

Meden School Curriculum Planning

Subject	Music	Year Group	8	Sequence No.	2	Topic	Bandlab
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Retrieval	Core Knowledge	Student Thinking
<p>What do teachers need <b>retrieve</b> from students before they start teaching <b>new content</b>?</p>	<p>What <b>specific ambitious knowledge</b> do teachers need teach students in this sequence of learning?</p>	<p>What real life examples can be applied to this sequence of learning to <b>development of our students thinking, encouraging them to see the inequalities around them</b> and 'do something about them!'</p>
<p>Key Questions:</p> <p>How do I use a drum machine?                      How do I create a piece using loops?                      What is a binary and ternary piece?                      What is the Amen Drum Break and why is it so significant?                      What do the numbers mean after a chord?</p>	<p><b>This unit introduces pupils to music production. They are introduced to Bandlab and sit in the seat of a music producer.</b></p> <p><b>This unit aims to develop and build their knowledge of chords, TAB and links from the ukulele to the guitar.</b></p> <p><b>Pupils are taught the knowledge and vocabulary essential for chords and TAB.</b></p> <p><b><u>Theory Knowledge – all students are taught knowledge of music theory</u></b></p> <p><b>DAW:</b> Digital Audio Workstation. This is the name given to music production software.</p> <p><b>Drum Machine:</b> An electronic drum kit. This can only be played on a computer or electronic device.</p> <p><b>Loops:</b> Music that is already stored on a computer.</p> <p><b>MIDI:</b> Musical Instrument Digital Interface. Music that is played in via a piano keyboard is called MIDI. You can change the sound to any instrument the DAW has programmed. You can also correct any mistakes.</p> <p><b>Binary:</b> A piece with two contrasting sections.</p> <p><b>Ternary:</b> A piece with two contrasting sections that repeats the first section at the end.</p>	<p>Amen Drum Break, Gregory Coleman.</p> <p>This drum break has been sampled over 3000 times in music that has made millions of pounds. The owner (Richard Spencer) and George never received any royalties for its use in songs. George died in poverty and homeless in 2006 whilst others made lots of money using his work.</p> <p>Spencer said "It's not the worst thing that can happen to you. I'm a black man in America and the fact that someone wants to use something I created – that's flattering."</p>

	<p><b>Structure:</b> How a piece is put together, which section is where.</p> <p><b>Stimulus:</b> Using something outside of music as the focal part of the piece.</p> <p><b>Drum Break:</b> A musical interlude that uses just the drum kit, a drum solo.</p> <p><b>Chords:</b> 2 or more notes played at the same time.</p> <p><b>Sus:</b> Chords with added extra notes and that remove the 3<sup>rd</sup>. E.g Csus4 uses the notes CFG, Csus2 uses the notes CDG. Note how both chords do not have the note E.</p> <p><b>Chord Sequences:</b> How chords are put together.</p> <p><b>Sound Effects:</b> Sounds that aren't musical e.g. door creaking, footsteps.</p> <p><b>Lesson Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils understand knowledge of how to use a <b>DAW</b>, learning how to create a blank canvas and navigate the different sections of the software.</li> <li>• Pupils understand knowledge of how to create a successful <b>drum beat</b> through subdivisions of the <b>bar</b>.</li> <li>• Pupils understand knowledge of <b>loops</b> and how to manipulate them to create their own pieces.</li> <li>• Pupils understand knowledge of <b>structures</b> in music to create a unique piece using the <b>drum machine</b> and <b>loops</b>.</li> <li>• Pupils understand knowledge of working to a <b>brief</b> to create music for a picture. Pupils need to think about the sounds that would be heard in the picture if it were to come alive. Pupils use sounds from the BBC <b>sound effects</b> website to create a piece.</li> <li>• Pupils understand knowledge of the Amen Drum Break to create their own piece.</li> <li>• Pupils understand knowledge of <b>chords</b> and <b>sus chords</b> to create an effective <b>chord sequence</b>.</li> </ul>	
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