



Unit 4.1 iJam -iDance



Year: Four (Level 2)
Term: Autumn



Background information for teachers

Course overview: Participants will begin listening to a variety of popular dance music styles and analysing key elements that distinguish one genre from another. These findings will then be applied when students create a short composition in their chosen genre. Elements such as dynamics and pitch will be explored and applied to the compositions. The concept of the 'Audio Spectrum' will be introduced and participants will begin to use stereo-panning and level controls to improve their music's balance and texture.

Learning Outcomes for the Unit

Now that students know how to use the basic functions of Garageband to compose a song they will now look at a genre specific music in more depth. This genre will be Dance music. They will learn; the characteristics of 3 sub genres within Dance Music; the importance of BPM; how to beat match samples; how to beat match self-composed melodies, and how to compose in a certain style.

Key vocabulary

Genre	A style or category of art, music, or literature.
Dance	A type of popular music intended for dancing to, typically having a repetitive beat and a synthesized backing track that features sound samples.
House	House is a genre of electronic dance music characterized by a repetitive four-on-the-floor beat and a typical tempo of 120 to 130 beats per minute.
Dubstep	A form of dance music, typically instrumental, characterized by a sparse, syncopated rhythm and a strong bassline.
Drum and Bass	Drum and Bass is an electronic music genre known for its fast breakbeats within 160-180 beats per minute.
Drum Machine	A programmable electronic device able to imitate the sounds of a drum kit.
BPM (Beats per minute)	A composer's most accurate way to indicate the desired tempo is to give the beats per minute (BPM).
Synthesizers	Music synthesizer, also called electronic sound synthesizer, machine that electronically generates and modifies sounds,

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Learning Session 1	Pupils will be introduced to dance music and be introduced to the concept of sub genres. They will learn about tempo, BPM and be able to differentiate 3 dance sub genres by tempo. Beat sequencer and Garageband will be used to teach the pupils about programming drums, and they will start to create their own drum beat linked to a specific sub genre.
Learning Session 2	The first genre to be focused on will be House music, and pupils will learn about the key characteristics that separates it from other sub genres. Pupils will also learn about the drop section and how it is the most important part of any dance song and will attempt to create their own by using Garageband band knowledge achieved through iJam Level 1.
Learning Session 3	Diving deeper into sub genres, pupils will focus their attention onto Dubstep. Aspects such as tempo, drum beat, and wobble bass will be shown as key elements, as well as the continued importance of the drop section. They will learn how to recreate the 'wobble' bass sound found throughout the style before including it within their own Dubstep styled track
Learning Session 4	This session will focus on Drum and Bass music looking at structure and instrumentation found within the genre. Additionally, pupils will be shown a new feature on Garageband called FX and learn how incorporating it sparingly into their songs will enhance the sounds of the instruments. A third track will then be composed using appropriate features of the Drum and Bass sub genre.
Learning Session 5	Having knowledge in 3 different styles of dance music, pupils will be tasked with creating their final project, a full song in the sub genre of there choosing. Pupils will remind themselves of the characteristics of all before choosing one and will follow a typical dance structure. They will also be reminded to build tension and prepare for the importance of the drop section.
Learning Session 6	After finishing off their short composition, pupils will showcase their work to their peers. They will learn about the advantages of being peer reviewed, and whether or not the feedback they give would be considered constructive or not.
Learning Session 7	This session will run either as part of a longer half term or a contingency for pupils or classes who have exceeded the lesson plans for the half term. During this session pupils will edit and work on their compositions in accordance to the feedback they gained last week. They will learn about the process of mixing, and be able to pick and choose the feedback they deem relevant and important to improve their work.