



DJSCHOOLUK

Teacher Resource Bundle to support delivery of AQA Unit Award Scheme Accreditation.

Cover Page

Unit Name	CD DJing: Basics (Unit 1)
Unit Number	105648
Unit Level	Entry Level

**In this pack you should find:**

- 1. A document in .pdf format of the unit wording as per the AQA Unit Award Scheme.**
- 2. Student Worksheets that cover all evidence required for the outcomes of the unit.**
- 3. Teacher Resources to aid delivery of all outcomes of the unit.**

**The specific unit to which this bundle applies can be found via this link:**

<http://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=105648>

**Further information on how to register for the AQA UAS can be found via this link:**

<http://www.aqa.org.uk/programmes/unit-award-scheme/about>

**NB: These resources do not replace training/CPD. They are intended to support teachers who have had suitable training or have experience in their delivery of these awards. For further information or to arrange CPD or training, please contact DJ School UK using the contact information below.**



# Unit Award Scheme

## 105648 CD DJING: BASICS (UNIT 1)

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 insert a CD into one of the DJ CD turntables	Teacher completed checklist
2 choose, find and select a song from the CD	Teacher completed checklist
3 choose and set a cue point on the song, ie a place from which the learner wants the song to start	Teacher completed checklist
4 start the song from this cue point	Teacher completed checklist
5 choose, find, load and set a cue point on a second song and play it while the first song is still playing	Teacher completed checklist
6 fade out the first song leaving only the second song playing.	Teacher completed checklist

All outcomes recorded on an [AQA Summary Sheet](#) (incorporating the [Teacher Checklist](#) if required)

Approved 15 February 2017

Level - Entry Level



## AQA Unit Award Scheme Student Worksheet

Ref: 105648: CD DJING: BASICS (UNIT 1) – Entry Level

Student  
Name: \_\_\_\_\_

Have you shown your tutor that you can:

1) Insert a CD into the CD DJ Turntables?

2) Choose, find and load a song from the CD?

3) Choose and set a cue point?

4) Start the song from this cue point?

5) Choose, find, load, set a cue point and play a second song,  
while the first song is still playing?

6) Fade out the first song leaving only the second song  
playing?



DJSCHOOLUK

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Unit Name	CD Djing: Basics (Unit 1)
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**In successfully completing this unit, the Learner will have:**

AQA Unit outcome number	1
AQA Unit outcome stem	demonstrated the ability to
AQA Unit outcome wording	insert a CD into one of the DJ CD turntables

Evidence required	Teacher completed checklist.
Learning outcomes	How to see which deck is playing. How to insert a CD.
Areas of music curriculum	N/A
Cross curricular opportunities	N/A
Online resources	<a href="https://www.youtube.com/watch?v=YIKJV4ie9NM&amp;list=PLs3C-VoDc6r5PqBu_82EedLSgQczlh3Xn&amp;index=2">https://www.youtube.com/watch?v=YIKJV4ie9NM&amp;list=PLs3C-VoDc6r5PqBu_82EedLSgQczlh3Xn&amp;index=2</a>

**Exercises, comments or examples which impart the knowledge to the learner.**

We often begin with an overview of most of the features on a CD player but some learners just can't wait to get music playing. We allow this if it maintains engagement.

**Tips, tricks, anecdotes that teachers can use to aid explanation.**

It is worth showing learners the display which signifies if a CD is already in a machine so they can avoid attempting to force one in where it won't go. We also show the eject function at this stage. Some learners may have never seen audio CDs before but you can relate them to DVD discs which most are familiar with.

**Technical issues or pitfalls that teachers should watch out for.**

Some young people have never seen a CD and do not know which way up it should go. Occasionally a learner may be slightly scared of the machine as it appears to "grab" the disc. You should re-assure them that it cannot hurt them.



DJSCHOOLUK

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Unit Name	CD Djing: Basics (Unit 1)
Unit Number	105648
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**In successfully completing this unit, the Learner will have:**

AQA Unit outcome number	2
AQA Unit outcome stem	demonstrated the ability to
AQA Unit outcome wording	choose, find and select a song from the CD

Evidence required	Teacher completed checklist.
Learning outcomes	Where the track search buttons are, where the track number display is, how to recognise what track number a certain song is on a CD, how to be certain the song has been loaded by the player.
Areas of music curriculum	N/A
Cross curricular opportunities	N/A
Online resources	<a href="https://www.youtube.com/watch?v=NimCMAzkzRg&amp;index=3&amp;list=PLs3C-VoDc6r5PqBu_82EedLSgQczlh3Xn">https://www.youtube.com/watch?v=NimCMAzkzRg&amp;index=3&amp;list=PLs3C-VoDc6r5PqBu_82EedLSgQczlh3Xn</a>

**Exercises, comments or examples which impart the knowledge to the learner.**

We demonstrate this and explain clearly that it takes the machine a short while to display the details of the loaded song.



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Unit Name	CD Djing: Basics (Unit 1)
Unit Number	105648

### Tips, tricks, anecdotes that teachers can use to aid explanation.

Have all the tracks on your CDs numbered.

### Technical issues or pitfalls that teachers should watch out for.

The fast forward and rewind buttons (called simply "search" ) look like and are placed next to the track search buttons. If people spin the platter while holding a track search button it will speed up the scrolling through tracks.

### What doesn't need to be taught at this stage.



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Unit Name	CD Djing: Basics (Unit 1)
Unit Number	105648
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**In successfully completing this unit, the Learner will have:**

AQA Unit outcome number	3
AQA Unit outcome stem	demonstrated the ability to
AQA Unit outcome wording	choose and set a cue point on the song, (a place from which the learner wants the song to start)

Evidence required	Teacher completed checklist.
Learning outcomes	How Play and Cue buttons work, the difference between pressing Cue when paused and when playing. What we may consider when setting a Cue point It is likely many songs will auto-cue to reasonable places but make sure the student has set a cue elsewhere and returned to an auto cue so they have definitely learnt the functionality.
Areas of music curriculum	There is an opportunity here to have the student count in and trigger their song from their Cue point musically however that is not essential yet and will come up later.
Cross curricular opportunities	
Online resources	<a href="https://www.youtube.com/watch?v=ah1JTbwstyw&amp;index=4&amp;list=PLs3C-VoDc6r5PqBu_82EedLSgQczlh3Xn">https://www.youtube.com/watch?v=ah1JTbwstyw&amp;index=4&amp;list=PLs3C-VoDc6r5PqBu_82EedLSgQczlh3Xn</a>

**Exercises, comments or examples which impart the knowledge to the learner.**

Each CDJ has have their own method for setting Cues and playing tracks. It is the teachers' responsibility to familiarise themselves with the equipment they have available so they can demonstrate this.



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Unit Name	CD Djing: Basics (Unit 1)
Unit Number	105648

### Tips, tricks, anecdotes that teachers can use to aid explanation.

Talk about habit, practise and repetition - "The Master has failed more times than the novice has tried." The more they do it the more natural it becomes.

### Technical issues or pitfalls that teachers should watch out for.

It is likely many songs will auto-cue to reasonable places but make sure the student has set a cue elsewhere and returned to an auto cue so they have definitely learnt the functionality.

### What doesn't need to be taught at this stage.

To set the cue on a first beat. At this first stage we just aim to remove any silence or boring intros.  
To switch between manual and auto cue modes





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**In successfully completing this unit, the Learner will have:**

AQA Unit outcome number	4
AQA Unit outcome stem	demonstrated the ability to
AQA Unit outcome wording	start the song from this cue point

Evidence required	Teacher completed checklist.
Learning outcomes	1) how to access a chosen Cue point. 2) How to Play a song from this chosen cue point.
Areas of music curriculum	There is an opportunity here to have the student count in and trigger their song from their Cue point musically however that is not essential yet and will come up later.
Cross curricular opportunities	N/A
Online resources	<a href="https://www.youtube.com/watch?v=ah1JTbwstyw&amp;index=4&amp;list=PLs3C-VoDc6r5PqBu_82EedLSgQczlh3Xn">https://www.youtube.com/watch?v=ah1JTbwstyw&amp;index=4&amp;list=PLs3C-VoDc6r5PqBu_82EedLSgQczlh3Xn</a>

**Exercises, comments or examples which impart the knowledge to the learner.**

By completing the previous task (setting a Cue point) the student should feel confident to do this already. The point of this task is to ensure that Play is pressed under the students' full control and as a separate process to choosing the Cue point.



DJSCHOOLUK

Unit Name	CD Djing: Basics (Unit 1)
Unit Number	105648

### Tips, tricks, anecdotes that teachers can use to aid explanation.

It may seem strange to separate this task from setting a Cue point but as mixing skills develop it should be clear that the two tasks are distinct

### Technical issues or pitfalls that teachers should watch out for.

It should be confirmed that the student returned to their chosen Cue point and pressed play from there. Pausing and playing from wherever the song paused is not acceptable.

### What doesn't need to be taught at this stage.

There is an opportunity here to have the student count in and trigger their song from their Cue point musically however that is not essential yet and will come up later.



DJSCHOOLUK

Teacher Resource to support delivery of AQA Unit Award Scheme Accreditation.

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**In successfully completing this unit, the Learner will have:**

AQA Unit outcome number	5
AQA Unit outcome stem	demonstrated the ability to
AQA Unit outcome wording	choose, find, load and set a cue point on a second song and play it while the first song is still playing

Evidence required	Teacher completed checklist.
Learning outcomes	1) how to repeat steps 1,2,3 + 4 from the previous outcomes of this unit on the other deck so as not to stop the song already playing. 2) Basic mixer controls.
Areas of music curriculum	N/A
Cross curricular opportunities	N/A
Online resources	<a href="https://www.youtube.com/watch?v=DN79RNR8y4I&amp;index=6&amp;list=PLs3C-VoDc6r5PqBu_82EedLSgQczlh3Xn">https://www.youtube.com/watch?v=DN79RNR8y4I&amp;index=6&amp;list=PLs3C-VoDc6r5PqBu_82EedLSgQczlh3Xn</a>

**Exercises, comments or examples which impart the knowledge to the learner.**

By completing the previous 4 tasks the student should feel confident to do this already. The point of this task is to ensure that a new song is chosen, prepared and played from a different music player or deck in the same DJ Software while the first song is still playing.



DJSCHOOLUK

Unit Name	CD Djing: Basics (Unit 1)
Unit Number	105648

### Tips, tricks, anecdotes that teachers can use to aid explanation.

### Technical issues or pitfalls that teachers should watch out for.

The student must ensure they load their second song to a different CD player without affecting the song already playing. The student must complete the task before the first song has finished.

### What doesn't need to be taught at this stage.

There is no requirement to count in, match tempos or be musical at this point as all these elements will be taught in higher levels.



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Unit Number	105648
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**In successfully completing this unit, the Learner will have:**

AQA Unit outcome number	6
AQA Unit outcome stem	demonstrated the ability to
AQA Unit outcome wording	fade out the first song leaving only the second song playing.

Evidence required	Teacher completed checklist.
Learning outcomes	1) how the volume faders and/or cross-fader work
Areas of music curriculum	Without trying to teach musical skills such as counting in and matching tempos or harmonies this task is intended to be a simple introduction to the functions of the equipment – There are opportunities however to discuss all the higher-level musical factors which will be taught in higher levels simply by questioning if the sounds produced by this procedure alone were pleasing?
Cross curricular opportunities	N/A
Online resources	<a href="https://www.youtube.com/watch?v=DN79RNR8y4I&amp;index=6&amp;list=PLs3C-VoDc6r5PqBu_82EedLSgQczlh3Xn">https://www.youtube.com/watch?v=DN79RNR8y4I&amp;index=6&amp;list=PLs3C-VoDc6r5PqBu_82EedLSgQczlh3Xn</a>

**Exercises, comments or examples which impart the knowledge to the learner.**

The teacher or one of the more able students could demonstrate what is required. As the task is very straightforward there is no specific video which demonstrates it alone without applying more musical elements. There is however a video which explains how the cross-fader and volume faders work on a Pioneer CDJ 1000 Mk3 here: [https://www.youtube.com/watch?v=DN79RNR8y4I&index=6&list=PLs3C-VoDc6r5PqBu\\_82EedLSgQczlh3Xn](https://www.youtube.com/watch?v=DN79RNR8y4I&index=6&list=PLs3C-VoDc6r5PqBu_82EedLSgQczlh3Xn)



DJSCHOOLUK

Unit Name	CD DJing: Basics (Unit 1)
Unit Number	105648

### Tips, tricks, anecdotes that teachers can use to aid explanation.

It will be worth introducing the faders and explaining their functions prior to trying to achieve this task. Practise will be useful before attempting to complete the requirement. The achievement should be controlled and not happened by chance. Achieving the task before the first song has finished should feel like an achievement and be rewarded with praise.

### Technical issues or pitfalls that teachers should watch out for.

Very occasionally and without applying any skill a student may produce a musically acceptable mix at this stage. This is not the intention and if it occurs it should be considered lucky. To produce musically acceptable DJ mixes every-time involves more preparation and skills which will be taught in higher levels.

### What doesn't need to be taught at this stage.

No need to count in or even mix – simply make sure the steps to choose and load can be achieved before the first song has ended.