



LESSON PLAN

LESSON TITLE	Mixing Music				
DATE		PERIOD		ROOM	
CLASS		NO. OF PUPILS	30	ABILITY RANGE	Beginner

CURRICULUM

PROGRAMME OF STUDY	Composing Music (Collaboration)
TOPIC	Understanding music production
PREVIOUS KNOWLEDGE	None

OBJECTIVES

LEARNING OBJECTIVES	LEARNING OUTCOMES SUCCESS CRITERIA All / Most / Some	KEYWORDS: VAK: RESOURCES:
Speaking and Listening:	Understand what constitutes tempo Realize the importance of tempo Be able to clap along with a fixed pulse	iPads iPad in the Classroom Garageband App
Reading:	Understand geography of Garageband Access & control the pulse of a pre recorded track in Garageband V A K
Writing:		

Drama:		
Links To Citizenship:		
Links to Numeracy:		

Activities and Structure	Timing	Group Work, Pairs Work, Whole Class, Independent Work
STARTER : Samba Warm Up – Tea – Coffee, Cuba etc	5 mins	Group
INTRODUCTION : Introduce iPads and Garageband (2 or 3 students per iPad)	10 mins	Group
DEVELOPMENT ACTIVITY 1 : Listen back to ‘Curtain Call’ Track. Identify likes and dislikes. Each student try mixing the track to reflect likes and dislikes	10 mins	Student Led
DEVELOPMENT ACTIVITY 2: Access tempo controls and alter faster or slower, how does this effect the track? Reset tempo and try clapping or tapping along with and without the supporting click track	10 mins	Student Led
PLENARY / CELEBRATION : Talk through student likes and dislikes? How did the track sound with altered tempo and altered Mix? How important is the mix and speed of a finished track? We all now know how to mix a track!	5 mins	Group
HOMEWORK:	Set Date	Due Date
Choose a track from a band you like and listen to the music. Identify instruments you like and instruments you dislike. Listen to the tempo and clap along, is the track fast or slow? Does it change throughout the track? Write a short review of the track for next lesson detailing all the above		

CONTINUITY ACHIEVED ?	
PROGRESSION ACHIEVED ?	
DIFFERENTIATION ACHIEVED ? EVIDENCE?	
ASSESSMENT ACHIEVED ? EVIDENCE?	
OTHER COMMENTS	<p>The most effective part of the lesson was ... (why?)</p> <p>The least effective part of the lesson was(why?)</p>

**INTENTIONS
FOR NEXT
LESSON**

THE

MUSIC EDUCATION

For more help or advice contact Mix Music Education:

enquiries@mixmusiceducation.co.uk

or visit:

www.mixmusiceducation.co.uk