EXPAND MUSIC

STYLE SERIES

NOTES FOR TEACHERS

EXPAND MUSIC

OUR AIM

There are 3 principles that have guided the creation of these resources.

All young people love music. The average global consumer spends 2.5 Hours a day listening to music, young people even more*.
Very few other school subjects could boast that level of engagement outside the classroom.
However, this love for music is too often difficult to harness in educational environments.
We want to use modern popular music genres to bring that love for music into the school and make it a love for learning about all music.

Music technology is an incredibly powerful tool for creating any genre of music
It can be too opaque, too complex or appear to be the reserve of specialists.
We want to demystify music technology and give everyone, students and teachers, access to its creative potential.

Despite the power of technology there is no substitute for understanding the fundamental principles of music theory.
It is a common language for creating and talking about music.
We want all students to be able to understand and use this language with confidence.

*https://www.ifpi.org/downloads/Music-Consumer-Insight-Report-2018.pdf

INTRODUCTION

Our resources have been designed to be flexible to the needs of different classrooms, different students and different styles of delivery. We are very aware that there is no 'one size fits all' solution to teaching any material, let alone music and music technology In, for want of a better word, a 'standard' classroom situation, there are 3 main suggestions for the way the resources can be used. This assumes a class of 20-30 students, each with access to a computer, software and an internet connection.

TEACHER LED AND DELIVERED

Presentation will be delivered by a teacher, students access the projects and will be provided with relevant slides as print outs

SEMI INDEPENDENT

Teacher delivers introductory slides and any key concepts. Students are given access to the presentation but are drawn back together as a class for the delivery of various activities such as understand sections and listening back to compositions.

INDEPENDENT

Students work through the presentation alone but are stopped at opportunities to check learning and listen to work

Even within this structure, we encourage teachers to use the resources to their benefit rather than sticking exactly to everything we suggest.
Lessons will take somewhere between 1 to 2 hours depending on the group and teaching situation, however, you know your students best and can adjust accordingly.
We expect one style series to be approximately half a term to a term at KS3,
less with older students but more time could be taken up with composition activities at KS4.

Video guides in both the projects and presentations can be watched independently, as a whole class or even only used as a reference if a teacher would prefer to demonstrate the processes themselves. It's really up to you.

WHAT YOU GET

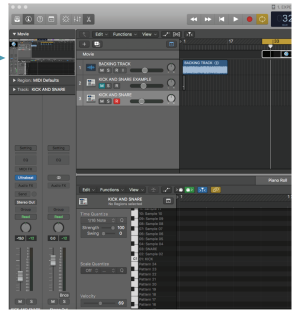
LOGIC PRO X FILES AND EMBEDDED VIDEO GUIDES

Logic Pro X templates accompany each section of an individual lesson (Experiment, Follow, Create).

The steps detailed in the embedded video are also outlined in the google slides presentation.

Logic X Templates need to be individually downloaded by each student from our website or shared on school networks once downloaded by the teacher.

The templates contain bespoke backing tracks, bespoke instrument sounds and detailed video guides already embedded in the timeline, students only need to press the play button to watch the instructions.

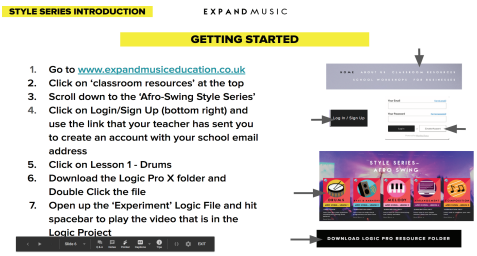


It is advisable to remind students to double click the small movie window on the left hand side to see this full screen.

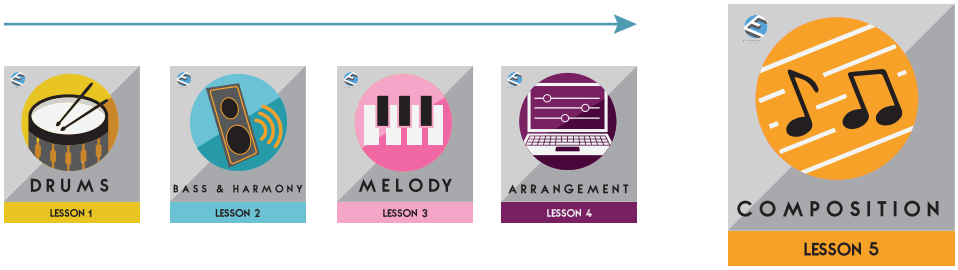
DOWNLOAD LOGIC PRO RESOURCE FOLDER

GOOGLE SLIDES PRESENTATIONS

An introductory presentation for students, which is downloadable from the Classroom Resources section of our website, explains the rationale and structure of the series for students as well as instructions for signing up using your institution's subscription link.



Students then work through the lessons in the following order before bringing together all the skills that they have learned in the final composition lesson



Google Slides presentations are accessible from the lesson page.

Presentations are typically around 30 slides long and are the main source of instructions guiding students through the structure of the lesson

LESSON STRUCTURE

Each lesson, is made up of 3 distinct stages of learning, apart from the compose lesson which involves more independent work.

EXPERIMENT

Experiment projects will introduce students to the main ideas being covered in the lesson through a play-along activity. Students are invited to play the given musical element for that lesson along to a backing track. These activities not only embed an understanding of the core concepts for the lesson
but also sharpen students' listening skills, musical timing and understanding of the technology.

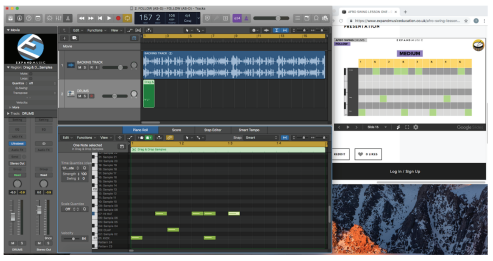
The embedded video explains in detail what they need to do but printable instructions are also included in the Google Slides presentation.

All activities have been designed so that it is possible to play the parts using a computer keyboard on 'musical typing' setting rather than a Midi controller if students don't have access to them. For all Experiment activities students should check that controllers or keyboards are set to the right octave range.

The activity has been designed to be used alone, however it works equally well as a whole group activity out loud. The backing track can be played from a teacher computer using PA speakers and students, one at a time or as a group, can play along using their computer speakers. This allows a teacher to highlight the timing or demonstrate process as the video does.

FOLLOW

Follow activities and projects give students the opportunity to practice the programming skills needed for independent composition while exploring the music theory associated with a given musical element. Examples of the given musical element are provided in the presentation and can be printed or placed in a window to one side of the Logic screen as in the picture opposite.



It is advisable to guide students through resizing windows first time although it is demonstrated in the video guide.

Examples are offered at a range of difficulties to stretch those students who are more comfortable using production software and support those who are not. The process is explained by an embedded video guide but this could easily be delivered by a teacher and the guide used as a help reference.

After each follow activity students should be encouraged to listen back to their own work or others while considering the points given in the 'listen back' slides.

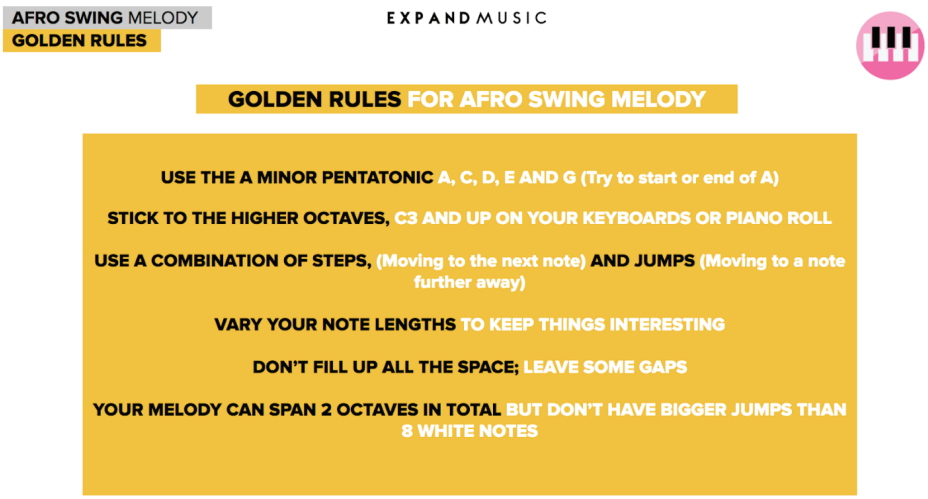
LESSON STRUCTURE

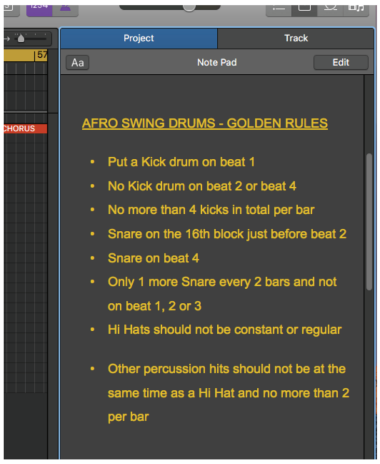
CREATE

Create activities offer students a composition platform for the focus of that lesson. Backing tracks are provided missing the key element and students are scaffolded through the process of writing the missing part. It is in this section of the lesson that students make use of both the programming skills and listening skills practiced in the previous sections of the lesson.

Guidelines are given in the form of 'Golden Rules' which, if followed, ensure that whatever a student programmes the result will be musically satisfying while still being original.
Like before, Create activities have an associated 'Listening Back' slide to help focus students and give them points to consider when listening to their own or others' work. These could be printed as check lists or expanded on if needed.

Golden Rules can be treated as success criteria for the lesson as they outline what is 'stylistically appropriate' for a given element. They have been left out until this stage of the lesson, rather than introduced at the start as is customary in some schools, as the technical understanding required to make sense of them must first be explained through the lesson and activities.
If students are already confident with elements of the material being covered it is a teach discretion to highlight these earlier than they occur.





LESSON STRUCTURE

THE PRESENTATION

All lessons begin with an introduction to establish the element being discussed and all lessons except for the first of a given style series include a recap of a previous lesson's learning in the introduction.

Lesson objectives are provided under the heading 'What are we going to learn' and can be extracted and displayed separately if required.

In addition to the main 3 sections of the lesson music theory and terminology are delivered through 'Understand' slides.

UNDERSTAND

'Understand' sections of a lesson are used to deliver core music theory concepts each lesson. They are distributed throughout each lesson as to not overload students with information and introduce concepts gradually between musical and creative activities.

Most involve audio examples to illustrate the point being considered.
They function equally well as a whole class activity or as an independent activity followed up by a teacher checking learning.
They also serve to explain some of the ideas covered in the 'Golden Rules' used during the creative activity so the final project can function as a record of understanding

Most lessons conclude with a terminology quiz recapping the material covered during that session.