

YEAR 9 PERFORMANCE STUDIES (MUSIC) COMPOSING WITH LOOPS SCHEME OF LEARNING OVERVIEW

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>Bandlab For Education is recognized for its huge potential that allows students to enjoy music creation and collaborative learning. It is cloud-based platform that equips students with everything they need for engaging and meaningful music making in the classroom.</p> <p>Students will develop their knowledge of dance music and its key features such as tempo, beat, sound FX, looped samples, chords and riffs through listening activities as well as practical compositional tasks.</p> <p>Students will get their inspiration from thousands of available beats and loops in Bandlab's extensive library. They will learn about basic and advanced features of Mix Editor such as navigating and browsing, sorting by genres and instruments, adjusting metronome settings, key and tempo.</p> <p>In solo/paired tasks, pupils develop their compositions by using contrast and repetition to create a clear structure. They will explore drop beat loops to add tension and dramatic punch as well as layering various tracks to generate thick/thin texture within their music. The platform includes different sound effects options, instrumental presets so that students can make their track unique and personal. They will learn about different tools available, for example slicing, volume, panning and quantization.</p> <p>Composing with loops will form a fundamental knowledge base needed in music production and digital music recording.</p>	<p>The scheme of learning will focus on the following three key skills and concepts:</p> <ol style="list-style-type: none"> 1) Composing own piece of music by using loops. 2) Listening and analysing dance music. 3) Understanding key terms of dance music and basic DAW functions. <p>These are the three key areas that enable students to successfully compose a piece of dance music and gain an understanding of basic functions within DAW. Development of these skills extends knowledge of music production and composition and can be transferred in future music recording and technology. Music appreciation will also form a part of the key concepts which can be linked to KS4 studies.</p>	<p>Loop – A short section of music. Tempo – Speed of music. Verse – Repeated section of a song with new set of lyrics on each repetition. Chorus – Recurring, most memorable part of a song. Drop – The moment when the tension is released and the beat kicks in. Texture – Using sounds together. Texture can be thick or thin. Rhythm – A combination of note lengths in a bar. Pitch – Range of sound, low – middle – high. Dynamics – Range of volumes. Panning – Refers to the direction of the sound. BPM – Beats Per Minute. MIDI – Musical Instrument Digital Interface. Slicing Tool – Used for splitting an audio recording into smaller sections.</p>

Challenge and Support:	Worldwide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<p>Throughout the scheme of learning, teachers will use various approaches to support lower ability students and stretch more gifted keyboard and piano players in the following ways:</p> <ol style="list-style-type: none"> 1) Key features of dance music Students will be taught main features of dance music, with plenty of listening examples and opportunities for classroom discussions. 2) Teacher modelling and tutorial online videos Students will watch teacher modelling how to use certain tools and function within the platform. They will also watch tutorial videos made by professional musicians. 3) Adding own melodies/chords Challenge will be offered to stretch pupils' learning by exploring further, more advanced functions such as recording own beats, melodies and chords using MIDI preset. <p>The scheme of learning caters for all abilities through the three music specific differentiation strategies above. This scheme of learning allows all abilities to progress, no matter what their previous knowledge in music production and composition is. Higher achievers may compose by using loops from the library as well as adding own melodies and chords, whilst lower achievers can focus on clear song structure and syncing all the components together, increasing difficulty once this has been achieved. Pupils will predominantly work individually but work in pairs will also be allowed with some consideration to students' needs and strengths. These strategies enable all students, regardless of SEND requirement, to be ambitious about their own musical ability.</p>	<p>Social Issues</p> <ul style="list-style-type: none"> • Careers in music and music production. • Recording studios. <p>Wider world learning</p> <ul style="list-style-type: none"> • Exploring strengths and limitations of DAWs. • History of computer based digital recordings. 	<p>Students will have the opportunity to access their work at home, depending on their access to suitable device.</p> <p>Students have the opportunity to have 1:1 instrument lessons in school.</p> <p>Students will have the opportunity to perform in school concerts (to be confirmed).</p>

Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<p>Electronic dance music is globally recognised music genre that encompasses styles ranging from beatless ambient music to 200 BPM hardcore, with house music, techno, drum and bass and trance among the most notable examples. Considered as a whole, dance music is characterized by several defining features such as synthetizer and drum machine. The music is mostly produced for social functions of dancing.</p> <p>Music is a sociable subject and students are encouraged to work with students they would not necessarily work with. They then develop the ability to work in pairs/groups with a range of people, preparing them for later education and life.</p> <p>In addition to the above, the performance studies values are key in keyboard playing, for example:</p> <ul style="list-style-type: none"> ● Inspiration: Listening to and learning music from famous DJs and producers. ● Excellence: Creative individual opportunities, recording own melodies and chords. ● Respect: Respecting those you make music with because everyone is unique in their musical ability. ● Determination: Improving your skills and mastering the concept of composition. 	<p>Composing with 120 BPM, application of numeracy skills in adjusting the number of bars in an individual track.</p> <p>Bar values: Students work out how many beats in each bar/loop to create a section in their composition.</p> <p>Reading information on PowerPoints.</p> <p>Subject specific terminology, key terms will be highlighted in the resources. Spelling will be checked in resources to promote correct use of English.</p>	<p>Better equipment means better sound quality. However, expensive equipment does not make music sound better. It's all about how and when to use it.</p> <p>The more tracks, the better. However, carefully combined tracks can be repeated throughout the piece to achieve memorability and contrast to maintain the interest of our audience.</p>
<p>Assessment timeline:</p>		
<p>Throughout the scheme, work in progress compositions are shared with the rest of the class to allow students to feedback and reflect on their learning and progress. Students will be formatively assessed lesson by lesson and given extension tasks (such as adding their own melodies and chords using MIDI function) to increase challenge. The teacher will demonstrate how to navigate and browse within the platform, this will allow students to see the model that they are trying to achieve for each skill or task. The final lesson of the scheme will be based on HEAD/HEART/HANDS assessment, allowing students to hear their final compositions as well as demonstrate their knowledge of key terminology in this unit.</p>		
<p>Home learning/extra-curricular</p>		

- Some students may be able to access their work at home, depending on internet/device access.
- Music afterschool club every Thursday.

Feedback

Feedback from the teacher in keyboard lessons will be purely verbal and specific to the lesson objective. Teachers will observe students rehearsing/performing/composing in every lesson. **The teacher should aim to provide one piece of feedback on rehearsing/performing/composing every lesson for every child. This will vary due to the size of classes.**

Peer feedback and pair discussions will be incorporated frequently. Often students are feeding back to the class and this provides an excellent opportunity for them to give details on what went well and what could be improved.

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit:																													