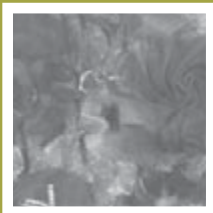


MUSIC INDUSTRY (TECHNICAL PRODUCTION)



MUSIC INDUSTRY (TECHNICAL PRODUCTION) SAMPLE ASSESSMENT PROCESS



Listed below are the units of competence in VCE VET Units 3–4:

CUSSOU24A	Edit sound using computerised digital equipment/systems	85
CUSSOU11A	Operate sound mixing console	70
CUSSOU08A	Operate sound reinforcement system	40
CUSSOU09A	Mix sound sources	35

THE ASSESSMENT PLAN

Identify and group appropriate units of competence after carefully considering advice in the relevant Training Package, the VCAA requirements in the relevant Assessment Guide and the work focus of the units.

The following unit of competence was selected:

CUSSOU24A Edit sound using computerised digital equipment/systems 85 hours

This unit represents a total of 85 hours and is within the VCAA requirement of not exceeding 120 hours within one task.

DESIGN THE ASSESSMENT TASK

MUSIC INDUSTRY (TECHNICAL PRODUCTION) – PRODUCT STUDENT INFORMATION

The following assessment task is part of your assessment for the VCE VET Music Industry (Technical Production). You will be required to work in the role of an assistant editor. The Product requires you to present an edited sound mix that accompanies a video program as part of a marketing presentation.

You will be given approximately one to two hours to write the plan, and up to 15 hours to develop and produce the edited recording mixes.

SPECIFIC REQUIREMENTS OF THE TASK

1. Develop the plan.
2. Develop the Product.
3. Report on and evaluate the process.

The following scenario provides you with a brief for completing the Product.

Scenario

You work for a small studio that produces original music to accompany marketing presentations. You are required to produce a remix using at least five music loops and two vocal samples of a video commercial marketing a product.

Part 1: Develop a plan

Write up a plan (approximately 500–700 words) which addresses:

- discussions you had with your 'client' – the artistic requirements of the end product.
- technical requirements of the end product
- equipment you will use
- equipment set-up and why that set-up was chosen
- procedures and timeframes proposed for the editing process.

The critical aspects of carrying out this task are your ability to:

- apply critical listening and aural discrimination
- use editing equipment effectively and efficiently
- use audio and editing terminology appropriately
- apply the principles and techniques of editing

Part 2: Develop the Product

Provide a practical demonstration for the unit Edit sound using computerised digital equipment/systems.

- develop the Product according to the following assessor checklist.
- submit the final remix on an appropriately labelled audio CD.

Part 3: Report on and evaluate the process

Prepare written responses to the following:

- Provide a brief explanation of the process you used to produce the remix including the techniques you employed and why you chose them.
- Evaluate the effectiveness of the mix by both yourself and the client.
- Determine the effectiveness of your initial plan – what changes did you need to make?
- Briefly explain the monitoring process used to ensure the product reflects your plan.
- Detail any problems encountered and what you did to overcome them.

The five scoring criteria for this assessment task are:

- Application of underpinning knowledge
- Planning, organisation and implementation
- Problem solving
- Evaluation of product against plan or intended outcome
- Techniques and processes.



Allocate the elements for assessment to the Product scoring criteria

CRITERIA	ELEMENTS OF ASSESSMENT
APPLICATION OF UNDERPINNING KNOWLEDGE	<ul style="list-style-type: none"> ■ Identify and schedule all source materials of sound sequences. ■ Obtain equipment accessories as required and ensure consistency with the production requirements before commencement of production. ■ Check all digital sound editing equipment to ensure that it is functioning and is suitable for the method of editing to be used. ■ Ensure that all consumables are at hand to complete the editing process. ■ Ensure that digital sound editing equipment is operational and functioning adequately according to organisational and production requirements.
PLANNING, ORGANISATION AND IMPLEMENTATION	<ul style="list-style-type: none"> ■ Research appropriate materials and discuss creative and practical considerations with relevant personnel to fulfil production requirements. ■ Determine the format and materials required for the edit with relevant personnel and document in accordance with production requirements. ■ Arrange and utilise suitable digital sound editing equipment with the relevant personnel to develop product within specification requirements.
PROBLEM SOLVING	<ul style="list-style-type: none"> ■ Manipulate the editing suite to solve any identified problems with sound recording including: <ul style="list-style-type: none"> - Music balance. - Distortion. - Sudden changes of level, balance of background music. - Out of balance audio track levels. - Consistency of voice levels, natural pausation. - Continuity inconsistencies. - Editorial requirements. ■ Ensure studio bookings are performed. ■ Ensure that any line bookings or approvals to access digital editing systems are undertaken. ■ Ensure any copyright requirements are investigated and relevant written approvals are obtained. ■ Use playback controls and playback list to evaluate the production and identify any problems. ■ Report to relevant personnel and document any equipment that is damaged, not functioning appropriately and/or that requires maintenance.
EVALUATION OF PRODUCT AGAINST PLAN OR INTENDED OUTCOME	<ul style="list-style-type: none"> ■ Evaluate the production with relevant personnel and/or according to production standards and requirements. ■ Ensure that the edited audio file is transferred from the disk store of the online editing system to a data recorder or disk for archiving. ■ Complete all appropriate documentation to meet production/broadcast requirements.
TECHNIQUES AND PROCESSES	<ul style="list-style-type: none"> ■ Load the source audio into the edit suite disk store system or software ensuring that it is loaded according to the appropriate sequence. ■ Perform editing, using functions such as cut, paste, copy, move and fade to enhance the sound recording. ■ Use locators to navigate around the audio file. ■ Ensure that there are no tight or loose edits, sudden changes in ambience, level or continuity. ■ Apply effects, equalisation, normalising and other digital enhancements as appropriate to enhance the sound. ■ Ensure that an appropriate track list is generated for all tracks. ■ Ensure that the edited footage is transferred from the disk store of the online editing system to a data recorder or disk for archiving.

Product contextualised for Music Industry (Technical Production). Using the preceding table that identifies the evidence linked to the scoring criteria, this table provides performance level descriptors

LEVELS OF PERFORMANCE		1	2	3	4	5
VCE VET SCORING CRITERIA						
APPLICATION OF UNDERPINNING KNOWLEDGE	<p>Displays an understanding of the key concepts and knowledge underpinning the product.</p> <p>Applies scheduling of all sound sequences in the completion of the product, particularly with reference to processes, techniques, materials, tools, equipment and machines used during production.</p>	<p>Displays a sound understanding of the key concepts and knowledge underpinning the product.</p> <p>Proficiently applies scheduling of all sound sequences in the completion of the product, particularly with reference to processes, techniques, materials, tools, equipment and machines used during production.</p>	<p>Demonstrates a thorough understanding of all key concepts and knowledge underpinning the product.</p> <p>Effectively applies scheduling of all sound sequences in the completion of the product, particularly with reference to processes, techniques, materials, tools, equipment and machines used during production.</p>			
PLANNING, ORGANISATION AND IMPLEMENTATION	<p>Within given specifications and timelines, plans, organises and develops the product.</p> <p>Outlines the planning and development for the edit.</p>	<p>Within given specifications and timelines, effectively plans, organises and develops the product.</p> <p>Explains the key processes in planning and development for the edit.</p>	<p>Within given specifications and timelines, displays a high level of planning and organisational skill in developing the product.</p> <p>Explains and evaluates the key processes in planning and developing for the edit.</p>			
PROBLEM SOLVING	<p>Recognises problems, identifies strategies for investigating these problems, implements appropriate procedures to resolve them and makes decisions on the basis of the outcomes.</p>	<p>Recognises problems, identifies strategies for investigating these problems, implements effective procedures to resolve them and makes decisions on the basis of the outcomes.</p>	<p>Accurately predicts and explains problems, identifies strategies for investigating these problems, implements effective procedures to resolve them and makes decisions on the basis of the outcomes.</p>			

LEVELS OF PERFORMANCE		1	2	3	4	5
VCE VET SCORING CRITERIA	EVALUATION OF PRODUCT AGAINST PLAN OR INTENDED OUTCOME	<p>The product reflects the selected design/plan (or recorded modification) in the critical aspects.</p> <p>The edit requirement satisfies most of the function and purpose.</p> <p>Specific quality indicators for the final edit have mostly been met.</p>		<p>The product reflects the selected design/plan (or recorded modification) in most respects.</p> <p>The edit requirement meets the function and purpose.</p> <p>Specific quality indicators for the final product have been met.</p>		<p>The final product reflects the selected design/plan (or recorded modification) in all respects.</p> <p>The edit requirement effectively meets the function and purpose.</p> <p>Specific quality indicators for the final product have been fully met.</p>
	TECHNIQUES AND PROCESSES	<p>The finished edited footage reflects the use of key technical skills/procedures to the standard required in the workplace, including correct and safe use of equipment and resources.</p>		<p>The finished edited footage reflects mastery of key technical skills/procedures to the standard required in the workplace, including correct and safe use of equipment and resources.</p>		<p>The finished edited footage reflects mastery of all technical skills/procedures to the standard required in the workplace, including correct and safe use of equipment and resources.</p>

Note: The industry specific performance descriptors do not replace the VCAA generic performance descriptors. Assessors must use the VCE VET Scoring Criteria sheets and VET Coursework Assessment Record sheets that are provided in the VCE VET Assessment Guide.

CONDUCT THE ASSESSMENT

You need to conduct the assessment within the VCAA timeframes as prescribed in the Assessment Guide. Conducting assessment requires the assessor to inform the student about the assessment process and to ensure the student is prepared for the assessment.

To score the task, refer to the application of the industry specific scoring criteria developed in Phase 2 under 'Apply scoring criteria in the industry specific context' as a guide to make your scoring decision on performance of the task. On completion of the assessment transfer the scores to the official VCAA documentation.

This final phase in the process is about reflecting on the entire process, which may include validation that involves reviewing, comparing and evaluating the assessment. This may involve:

- validation of the assessment process during assessment
- validation of evidence contributing to judgments made to confirm competence
- moderation of the scoring of assessment tasks.

Think about the following:

- Was the right task type selected?
- What worked well?
- What part of the process needs to be improved?
- How can this be done?

Apply the Product scoring criteria in the industry specific context.