

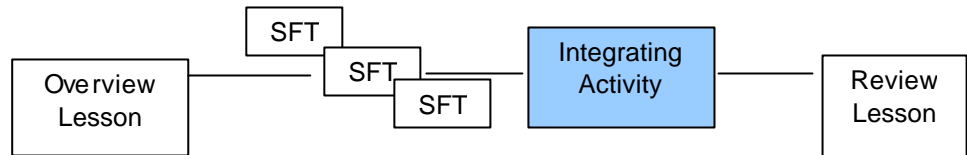
Learning objective: I can.....

Lesson 5 of 6

PoS

organize digital sound in a performance

QCA Unit: 3B



Resources

Computer with sound card, headphones, some modern dance music (on CD, tape or mp3).

Software you could use: DB-7x7 (free)

Support files: rocket rave.mp3, db-7x7v20install.exe

Setting the scene (10 mins)

Share the learning objective with the class. They are going to make their own mix of dance music.

Play some dance music (e.g. rocket rave.mp3) and point out how the music repeats in loops. These loops are not made from midi files but from sound samples, looping over and over again. You may have touched upon samples looping earlier when they learnt to crop them in lesson 3.

Have 3 children come out and stand at the front. Explain you will use them as your samples. Give them something different to say or clap each. (e.g. "Awh yeah", 2 claps and "boogie-boogie") Stand behind them and every time you touch their heads they perform their part. Keep their parts simple but you can play the dance music in the background and they can become part of the performance.

Main Input (15 Mins)

Now turn on your monitor and show the DB-7x7 software. This works on the same principle, all the music is created by 8 samples looping over and over. Here you can bring the volume up on each track, make one track a solo or not and so on. It is similar to Van Bastos midi player in this respect but instead of midi we are playing with samples. The sound quality is much higher.

Load the default song and demonstrate. Have a child come out and model a mixing performance – try to encourage them not to just put all tracks on full blast but to bring some in and out. The quality of their performance isn't too important here, it's the ability to know that digital sound can be organised and manipulated in a live performance.

Lastly show them that their mixing performance can be recorded and saved.

Activity – short focused task (10 mins)

Each child practices mixing a version of the song, then records and saves it under their initials.

Extension – (15 mins) Let the children experiment with the program online if you have a connection available. When you connect via the internet you will have access to hundreds of other samples and songs although beware that such a wide choice can lead to wasted time trying to listen to them all.

Review and recall (10 mins)

Bring the class together and review the learning objective. Discuss good and bad points about the process. What did using sample loops enable you to do? What couldn't you do?

Key questions to ask and to display:

What advantages does a song made from looping samples have?
What are the limitations?

Vocabulary:

samples, looping, tracks, mixing, digital sound.

Teaching Points:

Note that you will also need the latest version of macromedia shockwave installed on your computer for the software to work. You can obtain this free from here: <http://sdc.shockwave.com/shockwave/download/>

Of course using the DB-7x7 software is just an example, children could have chosen to join in a performance within a group of traditional instruments playing a digital sound as their contribution. This could be a single sample they have made or through using the sounds on a midi keyboard.

www.looplabs.com is a similar site worth investigation, however the advantage with DB-7x7 is that you can use it with the default song regardless of an internet connection.

Although the musical context might seem more appropriate for year 6 – the skills involved and the ICT principles to be understood are within the capability of 7-8 year olds. It is the aesthetics that might be better grasped in upper KS2 so don't strive for the quality of music, focus on identifying how samples can be used to make music.

Assessment Opportunities:

Did the children manage to mix their song and save it? Try and pick two contrasting mixes as examples. Do they think they will recognize the use of samples in future music they may hear?

What comes next:

Which sound format when?

