

## HE Scheme of Work 2019/20

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| Level of study                  | 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Module title                    | Foundation: Composing and Arranging                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Module leader                   | Dov Waterman                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Module learning outcomes (MLOs) | <ul style="list-style-type: none"><li>• Identify and utilise appropriate theoretical compositional techniques and apply them into a self-constructed portfolio of original material via industry standard software notation tools.</li><li>• Identify and utilise appropriate arranging and workflow techniques and appropriate these within specific genres.</li><li>• Utilise sound design, synthesis and sampling techniques creatively with in a pre-production workflow</li></ul> |

| Week number, session date and session topics |                                               | Session learning outcomes<br>(By the end of this session students will be able to...)                                                                                                                                                                      | Active & inclusive learning activities, indicative timing & feedback type<br><br>Use the following colour coding:<br>Practical Activity or Theoretical Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Session resources                                          | Key dates |
|----------------------------------------------|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|-----------|
| 1                                            | 04/10/19                                      |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                            |           |
| 2                                            | 11/10/19                                      |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                            |           |
| 3                                            | 18/10/19                                      |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                            |           |
| 4                                            | 25/10/19                                      |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                            |           |
| 5                                            | Workflow and Efficiency<br>29/10/19           | <ul style="list-style-type: none"> <li>Navigate the different Windows in the Logic DAW.</li> <li>Create some Key commands</li> <li>Create a 16 bar loop of music using Logic's inbuilt resources.</li> </ul>                                               | <ul style="list-style-type: none"> <li>Class intro and discussion of previous and current experiences with DAWs <b>(30 mins)</b></li> <li>Students will explore and navigate through Logic's single window Environment, its tools and key commands through guided direction. Also touch on template building and creating a sound palette <b>(1 hr)</b></li> <li>Mini exercise- create a 16 bar loop comprising of apple loops using navigation tools and key commands <b>(30 mins)</b></li> </ul> <p>Learning Assessment and Feedback taken from student responses and discussion input (peer &amp; individual)</p> | <ul style="list-style-type: none"> <li>Tech Lab</li> </ul> |           |
| 6                                            | Sound Design in the Musical Sense<br>05/11/19 | <ul style="list-style-type: none"> <li>Navigate the various inbuilt instruments and FX.</li> <li>Identify different sound generators and their various uses</li> <li>Manipulate a sound source (synth or sampler) to create their unique sound.</li> </ul> | <ul style="list-style-type: none"> <li>Students will be shown a small selection of Logic instruments and FX used to create and sculpt sound using different sources <b>(1 hr)</b></li> <li>A discussion about the use of different synthesis and sampling formats and how they are used within an arrangement <b>(30mins)</b></li> <li>Students will then demonstrate skill in manipulating a sample (e.g. inAlchemy) to create a unique texture <b>(30mins)</b></li> </ul>                                                                                                                                          | <ul style="list-style-type: none"> <li>Tech Lab</li> </ul> |           |

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|----------------------------------------------|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|--------------|
|                                              |                                             |                                                                                                                                                                                                                                                                                   | Learning Assessment and Feedback taken from student input to the class discussion (peer & individual)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                            |              |
|                                              | 12/11/19                                    |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                            | READING WEEK |
| 7                                            | Rhythm and Beat Creation<br><br>19/11/19    | <ul style="list-style-type: none"> <li>Identify a variety of rhythmical and beat creation tools within Logic</li> <li>Demonstrate an understanding in creating movement in a track using various FX and other tools.</li> </ul>                                                   | <ul style="list-style-type: none"> <li>Students will explore the various beat and rhythm tools in Logic (multi fx, Alchemy, Ultrabeat, Virtual Drummer)- <b>(1hr)</b></li> <li>Discussion about creating movement and rhythm in a track using multi fx and/or sampling. <b>(30mins)</b></li> <li>Students will demonstrate the use of fx and sampling by creating a pulsing rhythmical bed <b>(30mins)</b></li> </ul> <p>Learning Assessment and Feedback taken from student input to the class discussion (peer &amp; individual)</p>                                                         | <ul style="list-style-type: none"> <li>Tech Lab</li> </ul> |              |
| 8                                            | Programming and Arrangement<br><br>26/11/19 | <ul style="list-style-type: none"> <li>Differentiate between different scales, intervals and chords.</li> <li>Explore Logic's various MIDI FX and note fx</li> <li>Show an understanding of how to create a simple chord progression in Logic using the tools provided</li> </ul> | <ul style="list-style-type: none"> <li>Students will explore basic interval and chord progression, and touch on modal scales <b>(30mins)</b></li> <li>Students will be guided through some MIDI chord FX and ARP tools, and creative use of these in a track <b>(30mins)</b></li> <li>Students will be asked to create a 16 bar loop with a simple chord progression, either by inputting their own chords or by using the midi tools discussed <b>(30mins)</b></li> </ul> <p>The students are provided with materials that can be used to practice these techniques outside of class time</p> | <ul style="list-style-type: none"> <li>Tech Lab</li> </ul> |              |

| Week number, session date and session topics |                                     | Session learning outcomes<br>(By the end of this session students will be able to...)                                                                                         | Active & inclusive learning activities, indicative timing & feedback type<br><br>Use the following colour coding:<br>Practical Activity or Theoretical Activity                                                                                                                                                                                                                                                                                                                                                                                                          | Session resources | Key dates |
|----------------------------------------------|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----------|
|                                              |                                     |                                                                                                                                                                               | Learning Assessment and Feedback taken from student input to the class discussion (peer & individual)                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                   |           |
| 9                                            | The Writing Process<br><br>03/12/19 | <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the building blocks of a track</li> <li>• Build a template and create a palette of sound.</li> </ul> | <ul style="list-style-type: none"> <li>• Talk about building a track, thinking about the different instrumentation and layers. Touch on the importance of having things to hand ie building a workable template and creating a unique palette of sounds. Linear vs looped arrangements <b>(1hr)</b></li> <li>• Musical Chairs- student's will swiftly create a part- it can be anything with a 16 bar loop- and then move onto the next occupants chair and add to his/her section, building up on melody, harmony, counter melody or the rhythm <b>(1hr)</b></li> </ul> | • Tech Lab        |           |
| 10                                           | The Editing Process<br><br>10/12/19 | <ul style="list-style-type: none"> <li>• Develop a track using melody, counter melody and harmonic progression</li> </ul>                                                     | <ul style="list-style-type: none"> <li>• Chord/modal progressions, top lines, harmony, countermelody, hooks, structure and arrangement</li> </ul> <p>Learning Assessment and Feedback taken from student input to the class discussion (peer &amp; individual)</p>                                                                                                                                                                                                                                                                                                       | • Tech Lab        |           |
|                                              | SUBMISSION WEEK                     |                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                   |           |
|                                              | HE CHRISTMAS BREAK                  |                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                   |           |
|                                              | HE CHRISTMAS BREAK                  |                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                   |           |
|                                              | HE CHRISTMAS BREAK                  |                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                   |           |



| How will you engage with the following specifically for this module? : |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Consideration of different pedagogical approaches                      | Mixture of practical, group work and masterclasses                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Guest lectures                                                         | Regular Guest lectures organised by Academic Team                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Cross Course Collaboration                                             | Students will work cross-programme, sharing discipline delivery with other Tileyard Education courses. We aim to encourage collaboration between all of these complimentary fields.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Tech/I.T In session support                                            | Provided by lecturer and TYE Facilities Manager                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Tutorial Process                                                       | Bookable through BeeBop                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Sustainability                                                         | <p>Futures Thinking:<br/>All disciplines are forward looking, and cover emergent technologies and markets as well as the current fields. Guest lectures and workshops will be held throughout the year with industry leaders, looking ahead at the future shape of the field.<br/>We aim to develop students to become lifelong learners, with a skillset and understanding that goes beyond the narrower focus of their immediate needs.</p> <p>Critical and Creative Thinking:<br/>The assignment briefs are kept open to allow and encourage students to explore and develop their own approach. We believe that to succeed as an industry professional, that originality and quality are both essential, and aim to encourage this philosophy in our students.</p> <p>Participation and Participatory learning:<br/>The students are embedded within the Tileyard community, where they will engage directly and participate with the industry.</p> <p>Systemic Thinking:<br/>Assignments are and disciplines are designed to ensure students synthesise and combine from all elements of their studies.</p> |