Sample Portfolio: Level 2 Pass

NCFE Level 2 Technical Award in Music Technology
QN: 601/6774/9

Contents

Introduction

The material within this portfolio relates to:

Unit 01 – Using a Digital Audio Workstation (DAW)
Unit 02 – Creating Music
Unit 03 – Studio Recording
Unit 04 – Sound Creation

This portfolio is designed to demonstrate an example of the evidence that could be produced for all units of the Level 1 and Level 2 Technical Award in Music. It's designed to provide guidance on how a portfolio could look, rather than being prescriptive.

In this example there are written accounts and audio/visual evidence. Where the learner has provided visual evidence (for example screen grabs, copies of research), this has been clearly annotated to give context as to why it has been included. Each piece of evidence has been presented with the assessment criteria number shown at the top of the page.

This portfolio contains manufactured learner evidence and assessor feedback produced by NCFE.

Internal Assessment Sample Tasks

Each unit will still be internally assessed, there will be contextualised sample internal assessments for you to use. These will be scenario based to ensure a strong vocational context.

Alternatively, you can devise your own internal assessments and have them checked by the assessment checking service. See our website www.ncfe.org.uk for more information on this service.

The evidence in the sample portfolio is based on the Internal Assessment Sample Tasks available on the NCFE website.

Task 1 - Describe a Digital Audio Workstation (DAW)

Learning outcome 1: Understand the hardware component and software functions of a DAW

Learner Evidence:

Hardware Components of a DAW

L2P

Computer

This is an Apple iMac computer
* It has a 3.3GHz processor
* 8GB of RAM
* 1TB Hard disk

Peripherals/Hardware

OS (Operating System) - Manages the computer hardware and software
Processor - The processor speed tells me how fast the computer can process data.
Hard disk - This is where projects are saved or loaded from.
RAM (Random Access Memory) - Stores data for open programs which need quick access to that data.
Keyboard and Mouse - Allows the user to control the software.

Audio/MIDI Interface

The audio interface is used to connect instruments and/or microphones to your DAW via its input connections. It also allows you to output sounds to headphones or speakers.

It is connected to the computer by a cable which sends information.

It also has a MIDI IN and MIDI OUT that can be used to connect the interface to MIDI devices.

MIDI Controller Keyboard

The MIDI controller keyboard allows you to play notes into the computer.

It is connected to the computer by a cable which sends the note information.

Electric Drum Kit (With MIDI OUT)

Another example of a MIDI controller is this electric drum kit which has a MIDI output. You can strike the drums and send note information to the DAW.

L2P

Software Functions of a DAW

Track Types

Audio	Software Instrument	MIDI Tracks
Audio tracks are for audio files only, such as a recorded guitar, or an audio loop.	Software instrument tracks are used for playing the instruments built-in to the DAW. The tracks consist of note information.	MIDI tracks are used for recording and playing back MIDI data. They are often used to control MIDI hardware.

Software Instruments

Software instruments are software versions of real instruments that you can use in your DAW.

There are a range of different instruments available in a DAW.

This is a synthesiser instrument called the ES1.

It requires MIDI note data to work.

Editing Tools

The DAW has a range of editing tools.

The pencil tool is used to add individual notes.

The eraser tool allows you to delete individual notes.

The scissors tool can be used to split audio parts.

The glue tool can be used to join audio parts.

Pencil Tool
Eraser Tool

Scissors Tool
Glue Tool

Plug-ins

Plug-ins are effects or dynamic processors that you can add to your tracks.

Plugins are used to improve your mix or creatively for example adding an 'echo' effect through a delay plugin.

L2P

Software Functions of a DAW

Synthesiser

This is the ESP instrument. It is a software synthesiser which can be used to create electronic-type sounds and has a variety of filters and envelope controls to help you create your desired sound.

Sampler

This is the EXS24. You can use this sampler to sample and play back real recorded instruments or voices. It also has filters and envelope controls to edit your sounds further.

EQ

EQ can be used to adjust the frequency content of a sound. For example, you could increase or decrease bass frequencies to make an instrument or voice sound deeper.

Dynamics

You can use tools like the Noise Gate to cut out unwanted sounds.

You can use tools like a compressor to make a performance sound more consistent.

Quantise

You can use the quantise tool to fix the timing of MIDI notes that have been played into the DAW to make a performance tighter.

Automation

Automation is useful when you want to record a volume change so that the DAW does it automatically for you next time you play back the track.

Task 2 – Building a track

Learning outcome 2: Create a music project that will include MIDI and audio

Learning outcome 3: Review a completed musical project

I started my piece by opening Logic and creating a new project. Before I got started, I needed to configure my software preferences:

I selected my audio interface from the output list by going to 'Preferences' > 'Audio'. I did this so that I could hear my mix through my headphones.

I then created some tracks by clicking on 'Track' > 'New Tracks…'

I created two audio tracks and two software instrument tracks as I am required to use at least 4 tracks.

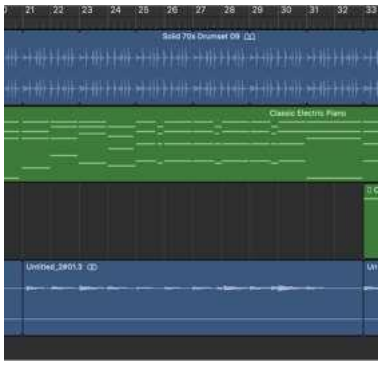
I started by looking for an audio drum loop.

I used the Loop Browser to find a simple 'pop' style drum loop and dragged it into my project. I then used the looping tool to make it last for the whole song.

I then recorded a MIDI part by performing chords on a MIDI controller keyboard. I recorded these chords on a software instrument track and loaded the ESP software instrument synthesiser.

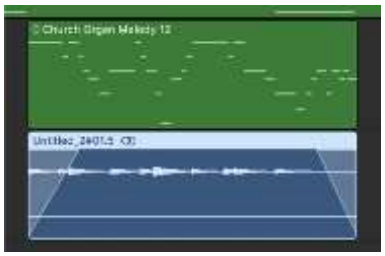
After I did the recording, I played back the MIDI part and I was not happy with the timing in the B section. I used the scissors tool to cut this region, so it was separate from the rest. I then selected all the notes in the piano roll and clicked on 'Q' to put the notes in time.

I then recorded some audio. I did this by plugging an electric bass guitar into my audio interface and pressing the 'R' button on an audio track. I recorded a simple bass pattern to try and support the piano chords. For some reason the bass instrument only recorded on the left-side of the channel.



I couldn't get the notes right in the 'B' section, so I used the scissors tool to cut out the part. Selected the cut-out part and pressed delete to get rid of it. I repeated the process for the final 'B' section later.

This left me with a small audio file in the middle. I decided to use the fade tool to smooth out this part, applying short fades to the start and end of that audio file.



I then edited the ESP synthesiser instrument turning up the overdrive control to make the part a little bit distorted. I felt that the sound was too dull and short in duration so I changed the frequency control (a filter) to make it brighter. To make the notes last longer, I increased the decay, sustain and release controls on the envelope section.

I added three plugins:

I added a reverb to the synthesiser part.

I added a delay to the organ part in the middle.

I added a noise gate to and some EQ to the bass guitar to boost the bass more and cancel out noise in the silent sections.

I added a compressor to the drum part to make it more punchy.

I added some automation to the drums so that they faded out at the end of the track.

I then selected the whole song using the cycle tool and clicked on 'File' > 'Bounce' > 'Project or Selection'. I selected MP3 which is a suitable stereo file format and clicked 'bounce'.

Refer to: U1 L2P Audio File

Review:

I feel I was able to complete all of the required stages to the project and demonstrate my skills in operating a DAW.
I found accessing the various editing functions easy however they did not always seem to work as intended. I think the song had a good structure with some variation which helped it sound more musically interesting. I found both inputting MIDI and audio parts difficult when I performed them myself. I struggled with the timing and was unable to edit some of these parts after they were recorded. I can add plugins to different tracks, but I'm not always sure which plugins work best with others. I recorded a bass guitar part, but it was panned left and I was unable to place it in the middle of stereo.
I need to look at how to record on audio tracks again as I have produced a file which is always panned left.
I need to experiment more with plugins so that I can try new ideas out and listen for what sounds best.

Unit 01 - Assessor Feedback to Learner

Please state the grade the learner has achieved
Grade: L2 Pass **LO1 – Pass** **LO2 – Pass** **LO3 – Pass**
Feedback from Assessor to Learner
You have described the hardware components and software functions of a DAW and you have correctly used some technical terms. You completed appropriate tasks with some degree of accuracy to create a music project. It is evident that you are applying technical skills in meeting the brief. You describe the processes involved and identify some strengths and weaknesses. You stated 2 ways to improve the outcome and process.

UNIT 2 – Creating Music

Task 1 – Creating a style blog
Learning outcome 1: Understand the musical elements of a chosen style

The chosen style of music for my blog is EDM which stands for Electronic Dance Music. I am going to research and describe the following key elements of this style of music:

Structure

Melody

Rhythm

Harmony

Instrumentation

I am also going to look at how music technology developments have influenced my chosen style.

Structure

Early EDM styles such as house music featured repeated instrumental breaks from disco songs. "Taking just the instrumental break of a disco record, (Frankie) Knuckles would splice and loop it onto reel-to-reel tape, or boost the bottom-end rhythm section of dance records with a drum machine this 4/4 kick-drum house music is still maintained today." (The Illustrated Encyclopaedia of Music, Flame Tree Publishing, 2003). This meant that a lot of early EDM music structures were built around repeated instrumental sections.

The structure of an EDM track may not feature verses and choruses or a typical pop music structure due to the potential lack of vocals inherent in instrumental breaks.

Melody

"Your love" by Frankie Knuckles (https://www.youtube.com/watch?v=WH5C1Fh53I0). features an arpeggiated synthesiser playing the main melody. The notes are E>C>G and the key of the piece is E (minor).

Rhythm

The time signature of 4/4 is common in EDM, this is a simple time signature and this helps make EDM easy to dance to.

A 4/4 kick drum (4 to the floor) is an important rhythmic element of EDM. It provides a regular identifiable beat for people to dance to keeping them in time with the music.

Harmony

In "your love" there are some chords played by a synthesiser pad which comes in around 00:25s. These chords are 5ths, and by themselves, not major or minor. When looking at the root note of the 5ths the pattern repeats (I-III-I-III-IV-I)

Instrumentation

Use of electronic instruments such as synthesisers or drum machines are key musical elements of house music. The instruments featured in "your love" are a synthesised bass, electric drum machine, synthesiser pad, synthesiser lead and a vocal.

Music Technology Developments

An important technological development which had an impact on EDM was the introduction of the MIDI communications protocol. This has enabled most modern EDM to be entirely composed using a DAW. Samplers were really important and developed around the same time as MIDI, these could often be programmed in a similar way to sequencing on a DAW. Electric drum machines also had a big impact with repeated programmed patterns entering EDM.

Task 2 – Putting on the style

Learning outcome 2: Create a piece in the style identified in learning outcome 1

This is my tutorial showing you how I created my EDM (house) piece of music:

Below is a screenshot of my DAW session. You can see how I have used 4 software instrument tracks and one audio track for my piece.

As this was supposed to be original music, I made sure not to use any loops and either played the parts in myself or used MIDI editing to create/manipulate parts.

Structure

There is an AABAAB structure to my piece. I wanted the 'A' section to be lower in energy than the 'B' section which is an instrumental chorus.

Melody

The synthesiser bass plays the melody during the 'A' section using short staccato notes which sounded quite similar to the bass part from 'your love' by Frankie Knuckles. During the chorus, a pad sound takes over the main melody and the bass part plays repetitive 1/8 notes.

Rhythm

I set my tempo to 120 BPM and kept the time signature at 4/4.

Harmony

I added a guitar part as part for my audio file. I played major chords on the guitar that changed with the pad sound underneath.

Instrumentation

I tried to keep my piece largely electronic with a TR808 drum machine from Logic's EXS24 Sampler.

I experimented with different synthesiser parts for the bass by loading up different patches in the ES2 synthesiser. I eventually found one that suited my style; "Classic Synth Bass".

The piece felt a bit empty with just drums and bass so I added a synthesiser pad sound which I again found in the ES2.

I liked this sound so I created two tracks with the same synth playing different parts.

Refer to: U2 L2P Audio File

Task 3 – Music Review

Learning outcome 3: Review the musical piece

Strengths:

I was able to play in parts on the MIDI keyboard which helped save me time when creating ideas.

I was able to find the sounds I wanted to use quite easily by searching through the pre-sets available. This also helped me save time as I didn't have to create the sounds from scratch.

Weaknesses:

I struggled to get some of the parts to sit well with each other for example the guitar and the pad sounds. I think this is down to the key of the piece but I couldn't figure out how to play the chords in a minor key.

My guitar part didn't feel like the right sort of instrument for an EDM house track.

Success of the piece in meeting the brief:

I feel that the piece was partly successful as there are a lot of electronic instruments which match the EDM style. Some of the parts didn't work well together however and there is scope for improving this piece.

Ways to improve my piece:

One way to improve my piece would be to learn major and minor chords on guitar so I am more comfortable playing them.

I could have more of a structured plan for combining the different parts in advance so that they work better together.

Unit 02 - Assessor Feedback to Learner

Please state the grade the learner has achieved
Grade: L2 Pass **LO1 – Pass** **LO2 – Pass** **LO3 – Pass**
Feedback from Assessor to Learner
You describe key musical elements and technical developments of your chosen style You support your ideas with examples and explanations. You use one written source and one recording, but make no comparisons between artists and their style. You have achieved a Pass in this Learning Outcome. You completed the creating a piece of music task with some degree of accuracy, carrying out some experimentation with material and techniques. You demonstrate the application of musical elements in your work and your piece is stylistically recognisable in parts. You identify a range of strengths and weaknesses with supporting evidence and suggest some basic ways to improve the outcome/process.

Unit 03

Task 1 – Planning a session

Learning outcome1: Plan a recording session in response to a given scenario

Health and Safety (risk assessment):

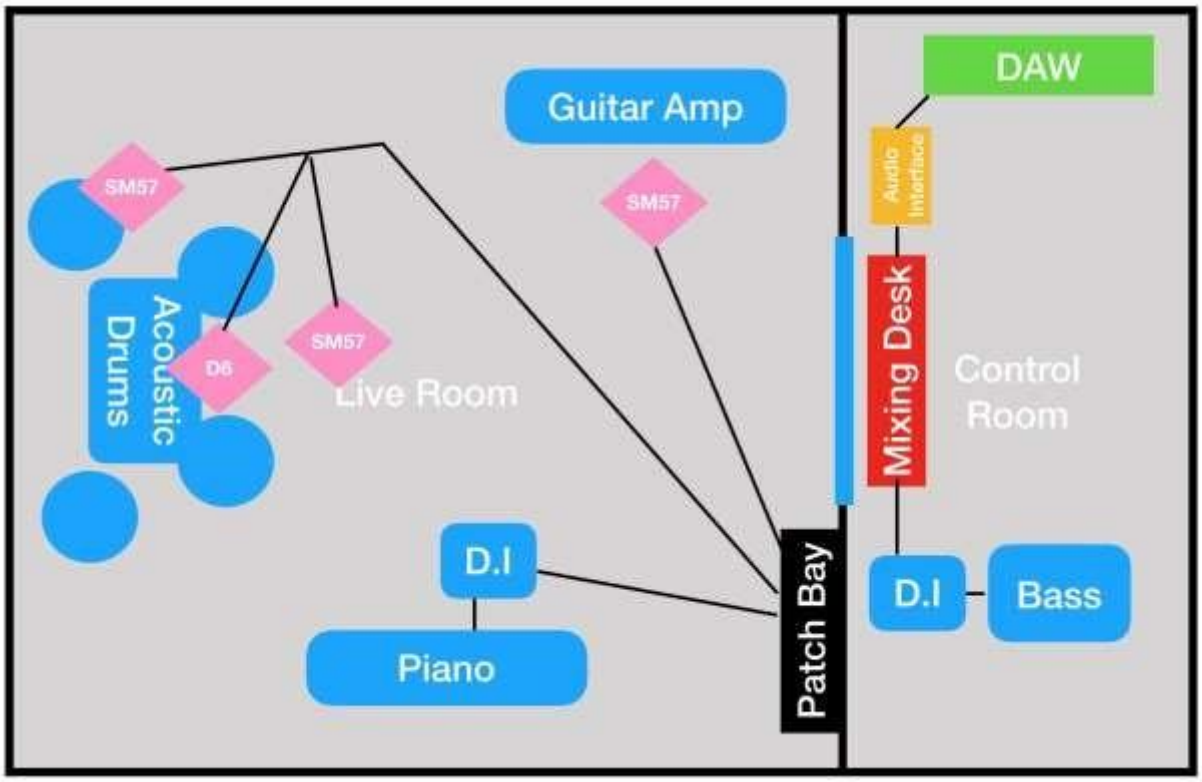
Risk	How to Minimise
Exposure to noise	I will make ear defenders available to the band members.
Display screens	Take regular breaks from display screens to rest eyes.
Trip Hazards	Tape cables down and keep any excess cable neatly under microphone stands.

Choosing the Right Equipment:

Instrument	Microphone Type/D.I	Features	Why
Drum Kit - Overhead	Shure SM57	Dynamic microphone, cardioid polar pattern	The cardioid polar pattern will help capture all of the drum kit if I angle it towards the drums.
Drum Kit - Snare	Shure SM57	As above	The polar pattern will ensure that I don't capture the spill from the rest of the drum kit.
Drum Kit – Kick Drum	Audix – D6	Dynamic microphone good bass frequency response	This is a good mic for a bass drum as it picks up bass frequencies well.
Piano (electric)	D.I	Direct Inject as the piano has an output connector.	This will send the signal to the mixing

			desk through a balanced connector.
Electric guitar	Shure SM57	Dynamic microphone good frequency response	The SM57 has a good middle frequency response which will be perfect for guitar.
Bass guitar	D.I	I will not be using an amp, so I will use a DI to input the signal into the desk.	Sends a signal through a balanced connector.

Here is a diagram of how I plan to record the band:



How I will place my microphones:

Drums:

I will place the SM57 overhead in the middle and above the drum kit to pick up everything.

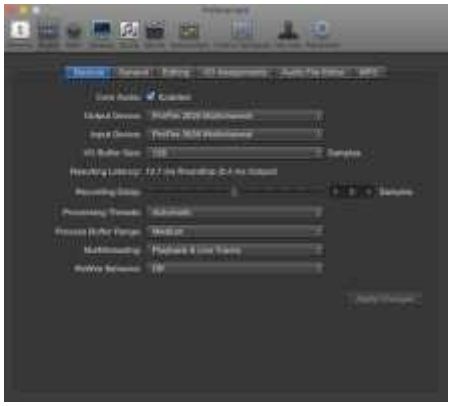
I will place my D6 in front of the kick drum sound hole.

I will place my SM57 snare drum mike close to the snare's top skin.

I will place the SM57 in front of the speaker in the guitar amplifier. I will place it close to the speaker cloth.

The bass player and piano player will use the same D.I box as I will be recording them separately. The piano will stay in the live room as it is too heavy to move, but the bassist will record the bass part in the control room.

Setting up the Audio Interface:



My audio interface is an M-Audio Profire. It is hard-wired in to the desk and requires no changes to the settings. I have to make sure that I select this audio interface in my Logic audio preferences as depicted in the screenshot. I need to ensure that the audio input and output settings are set to the Profire to ensure I can record **and** playback sound.

Multitrack recorder:

I will be using the first 6 channels of the mixing desk to set gain and send the signal to my DAW. Once I have set the gain, I need to bring up the faders which output the signal via direct outputs to the audio interface.

I will then use my DAW to create 7 tracks ready to record. (6 tracks plus 1 more track to do a guitar overdub).

Monitoring:

I will be recording one instrument at a time, so I will only need one set of headphones for the band member being recorded. I will use the auxiliary sends on the mixing desk to send audio from the DAW to the band members' headphones as required. I will be sending a click track to the musicians to help them stay in time.

I will be monitoring the tracks using nearfield studio monitors.

Planning the studio session:

I am aiming to record the band in one session. I will arrive 30mins early and set up the stands and microphones I need. I will check that everything is working before the band arrive. I aim to record the piano first and then add the rest of the parts afterwards. The last part to record will be the guitar overdubs. I have booked the studio for 2 hours which should give me enough time.

Task 2:

Learning outcome 2: Undertake a studio recording session

- I have recorded 7 tracks (3 tracks for the drum kit, 1 for the electric piano, 1 for the bass and 2 for the guitars)
- I followed my plan carefully setting up the listed microphones onto the required instruments.
- I followed my plan from task 1, choosing the correct interface in my DAW, adding 7 audio tracks with the correct inputs and using auxiliary sends for monitoring.
- I set my gain using the gain control on the mixing desk. You can see the sound levels in the screenshot below.
- I ensured that health and safety procedures were followed (see screenshots of taped down cables and excess cable tidied out of the way):

Risk	How to Minimise	Evidence
Exposure to noise	Use ear defenders	I gave ear defenders to the performers and asked that they be used.
Display screens	Take regular breaks	We took a 10 min break after 30 mins of recording.
Trip Hazards	Tape cables down	I taped some cables to the floor and ran other cables flat across the floor. Excess was tucked under equipment or microphone stands.

Here is a screenshot of my session showing all the tracks, the recorded signals and my use of quick comp overdubs to fix errors.

Refer to: U3 L2P (Unmixed) Audio File

Task 3 and task 4

Learning outcome 3: Demonstrate mixing of a multitrack recording

Learning outcome 4: Review their mixdown from learning outcomes 2 and 3

My comparison of my final mix against the original recording:

The first thing that I did was cut out silent parts from the start and end of each audio file:

I applied the following EQ settings to my tracks:

Instrument	Piano	Kick Drum	Snare Drum	Overhead	Bass	Guitar 1	Guitar 2
EQ Applied	Boosted the low frequencies	Boosted the bass	Cut some bass and boosted mids	Low cut filter and high frequencies boosted	No change	Low-pass filter and high-pass filter	Low-pass filter and high-pass filter
Why	I wanted the piano to stand out a bit more so I added some bass.	I wanted the kick drum to punch more.	I thought the snare needed to be brighter	I didn't think the overheads needed any bass and I couldn't hear the cymbals so I boosted the treble.	No change was needed	There was a bit of noise on the guitar amp and I thought I could get rid of it with some filters.	Same as other guitar.

I applied the following effects to my track:

	Chorus		SilvVerb				Tape Dly
Track	Piano	Kick	Snare	Overhead	Bass	Guitar 1	Guitar 2
Effect	Chorus modulation		Reverb				Delay
Why	I wanted to try and make the piano stand out more		To make the snare sound 'longer'				I felt this would make the guitar sound thicker.

I applied the following dynamics processors to my track:

	Gate	Comp	Comp			Gate	Gate
Track	Piano	Kick	Snare	Overhead	Bass	Guitar 1	Guitar 2
Processor	Noise Gate	Compressor	Compressor			Noise Gate	Noise Gate
Why	There was a hum from the piano at the start and end.	To make the kick more 'punchy'	To help the snare cut through			The guitars had a lot of noise, so I used a gate to get rid of it.	The guitars had a lot of noise, so I used a gate to get rid of it.

In the screenshot below, you can see my balance and pan settings.

I turned down the kick and snare parts as they were now too loud after using the compressor. I decided to keep the piano and drum parts in the middle of the mix.

I panned the bass guitar to the right to make it stand out more.

I also panned the electric guitars apart. I turned one of the guitar parts down and left the other one how it was.

Below is a screenshot of automation I have used as part of the mixing.

I used it creatively to help parts rise and fall in energy (piano) and correctively (at the end to fade out some of the noises).

Refer to: U3 L2P (Mixed) Audio File

Monitoring: I checked my mix using nearfield studio monitors and also headphones. This helped me get the balance right. I took my mix home and played it alongside some similar artists this helped confirm that I had done a good job with my mix.

Key strength areas:

I feel that I have created some largely clean recordings. The gain settings were set well, and you can see that I have healthy signal levels for all of my tracks with no clipping.

I've managed to enhance the mix by using EQ, effects and dynamics processing to help instruments stand out more.

Areas to improve

I did not give myself enough time to set up as I found faults which I couldn't solve (the D.I box was making noise) was already behind with setting up when the band arrived. This meant that they had to complete their tracks as single takes (apart from the overdubs) and we couldn't get the perfect recording. I should have given myself more time to set up as I had to then spend more time during mixing trying to fix my mistakes.

Unit 03 - Assessor Feedback to Learner

Please state the grade the learner has achieved
<u>Grade:</u> L2 Pass **LO1 – Pass** **LO2 – Pass** **LO3 – Pass** **LO4 – Pass**
Feedback from Assessor to Learner
You correctly apply basic technical terms in identifying possible solutions to the scenario. You support some points with explanations. Your process and outcome show application of technical skills in meeting the brief. (unmixed recording) Your process and outcome show application of technical skills in meeting the brief. (mixed recording). You make detailed conclusions about the progression from source recordings to the final mixdown, identifying a range of strengths. You state basic ways to improve the outcome/process.

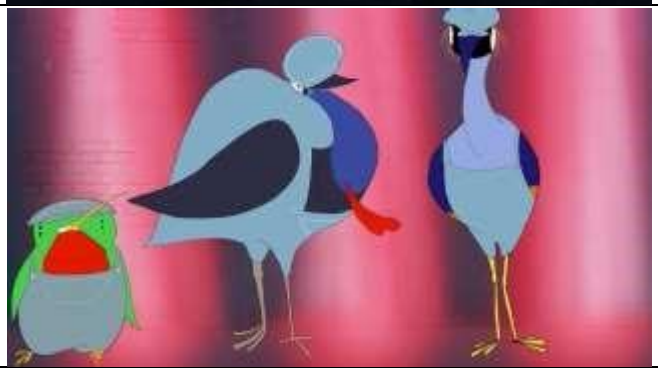
Unit 04 – Using a Digital Audio Workstation
Task 1

Learning outcome 1: Explain sound creation using examples.

I have created the following presentation to **describe** different types and methods of sound creation for media.

I have selected two clips as examples:

https://player.bfi.org.uk/free/film/watch-outside-the-box-2018-online (Cartoon)
https://www.youtube.com/watch?v=TzM9Q_aeJFE (Video Game Trailer)

	Underscore (25s) An underscore is a piece of music added to a piece of media. At 25s there is an example of an underscore when the factory opens up. It helps to create a bit of suspense within the scene.
	Dialogue (41s) Dialogue is usually the actor's lines rerecorded in the studio for clarity. In this clip human-generated dialogue has been used to create the animal noises.
	Foley (Physical Props – 1:18) Foley is the recording of objects being performed to recreate sounds in a media clip. At 1:18 you can hear foley being used. The sound designer has used physical props to create the sounds for the objects that move along on the belt.

	These would have been performed by a foley artist to match the action on screen.
	Ambience (Throughout) Ambience is background noises added to help set the scene or add drama. During most of clip, the ambience of a factory can be heard.
	Sound Synthesis (1:25) Sometimes synthesisers are used to create sounds which are hard to achieve through foley. A synthesiser has been used to create the electronic sounding beeping noise for the "Boxes Packed" display.
	Voice-over (2s) Voice-overs are recorded dialogue which is usually used to provide information for the viewer. At the start of the Pirates of the Caribbean game trailer, there is a voiceover announcing the age rating of the game.
	Digital Sample Manipulation (6s) Digital sample manipulation is the modification or editing of a sound for creative or contextual reasons. Sometimes a recorded sound is not enough on its own and has to be edited further.

	A cymbal has been reversed through editing. This is a creative application of Digital Sample Manipulation to help make the Disney logo more engaging.
	Environment Noises (20s) Environment noises are sounds added to a clip to reflect the environment where the scene takes place. At 20s you can hear the wind and the waves which have been added to set the scene of a pirate ship sailing through the windy sea.
	Special/Spot Effects (38s) Special or spot effects are sounds added which are usually taken from effects libraries. The sound of the monkey has been taken from an effects library and has been added to the clip.

Task 2

Learning outcome 2: Plan and undertake the sound creation for a given brief.

Plan:

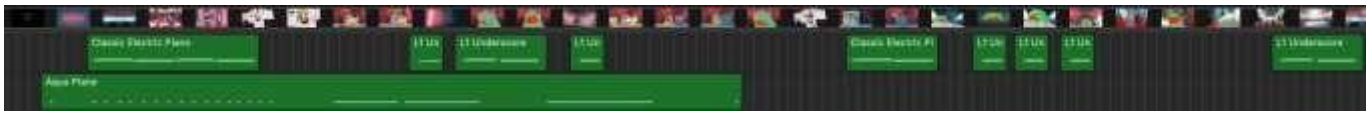
I am using the Outside the Box cartoon as my movie clip.

Here is a plan of which types and methods of sound creation I will use for my project:

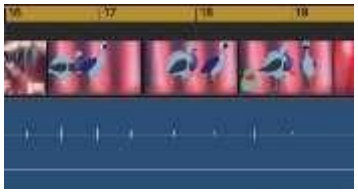
Foley	**I will foley-in the footsteps of the characters.**
Ambience/Sound Synthesis	**I will use a synthesiser to create an ambience**
Dialogue	**I will add some spoken dialogue for the characters**
Underscore	**I will add some piano parts to create an underscore. It will change depending on what is happening.**
Physical Props (more foley)	**I will find some objects that look like the objects in the clip and try to record their sounds at the same time that the character interacts with them in the clip.**
Environment Sounds	**When the main character looks at the photograph, I will add the sound of wind/waves.**
Digital Sample Manipulation	**I will trim my files so that they start and end cleanly.**
Effects Library	**I will use a smashing glass sound for the bit where the character smashes the eye of the claw machine.**

Evidence of Process

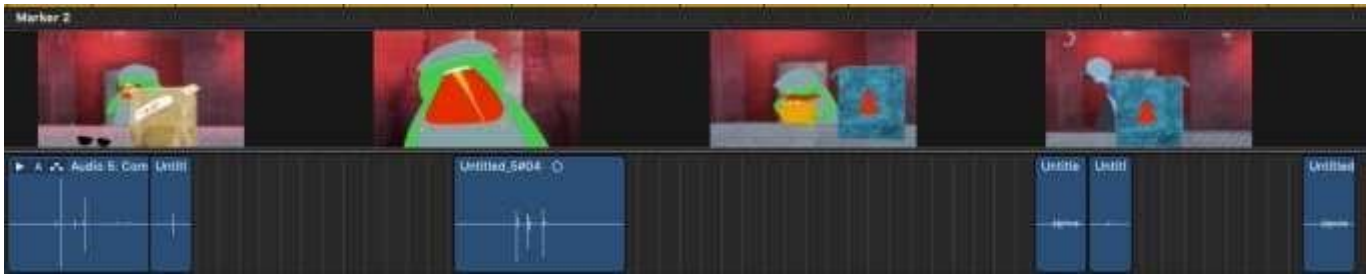
I started by adding some MIDI parts through the USB MIDI Keyboard. I created a simple two chord underscore part which I would play at certain points to try and add drama.



I also added an ambient drone MIDI part using a subtractive synthesiser. I used this when I wanted to create more tension.



Here are the foley footsteps I created recorded as an audio file.



I then created a single audio track and recorded all my other foley parts on to that track.

I used some random objects to try and mimic their sound of the objects in the clip. I used glasses for the sunglasses and I used some stretched fabric for the flamingo.

I then created two tracks for some audio loops. The first track was my environment noise, I used a seagulls loop for this. I then wanted some music for the radio so I found some pre-made music (another loop) and added that. I had to adjust the start and end points to make it play at the right time.

I finally added a dialogue part and tried to record myself recreating some of the bird noises including some phrases.

Refer to: U4 L2P Audio File

Task 3

Learning outcome 3: Review their completed sound creation project.

My Review

Strengths:

One strength of my project was my ability to use the MIDI keyboard to play in some of the parts for the video clip. As I knew some basic chords, I was able to quickly create an underscore and even add some sound effects simply by playing the keyboard at the right times. I felt that the minor key of the chords helped to convey a sad mood during the clip.
My dissonant chord when the claw was attacking the bird added drama.

Another strength was my ability to quickly add in sounds using foley. It was a quick process to record the sounds directly into the DAW.

The effects library was useful as I was able to quickly access some music for the part of the clip with the radio in it.

Weaknesses:

One weakness of the project was there were some sections where the scene felt a bit 'empty', I struggled with my time management and ran out of ideas for how to fill some of these sections with sounds. I spent quite a bit of time experimenting with foley but did not do any recording because I wasn't happy with the sounds.

I struggled to place some of the sounds so that they started and ended at the right times.

Although I played some chords in for the underscore, they were the only two chords that I know so the music was a bit boring after a while.

Conclusion:

I feel that my piece meets the requirements of the brief but my process could do with some development. The sounds I have chosen work, but some of the finer details, like the placement and development of the sounds (sound manipulation) could do with some work.

I felt that my bad time management when experimenting with foley led to me not completing certain sections which ended up sounding 'empty'. If I could do this project again, I would take more time to plan in advance exactly how I am going to use my resources more effectively. I would also look to learn more chords on the piano so I could develop my underscore further.

I found experimenting with different methods useful, but also time consuming.

Unit 04 - Assessor Feedback to Learner

Please state the grade the learner has achieved
Grade: Level 2 Pass **LO1 – Pass** **LO2 – Pass** **LO3 – Pass**
Feedback from Assessor to Learner
You described the types and methods of sound creation and supported your points with 2 examples of different forms of media. You created a plan, video clip and evidence of your process. The project showed the use of all required types and methods of sound creation. Your evidence showed that you experimented with different materials and methods. You identified a range of strengths and weaknesses with supporting evidence. You identified ways in which the outcome or process could be improved. You also stated a conclusion about the success of your work in relation to the brief.

Marking Guide

/\ word missing	sp spelling	p punctuation	gr grammar
ex poor expression	T wrong tense	? meaning unclear	
Cp capital letter	// new paragraph	! not sure what this is—incoherent	

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