.

- Using Logic, extend, develop and manipulate your musical ideas (Unit 7:2) in order to create at least 2 structured compositions (Unit 7:3). Recommended length of each piece is 2 to 3 minutes.
- Use MIDI sequencing techniques to produce these pieces (Unit 32:2).

Unit 7:2

For **PASS**, you need to extend and develop your compositional ideas. Compositions do not have to be complex or fully developed but should have the potential to form the basis for a piece or section of a piece.

For **MERIT**, you should write a report describing how you composed the pieces which will include structure, rhythm, tonality, instruments etc. and any other important information.

For **DISTINCTION**, you should produce a report explaining the results of employing the specific techniques and your pieces should display some degree of creativity.

Unit 7:3

For **PASS**, your pieces should have some structure

For **MERIT**, your pieces should be well structured.

For **DISTINCTION**, your pieces should be very well structured. Make sure you pay attention to every part of your composition (intro, coda and how different sections flow from one to another).

Unit 32:2

For **PASS**, you need to use MIDI sequencing skills in creating your compositions.

For **MERIT**, you should sequence competently. Use tools such as velocity, volume control or automation, quantisation and note length editing tools in order to achieve a well-balanced arrangement of your pieces.

For **DISTINCTION**, you should demonstrate mastery of sequencing skills to the extent that your music demonstrates imagination, creativity and flair that is not inhibited by technical limitation. The instruments should be well balanced and the mixdown should not contain any distortion caused by overloading the master output.

You need to submit the following:

- Audio mixdown of your finished compositions (in mp3 format)
- Logic files of your compositions
- Written report describing and explaining the content of your three pieces
- Please email your work to year2@nickredfern.co.uk
- Please save your work as: **2_yoursurname**

Unit 7: Composing Music

P2 identify the techniques used to extend, develop and manipulate a range of musical material	M2 describe the techniques used to extend, develop and manipulate a range of musical material competently	D2 explain the techniques used to extend, develop and manipulate a range of musical material competently and creatively
P3 present 'compositional exercises' that show some appreciation of the structural elements of composition	M3 present 'compositional exercises' that show a clear appreciation of the structural elements of composition	D3 present 'compositional exercises' that show a secure and detailed appreciation of the structural elements of composition

Unit 32: Sequencing Systems and Techniques

P2 realise musical ideas using MIDI sequencing skills	M2 realise musical ideas using MIDI sequencing skills competently	D2 realise musical ideas using MIDI sequencing skills with confidence and flair
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ASSIGNMENT BRIEF 3 Unit 41: Working with Music Notation Packages

Date Set: WB 14th November 2016	Submission date: WB 12th December 2016
Assignment 3	

Tutor: Nick Redfern	Year: 2
Assignment title: Transcription for publisher	
Unit 41: Working with Music Notation Packages, criteria 2 (P,M,D)	

Scenario

You are now active as a freelance composer and you are creating a broad portfolio of work and forging income streams. Publisher Boosey & Hawkes are advertising for a music copyist and as part of the selection procedure you have been asked to transcribe Debussy's Sonata for Flute, Viola and Harp.

Here is the link to the score: http://imslp.nl/imglnks/usimg/f/f2/IMSLP18162-Sonata_for_flute_viola_harp.pdf

Transcribe to the second bar on page number 3. You will need to show the selection panel that you can work independently and that you have a thorough understanding of Sibelius notation software.

Copy this score using Sibelius (Unit 41:2). Make sure that you reproduce all notes and all score elements (e.g. title, dynamics, expression marks, tempo, etc.)

For **PASS** you need to copy the score with some tutor intervention to help you to achieve this.

For **MERIT** your score should be accurate and you should be working with total independence.

For **DISTINCTION** you will need to meet Merit criteria and show that you can compose music of a high artistic and technical quality.

Evidence Required:

- Score
- Please save your work as: **3_yoursurname**
- Please email your work to year2@nickredfern.co.uk

Unit 41: Working with Music Notation Packages

P2 use a music notation package to create a score competently with limited tutor support	M2 use a music notation package to create a score accurately with total independence	D2 use a music notation package to create a score demonstrating mastery of the processes involved
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ASSIGNMENT BRIEF 4 Unit 41: Working with Music Notation Packages

Date Set: WB 12th December 2016	Submission date: WB 23rd January 2017
Assignment 4	

Tutor: Nick Redfern	Year: 2
Assignment title: Student guide to notation	
Unit 41: Working with Music Notation Packages, criteria 1 (P,M,D)	

Scenario

Your application to join the staff at Boosey & Hawkes has been successful and they have extended our role to include a commission to contribute towards a student guide to score notation.

You are presented with four scores of contrasting pieces from different genres. You need to research symbols and text found in typical scores describing score elements (Unit 41:1).

For **PASS** you need to identify elements in the score.

For **MERIT** you need to explain the function of each element.

For **DISTINCTION** you should be able to give informed opinion as to the success with which some elements represent the perspective attribute of a musical performance and/or on limitations of some score elements (for example, whether tempo indications on a score truly represent the actual variations in tempo performed by musician as part of their natural performance).

Evidence Required:

- Word document
- Please save your work as: **4_yoursurname**
- Please email your work to year2@nickredfern.co.uk

Unit 41: Working with Music Notation Packages

P1 identify the elements of musical scores in contrasting styles	M1 explain the elements of musical scores in contrasting styles	D1 appraise the elements of musical scores in contrasting styles
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ASSIGNMENT BRIEF 5 Unit 32: Sequencing Systems and Techniques

Date Set: WB 23rd January 2017	Submission date: WB 27th February 2017
Assignment 5	

Tutor: Nick Redfern	Year: 2
Unit 32: Sequencing Systems and Techniques, criteria 3 (P,M,D)	
Assignment title: Audio Sequencing	

Scenario

Channel Four are producing a series of documentaries concerning aspects of contemporary culture and have asked you to write music for the title sequence.

Produce a piece of music using audio samples (Unit 32.3)

You will need to create audio samples in Logic. See **Preparation** below.

Produce a piece of music using audio sequencing techniques. Please create a suitable audio file for this project; edit the samples in any way you like. Recommended length of the piece is approximately 1 to 2 minutes. Do not use any MIDI sequencing in this piece or Apple samples in Logic. You will need to pitch-shift and time-stretch the samples to fit your composition and use other techniques such as copy and paste, slicing, automation, etc.

To achieve **PASS**, your samples should match each other in time and pitch.

For **MERIT** you will need to apply sequencing techniques in ways that are musically appropriate. The parts should be well balanced and the piece well structured.

For **DISTINCTION** you should demonstrate mastery of audio sequencing skills, to the extent that your piece demonstrates imagination, creativity and flair that is not inhibited by technical limitation.

Preparation:

How to start your work.

1. Listen to a range of music and decide which samples you might want to use. Choose more than you need as some of them might not work with each other and you may want to reject them later. Try choosing ones that are not too incompatible each other in time and pitch. You may also want to think about using speech samples or abstract sound.
2. Create a new folder on the desktop
3. Copy the samples to the folder you have just created
4. Open a new Logic file
5. Save your new Logic file in the folder you have just created
6. Import samples from the same folder into your new Logic project
7. Set the desired tempo
8. Start working on your project

When you finish your session

1. Save your work
2. Copy the entire folder onto a memory stick.
3. Right-click on your original folder on desktop and select 'move to trash'.

When you resume your work

1. Copy your folder from memory stick onto desktop or retrieve it from 'trash' if you are using the same workstation.

Continue working on your project

You must hand in the following:

- Audio file (mp3 format)
- Please save your work as: **5_yoursurname**
- Please email your work to year2@nickredfern.co.uk

Assessment Criteria

Unit name and Number	To achieve a Pass	To achieve a Merit	To achieve a Distinction
Unit 32: Sequencing Systems and Techniques Crit. 3	P3 realise musical ideas using audio sequencing skills	M3 realise musical ideas using audio sequencing skills competently	D3 realise musical ideas using audio sequencing skills with confidence and flair

ASSIGNMENT BRIEF 6 Unit 32: Sequencing Systems and Techniques

Date Set: WB 6th February 2017	Submission date: WB 27th February 2017
Assignment 6	

Tutor: Nick Redfern	Year: 2
Unit 32: Sequencing Systems and Techniques, criteria 4 (P,M,D)	
Assignment title: Audio Sequencing Report	

Scenario

Produce a written report detailing the terminology associated with the creation of your sequenced pieces for assignments 2 and 5 (Unit 32:4).

Recommended list of terminology:

recording MIDI; editing MIDI; importing audio; editing audio; time-stretching; pitch-shifting; fading in and out; exporting audio/bouncing down; mixing; volume control; quantisation; grid; velocity; track; tempo; mute; solo; and any other function/tool that you have used in your MIDI and Audio sequencing assignments.

For **PASS** you will provide simple unelaborated explanations of the terminology you have used (see the list included). You do not have to explain every item from this list, but need to explain the main techniques/tools that you have used.

For **MERIT** your explanations should illustrate your knowledge of how sequencing tools work in more depth. Use screenshots to support your explanations.

For **DISTINCTION** you will be assessing the success with which each tool performs its function and comparing different methods of achieving similar results (e.g. the control of volume using track automation compared with MIDI continuous controllers, the difference between velocity and volume controls, compare different methods of copy/paste, compare different methods of inputting MIDI data into the project etc.), referring correctly to the terminology at all times to support your arguments.

Evidence Required:

- Written report
- Please save your work as: **6_yoursurname**
- Please email your work to year2@nickredfern.co.uk

Grading Criteria

Unit 32: Sequencing Systems and Techniques

P4 explain the terminology associated with music sequencing techniques.	M4 illustrate the terminology associated with music sequencing techniques.	D4 analyse the terminology associated with music sequencing techniques.
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ASSIGNMENT BRIEF 7 Unit 41: Working with Music Notation Packages

Date Set: 6th March 2017	Submission date: WB 27th March 2017
Assignment 7	

Tutor: Nick Redfern	Year: 2
Assignment title: Editing Score from a MIDI file	
Unit 41: Working with Music Notation Packages, criteria 3 (P,M,D)	

Scenario

You have been employed to work with a songwriter in the creation of a score. The artist has no theory skills and does not know how to use Sibelius music notation software, but does compose using a MIDI programme. It is your job to import the MIDI file into Sibelius and create an accurate, fully functional musical score. Before you start the commission you need to gain some experience in the process.

Chose one of your sequenced works form this academic year and export as a MIDI file. Open this MIDI file in Sibelius and edit the data into a legible score (Unit 41:3).

Many of the details in a score produced from MIDI information will be wrong. For example, the drum timbres detail the chromatic pitches of MIDI keyboard and not the timbres of a drum score. A MIDI piano score may have one stave only and notes in parts may have unusual groupings and ties.

For **PASS** you need to edit the score with some tutor intervention to help you to achieve this.

For **MERIT** your score should be accurate and you should be working with total independence.

For **DISTINCTION** you will need to meet Merit criteria and produce a score which demonstrates a full understanding of the theoretical principles.

Evidence Required:

- Score (Sibelius file)
- Please save your work as: **7_yoursurname**
- Please email your work to year2@nickredfern.co.uk

Unit 41: Working with Music Notation Packages

P3 edit a score generated from a MIDI or sequencer file competently with limited tutor support	M3 edit a score generated from a MIDI or sequencer file accurately with total independence	D3 edit a score generated from a MIDI or sequencer file demonstrating mastery of the processes involved
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ASSIGNMENT BRIEF 8 Unit 41: Working with Music Notation Packages; Unit 27: Music Theory and Harmony

Date Set: WB 17th April 2017	Submission date: WB 5th June 2017	
Assignment 8		
Tutor: Nick Redfern	Year: 2	
Assignment title: Final Score		
Unit 41: Working with Music Notation Packages, criteria 4 (P,M,D)		
Unit 27: Music Theory and Harmony, criteria 2 (P,M,D)		

Scenario

You have been commissioned to compose an orchestral work for the 2018 BBC Promenade Concert series.

Compose a piece of music using Sibelius (Unit 41:4). Please note, that although musical ideas are being realised, it is the use of the music notation package that is being assessed in this assignment. The perceived quality of the composition is not being assessed here. However, the quality of your composition can be used for creating your composition portfolio required in Unit 7 Composing Music, Assignment 9.

For **PASS** you need to produce a piece of music using Sibelius.

For **MERIT** your work should show that you have used music notation skills in ways that are musically appropriate and have a clear understanding of the processes involved.

For **DISTINCTION** your work should demonstrate mastery of the skills required to use music notation software to the extent that your piece demonstrates imagination, creativity and flair uninhibited by technical limitations.

Use dynamics, tempo and expression markings in your piece (Unit 27:2).

For **PASS** you need to use a small range of relevant markings.

For **MERIT** you should demonstrate the ability to use different methods of notating dynamics, tempo and expression markings.

For **DISTINCTION** your markings should be accurate and work very well with your composed piece. Your markings should enhance musical ideas and be placed within appropriate contexts.

Dynamics: changes in volume (piano, forte etc.); crescendo; diminuendo

Tempo: beats per minute (bpm); changes in tempo; accelerando; ritardando

Expressions & ornaments: staccato; legato; slurs; accents; phrase marks, instrumental techniques (eg pizzicato, arco), turns, mordents, glissando, trills, pedal marks, etc.

Evidence Required:

- Score (Sibelius file)
- Please save your work as: **8_yoursurname**
- Please email your work to year2@nickredfern.co.uk

Unit 41: Working with Music Notation Packages

P4 realise musical ideas using a music notation package.	M4 realise musical ideas using a music notation package competently.	D4 realise musical ideas using a music notation package with confidence and flair.
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Unit 27: Music Theory and Harmony

P2 notate music using dynamic, tempo and expression markings	M2 notate music showing different methods of applying dynamic, tempo and expression markings	D2 notate music showing different methods of applying dynamic, tempo and expression markings accurately and within appropriate contexts
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ASSIGNMENT BRIEF 9 Unit 41: Working with Music Notation Packages; Unit 27: Music Theory and Harmony

Date Set: WB 22nd May 2017	Submission date: WB 5th June 2017	
Assignment 9		
Tutor: Nick Redfern	Year: 2	
Assignment title: Composition portfolio		
Unit 7: Composing Music criteria 4 (P, M, D)		

Scenario

All professional composers need a substantial portfolio of work and this should show a range of expression and instrumental and vocal combinations.

This assignment will require you to choose a selection of works composed by yourself. These can be taken from your composition output for the current academic year or work completed outside of college, such as band work. The compositions within the portfolio will be in appropriate formats and in a range of styles and genres. You may want to create a CD sleeve which will have an appropriately designed cover and a list of tracks with relevant detail such as title and duration.

For a **Pass** you will be required to submit a composition portfolio

For a **Merit** you will be required to submit a composition portfolio with a range of styles and genres

For a **Distinction** you will be required to submit a composition portfolio with a range of styles and genres which display imagination

Evidence Required:

- Composition portfolio
- Please save in a folder named **yoursurname Portfolio**
- Please email your work to year2@nickredfern.co.uk

Unit 7: Composing Music

P4 create a portfolio of compositions presented in formats appropriate to the music.	M4 create a well-presented portfolio of contrasting compositions across a range of styles or genres, in formats appropriate to the music.	D4 create a well-presented portfolio of contrasting compositions across a range of styles or genres, in formats appropriate to the music, showing imagination.
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NEW COLLEGE NOTTINGHAM

BTEC LEVEL 3 EXTENDED DIPLOMA IN MUSIC

ASSIGNMENT BRIEF 1 Unit 40: Understand the elements of musical ensembles

Date Set: WB 17th April 2017	Submission date: WB 5th June 2017
Assignment 1	

Tutor: Nick Redfern	Year: 2
Assignment title: The musical ensemble	
Unit 40: Understand the elements of musical ensembles	

Task:

This assignment is a work in progress following the Easter break.

You will be required to gain understanding of what elements contribute to the success of a musical ensemble. To achieve this, you will prepare a **brief** report on your chosen subject.

The term *ensemble* can refer to a band, instrumental group, vocal group, choir, etc. of at least three musicians. There are no restrictions in terms of genre and styles but it would be a distinct advantage if each ensemble selected were from a variety of genres, styles and musical disciplines.

Research may include:

Study performance

Study bibliographies of selected successful music ensembles

Study written evidence such as reviews & articles

Study video evidence

Interview with peers

Interviews with practitioners

Questionnaires

Self-analysis

Report structure

Structure the report in clear sections so that each ensemble is discussed in a separate section. Your final section will form a conclusion where the various elements that contribute to musical success.

What you need to achieve

To achieve a **pass**, you will explain what are the main features of a successful musical ensemble.

To achieve a **merit**, the explanations need to be referenced to videos, recording and bibliographic detail.

To achieve a **distinction**, each element that contributes towards a successful musical ensemble will be discussed and the contribution it makes to the success of an ensemble.

Elements

The elements that contribute to an ensemble's success could include:

Rigorous practice regime

Rigorous rehearsal schedules

Continuing personal development, such as an instrumental or vocal coach

Management ethos

Contractual obligations

Adequate resources and rooming

Personal and group ambition

Long-standing partnerships

Professional outlook

Evidence Required:

- Word file
- Please save your work as: **Unit40_yoursurname**
- Please submit your work to year2@nickredfern.co.uk

Unit 40 Understand the elements of musical ensembles

P1 Explain the elements of musical ensembles	M1 Illustrate the elements of musical ensembles	D1 Analyse the elements of musical ensembles
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