**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>  | Lesson Intent   | <u>Vocabulary –</u><br><u>Daily</u><br><u>Retrieval/Teac</u><br><u>h</u><br><u>for memory</u>   | Activities/Assessment (to including the metacognitive/learning verb  | Homework/Li<br>teracy Map                               |
|---|---|---|--|---|
| Knowledge Goal         Recap: Elements of         music.       Develop         understanding of what         a remix is and it musical         context.         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 | WEEK 1Feeds on fromStudents to revisit the Year 8Dance music activity to re-<br>familiarise themselves with the<br>basics techniques taught in<br>Year 8. Students to develop<br>further understanding and<br>implementation of 'The<br>elements of Music' from Years<br>7 and 8 in a practical and<br>listening contextFeeds forward toStudentsThey will then endeavour to<br>build on these Year 8 skills. The<br>focus now however is<br>developing creativity.Feeds forward to the BTEC<br>Developing their composing<br>and technology skills for Unit 4 | NEW<br>A CAPELLA<br>REMIX<br>CONTEXT<br>RETRIEVE<br>Loops<br>Ostinato<br>Riff<br>Editing<br>Track Automation<br>Reverb<br>Equalization (EQ)<br>Audio<br>Software<br>Instrument<br>MIDI<br>Verse<br>Chorus<br>Drop<br>Bridge<br>Introduction<br>Structure<br>Texture<br>Layering<br>Panning/Stereo<br>Field<br>PITCH<br>TONALITY<br>STRUCTURE<br>SONORITY<br>TEXTURE | Starter Activity         Rolling in the Deep Remix listening         activity.         Q&A         What is a Remix?         https://www.youtube.com/watch?v=p         d0LJmryigY         Main         Students to open 'Remix Ebook' and         listen to the 3 Remix A Cappellas by:         Dua Lipa, Aviici and Calvin Harris. They         are to choose one of them to base         their remix on.         Students to re-familiarise themselves         with all of these techniques using the         Dance Music Ebook.         Plenary         Key Word 'Word Search 1' | Revise key<br>vocabulary for<br>quiz/listening<br>task. |

| 7. To be able add and edit                         | (composition), and Unit 7        | TEMPO                    |  |                |
|--|----------------------------------|--------------------------|--|----------------|
| a MIDI sample to create                            | (Sequencing).                    | METRE                    |  |                |
| their own musical ideas.                           |                                  | RHTYHM<br>DYNAMICS       |  |                |
| 8. To be able add and edit                         |                                  | DTNAMICS                 |  |                |
| 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 <b>creative</b> way.                          |                                  |                          |  |                |
| 12. Extension: Add in<br>Structural sections using |                                  |                          |  |                |
| the Arrangement                                    |                                  |                          |  |                |
| window.  |                                  |                          |  |                |
| 13. To understand the                              |                                  |                          |  |                |
| importance of a Drop                               |                                  |                          |  |                |
|  |                                  |                          |  |                |
| and Breakdown is                                   |                                  |                          |  |                |
| Remixes.   |                                  |                          |  |                |
| Knowledge Goal                                     | WEEK 2                           | NEW                      | Starter Activity                               | Revise key     |
|  |                                  | TRIMMING                 | <b>Showtek</b> listening activity with a focus |                |
| Recap: Elements of music:                          | Feeds on from                    | DRUM                     | on Texture                                     | vocabulary     |
| Texture, MIDI/Audio editing                        | Students to build on skills from | PROGRAMMING              | OITIEXIDIE                                     | for            |
| Develop understanding of                           | Year 8 but now with a focus      |                          |  | quiz/listening |
| Drum programming.                                  | on creating their own beats      | <u>RETRIEVE</u><br>Loops | <u>Main lesson</u>                             | task.          |
| - I 99.  | rather than just relying on      | Ostinato                 | Students to start exploring the concept        |                |
| 1. To be able to listen and                        |                                  | Riff                     | of creating their own beats. Teacher to        |                |
| effectively appraise                               | Loops. The focus is on           | Editing                  | model both the editing of MIDI and             |                |
| several REMIX tracks.                              | creativity. Students to          | Track Automation         | Audio loops to create their own beat           |                |
| 2. To use the Elements of                          | experiment with BOTH MIDI        | Reverb                   | rather than just relying on premade            |                |
| music in a listening                               | and audio. They are to map       | Equalization (EQ)        | loops. Students will have access to a          |                |
| context and to use them                            |                                  | Audio                    |  |                |
| creatively.  | out their beats for the whole    | Software                 | Remix Ebook as a reference point to            |                |
| 3. To understand                                   | piece.                           | Instrument<br>MIDI       | encourage independence and                     |                |
| importance of Structure in                         |                                  | Verse                    | resilience.                                    |                |
| a remix  | Feeds forward to                 | Chorus                   |  |                |
|  | I CEUS IVI WUI U IV              | 0                        |  |                |

| <ul> <li>4. To understand how<br/>important texture and<br/>layering are when making<br/>remixes interesting</li> <li>5. To understand the<br/>Structural sections in a<br/>remix</li> <li>6. To understanding the<br/>difference between MIDI<br/>(Software Instrument) and<br/>audio</li> <li>7. To be able add and edit<br/>a MIDI sample to create<br/>their own musical ideas.</li> <li>8. To be able add and edit<br/>an audio sample is a<br/>creative way.</li> <li>9. To be able to loop a<br/>sample.</li> <li>10. To understand the<br/>importance of Loops, Riffs<br/>and Ostinatos in remixes.</li> <li>11. Extension: To be able to<br/>use Track automation to<br/>edit FX professing,<br/>Volume and Stereo field<br/>in a creative way.</li> <li>12. Extension: Add in<br/>Structural sections using<br/>the Arrangement<br/>window.</li> <li>13. To understand the<br/>importance of a Drop<br/>and Breakdown is<br/>Remixes.</li> </ul> | They are building on their own<br>Remix and each weekly skill<br>learned with develop their<br>Remix further. The elements of<br>Music the focus on existing<br>Remixes will help their with<br>their musical aspirations.<br>Feeds forward to the BTEC<br>Developing their composing<br>and technology skills for Unit 4<br>(composition), and Unit 7<br>(Sequencing). | Drop<br>Bridge<br>Introduction<br>Structure<br>Texture<br>Layering<br>Panning/Stereo<br>Field<br>PITCH<br>TONALITY<br>STRUCTURE<br>SONORITY<br>TEXTURE<br>TEMPO<br>METRE<br>RHTYHM<br>DYNAMICS | Students to experiment with this and<br>decide which type (MIDI or Audio) they<br>would like to focus on.<br><u>Plenary</u><br><u>https://www.youtube.com/watch?v=FF</u><br><u>DpZjLwyA0</u> |  |
|--|---|--|--|--|
| Knowledge Goal<br>Recap: Elements of music:<br>Structure<br>Develop understanding of<br>History of the Remix   | WEEK 3<br>Feeds on from<br>Students to build on skills from<br>last lesson, but now with a<br>focus on creating their own   | RETRIEVE<br>REMIX<br>TRIMMING<br>DRUM<br>PROGRAMMING<br>BASSLINE<br>PENTATONIC<br>SCALE  | Starter Activity         Arianna Grande Remix listening Task         DJ Kool Herc (Inventor of the Remix)         https://www.youtube.com/watch?v=H         w4H2FZjfpo                       | Revise key<br>vocabulary<br>for<br>quiz/listening<br>task. |

| 1.  | To be able to listen and              | beats rather than just relying    | BREAK DOWN                  |  |
|-----|---------------------------------------|-----------------------------------|-----------------------------|--|
|     | effectively appraise                  | on Loops.                         | A CAPELLA                   | Main lesson                              |
|     | several REMIX tracks.                 | 011 200 05.                       | Loops                       | Students to start planning the structure |
| 2.  | To use the Elements of                |                                   | Ostinato                    |  |
|     | music in a listening                  | Feeds forward to                  | Riff                        | of their piece. Teacher to model this.   |
|     | context and to use them               | Students to start thinking        | Editing<br>Track Automation | Remind them that this can change, as     |
|     | creatively.                           | about the importance of           | Reverb                      | their piece progresses.                  |
| 3.  | To understand                         |                                   | Equalization (EQ)           |  |
|     | importance of Structure in            | structure and to start planning   | Audio                       | Students to continue editing drum        |
|     | a remix                               | this within their Remix. Students | Software                    | beats.                                   |
| 4.  | To understand how                     | will add and build on the work    | Instrument                  | 56413.                                   |
|     | important texture and                 |                                   | MIDI                        | Students to use Demix The alk on a       |
|     | layering are when making              | they do in this lesson next       | Verse                       | Students to use Remix Ebook as a         |
|     | remixes interesting                   | week.                             | Chorus                      | reference point to encourage             |
| 5.  | To understand the                     |                                   | Drop                        | independence and resilience.             |
|     | Structural sections in a              | Feeds forward to the BTEC         | Bridge<br>Introduction      |  |
|     | remix                                 | Developing their composing        | Structure                   |  |
| 6.  | To understanding the                  |                                   | Texture                     | Plenary                                  |
|     | difference between MIDI               | and technology skills for Unit 4  | Layering                    | Kitchen Beatbox                          |
|     | (Software Instrument) and             | (composition), and Unit 7         | Panning/Stereo              |  |
| -   | audio                                 | (Sequencing).                     | Field                       | https://www.youtube.com/watch?v=K        |
| 7.  | To be able add and edit               |                                   | PITCH                       | <u>QXcx5R6IMk</u>                        |
|     | a MIDI sample to create               |                                   | TONALITY                    |  |
| 0   | their own musical ideas.              |                                   | STRUCTURE                   |  |
| 8.  | To be able add and edit               |                                   | SONORITY<br>TEXTURE         |  |
|     | an audio sample is a                  |                                   | TEMPO                       |  |
| 0   | creative way.<br>To be able to loop a |                                   | METRE                       |  |
| 9.  | sample.                               |                                   | RHTYHM                      |  |
| 10  | To understand the                     |                                   | DYNAMICS                    |  |
| 10. | 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 <b>creative</b> way.             |                                   |                             |  |
| 12  | Extension: Add in                     |                                   |                             |  |
|     | Structural sections using             |                                   |                             |  |
|     | the Arrangement                       |                                   |                             |  |
|     | window.                               |                                   |                             |  |
| 13. | To understand the                     |                                   |                             |  |
|     | importance of a Drop                  |                                   |                             |  |

| and Breakdown is<br>Remixes.  |  |   |  |  |
|---|--|---|--|--|
| <ul> <li>Knowledge Goal</li> <li>Recap: Elements of music:<br/>Structure, Improvisation,<br/>Pentatonic skill.</li> <li>Develop understanding of the<br/>importance of a Bassline riff.</li> <li>1. To be able to listen and<br/>effectively appraise<br/>several REMIX tracks.</li> <li>2. To use the Elements of<br/>music in a listening<br/>context and to use them<br/>creatively.</li> <li>3. To understand<br/>importance of Structure in<br/>a remix</li> <li>4. To understand how<br/>important texture and<br/>layering are when making<br/>remixes interesting</li> <li>5. To understand the<br/>Structural sections in a<br/>remix</li> <li>6. To understanding the<br/>difference between MIDI<br/>(Software Instrument) and<br/>audio</li> <li>7. To be able add and edit<br/>a MIDI sample to create<br/>their own musical ideas.</li> <li>8. To be able add and edit<br/>an audio sample is a<br/>creative way.</li> <li>9. To be able to loop a<br/>sample.</li> </ul> | WEEK 4Feeds on fromStudents to build on skills fromlast lesson, but now with afocus on creating their ownbassline riff rather. They areencouraged to improvise andcreate their own or to edit apre-existing loop and fit it inaround the Beats they havecreated. Students whoworking well can start toexplore the Breakdown.Feeds forward toStudents will add and build onthe work they do in this lessonnext week.Feeds forward to the BIECDeveloping their composingand technology skills for Unit 4(composition), Unit 7(Sequencing). | RETRIEVEREMIXTRIMMINGDRUMPROGRAMMINGBASSLINEPENTATONICSCALEIMPROVISEDROPWOBBLE BASSBREAK DOWNA CAPELLALoopsOstinatoRiffEditingTrack AutomationReverbEqualization (EQ)AudioSoftwareInstrumentMIDIVerseChorusDropBridgeIntroductionStructureTextureLayeringPanning/StereoFieldPITCHTONALITYSTRUCTURESONORITYTEXTURETEMPOMETRERHTYHM | Starter Activity         Lady Gaga Remix listening Task         Main lesson         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.         Students to use Remix Ebook as a reference point to encourage independence and resilience.         Extension:       Students to look at the importance of a Breakdown section and to try to add one in.         Plenary       Grand Master flash         https://www.youtube.com/watch?v=K k99DmV5uLk | Revise key<br>vocabulary<br>for<br>quiz/listening<br>task. |

| <ol> <li>To understand the<br/>importance of Loops, Riffs<br/>and Ostinatos in remixes.</li> <li>Extension: To be able to<br/>use Track automation to<br/>edit FX professing,<br/>Volume and Stereo field<br/>in a creative way.</li> <li>Extension: Add in<br/>Structural sections using<br/>the Arrangement<br/>window.</li> <li>To understand the<br/>importance of a Drop<br/>and Breakdown is</li> </ol>   |   | DYNAMICS   |   |  |
|---|---|--|---|--|
| Remixes.  |   |  |   |  |
| <ul> <li>Knowledge Goal</li> <li>Recap: Elements of music:<br/>Structure, Drum<br/>programming and bassline<br/>riifs.</li> <li>Develop understanding of A<br/>Capellas and the 'Drop'</li> <li>1. To be able to listen and<br/>effectively appraise<br/>several REMIX tracks.</li> <li>2. To use the Elements of<br/>music in a listening<br/>context and to use them<br/>creatively.</li> <li>3. To understand<br/>importance of Structure in<br/>a remix</li> <li>4. To understand how<br/>important texture and<br/>layering are when making<br/>remixes interesting</li> </ul> | WEEK 5Feeds on fromStudents to build on skills from<br>last lesson, but now with a<br>focus on using their chosen A<br>Capella and to edit it<br>creatively and to add this onto<br>their existing Drums/Bass.<br>Students who working well can<br>start to explore the Drop.Feeds forward to<br>Students will add and build on<br>the work they do in this lesson<br>next week.Feeds forward to the BTEC<br>Developing their composing<br>and technology skills for Unit 4 | NEW<br>DROP<br>BREAKDOWN<br>WOBBLE BASS<br>RETRIEVE<br>REMIX<br>TRIMMING<br>DRUM<br>PROGRAMMING<br>BASSLINE<br>PENTATONIC<br>SCALE<br>DROP<br>WOBBLE BASS<br>BREAK DOWN<br>A CAPELLA<br>Loops<br>Ostinato<br>Riff<br>Editing<br>Track Automation<br>Reverb<br>Equalization (EQ)<br>Audio<br>Software<br>Instrument<br>MIDI | Starter Activity<br>Bastille Remix listening TaskMain lesson<br>Students to start Editing their chosen A<br>Capella within their Drum/Bass<br>creation. They are to be as creative<br>and inventive as they can. They are to<br>avoid putting in complete chucks of<br>the A capella but to really break down<br>the A capella. Teacher to Model.Students to use Remix Ebook as a<br>reference point to encourage<br>independence and resilience.Extension: Students to add in a 'Drop'<br>to their Remix.Plenary<br>Fat boy Slim Documentary | Revise key<br>vocabulary<br>for<br>quiz/listening<br>task. |

| 5.         | To understand the                              | (composition), and Unit 7 | Verse                 | https://www.youtube.com/watch?v=qL |   |
|------------|--|---------------------------|-----------------------|------------------------------------|---|
|            | Structural sections in a                       |                           | Chorus                | jgXPDzeZo                          |   |
|            | remix  | (Sequencing).             | Drop                  | IGAI DIELO                         |   |
| 6.         | To understanding the                           |                           | Bridge                |                                    |   |
|            | difference between MIDI                        |                           | Introduction          |                                    |   |
|            | (Software Instrument) and                      |                           | Structure             |                                    |   |
|            | audio  |                           | Texture               |                                    |   |
| 7          | To be able add and edit                        |                           | Layering              |                                    |   |
| <i>/</i> · | a MIDI sample to create                        |                           | Panning/Stereo        |                                    |   |
|            | their own musical ideas.                       |                           | Field                 |                                    |   |
| 8.         | To be able add and edit                        |                           | PITCH                 |                                    |   |
| 0.         | an audio sample is a                           |                           | TONALITY              |                                    |   |
|            | creative way.                                  |                           | structure<br>sonority |                                    |   |
| 9.         | To be able to loop a                           |                           | TEXTURE               |                                    |   |
| 7.         | sample.  |                           | TEMPO                 |                                    |   |
| 10         | To understand the                              |                           | METRE                 |                                    |   |
| 10.        | importance of Loops, Riffs                     |                           | RHTYHM                |                                    |   |
|            | and Ostinatos in remixes.                      |                           | DYNAMICS              |                                    |   |
| 11         | Extension: To be able to                       |                           |                       |                                    |   |
| 11.        | use Track automation to                        |                           |                       |                                    |   |
|            |  |                           |                       |                                    |   |
|            | edit FX professing,<br>Volume and Stereo field |                           |                       |                                    |   |
|            |  |                           |                       |                                    |   |
| 10         | in a <b>creative</b> way.                      |                           |                       |                                    |   |
| 12.        | Extension: Add in                              |                           |                       |                                    |   |
|            | Structural sections using                      |                           |                       |                                    |   |
|            | the Arrangement                                |                           |                       |                                    |   |
| 10         | window.  |                           |                       |                                    |   |
| 13.        | To understand the                              |                           |                       |                                    |   |
|            | importance of a Drop                           |                           |                       |                                    |   |
|            | and Breakdown is                               |                           |                       |                                    |   |
|            | Remixes.                                       |                           |                       |                                    |   |
|            |  |                           |                       |                                    |   |
|            |  |                           |                       |                                    | 1 |

| Knowledge Goal                                  | WEEK 6                           |                             | Starter Activity                        | Revise key     |
|---|----------------------------------|-----------------------------|---|----------------|
| Recap: Elements of music                        | Feeds on from                    | RETRIEVE<br>REMIX           | Panic at the disco Remix listening Task | vocabulary     |
| Drum programming and                            | Students to build on skills from | TRIMMING                    |   | for            |
| bassline riifs, track                           | last lesson, but now with a      | DRUM                        | <u>Main lesson</u>                      | quiz/listening |
| automation and FX                               | focus on FX processing is a      | PROGRAMMING                 | Students to use FX processing in a      | task.          |
| processing.                                     | creative and original way        | BASSLINE<br>PENTATONIC      | creative way using the FX panel and     | CUSIK.         |
| Develop understanding of the                    | particularly on the A capella.   | SCALE                       | Track automation. Teacher to model.     |                |
| Breakdown.                                      |                                  | DROP                        |   |                |
| breakdown.                                      | Students who working well can    | WOBBLE BASS                 | Students to use Remix Ebook as a        |                |
| 1. To be able to listen and                     | start to explore the <b>Drop</b> | BREAK DOWN<br>A CAPELLA     | reference point to encourage            |                |
| effectively appraise                            | and/or Breakdown.                | Loops                       | independence and resilience.            |                |
| several REMIX tracks.                           |                                  | Ostinato                    |   |                |
| 2. To use the Elements of                       | Feeds forward to                 | Riff                        | Plenary                                 |                |
| music in a listening                            | Year 9 Units in Term 4 and 6     | Editing<br>Track Automation | Creativity in a Remix                   |                |
| context and to use them<br>creatively.          |                                  | Reverb                      | https://www.brainpickings.org/2012/08   |                |
| 3. To understand                                | Feeds forward to the BTEC        | Equalization (EQ)           | <u>/14/kirby-ferguson-ted/</u>          |                |
| importance of Structure in                      | Developing their composing       | Audio                       |   |                |
| a remix   | and technology skills for Unit 4 | Software<br>Instrument      |   |                |
| 4. To understand how                            | (composition), and Unit 7        | MIDI                        |   |                |
| important texture and                           |                                  | Verse                       |   |                |
| layering are when making<br>remixes interesting | (Sequencing).                    | Chorus                      |   |                |
| 5. To understand the                            |                                  | Drop                        |   |                |
| Structural sections in a                        |                                  | Bridge<br>Introduction      |   |                |
| remix   |                                  | Structure                   |   |                |
| 6. To understanding the                         |                                  | Texture                     |   |                |
| difference between MIDI                         |                                  | Layering                    |   |                |
| (Software Instrument) and audio                 |                                  | Panning/Stereo<br>Field     |   |                |
| 7. To be able add and edit                      |                                  | PITCH                       |   |                |
| a MIDI sample to create                         |                                  | TONALITY                    |   |                |
| their own musical ideas.                        |                                  | structure<br>sonority       |   |                |
| 8. To be able add and edit                      |                                  | TEXTURE                     |   |                |
| an audio sample is a                            |                                  | TEMPO                       |   |                |
| creative way.                                   |                                  | METRE                       |   |                |
| 9. To be able to loop a sample.                 |                                  | RHTYHM                      |   |                |
| 10. To understand the                           |                                  | DYNAMICS                    |   |                |
| importance of Loops, Riffs                      |                                  |                             |   |                |
| and Ostinatos in remixes.                       |                                  |                             |   |                |

|     | Extension: To be able to<br>use Track automation to<br>edit FX professing,<br>Volume and Stereo field<br>in a <b>creative</b> way.<br>Extension: Add in |  |  |
|-----|---|--|--|
|     | Structural sections using the Arrangement window.   |  |  |
| 13. | To understand the<br>importance of a Drop<br>and Breakdown is<br>Remixes.   |  |  |
|     |   |  |  |