



DJSCHOOLUK

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

Cover Page

Unit Name	Vinyl DJing: Basics (Unit 1)
Unit Number	105651
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=105651>

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

105651 VINYL DJING: BASICS (UNIT 1)

In successfully completing this unit, the Learner will have	Evidence needed
<p>experienced</p> <p>1 taking part in a discussion about how delicate vinyl records are and how careful DJs must be when using this format</p>	Teacher completed Itemised checklist
<p>demonstrated the ability to</p>	
<p>2 place a vinyl record on a DJ turntable</p>	Teacher completed checklist
<p>3 place the turntable needle on the track to be played</p>	Teacher completed checklist
<p>4 choose and hold the record at a cue point on the song, ie a place from which the learner wants the song to start</p>	Teacher completed checklist
<p>5 start the song from this cue point</p>	Teacher completed checklist
<p>6 repeat outcomes 2 – 5 above with a second song on the second turntable</p>	Teacher completed itemised checklist
<p>7 fade out the first song leaving only the second song playing.</p>	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: 105651: Vinyl DJING: BASICS (UNIT 1) – Entry Level

Student
Name: _____

1) Have you discussed how delicate vinyl records are and how careful DJs must be when using them?

Have you shown your tutor that you can:

2) Place a vinyl record on the turntables?

3) Place the turntable needle on the track to be played?

4) Choose and hold the vinyl at a cue point?

5) Start the song from this cue point?

6) Repeat steps 2 to 5 with a second song, on the other turntable, 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: 105651: Vinyl DJING: BASICS (UNIT 1) – Entry Level

Student
Name: _____

1) Have you discussed how delicate vinyl records are and how careful DJs must be when using them?

Have you shown your tutor that you can:

2) Place a vinyl record on the turntables?

3) Place the turntable needle on the track to be played?

4) Choose and hold the vinyl at a cue point?

5) Start the song from this cue point?

6) Repeat steps 2 to 5 with a second song, on the other turntable, while the first song is still playing?

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



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In successfully completing this unit, the Learner will have:

AQA Unit outcome number	1
AQA Unit outcome stem	Experienced
AQA Unit outcome wording	taking part in a discussion about a) how delicate vinyl records are and b) how careful DJs must be when using this format

Evidence required	Teacher completed Itemised checklist
Learning outcomes	How delicate vinyl records are and how careful DJs must be when using this format.
Areas of music curriculum	
Cross curricular opportunities	
Online resources	See section on tips and tricks below

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

Note that the requirement here is only for the young people to take part in a discussion. It may be useful to pass a vinyl record around, or to unscrew a cartridge assembly/stylus and pass it around. The visual impact of recognising how tiny the needle is should help explain how delicate the medium is. We often explain how records make sound through bumps, how the bumps are read by the needle or stylus, how the bumps are tiny and can be damaged by any scratch, scrape or knock on the vinyl itself. The important thing here is that all the learners understand it is essential to be careful and start slowly.



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

Using a five pound note to “play” the analog sound with no electricity required. (There is a video on Our youtube here: to demonstrate this: <https://www.youtube.com/watch?v=1N3qw0UQZtE>). Show the learners our image of magnified vinyl grooves and the styli sitting in the groove (<https://djschooluk.org.uk/wp-content/uploads/2018/05/This-is-how-vinyl-works-be-careful-poster-1024x723.jpg>). Relate the appearance of the groove to a waveform from digital audio software. If an extreme demonstration is required we have used old styli and ruined records to actually knock the styli out of it's groove on purpose so learners can hear it scrape across the surface and see how little force was required. It can be worth explaining to young people the recommended way to hold Vinyl records before passing one round. Anecdotes involving wobbly tables, bouncy dancefloors, DJing on boats etc can engage young people in the discussion. Have them consider what events used to be like if records kept skipping. Some learners will be fascinated in this old technology and you can go into depth about how records are pressed, how gramophones worked pre-electricity, or even how the vibration of sound waves is translated via stylus and/or human ear.

Technical issues or pitfalls that teachers should watch out for.

If you are using DVS you will not hear the scrape and may not even notice a skip – this gives a false indication of how vinyl works. Learners who have grown up in an entirely digital age will find the analogue technology completely foreign and may be extremely heavy-handed. Do not use valuable vinyl.

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

How to put the vinyl on the turntable or the needle on the vinyl – although these are the next two sections so delivering all three parts in one session can be a good introduction. You do not need to explain tone arm balance or anti-skating settings.



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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	place a vinyl record on a DJ turntable

Evidence required	Teacher completed checklist
Learning outcomes	How to hold the vinyl, how to line the hole up with the spindle.
Areas of music curriculum	
Cross curricular opportunities	
Online resources	

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

This should be a reasonable straightforward demonstration whereby the teacher explains that mucky fingers should avoid touching the groove of the vinyl as much as possible. We hold by the edge and the centre label. Then place gently over the spindle while the turntable is stopped.



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

Use an old piece of vinyl in case of slips and spills. If some learners find it hard to find the spindle have them line up the disc with the edge of the turntable platter. It is assumed that teachers are comfortable using vinyl records, if not please remember DJ School UK do CPD training on all elements of these resources.

Technical issues or pitfalls that teachers should watch out for.

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



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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	place the turntable needle on the track to be played

Evidence required	Teacher completed checklist
Learning outcomes	How to recognise track breaks on vinyl records. How to lift the tonearm either manually or using the mechanism. How to place the needle gently down without any side-ways movement.
Areas of music curriculum	
Cross curricular opportunities	
Online resources	

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

This should be a reasonable straightforward demonstration whereby the teacher explains and shows what is required.



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

At first we recommend using the arm-raising mechanism and vinyl records which are already damaged or of low value. As learners gain confidence they can graduate to songs they may actually want to play. Use an old piece of vinyl in case of slips and spills. It is assumed that teachers are comfortable using vinyl records, if not please remember DJ School UK do CPD training on all elements of these resources.

Technical issues or pitfalls that teachers should watch out for.

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

Having the turntable playing or the equipment turned on.



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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	choose and hold the record at a cue point on the song, (a place from which the learner wants the song to start)

Evidence required	Teacher completed checklist
Learning outcomes	Find the beginning of the track or, if desired, the exact beat or part of the song from which the learner wants to start AND HOLD IT THERE.
Areas of music curriculum	Discuss song structure, beats, bars, phrases and the importance of counting in.
Cross curricular opportunities	
Online resources	https://www.youtube.com/watch?v=eXJCibxCb-c&list=PLs3C-VoDc6r5DbsKkya-bbQ06POQCR-jl

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

This should be a reasonable straightforward demonstration whereby the teacher explains and shows what is required.



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

Having practised recognising where tracks start and end and how to place the needle on the vinyl this final part of preparing the song may be the first part where you actually have the equipment turned on. It is not essential to have the turntable spinning but if you do not the music will not sound correct to the listener. It is up to the teacher whether they show where the start/stop button is at this stage or the next. There is an opportunity here to discuss where in a song they learner may want to start it from – you can discuss song structure, beats, bars, phrases and the importance of counting in. Use an old piece of vinyl in case of slips and spills. If some learners find it hard to find the spindle have them line up the disc with the edge of the turntable platter. It is assumed that teachers are comfortable using vinyl records, if not please remember DJ School UK do CPD training on all elements of these resources.

Technical issues or pitfalls that teachers should watch out for.

If you have the turntable spinning during this process it is likely to slip away from the learners' fingers.

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

It is up to the teacher whether they show where the start/stop button is at this stage or the next. Explaining how to hold a record on a slipmat on a spinning turntable is an essential part of the next step but can be introduced here.



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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 start the song from this cue point
AQA Unit outcome wording	start the song from this cue point

Evidence required	Teacher completed checklist
Learning outcomes	Where the start/stop button is. How to hold vinyl when the platter is spinning. How to let go of vinyl so there is no push or pull sound audible
Areas of music curriculum	
Cross curricular opportunities	
Online resources	https://www.youtube.com/watch?v=eXJCibxCbc&list=PLs3C-VoDc6r5DbsKkya-bbQ06POQCR-jl

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

Once the learner has found the point of the song they want they should hold the vinyl there and (if not already done) start the platter. They will now feel the disc trying to pull away from under them. The idea is to let the vinyl go at the same speed as the pull of the platter so it picks up instantaneously with no push or pull slur to the music.



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

Explain what a slipmat is and how it works. Let the learner remove the needle and have a few goes at releasing the vinyl on a spinning platter with no needle attached. They may want to rock the vinyl forward and backward in a rudimentary "baby scratch" to ensure they release it at the same speed as the platter. Let the learner have plenty of attempts to perfect this technique of starting the record with no slurs. It is often best to remove the desired record, go back and practise on less valuable vinyl, then return and find the preferred point on the preferred vinyl to complete this task. It is assumed that teachers are comfortable using vinyl records, if not please remember DJ School UK do CPD training on all elements of these resources.

Technical issues or pitfalls that teachers should watch out for.

Many learners will push forward, others will drag as they release. Nervousness may result in fingers shaking which can cause the styli to bounce out its groove.

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

No need to count in although if the learner responds well to counting in and scratching in and it helps them achieve the step there is no harm in it either.



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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	repeat steps 2 – 5 above with a second song on the second turntable

Evidence required	Teacher completed checklist
Learning outcomes	Repeat the above steps so the student can prepare a second song.
Areas of music curriculum	
Cross curricular opportunities	
Online resources	

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

At first there is no rush and the learner should be encourage to go back and forth between two turntables with no pressure to get a second ready in any timeframe.



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

It may be worth having a selection of songs available or to only have two so that making a choice doesn't eat up too much lesson time.

Technical issues or pitfalls that teachers should watch out for.

Setting a time-limit (for example "before the first song has ended") can lead to too much nervousness, clumsiness, failure and frustration. Allow the learners to get used to the processes of applying vinyl, applying stylus, finding a cue point and beginning without a slur. When they are confident ask them to speed up so they can achieve it before a playing song has finished.

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

No need to count in at this stage



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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	What the volume faders and cross fader do and how to use them.
Areas of music curriculum	
Cross curricular opportunities	
Online resources	<p>An overview of a DJ mixer (although seen here with CD decks the functions of the mixer are the same when applied to vinyl): https://www.youtube.com/watch?v=DN79RNR8y4I&list=PLs3C-VoDc6r5PqBu_82EedLSgQczlh3Xn&index=6</p> <p>An overview of using vinyl to mix: https://www.youtube.com/watch?v=eXJCibxCbc&list=PLs3C-VoDc6r5DbsKkya-bbQ06POQCR-jl</p>

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

If the learner is successfully achieving step 6 it is time to introduce them to the DJ mixer. They should experiment with volume faders and crossfader then actually fade between two tracks.



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

It is assumed that teachers are comfortable using vinyl records, if not please remember DJ School UK do CPD training on all elements of these resources.

Technical issues or pitfalls that teachers should watch out for.

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.