

YEAR 8-INTRODUCTION TO DANCE MUSIC – Terms 5 and 6

Music Year 8 – Terms 5 and 6 – Dance Music (**Builds on from units 1-3**) Students will use music technology as a means of developing their listening skills. They will understand the concepts and differences between MIDI and instrumental recording and be able to use these in the context of Dance music. As part of this, they will identify, use and manipulate samples, riffs, loops and ostinato patterns, developing their music technology skills as a means of doing so. They will reflect upon their knowledge and understanding of the Elements of Music (as studied throughout Key Stage 3) and utilise these in the composition of their own Dance composition, alongside their new music technology skills.

	<u>Lesson Intent</u> <u>WEEK 1</u>	<u>Vocabulary</u> <u>Daily</u> <u>Retrieval/</u> <u>Teach</u> <u>for memory</u>	<u>Activities/Assessment</u> <u>(to including the metacognitive/learning verb</u>	<u>Homework/Literacy</u> <u>Map</u>
<p><u>Knowledge Goal</u> Developing understanding of MIDI, Audio and Loops.</p> <ol style="list-style-type: none"> To be able to listen and effectively appraise several Dance tracks. To understanding the difference between MIDI (Software Instrument) and audio To be able add a MIDI sample To understand the importance of Loops, Riffs and Ostinatos in Dance music. 	<p><u>Feeds on from...</u> To re-enforce their knowledge of the elements of Music from year 7.</p> <p><u>Feeds forward to...</u> They are developing their understanding of the context of Dance music. Students will be introduced to a new sequencing skills each lesson and they are to add it into their composition demonstrating their understanding and skill set. This week they will setting up a file and experimenting with MIDI Loops.</p> <p><u>Feeds forward to the BTEC</u></p>	<p><u>NEW</u> Track Audio Software Instrument MIDI</p>	<p><u>Starter</u> History of Dance Music 0-10 minutes https://www.youtube.com/watch?v=9WpudasPafg</p> <p><u>Main Lesson</u> Demonstrate to students how to open up a Garageband file. Explain and demonstrate the difference between MIDI (software tracks) and Audio Demonstrate how to use MIDI Loops Students to be allocated iMac and they are to stay on the same computer for the duration of the unit. Students to work in threes. Students to work and experiment with different MIDI Loops To develop resilience and independence students directed to Dance Music e-book.</p>	<p>Revise key vocabulary for quiz/ listening task.</p>

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	Developing their sequencing -skills (Unit 7) and composition skills (Unit 4).		Plenary Spelling Quiz	
<p>Knowledge Goal Developing understanding of context of Dance music, Samples and editing.</p> <ol style="list-style-type: none"> To be able to listen and effectively appraise several Dance tracks. To be able add a MIDI sample To be able add an audio sample To be able to loop a sample. To understand the importance of Loops, Riffs and Ostinatos in Dance music. 	<p>WEEK 2 Feeds on from... They are developing their understanding of the context of Dance music. To re-enforce their knowledge of the 'Elements of Music' from Year 7. They will build on their use of MIDI loops within their composition.</p> <p>Feeds forward to... Students will be introduced to new sequencing-skills each lesson and they are to add it into their composition demonstrating their understanding and skill set. This week they will be experimenting with Audio Loops and learning about the looping process.</p> <p>Feeds forward to the BTEC Developing their sequencing - skills (Unit 7) and composing skills (Unit 4).</p>	<p>NEW Loops Ostinato Riff</p> <p>RETRIEVAL Audio Software Instrument MIDI</p>	<p>Starter History of Dance Music 10-20 minutes https://www.youtube.com/watch?v=9WpudasPafg Demonstrate to students how to add in Audio loops Students to work and experiment with different Audio Loops. To demonstrate how to loop a sample. Extension: How to edit an Audio Sample. Students to start work on their composition with a focus on Audio loops and looping samples. To develop resilience and independence students directed to Dance Music e-book.</p> <p>Plenary Self- assessment Hexagon Spelling Quiz</p>	Revise key vocabulary for quiz/listening task.

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<p><u>Knowledge Goal</u> Developing further understanding of MIDI, Audio and Looping.</p> <ol style="list-style-type: none"> To be able to listen and effectively appraise several Dance tracks. To understand how important texture and layering are when making Dance music interesting To understanding the difference between MIDI (Software Instrument) and audio To be able add and edit a MIDI sample To be able add and edit an audio sample To be able to loop a sample. To understand the importance of Loops, Riffs and Ostinatos in Dance music. 	<p><u>WEEK 3</u> <u>Feeds on from...</u> They are developing their understanding of the context of Dance music. To re-enforce their knowledge of the ‘Elements of Music’ from year 7. They will build on their use of MIDI loops, audio loops and extending these loops within their composition.</p> <p><u>Feeds forward to...</u> Students will be introduced to a new sequencing skills each lesson and they are to add it into their composition demonstrating their understanding and skill set. This week they will be editing MIDI loops within their composition.</p> <p><u>Feeds forward to the BTEC</u> Developing their sequencing - skills (Unit 7) and composing skills (Unit 4)</p>	<p><u>NEW</u> Layering Editing</p> <p><u>RETRIEVAL</u> Loops Ostinato Riff Track Audio Software Instrument MIDI</p>	<p><u>Starter</u> History of Dance Music 20-30 minutes https://www.youtube.com/watch?v=9WpudasPafg</p> <p>Demonstrate how to edit MIDI Loops Discuss the importance of Texture</p> <p>Students to continue with their own Dance composition with a focus on editing MIDI loops.</p> <p>To develop resilience and independence students directed to Dance Music e-book.</p> <p><u>Plenary</u> Self- assessment Hexagon Spelling Quiz</p>	<p>Revise key vocabulary for quiz/listening task</p>
<p><u>Knowledge Goal</u></p>	<p><u>WEEK 4</u> <u>Feeds on from...</u></p>	<p><u>NEW</u> Verse Chorus</p>	<p><u>Starter</u> Mark Ronson and Yebba Listening Activity to discuss the importance of Texture</p>	<p>Revise key vocabulary for quiz/listening task</p>

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<p>Developing understanding of Dance Music Structure.</p> <ol style="list-style-type: none"> To be able to listen and effectively appraise several Dance tracks. To understand how important Structure is in dance music To understand how important texture and layering are when making Dance music interesting To understand the Structural main sections to a Dance piece To understanding the difference between MIDI (Software Instrument) and audio To be able add and edit a MIDI sample To be able add and edit an audio sample To be able to loop a sample. To understand the importance of Loops, Riffs and Ostinatos in Dance music. 	<p>They are developing their understanding of the context of Dance music. To re-enforce their knowledge of the 'Elements of Music' from year 7. They will build on their use of MIDI loops, audio loops, extending these loops and editing MIDI loops within their composition.</p> <p>Feeds forward to... Students will be introduced to a new sequencing skills each lesson and they are to add it into their composition demonstrating their understanding and skill set. This week they will be thinking about structure within their composition.</p> <p>Feeds forward to the BTEC Developing their sequencing - skills (Unit 7) and composing skills (Unit 4).</p>	<p>Introduction Structure</p> <p>RETRIEVAL</p> <p>Loops Ostinato Riff Editing Track Audio Software Instrument MIDI</p>	<p>Main lesson</p> <p>Discuss the different sections that make up dance music</p> <p>Demonstrate how to add in sections in the arrangement bar.</p> <p>INTRO, VERSE, CHORUS, BREAKDOWN, OUTRO</p> <p>Students to continue with their own Dance composition with a focus on structure.</p> <p>To develop resilience and independence students directed to Dance Music Ebook.</p> <p>Plenary History of Dance Music 30-40 minutes https://www.youtube.com/watch?v=9WpudasPafg</p> <p>Self- assessment Hexagon</p>	
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<p><u>Knowledge Goal</u> Recap: Elements of Music. Developing understanding of Track automation, Stereo field,</p> <ol style="list-style-type: none"> 1. To be able to listen and effectively appraise several Dance tracks. 2. To understand how important Structure is in dance music 3. To understand how important texture and layering are when making Dance music interesting 4. To understand the Structural main sections to a Dance piece 5. To understanding the difference between MIDI (Software Instrument) and audio 6. To be able add and edit a MIDI sample 7. To be able add and edit an audio sample 8. To be able to loop a sample. 9. To understand the importance of Loops, 	<p><u>WEEK 5</u> <u>Feeds on from...</u> They are developing their understanding of the context of Dance music. To re-enforce their knowledge of the ‘Elements of Music’ from year 7. They will build on their use of MIDI loops, audio loops, extending these loops, editing MIDI loops and structure within their composition.</p> <p><u>Feeds forward to...</u> Students will be introduced to a new sequencing skills each lesson and they are to add it into their composition demonstrating their understanding and skill set. This week they will be thinking about Track automation and controlling Volume and Panning within their composition.</p> <p><u>Feeds forward to the BTEC</u> Developing their sequencing - skills (Unit 7) and composing skills (Unit 4).</p>	<p><u>NEW</u> Track automation Stereo Field Panning</p> <p><u>RETRIEVAL</u> Verse Chorus Introduction Structure Loops Ostinato Riff Editing Track Audio Software Instrument MIDI</p>	<p><u>Starter</u> Michael Calfan Listening Activity. Discuss the importance of Dynamics and Structure.</p> <p><u>Main lesson</u> Demonstrate to students how to use Track automation for volume and Panning (Stereo field)</p> <p>Students to continue with their own Dance composition implementing Track automation volume and Panning (Stereo field).</p> <p>To develop resilience and independence students directed to Dance Music e-book.</p> <p><u>Plenary</u> Self- assessment Hexagon Spelling Quiz</p>	<p>Revise key vocabulary for quiz/listening task</p>
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<p>Riffs and Ostinatos in Dance music.</p> <p>10. Extension: To be able to use Track automation to Volume and Stereo field.</p>				
<p><u>Knowledge Goal</u></p> <p>Developing understanding of FX processing and further context and history of Dance music.</p> <ol style="list-style-type: none"> 1. 2. To be able to listen and effectively appraise several Dance tracks. 3. To understand how important Structure is in dance music 4. To understand how important texture and layering are when making Dance music interesting 5. To understand the Structural main sections to a Dance piece 6. To understanding the difference between MIDI (Software Instrument) and audio 	<p><u>WEEK 6</u></p> <p><u>Feeds on from...</u></p> <p>They are developing their understanding of the context of Dance music. To re-enforce their knowledge of the ‘Elements of Music’ from Year 7. They will build on their use of MIDI loops, audio loops, extending these loops, editing MIDI loops, structure and Tack automation within their composition.</p> <p><u>Feeds forward to...</u></p> <p>Students will be introduced to a new sequencing skills each lesson and they are to add it into their composition demonstrating their understanding and skill set. This week they will be thinking about Track automation and controlling</p>	<p><u>NEW</u></p> <p>Reverb Equalization (EQ)</p> <p><u>RETRIEVAL</u></p> <p>Loops Ostinato Riff Editing Audio Software Instrument MIDI Verse Chorus Drop Bridge Introduction Structure Texture Layering Panning Stereo Field</p>	<p><u>Starter</u></p> <p>History of Dance Music 40-50 minutes https://www.youtube.com/watch?v=9WpudasPafg</p> <p>Demonstrate how to use Track automation for FX processing</p> <p>Students to continue with their own Dance composition implementing Track automation for FX processing.</p> <p>To develop resilience and independence students directed to Dance Music e-book.</p> <p>Students to aim to finish and save their work.</p> <p><u>Plenary</u></p> <p>Hexagon Key word Word search</p>	<p>Revise key vocabulary for quiz/listening task</p>

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<ol style="list-style-type: none"> 7. To be able add and edit a MIDI sample 8. To be able add and edit an audio sample 9. To be able to loop a sample. 10. To understand the importance of Loops, Riffs and Ostinatos in Dance music. 11. Extension: To be able to use Track automation to edit FX processing, Volume and Stereo field. 12. Extension: Add in Structural sections using the Arrangement window. 	<p>FX processing within their composition.</p> <p><u>Feeds forward to the BTEC</u> Developing their sequencing - skills (Unit 7) and composing skills (Unit 4).</p>			
<p><u>Knowledge Goal</u> Recap: Stereo field, FX processing, Track Automation, Structure, MIDI, Audio, Editing, Elements of Music.</p> <ol style="list-style-type: none"> 1. To be able to listen and effectively appraise several Dance tracks. 2. To understand how important Structure is in dance music 	<p><u>WEEK 7</u> <u>Feeds on from...</u> They are developing their understanding of the context of Dance music. To re-enforce their knowledge of the 'Elements of Music' from year 7. They will build on their understanding of MIDI loops, audio loops, extending these loops, editing MIDI loops, structure and Track automation within other students' composition</p>	<p><u>RETRIEVAL</u> Loops Ostinato Riff Editing Track Automation Reverb Equalization (EQ) Audio Software Instrument MIDI Verse</p>	<p><u>Starter</u> Key Word Crossword</p> <p><u>Main Lesson</u> Students to complete and upload compositions, so class can peer assess each other's compositions.</p> <p><u>Plenary</u> Hexagon Aluna George Listening Activity</p>	

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<ol style="list-style-type: none"> 3. To understand how important texture and layering are when making Dance music interesting 4. To understand the Structural main sections to a Dance piece 5. To understanding the difference between MIDI (Software Instrument) and audio 6. To be able add and edit a MIDI sample 7. To be able add and edit an audio sample 8. To be able to loop a sample. 9. To understand the importance of Loops, Riffs and Ostinatos in Dance music. 10. Extension: To be able to use Track automation to edit FX processing, Volume and Stereo field. 	<p>whilst Self and peer assessing.</p> <p><u>Feeds forward to...</u></p> <p><u>Feeds forward to the BTEC</u> Developing their sequencing - skills (Unit 7) and composing skills (Unit 4).</p>	<p>Chorus Drop Bridge Introduction Structure Texture Layering Panning/Stereo Field</p>		
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11. Extension: Add in Structural sections using the Arrangement window.				
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