

Christopher  
Plummer

# Mix Analysis Form

Evaluator: \_\_\_\_\_ Listening System: \_\_\_\_\_

Mix Engineer: \_\_\_\_\_ Song: \_\_\_\_\_

Focus/Balance - Is the focus where it should be? Does anything inappropriate come to the foreground? Is the harmony and melody properly balanced?

	1	4	6	8	10
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Clarity/Definition - Are things clean and musical sounding? Does the sound of the recording get in the way of the music? Are things that shouldn't be clear suitable treated?

	1	4	6	8	10
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Interest - Does the mix generate interest in the music? Where and how does it do that or where could it generate more interest?

	1	4	6	8	10
--	---	---	---	---	----

Foundation - What is the foundation of this mix? Is that the foundation of the music? Does the tune have gravity? If not what is getting in the way? Does the rhythm move the listener?

	1	4	6	8	10
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Interferes with enjoyment → O.K. → Super Awesome

Significant Problems	Noticeably Detracts	OK	Good	Excellent	
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Notes:

Frequency

	Significant Problems	Noticeably Detracts	OK	Good	Excellent	
Highs	1	2	3	4	5	
Mids	1	2	3	4	5	
Lows	1	2	3	4	5	
Uniformity	1	2	3	4	5	

How is the left/right balance and use of space? How is the depth used? How is the presence? Is this a W, I, V, or hole mix?

Qty of Reverb	1	2	3	4	5	
Width	1	2	3	4	5	

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Significant Problems

Noticeably Detracts

OK

Good

Excellent

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Spatial

Qty of Reverb	1	2	3	4	5	
Width	1	2	3	4	5	
Depth	1	2	3	4	5	
Size	1	2	3	4	5	
Specificity	1	2	3	4	5	
Stability	1	2	3	4	5	
Evenness	1	2	3	4	5	
Dynamic Change	1	2	3	4	5	

Fatigue	1	2	3	4	5	
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Dynamics

Loudness	1	2	3	4	5	
Lack of Grain	1	2	3	4	5	
Supports Rhythm	1	2	3	4	5	
Contrast	1	2	3	4	5	
Punch	1	2	3	4	5	

Music

Harmony	1	4	6	8	10	
Melody	1	4	6	8	10	
Rhythm	1	4	6	8	10	
Form	1	4	6	8	10	

Totals						Final Score:
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Music Points are doubled

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	Significant Problems	Noticeably Detracts	OK	Good	Excellent	Notes:	
Frequency	Highs	2	3	4	5		
	Mids	2	3	4	5		
	Lows	2	3	4	5		
	Uniformity	2	3	4	5		
Spatial	How is the left/right balance and use of space? How is the depth used? How is the presence? Is this a W, I, V, or hole mix?						
	Qty of Reverb	2	3	4	5		
	Width	2	3	4	5		
	Depth	2	3	4	5		
	Size	2	3	4	5		
	Specificity	2	3	4	5		
	Stability	2	3	4	5		
	Evenness	2	3	4	5		
Dynamics	Fatigue	2	3	4	5		
Dynamics	Loudness	2	3	4	5		
	Lack of Grain	2	3	4	5		
	Supports Rhythm	2	3	4	5		
	Contrast	2	3	4	5		
	Punch	2	3	4	5		
Music	Harmony	4	6	8	10		
	Melody	4	6	8	10		
	Rhythm	4	6	8	10		
	Form	4	6	8	10		
Totals						Final Score:	

Music Points are doubled

**Spatial Composition Student Name:** \_\_\_\_\_

**Song & Group Performing:** \_\_\_\_\_

Choose a song, edit it to between 1 minute and 1 minute 30 seconds in length and enhance it through spatial manipulation. Then present this to the class with an explanation of your artistic goals.

<b>Presentation – 8 points</b>	
Did you test your sound in the room before your presentation?	/5
Did you set a playback level before your presentation?	/1
Did you project an appropriate persona during your presentation?	/2
Did you return this form to the instructor with your name on it?	/5
Do you clearly articulate your musical and artistic goals?	/2
Did you clearly present your mix visually?	/1

<b>Sound Edit – 3 points</b>	
Is your length appropriate?	/1
Do you have a musical beginning and end and a connection between the two?	/2

<b>Spatial Moves – 13 points</b>	
Are your spatial moves executed with technical precision?	/3
Do you enhance the musical elements of the piece with your spatial moves?	/5
Do you keep your audience in the moment of the music?	/5

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# Goals

- Students develop self evaluation skills
- Students are eager to try and succeed on the next project - safe environment for taking risks
- Students embrace a process of development and revision
- Students can deal with ambiguity

Project Quality?

# Success breeds

## SUCCESS

- Supportive criticism
- Use the revision process
- Goals for improvement
- Avoid a judge and move on  
approach

Student Projects  
Should be bad

# Student Projects Should be bad?

- If it is perfect they are not pushing themselves to try new things
- They are students for a reason
- Remember that risk thing
- Revision to make them great
- Must set clear expectations and goals with the support for students to meet them

Product Quality  
is only important  
as it supports learning

# Students Develop Self-evaluation Skills

- Peer Review
- Discussion of points for improvement - target just a few things - No grade until redone
- Revision Process
- Comparison to professional work

# Peer Review

- Provide focused goals
- Provide presenting student with an audience response
- Avoid who is best, avoid personal judgment
- Learn from other students work
- Use same review tools to engage professional examples

# Other Motivators

- Presentation: Peers/Other Faculty/ Professionals
- Publication: Indaba/Sound Cloud/ College Radio/Live Performance
- No choice but to get an A - revise until it meets the standard

# Resources

• [http://www.areteteaudio.com/  
downloads/index.html](http://www.areteteaudio.com/downloads/index.html)

Points	Description
	<ul style="list-style-type: none"> <li>• 1-50 hours: 1 hour =1 point</li> <li>• 50-60 hours: 1 hour = .5 point</li> <li>• 60+ hours = No Additional Points</li> </ul> <p style="margin-left: 100px;">MidTerm Hours: _____ Final Hours: _____</p>
	<p><b>Participation:</b></p> <ul style="list-style-type: none"> <li>• +2 for students who are eager helpers, insure that tasks are completed well and look for areas where they can help. Students should demonstrate an eagerness to go above and beyond what is required and to jump at every opportunity to learn.</li> <li>• 0 for students who show up to all work and work hard while on the call.</li> <li>• -5 for students who are unreliable, who need close supervision to do their quality work, who may not follow through on projects.</li> <li>• -10 for students with serious reliability problems.</li> </ul>
	<p><b>Organization:</b></p> <ul style="list-style-type: none"> <li>• +2 for students who are clearly on top of this and provide better ways for work to be done and find ways to make our facilities easier for others to use.</li> <li>• 0 for students who show up to all calls, keep themselves organized, and keep track of things while working on a project.</li> <li>• -5 for students who have trouble keeping track of what we are doing or who fail to take appropriate notes on the job.</li> </ul>
	<p><b>Quality of Work:</b></p> <ul style="list-style-type: none"> <li>• +2 for exceptional work done with minimal supervision. All details attended to and student has cleaned up after the project as well.</li> <li>• 0 for well done work that meets the letter of the job.</li> <li>• -2 for work that leaves a mess, is incomplete, isn't clearly organized or that takes significantly longer than it should.</li> <li>• -4 for work marginal work that meets the basic immediate needs but will eventually have to be redone, work that meets the letter of the job but is difficult for others to understand after the fact, work that lacks appropriate documentation.</li> <li>• -8 for work that has to be redone.</li> </ul>
	<p><b>Contribution to the Work Environment</b></p> <ul style="list-style-type: none"> <li>• +2 Others enjoy working with you and crews are generally more efficient and effective with you. You ask truly interesting, thought provoking questions, help others to understand by offering explanation, maintain a personal interest in the subject matter, and contribute information and opinions beyond the readily available information.</li> <li>• +1 You get the work done and everyone gets along with you, ask questions related to understanding the details of the subject matter, help others to understand, maintain personal interest in the subject matter and contribute information that is basic to the course work.</li> <li>• 0 You don't cause any difficulty on the crew, maintain a personal interest in the subject matter, and ask relevant questions which clarify facts or issues and helps other to understand.</li> <li>• -2 You do not ask questions or offer information or assistance to others but respond when asked of information or assistance.</li> <li>• -4 You opt out of involvement offering little or failing to respond to questions and situations.</li> <li>• -8 You hamper the progress of the crew through distracting and goofing off, bullying, or other behaviors that contribute to an unpleasant work experience.</li> <li>• Additional penalties may be applied for particularly egregious actions that undermine the productivity and efficacy of the crew.</li> </ul>