DJSCHOOLUK

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

Cover Page

Unit Name	Digital DJing: Basics (Unit 1)
Unit Number	105527
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=105527

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

105527 DIGITAL DJING: BASICS (UNIT 1)

In successfully completing this unit, the Learner will have	Evidence needed
demonstrated the ability to	
1 assemble digital DJ equipment with an already running computer (with assistance if passwords are required)	Teacher completed checklist
2 load previously installed DJ software (with assistance if passwords are required)	Teacher completed checklist
3 choose, find and load a song using the DJ equipment	Teacher completed checklist
4 choose and set a cue point on the song (a place where the learner wants the song to start)	Teacher completed checklist
5 start the song from this cue point	Teacher completed checklist
6 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
7 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 27 January 2017   Level - Entry Level

AQA Unit Award Scheme Student Worksheet

Ref: 105527: Digital DJING: BASICS (UNIT 1) – Entry Level

**Student
Name:**_____

Have you shown your tutor that you can:

1) Assemble your digital DJ equipment?

2) Load your DJ software?

3) Choose, find and load a song?

4) Choose and set a cue point?

5) Start the song from this cue point?

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

**7) Fade out the first song leaving only the second song
playing?**

AQA Unit Award Scheme Student Worksheet

Ref: 105527: Digital DJING: BASICS (UNIT 1) – Entry Level

**Student
Name:_____**

Have you shown your tutor that you can:

1) Assemble your digital DJ equipment?

2) Load your DJ software?

3) Choose, find and load a song?

4) Choose and set a cue point?

5) Start the song from this cue point?

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

**7) Fade out the first song leaving only the second song
playing?**

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

Unit Name	Digital DJing: Basics (Unit 1)
Unit Number	105527
Unit Level	Entry Level

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	assemble digital DJ equipment with an already running computer (with assistance if passwords are required)

Evidence required	Teacher completed checklist.
Learning outcomes	1) How to attach a USB. 2) The need to wait for hardware recognition by the operating system.
Areas of music curriculum	N/A
Cross curricular opportunities	ICT skills are required.
Online resources	Each controller will have a specific manual available online – be sure to use the exact make and model number of your unit as keywords when searching online. DJ School UK has a video for Numark Mixtrack Pro III controllers which also offers some information on attaching audio here- https://www.youtube.com/watch?v=FR-Q1WYwfvw&list=PLs3C-VoDc6r6COsAoyiGDau4KM7QP7Nm0&index=2

Unit Award Scheme

105527 DIGITAL DJING: BASICS (UNIT 1)

In successfully completing this unit, the Learner will have	Evidence needed
demonstrated the ability to	
1 assemble digital DJ equipment with an already running computer (with assistance if passwords are required)	Teacher completed checklist
2 load previously installed DJ software (with assistance if passwords are required)	Teacher completed checklist
3 choose, find and load a song using the DJ equipment	Teacher completed checklist
4 choose and set a cue point on the song (a place where the learner wants the song to start)	Teacher completed checklist
5 start the song from this cue point	Teacher completed checklist
6 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
7 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 27 January 2017   Level - Entry Level

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Unit Name	Digital DJing: Basics (Unit 1)
Unit Number	105527

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

Read the manual, take your time to look at the cable and the ports.

Be patient. By watching the controller you will get used to when it's lights indicate that it is connected. It takes longer than you think and there are different stages on each controller.

Watch the computer screen and be aware of the hourglass or spinning circle indicator. Give it longer than you need in case it enters an extra loading cycle.

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

Relate this activity to connecting any USB device – it is no different.

If the learner has no USB experience relate it to a phone cable or HDMI on a games console.

The learner simply has to attach the correct ends of the cable to the correct ports.

Technical issues or pitfalls that teachers should watch out for.

- The teacher should have verified the system works correctly prior to this activity.
- On windows computers a driver may be required.
- The USB should always be attached to the same USB port on the PC each time the controller is connected.
- While waiting for the computer to recognise the controller it is wise not to touch the controller as this can send messages that may cause conflict.

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

- Plugging the computer in.
- Logging in.
- Installing drivers.
- Troubleshooting issues.

![DJSCHOOLUK logo]

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

Unit Name	Digital DJing: Basics (Unit 1)
Unit Number	105527
Unit Level	Entry Level

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	load previously installed DJ software (with assistance if passwords are required)

Evidence required	Teacher completed checklist.
Learning outcomes	1) Which icon to click or how to load the software 2) How to tell when the software is ready.
Areas of music curriculum	N/A
Cross curricular opportunities	ICT skills are required.
Online resources	N/A

Exercises, comments or examples which impart the knowledge to the learner.
Simply show the learner the correct icon or file location for the application, click to load it as required and let them watch as it loads up.   Shut the software down and ask the student to repeat the process if suitable.

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Unit Name	Digital DJing: Basics (Unit 1)
Unit Number	105527

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

Depending on your DJ Software there are different stages the software will cycle through while loading. These may include: recognising the controller, loading the library, checking data consistency.

As the teacher you should be familiar with the signs that all is ready and you should be able to show your students the same.

We normally test the students' ability to achieve this independently at the beginning of the next session – this ensures we don't lose momentum in early classes.

Technical issues or pitfalls that teachers should watch out for

- Mac computers need one mouse click to load, Windows systems need two.
- Ideally the software icon will be on the desktop ready but some students may need to use the file structure to find the correct software.
- While waiting for the software to load it is wise not to touch the controller as this will send messages that may cause conflict.
- If other programs are running it can slow down DJ Software.

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

- Installing or troubleshooting software or drivers.

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Unit Name	Digital DJing: Basics (Unit 1)
Unit Number	105527
Unit Level	Entry Level

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, find and load a song using the DJ equipment

Evidence required	Teacher completed checklist
Learning outcomes	1) How to browse folders and files or songs in the DJ software music library using the controller (not the computer keyboard). 2) How to open and close folders or sub-playlists in the DJ software music library using the controller (not the computer keyboard). 3) How to select a song and load it to the music player (deck) in the DJ Software by using the controller (not the computer keyboard).
Areas of music curriculum	If your library is sorted by genre there is an opportunity here to explore various genres of music. If your library is sorted by tempo there is an opportunity to define tempo and discuss how it is measured in beats per minute, this further offers an opportunity to talk about the pulse of music.
Cross curricular opportunities	File structures in ICT
Online resources	DJ School UK tutorial video for Numark Mixtrack Pro III can be found via this link: https://www.youtube.com/watch?v=bjKzpL48WVk&list=PLs3C-VoDc6r5w30ZjerPIn0KS9nuQzcU0

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Unit Name	Digital DJing: Basics (Unit 1)
Unit Number	105527

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

Each controller and software combination have their own methods for browsing and loading. It is the teachers' responsibility to familiarise themselves with the equipment they have available so they can demonstrate this. DJ School UK tutorials are available online for Numark Mixtrack Pro 3 Controllers and Serato DJ Software on page 1 of this document.

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

- Keeping a simple file structure or music library will make it easier for students to browse. We normally group things under genre, then sort the individual files by tempo (BPM).
- Allowing a group or individual to choose music they recognize and feel represent s themselves culturally can help relax everyone, but may result in offending others in the room.
- Be aware of current music genres and choices and any implications the lyrical content may contain. Consider allowing all to use headphones to avoid sharing choices, although this means you have to teach how to use headphones straight away.

Technical issues or pitfalls that teachers should watch out for

- Some software will be set to not allow loading if a song is already playing. This can frustrate some students.
- Some songs which will display in a music library may be corrupt or may have been moved from their original location – these will not load or play.
- Large music libraries take longer to load.
- Some DJ Software will not show the tempo (BPM) of a song until it has analysed the file.
- Some DJ software will automatically analyse files on start-up and this can cause even longer delays in loading.

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

Keyboard searches – try and get them used to using the controller as much as possible.

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

Unit Name	Digital DJing: Basics (Unit 1)
Unit Number	105527
Unit Level	Entry Level

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	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	1) How Play and Cue buttons work, including the difference between pressing Cue when paused and when playing. 2) What we may consider when setting a Cue point, for example is it on the first beat of a bar? Is it on the first beat of a section? Is it in a musical place?
Areas of music curriculum	To choose a musical Cue point students need to: 1) count to a pulse, 2) recognise the first beat of a bar, 3) understand the structure of a song 4) recognise the first beat of a section eg chorus, verse, intro. There is a further opportunity here for the student to make a musical decision regarding whether they want to start from a vocal or instrumental phrase which does not begin on the first beat of a bar and thus will require a different count in later on.
Cross curricular opportunities	Counting. The 4 times table.
Online resources	https://www.youtube.com/watch?v=sxD6OoPYYow&list=PLs3C-VoDc6r5w30ZjerPIn0KS9nuQzcU0&index=2

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Unit Name	Digital DJing: Basics (Unit 1)
Unit Number	105527

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

Each controller and software combination have their own methods 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. DJ School UK tutorials are available online for Numark Mixtrack Pro 3 Controllers and Serato DJ Software via the link on page 1 of this document.

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

Whether a Cue is set by pressing pause or by pressing pause then Cue, and whether a Cue is accessed by pressing Cue or Pause then Cue depends on the equipment you are using. Having your students get used to it will take practise. Time should be spent here repeating the task of setting a Cue, accessing the Cue, playing from the Cue, setting a new Cue etc – You can challenge the students to run the process every 8th or 16th beat for example as they listen to a favourite song.

Technical issues or pitfalls that teachers should watch out for

Many DJ software applications will auto-cue to reasonable places. Even if the learner is satisfied with the automatic setting it is essential they have set a Cue elsewhere and returned to it manually 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. If the group are of a suitable level see section titled "music curriculum learning" on page 1 for opportunities for further learning.

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

Unit Name	Digital DJing: Basics (Unit 1)
Unit Number	105527
Unit Level	Entry Level

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	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	
Online resources	https://www.youtube.com/watch?v=sxD6OoPYYow&list=PLs3C-VoDc6r5w30ZjerPIn0KS9nuQzcU0&index=2

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. DJ School UK tutorials are available online for Numark Mixtrack Pro 3 Controllers and Serato DJ Software via the link on page 1 of this document.:

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Unit Name	Digital DJing: Basics (Unit 1)
Unit Number	105527

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.

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

Unit Name	Digital DJing: Basics (Unit 1)
Unit Number	105527
Unit Level	Entry Level

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	choose, find, load, set a "Cue" point on and play a second song while the first song is still playing

Evidence required	Teacher completed checklist
Learning outcomes	1) how to repeat steps 3, 4 + 5 from the above on the opposite or other music player or deck so as not to stop the song already playing.
Areas of music curriculum	
Cross curricular opportunities	
Online resources	

Exercises, comments or examples which impart the knowledge to the learner.
By completing the previous 3 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.

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Unit Name	Digital DJing: Basics (Unit 1)
Unit Number	105527

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

By completing the previous 3 tasks the student should feel confident to do this already.

Technical issues or pitfalls that teachers should watch out for

- The student must ensure they load their second song to an available player in the DJ software 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.

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

Unit Name	Digital DJing: Basics (Unit 1)
Unit Number	105527
Unit Level	Entry Level

In successfully completing this unit, the Learner will have:

AQA Unit outcome number	7
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 full selection of tutorial videos exist to help students fully understand the capabilities of the Numark Mixtrack Pro III here: https://www.youtube.com/playlist?list=PLs3C-VoDc6r5w30ZjerPIn0KS9nuQzcU0

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.

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Unit Name	Digital DJing: Basics (Unit 1)
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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 happen 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.