

MUSIC- YEAR 9- REMIX– Term 2

Music Year 9 - Remix (Builds on from Year 8, Units 1-3,4,6) Students will look to develop their knowledge of the remix. They will develop their understanding of the early historical and cultural context of the remix. Students will learn the main technological characteristics of a remix with a big focus on: Editing, FX and Dynamic processing and track automation. They will develop their skills used in the There will be a strong emphasis on Tempo, Structure and Texture. Students will attempt to create their own Remix using A Capellas of 3 current Dance tracks. The Elements of Music will be further developed within a Remix listening tasks.

<u>UNIT INTENT</u>	<u>Lesson Intent</u>	<u>Vocabulary – Daily Retrieval/Teaching for memory</u>	<u>Activities/Assessment (to including the metacognitive/learning verb</u>	<u>Homework/Literacy Map</u>
<p>Knowledge Goal Recap: Elements of music. Develop understanding of what a remix is and its musical context.</p> <ol style="list-style-type: none"> To be able to listen and effectively appraise several REMIX tracks. To use the Elements of music in a listening context and to use them creatively. To understand importance of Structure in a remix To understand how important texture and layering are when making remixes interesting To understand the Structural sections in a remix To understanding the difference between MIDI (Software Instrument) and audio 	<p>WEEK 1 Feeds on from... Students to revisit the Year 8 Dance music activity to re-familiarise themselves with the basics techniques taught in Year 8. Students to develop further understanding and implementation of 'The elements of Music' from Years 7 and 8 in a practical and listening context.</p> <p>Feeds forward to... Students They will then endeavour to build on these Year 8 skills. The focus now however is developing creativity.</p> <p>Feeds forward to the BTEC Developing their composing and technology skills for Unit 4</p>	<p>NEW A CAPELLA REMIX CONTEXT</p> <p>RETRIEVE Loops Ostinato Riff Editing Track Automation Reverb Equalization (EQ) Audio Software Instrument MIDI Verse Chorus Drop Bridge Introduction Structure Texture Layering Panning/Stereo Field PITCH TONALITY STRUCTURE SONORITY TEXTURE</p>	<p>Starter Activity Rolling in the Deep Remix listening activity. Q&A</p> <p>What is a Remix? https://www.youtube.com/watch?v=pd0LJmryigY</p> <p>Main Students to open 'Remix Ebook' and listen to the 3 Remix A Cappellas by: Dua Lipa, Avicii and Calvin Harris. They are to choose one of them to base their remix on.</p> <p>Students to re-familiarise themselves with all of these techniques using the Dance Music Ebook.</p> <p>Plenary Key Word 'Word Search 1'</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 to create their own musical ideas. 8. To be able add and edit an audio sample in a creative way. 9. To be able to loop a sample. 10. To understand the importance of Loops, Riffs and Ostinatos in remixes. 11. Extension: To be able to use Track automation to edit FX processing, Volume and Stereo field in a creative way. 12. Extension: Add in Structural sections using the Arrangement window. 13. To understand the importance of a Drop and Breakdown in Remixes. 	<p>(composition), and Unit 7 (Sequencing).</p>	<p>TEMPO METRE RHYTHM DYNAMICS</p>		
<p><u>Knowledge Goal</u> Recap: Elements of music: Texture, MIDI/Audio editing Develop understanding of Drum programming.</p> <ol style="list-style-type: none"> 1. To be able to listen and effectively appraise several REMIX tracks. 2. To use the Elements of music in a listening context and to use them creatively. 3. To understand importance of Structure in a remix 	<p><u>WEEK 2</u> <u>Feeds on from...</u> Students to build on skills from Year 8 but now with a focus on creating their own beats rather than just relying on Loops. The focus is on creativity. Students to experiment with BOTH MIDI and audio. They are to map out their beats for the whole piece.</p> <p><u>Feeds forward to...</u></p>	<p><u>NEW</u> TRIMMING DRUM PROGRAMMING</p> <p><u>RETRIEVE</u> Loops Ostinato Riff Editing Track Automation Reverb Equalization (EQ) Audio Software Instrument MIDI Verse Chorus</p>	<p><u>Starter Activity</u> Showtek listening activity with a focus on Texture</p> <p><u>Main lesson</u> Students to start exploring the concept of creating their own beats. Teacher to model both the editing of MIDI and Audio loops to create their own beat rather than just relying on premade loops. Students will have access to a Remix Ebook as a reference point to encourage independence and resilience.</p>	<p>Revise key vocabulary for quiz/listening task.</p>

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<ol style="list-style-type: none"> 4. To understand how important texture and layering are when making remixes interesting 5. To understand the Structural sections in a remix 6. To understanding the difference between MIDI (Software Instrument) and audio 7. To be able add and edit a MIDI sample to create their own musical ideas. 8. To be able add and edit an audio sample is a creative way. 9. To be able to loop a sample. 10. To understand the importance of Loops, Riffs and Ostinatos in remixes. 11. Extension: To be able to use Track automation to edit FX professing, Volume and Stereo field in a creative way. 12. Extension: Add in Structural sections using the Arrangement window. 13. To understand the importance of a Drop and Breakdown is Remixes. 	<p>They are building on their own Remix and each weekly skill learned with develop their Remix further. The elements of Music the focus on existing Remixes will help their with their musical aspirations.</p> <p>Feeds forward to the BTEC Developing their composing and technology skills for Unit 4 (composition), and Unit 7 (Sequencing).</p>	<p>Drop Bridge Introduction Structure Texture Layering Panning/Stereo Field PITCH TONALITY STRUCTURE SONORITY TEXTURE TEMPO METRE RHYTHM DYNAMICS</p>	<p>Students to experiment with this and decide which type (MIDI or Audio) they would like to focus on.</p> <p>Plenary https://www.youtube.com/watch?v=FFDpZjLwyA0</p>	
<p><u>Knowledge Goal</u> Recap: Elements of music: Structure Develop understanding of History of the Remix</p>	<p><u>WEEK 3</u> <u>Feeds on from...</u> Students to build on skills from last lesson, but now with a focus on creating their own</p>	<p><u>RETRIEVE</u> REMIX TRIMMING DRUM PROGRAMMING BASSLINE PENTATONIC SCALE</p>	<p><u>Starter Activity</u> Arianna Grande Remix listening Task DJ Kool Herc (Inventor of the Remix) https://www.youtube.com/watch?v=Hw4H2FZjfpo</p>	<p>Revise key vocabulary for quiz/listening task.</p>

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<p>and Breakdown is Remixes.</p>				
<p>Knowledge Goal Recap: Elements of music: Structure, Improvisation, Pentatonic skill. Develop understanding of the importance of a Bassline riff.</p> <ol style="list-style-type: none"> To be able to listen and effectively appraise several REMIX tracks. To use the Elements of music in a listening context and to use them creatively. To understand importance of Structure in a remix To understand how important texture and layering are when making remixes interesting To understand the Structural sections in a remix To understanding the difference between MIDI (Software Instrument) and audio To be able add and edit a MIDI sample to create their own musical ideas. To be able add and edit an audio sample is a creative way. To be able to loop a sample. 	<p>WEEK 4 Feeds on from... Students to build on skills from last lesson, but now with a focus on creating their own bassline riff rather. They are encouraged to improvise and create their own or to edit a pre-existing loop and fit it in around the Beats they have created. Students who working well can start to explore the Breakdown.</p> <p>Feeds forward to... Students will add and build on the work they do in this lesson next week.</p> <p>Feeds forward to the BTEC Developing their composing and technology skills for Unit 4 (composition), Unit 7 (Sequencing).</p>	<p>RETRIEVE REMIX TRIMMING DRUM PROGRAMMING BASSLINE PENTATONIC SCALE IMPROVISE DROP WOBBLE BASS BREAK DOWN A CAPELLA Loops Ostinato Riff Editing Track Automation Reverb Equalization (EQ) Audio Software Instrument MIDI Verse Chorus Drop Bridge Introduction Structure Texture Layering Panning/Stereo Field PITCH TONALITY STRUCTURE SONORITY TEXTURE TEMPO METRE RHYTHM</p>	<p>Starter Activity Lady Gaga Remix listening Task</p> <p>Main lesson</p> <p>Students to start thinking of creating their own Bassline Riff. They are encouraged to 'IMPROVISE' using the PENTATONIC scale. Teacher to model. Alternatively they can find a Bassline Loop and they must edit it to make it their own.</p> <p>Students to use Remix Ebook as a reference point to encourage independence and resilience.</p> <p>Extension: Students to look at the importance of a Breakdown section and to try to add one in.</p> <p>Plenary Grand Master flash https://www.youtube.com/watch?v=Kk99DmV5uLk</p>	<p>Revise key vocabulary for quiz/listening task.</p>

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<ol style="list-style-type: none"> 10. To understand the importance of Loops, Riffs and Ostinatos in remixes. 11. Extension: To be able to use Track automation to edit FX processing, Volume and Stereo field in a creative way. 12. Extension: Add in Structural sections using the Arrangement window. 13. To understand the importance of a Drop and Breakdown is Remixes. 		DYNAMICS		
<p><u>Knowledge Goal</u> Recap: Elements of music: Structure, Drum programming and bassline riffs. Develop understanding of A Capellas and the 'Drop'</p> <ol style="list-style-type: none"> 1. To be able to listen and effectively appraise several REMIX tracks. 2. To use the Elements of music in a listening context and to use them creatively. 3. To understand importance of Structure in a remix 4. To understand how important texture and layering are when making remixes interesting 	<p><u>WEEK 5</u> <u>Feeds on from...</u> Students to build on skills from last lesson, but now with a focus on using their chosen A Capella and to edit it creatively and to add this onto their existing Drums/Bass. Students who working well can start to explore the Drop.</p> <p><u>Feeds forward to...</u> Students will add and build on the work they do in this lesson next week.</p> <p><u>Feeds forward to the BTEC</u> Developing their composing and technology skills for Unit 4</p>	<p><u>NEW</u> DROP BREAKDOWN WOBBLE BASS</p> <p><u>RETRIEVE</u> REMIX TRIMMING DRUM PROGRAMMING BASSLINE PENTATONIC SCALE DROP WOBBLE BASS BREAK DOWN A CAPELLA Loops Ostinato Riff Editing Track Automation Reverb Equalization (EQ) Audio Software Instrument MIDI</p>	<p><u>Starter Activity</u> Bastille Remix listening Task</p> <p><u>Main lesson</u> Students to start Editing their chosen A Capella within their Drum/Bass creation. They are to be as creative and inventive as they can. They are to avoid putting in complete chunks of the A capella but to really break down the A capella. Teacher to Model.</p> <p>Students to use Remix Ebook as a reference point to encourage independence and resilience.</p> <p>Extension: Students to add in a 'Drop' to their Remix.</p> <p><u>Plenary</u> Fat boy Slim Documentary</p>	<p>Revise key vocabulary for quiz/listening task.</p>

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<ol style="list-style-type: none"> 5. To understand the Structural sections in a remix 6. To understanding the difference between MIDI (Software Instrument) and audio 7. To be able add and edit a MIDI sample to create their own musical ideas. 8. To be able add and edit an audio sample is a creative way. 9. To be able to loop a sample. 10. To understand the importance of Loops, Riffs and Ostinatos in remixes. 11. Extension: To be able to use Track automation to edit FX professing, Volume and Stereo field in a creative way. 12. Extension: Add in Structural sections using the Arrangement window. 13. To understand the importance of a Drop and Breakdown is Remixes. 	<p>(composition), and Unit 7 (Sequencing).</p>	<p>Verse Chorus Drop Bridge Introduction Structure Texture Layering Panning/Stereo Field PITCH TONALITY STRUCTURE SONORITY TEXTURE TEMPO METRE RHYTHM DYNAMICS</p>	<p>https://www.youtube.com/watch?v=qLjgXPDzeZo</p>	
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<p><u>Knowledge Goal</u> Recap: Elements of music Drum programming and bassline riffs, track automation and FX processing. Develop understanding of the Breakdown.</p> <ol style="list-style-type: none"> 1. To be able to listen and effectively appraise several REMIX tracks. 2. To use the Elements of music in a listening context and to use them creatively. 3. To understand importance of Structure in a remix 4. To understand how important texture and layering are when making remixes interesting 5. To understand the Structural sections in a remix 6. To understanding the difference between MIDI (Software Instrument) and audio 7. To be able add and edit a MIDI sample to create their own musical ideas. 8. To be able add and edit an audio sample is a creative way. 9. To be able to loop a sample. 10. To understand the importance of Loops, Riffs and Ostinatos in remixes. 	<p><u>WEEK 6</u> <u>Feeds on from...</u> Students to build on skills from last lesson, but now with a focus on FX processing is a creative and original way particularly on the A capella. Students who working well can start to explore the Drop and/or Breakdown.</p> <p><u>Feeds forward to...</u> Year 9 Units in Term 4 and 6</p> <p><u>Feeds forward to the BTEC</u> Developing their composing and technology skills for Unit 4 (composition), and Unit 7 (Sequencing).</p>	<p><u>RETRIEVE</u> REMIX TRIMMING DRUM PROGRAMMING BASSLINE PENTATONIC SCALE DROP WOBBLE BASS BREAK DOWN A CAPELLA Loops Ostinato Riff Editing Track Automation Reverb Equalization (EQ) Audio Software Instrument MIDI Verse Chorus Drop Bridge Introduction Structure Texture Layering Panning/Stereo Field PITCH TONALITY STRUCTURE SONORITY TEXTURE TEMPO METRE RHYTHM DYNAMICS</p>	<p><u>Starter Activity</u> Panic at the disco Remix listening Task</p> <p><u>Main lesson</u> Students to use FX processing in a creative way using the FX panel and Track automation. Teacher to model.</p> <p>Students to use Remix Ebook as a reference point to encourage independence and resilience.</p> <p><u>Plenary</u> Creativity in a Remix https://www.brainpickings.org/2012/08/14/kirby-ferguson-ted/</p>	<p>Revise key vocabulary for quiz/listening task.</p>
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<p>11. Extension: To be able to use Track automation to edit FX processing, Volume and Stereo field in a creative way.</p> <p>12. Extension: Add in Structural sections using the Arrangement window.</p> <p>13. To understand the importance of a Drop and Breakdown in Remixes.</p>				
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