



DJ School UK LMEP Taster Sessions 2014



Beat Team Session Plan:

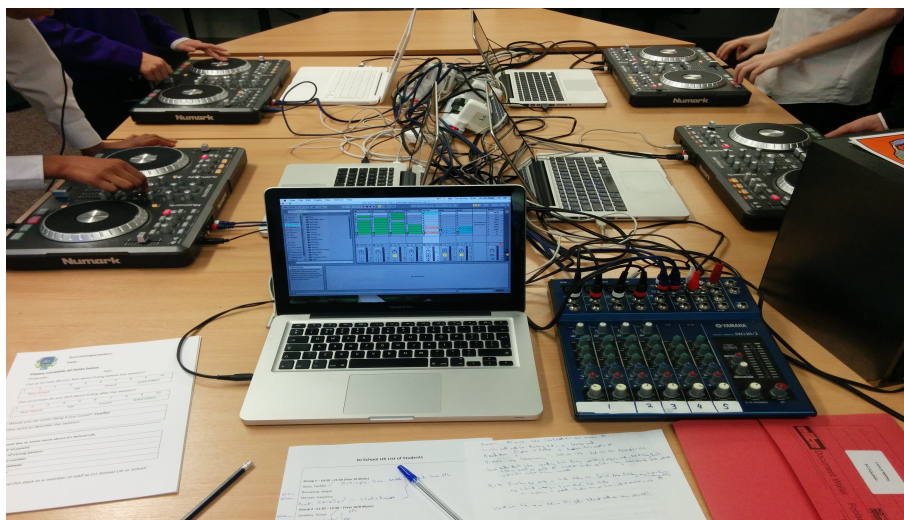
Arrive 30 minutes prior to start of session 1 to set up and test.

No of students expected: 4 per session

KIT REQUIRED – 4 Numark mixtrack Pro, 4 macbooks with Serato DJ software, PSUs, USBs, minimum of 5 channel mixing desk, 5 pairs of headphones, Monitor speaker/PA, Audio to connect all to mixing desk. Additional playback source with cable for backing track. Pre-prepared playlists on DJ Software with all sounds required. Prepared backing tracks to play via additional playback source.

SET UP – 4 mixtracks to 4 macbooks running serato DJ with all connected to mixing desk. Add additional playback source for backing track. Add monitor speaker. Load Beat Team resource playlist in Serato DJ to all 4 macbooks. Cycle all controls on all mixtracks, then set all tempos at zero, pgm/cue selector to pgm, both headphone cue buttons off, and load: “Beep crrr just feel it fresh” Sample to deck A. Finally load your backing track and test all volume levels are equal in the monitor speaker.

Your set up should like this:





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Beat Team Session Plan:

PLAN – EACH HOUR:

5 min – hello and welcome.

-Rules (as applicable to your organisation plus: “1) If something is not working the way you expect you must ask your tutor – do not try and change software settings or wiggle wires. 2) The tutor is in charge of your headphone volumes.”)

Discuss - What do DJs do? - eg. mixing, remixing, entertaining but also using the deck as an instrument through scratching.

Aims for the day – to teach basic scratches, to work as a team/ensemble/band to create a beat of your own by following a shared musical pulse.

5 min –

Explain how the equipment works – especially how to choose and load sounds, how to play and pause, what the on-screen images mean, how the faders work and where the headphone volume is.

5min -“Babies” with deck in Pause.

Imagine the platter is a clockface – Line your “beep” sound on deck 1 with the playpoint (the white line in the middle of the wave display on your macbook) then put your hand at 9pm.

Use your least strong hand to manipulate the sound backwards and forwards: Faster = higher pitch, slower = lower pitch, try stabbing the tip of the sound, tearing the body of the sound, scribbling. Experiment, have fun.

-Do call and answer game to backing track – each YP takes it in turn to create experimental sounds to the backing track. 8 beats is normally enough each.

5 min -Babies with deck in play mode – Do as above but this time press play. If you let go the sound now plays itself – you can follow the sound round the platter with your hand and then pull it back so you are back at the tip of the sound with your hand in the 9pm position – Have a few goes at this each to get confident and get used to doing it.

-Do call and answer game to backing track this time hoping everyone can scribble, stab and tear but also play the sound under control a few times.

10 min: Forward Scratch – This is where we start to use your good hand on the cross fader – the idea here is to play the sound in time on a beat, then close the crossfader while you reverse the sound so you do not hear it while you set it's tip back on the play point. Then open the crossfader and play the sound again. This should be practised, possibly in headphones – the aim is for each Yp to be able to play a sound on the 1st beat of a bar of the backing track for 4 bars each so 4 sounds each.

PLAN – EACH HOUR (continued):

5 min – Transforms

Load and use the “oowwww” sound from the beat team playlist. Play the sound while manipulating the cross fader to cut the sound off and on. Continue to cut the sound off and on while dragging the platter backwards and forwards. Experiment with the rhythm of your crossfader hand and the speed and position of your platter hand.

10 min: Beat team – Load the KD SN MPC 32 track to deck A on all mixtarcks - set1 plays a kick drum on the 1st beat of a bar, set2 plays a snare on the 2nd beat of the bar, set 3 plays a kick drum on the 3rd beat of a bar, set 4 plays a snare drum on the 4th beat of a bar – The facilitator uses the backing track to supply a pulse either using hi hat, bassline or other elements for the YP to follow - The ideal outcome is to have the YP so steady on their individual beats that you can fade out the backing and have them follow, then fade the backing back in and see that the pulse was maintained.

10 min – Now can we scratch our rhythm and add babies – switching sounds as we go?
Show them how to load the different sounds to their preferred side of the equipment. Ideally two can now do the beat – player 1 does KD on the 1 and 3 and Player 2 does SN on the 2 and 4 while the other two YP can call and answer with the “beep/crrr” sound.

5 min - Q and A – feedback sheets.

How to assess success -

We use the included feedback from to gain qualitative judgements on how the students felt about DJing before and after the session, gauge their interest in doing more DJing and to get a short statement about how they feel about the session itself.

We also add our own notes relating to how the session went, how the team worked, and wether the music created was of high or low quality.

Opportunities -

Groups can compose their own beats with bassline or other elements looped or scratched in.

Students considering using DJ Skills as the performance element of their GCSE should be informed that adding musical elements to their mixes using scratching is likely to increase their overall mark.

Students considering using DJ Skills as the ensemble element of their GCSE should be informed that adding musical elements using scratching to live bands or to small groups of DJs is applicable.

Define:

dynamic,

pulse,

tempo,

ensemble,

structure (in terms of bass, keys, drums i.e. instruments not arrangement)

Cross-curricular links:

ICT skills are required to prepare and navigate playlist folders and subfolders.

Life Skills:

Team work + Communication (through agreeing on what sounds to use and what rhythm to create.

Self-discipline (through the need for practise which will result in vast improvement in overall ability and musicianship.)

Differentiation

- ! would they like time to practise just in headphones following a track of their own choosing?
- ! Can they change where they each play their drum sound and see how this affects the rhythm? (define swing).
- ! Would they like to try beat scratching? - where each has a KD and SN and uses the crossfader to try and generate their own rhythm.
- ! Would they like to try looping – there are bass sounds or beats for this.
- ! Discuss looping as the beginning of dance music through sampling of breaks?
- ! If they really aren't engaging show how to beat match instead? (see Standard High School Session plan.)