DJSCHOOLUK



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Managing Director

What is DJ School UK?

- Non-profit organisation
- Engaging learners in music through DJing and Music Production
- Accessible and contemporary sessions ensure inclusive delivery
- Workshops, projects, courses, tuition, gigs, training


& Form
TIMBRE
&
DYNAMICS
RHYTHM
&
METRE
Numark
Pioneer Dj
Pioneer
serato
Technics

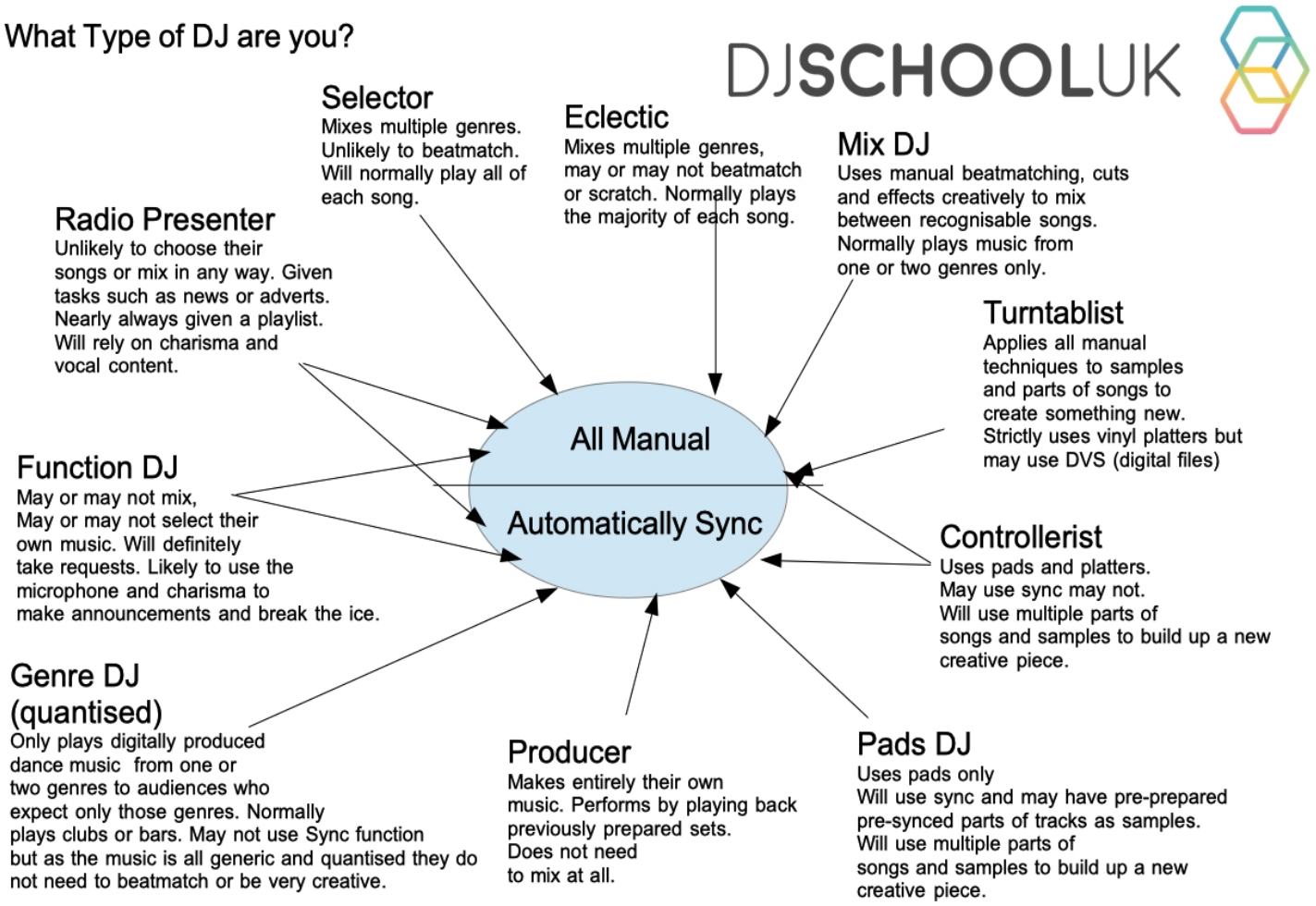

NUMARK
DENON
Pioneer

Why does it work?

- With DJ equipment all learners can be culturally represented and have ownership of their music.
- Using headphones means multiple different genres are enjoyed in one group without conflict.
- Newcomers can get recognisable results from pressing one button.
- As learners develop from simply “playing a song” they find DJing contains equivalent musicianship and levels of demand as any other instrument.


Numark

What types of DJ are there?



Where can we apply it?

- Raising interest in music at transition.
- Developing an excellent understanding of the Pulse, and Counting.
- Maintaining cultural relevance with students as they move up the years.
- Use as an instrument at Btec or GCSE with AQA, EDEXCEL and OCR.
- Especially good with PRU/SEND

How DJ Skills Meet the National Plan:

Programming is “the art of choosing songs which when played in a specific order create more than the sum of the parts.”

It is:

- culturally representative.

It involves:

- appraising songs that work together
- recognising genre differences and similarities.

How DJ Skills Meet the National Plan:

Mixing is the skill used to blend songs musically.

It involves:

- recognising the pulse
- counting beats and bars
- understanding tempo
- understanding song structure, arrangement, dynamic, timbre, key and melody
- using music technology for example, hot cues, loops and effects.

Switch to Serato Screen for Demo of Generic Mix.

How DJ Skills Meet the National Plan:

"Turntablism" and "Controllerism" use the platter or buttons to create new sounds by manipulating existing ones.
https://www.youtube.com/watch?v=NnRVmiqm84k

It requires:

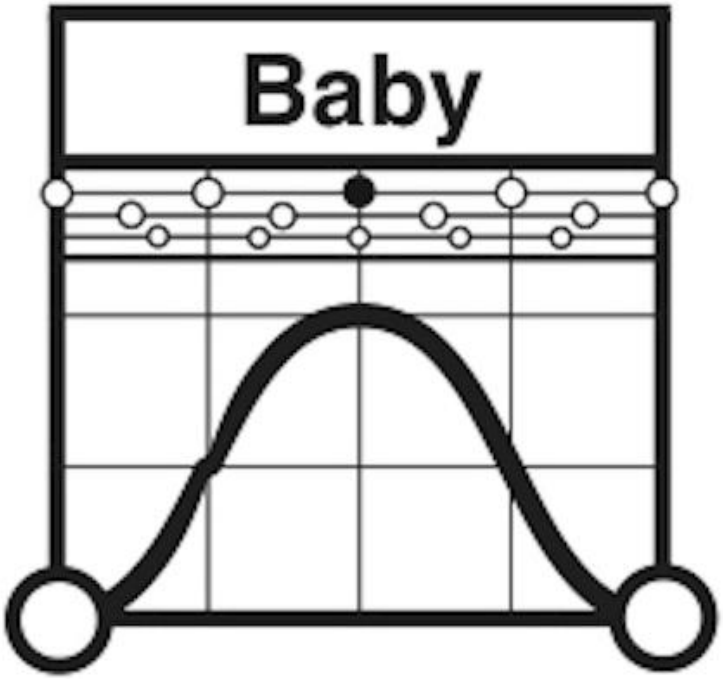
- a rigorous practise regime
- syncopated hand movements.

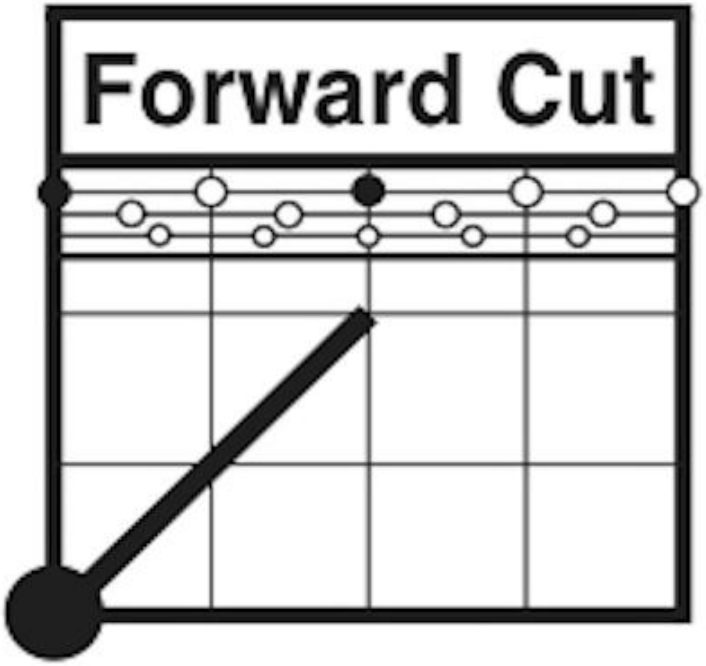
At it's highest level it should involve:

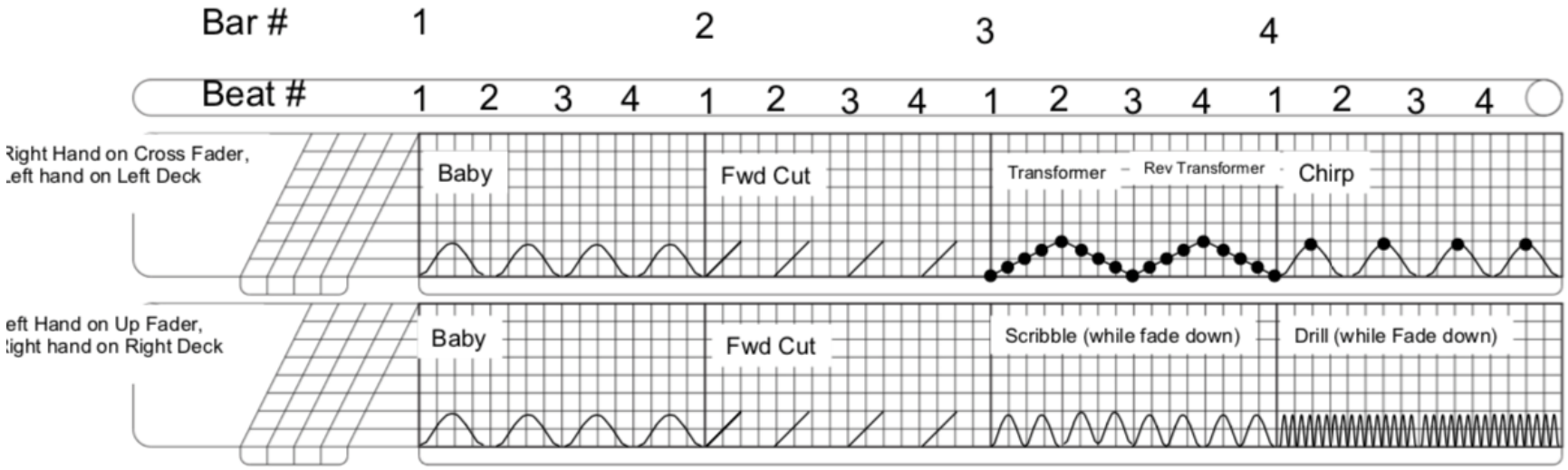
- working in ensemble
- composing
- notation. (https://www.youtube.com/watch?v=wsKpqJ-g388)

	Description of step	Notes
1	Load Track 1 @ hot cue 1 to LH deck from 1st beat @ 105.8 BPM as shown on BPM READOUT on Serato – Prepare Echo effect at full on 1 beat.	hot cue 1 is pre-prepared to save time. It is not essential and can be done during live performance.
2	Also Load Track 1 @ hot cue 1 to RH deck from 1st beat @105.8 BPM as shown on BPM READOUT on SERATO – Prepare Brake speed setting at 9pm on dial.Consider this "Track 2" from now on	
3	Play 8 beats of Track 1 on LH side	Manual Looping/Juggling
4	Using cross fader to switch between tracks play 8 beats of track 2 on RH side from it's 1st beat, while manually rewinding track 1 to repeat from 1st beat.	
5	Repeat step 4 to Play 4 beats of LH side	
6	Repeat step 4 to Play 4 beats of RH side	
7	Play 4 more beats of LH side, using a baby scratch to intro, then leave playing when cross fader is cut to RH side	
8	Play 4 final beats of RH side – ending by using stop button (with brake speed effect) as switch back to LH side which should be on the 1st beat of the bassline.	

	Description of step	Notes
9	Load Track 3 to it's 1st beat 1st beat on RH side @ 105.8 as shown on BPM READOUT on Serato	This is a harmonic mix – Both tracks are in 8B which equates to A Minor.
10	From 0.32 min (hot cue 3) into Track 1 start Cue drumming walk this way as fade up volume, then play and begin to stutter from beat 1.	Cue points have been pre-prepared for the cue drumming element.
11	At .51 into track 1, track 3 should be at full volume. Now count in and play Track 3, stuttering the 1st bar of track 3 by (using hot cue 1) over track 1 using the cross fader to drop in just the snare sounds.	Using hot cues is intermediate skill and using drop ins is a basic skill
12	At 1.00 min (hot cue 4) into track 1 (or when the vocalist sings "I told you", on the first beat of a bar) start track 3 for the last time to allow it to mix.	Must keep ears on nudging requirements as this is non-quantised and none- synced music. This is the main Beat match mix in this performance
13	At "know that I'm no good" (1.05) on track 1 turn on echo effect on track 1 and fade it out to finish this mix.	
14	Now load track 4 to LH deck and turn echo effect off	
15	At instrumental break in track 3 (apporx 36 seconds into song) use track 4 to play a short scratch solo including transforms.	
16	Fade out track 3 when seems appropriate	Ends the mix


Baby


Forward Cut


Bar #
1
2
3
4
Beat #
1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4
Right Hand on Cross Fader,
Left hand on Left Deck
Baby
Fwd Cut
Transformer
Rev Transformer
Chirp
Left Hand on Up Fader,
Right hand on Right Deck
Baby
Fwd Cut
Scribble (while fade down)
Drill (while Fade down)






BATMAN
ROBIN



Resources available from DJ School UK:

- Unit Award Scheme worksheets and teacher aids.
- Discounted equipment purchases.
- Taster sessions with your class.
- CPD for you and your staff.
- Peripatetic support for your students.
- Tutorial videos and much more on our website.

Any questions?