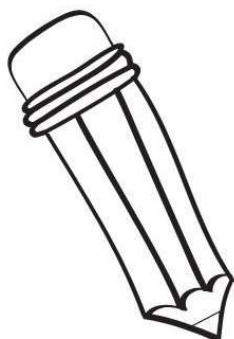


HIGH STORRS SIXTH FORM BRIDGING WORK



2023

*Sound
Technology*



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Sound Technology Bridging Work

The component 1 coursework on the Sound Technology course involves using the recording studio to record and mix your own version of a pop song.

Task 1. Make an information sheet on **dynamic microphones** and **condenser microphones** and the differences between them. Describe:

- How the two microphones work
- In which circumstances you would choose to use each one.
- A description of common **Polar Patterns**.
- A description of what **Frequency Response** means. This could include a frequency response diagram
- A description of what **Sensitivity** means.



Task 2. Write a 500 word description of what a producer does when they go to mix a piece of music. Using your own research write about what the purpose of mixing a song is and describe each of the following processes

- Balancing a mix
- EQ
- compression
- reverb
- panning.



The component 2 coursework requires you to compose your own piece of music which uses technology in a creative way.

Task 3. Write a one page essay on the following question:

Evaluate how creative production details add interest to a song of your choice.

You can choose any song that you like but it should be something which has creative uses of sound technology. Some technology that a suitable song might include could be: **synthesizers, drum machines, tape effects, samplers** and **sampled audio**, interesting **recording techniques, edited audio** and effects such as **reverb, delay** and **distortion**. Describe how these technologies have been used and give your own analysis of what they add to the song.

An evaluation of just one production element (sampling) from ‘*Make Me Feel*’ by Janelle Monae might say:

“Janelle Monae also uses sampling to create unusual percussive sounds for her song. At 0.00 she uses just a tongue ‘cluck’ and a finger click for a rhythmic accompaniment. These original sounds have probably been recorded and put into a sampler allowing her to program then into a beat. They give the song a unique and much more interesting sound than if it had been played on a typical drum kit.”

For each production choice that you describe include:

- Where it can be heard. (*For the example above it is at 0.00*)
- What it sounds like. (*“A tongue cluck and a finger click”*)
- How the technology has been used. (*“The sounds have been recorded and then added to a sampler”*)
- Why this choice was made. (*They give the song a unique and more interesting timbral palette than a drum kit would*)