



YouDJ Video 2: Playing Records



Objective

Students will create their own remix by playing records on the turntable.

Key Terms

A **remix** is a song which is a modified or new version of an original.

Turntable: a machine with a rotating center, used by DJ's to play, scratch and mix music. Turntables play either vinyl records or compact discs (CD's)

Turntablism: the art of playing the turntable as a musical instrument. Turntablism is about manipulating sounds and creating rhythms or even melodies by scratching and techniques using a mixer.

A **mashup** is a remix made by combining two different songs, usually by two different artists and combining them into one.

Procedures

1. Students will activate the left turntable by pressing the play button located directly below.
2. Students will control the volume of the left turntable by moving the volume fader up for higher volume and down for lower volume.
3. Students will repeat this same process for the right turntable.
4. Students will create their own "mashups" by playing both turntables simultaneously and adjusting the volume for each turntable accordingly.
5. Students will explore various sonic combinations until they find two examples they think sound good together

Extension

1. Students can use this lesson as an opportunity to explore and report back on the origins of DJing and turntablism, especially on how it's impacted hip hop and other types of dance music.
2. Students can research mashups that have received lots of recognition. Search terms can include but are not limited to: 10 best mashups of all time, classic rock mashups, (name of artist) mashup songs, etc.

Assessment

When possible, students can film a short video of their screen to demonstrate an understanding of how to play records on the turntable.

National Core Arts Standards

MU:Cr2.1.C.11a Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events, memories, images, concepts, texts, or storylines.



YouDJ Video 3: Mixer Faders



Objective

Students will experiment with the mixer fader by controlling the amount of sound coming in from each turntable.

Key Terms

A **mixer fader** is a slider device on a DJ mixing board that moves between the mixer's channels.

Procedures

1. Students will explore the basic function of the mixer fader by first placing it in the middle where they will notice that an equal amount of sound is coming in from both the left and right turntables.
2. Students will slide the mixer fader over to the far left where they will notice that only sound from the left turntable is coming out and no sound from the right turntable is present.
3. Students will then slide the mixer fader over to the far right where they will notice that only sound from the right turntable is coming out and no sound from the left turntable is present.
4. Students will use the mixer fader as a tool for enhancing their mashups, allowing for an ideal balance between the left and right turntable.

Extension

1. Students can learn more about mixing by searching videos for key terms such as: DJ Mixing Techniques, 10 best DJ mixing techniques, DJ Tutorial - Faders, etc.

Assessment

When possible, students can film a short video of their screen to demonstrate an understanding of how to use the mixer fader by controlling the amount of sound coming in from each turntable.

National Core Arts Standards

MU:Cr1.1.C.IIa Describe and demonstrate how sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, or storylines.



YouDJ Video 5: Recording Your Mix



Objective

Students will create and record original remixes using the YOU DJ turntables.

Heads Up!

Creating a recording of your mix will take you to an external page that has unmoderated comments. The content there may not be appropriate for all students

Procedures

1. Students will prepare and create their own remix using the techniques they have learned up to this point.
2. Once ready, students will press the record button at the top center of the screen to begin recording their remix.
3. This process will probably take them a few attempts before they have something they are satisfied with.
4. Once the students are done recording, they can go back and listen to their original remix as well as sharing it with their peers.
5. Listening back will allow students the opportunity to provide feedback to each other while promoting critical listening skills.

Extension

1. Students can use their experience of recording their remixes as a reference point when listening to professional DJs' recordings. They can compare and contrast the techniques being used which can help inform their approach for future recordings.
2. Students can learn more about how to record audio onto a Digital Audio Workstation (DAW) such as Garage Band or Soundtrap, so they can begin building a library of their own remixes and share with their friends and family.

National Core Arts Standards

MU:Cr2.1.C.IIIa Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended sonic experiences or abstract ideas.



YouDJ Video 7: Crossfading Songs



Objective

Students will arrange an original mix by using the cross fader to switch between songs.

Key Terms

Mixing songs: transitioning seamlessly from one song to another while maintaining a steady beat and tempo.

Procedures

1. Students will begin exploring the mixer fader by switching back and forth between the left and right turntable.
2. Once students feel comfortable with using the mixer fader, they can begin choosing two songs that they would like to mix together.
3. Students can load one song onto the left turntable and the second song onto the right turntable.
4. Students can begin to decide at what point in the song to begin transitioning over to the second song.
5. The goal is for students to choose an appropriate moment in the song to transition out and also to choose an appropriate moment in the song to transition into.
6. Through trial and error, students will begin to refine their mixing process and will develop their own preferences for when to jump in and out of songs.

Extension

1. Students who feel comfortable sharing, can demonstrate to the class their own personal mixing techniques by modeling how and when they would transition from one song to the next.

Assessment

When possible, students can film a short video of their screen to demonstrate an understanding of how to use the cross fader to switch between songs.

National Core Arts Standards

MU:Cr1.1 .T.1a Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations using digital tools.



YouDJ Video 9: EQ



Objective

Students will experiment with various EQ settings to create dynamic moments in the music.

Key Terms

EQ: short for **equalizer**. A device for amplifying or suppressing specific frequency bands of audio.

High Frequencies: refers to the set of frequencies that fall within the upper most range of the sonic spectrum.

Mid Frequencies: refers to the set of frequencies that fall within the mid range of the sonic spectrum.

Low Frequencies: refers to the set of frequencies that fall within the low range of the sonic spectrum.

Procedures

1. Students will use one song example as a template for exploring the various sonic possibilities through EQ manipulation.
2. Students will begin by exploring the mid frequency knob located in the middle of the DJ console.
3. Students will turn the knob all the way to the right so they can hear the difference when all of the mid frequencies are amplified.
4. Students will then turn the knob all the way to the left so they can hear the difference when all of the mid frequencies are suppressed.
5. Students will repeat this process for the low frequency knob and will begin to find a combination that they think sounds good to them, using both mid and low frequency knobs to achieve this outcome.
6. Finally, students can explore the filter knob which allows specific frequencies to pass thru. When turned all the way to the right, only the high frequencies are allowed to pass while the low frequencies get suppressed. When turned

Extension

1. Students who are interested in learning more about sonic frequencies can research the scientific properties of the various frequency bands and how they impact the overall sound of music.
2. Students can also look for other examples of devices or instruments where they can manipulate the frequency

Assessment

When possible, students can film a short video of their screen to demonstrate an understanding of how to adjust EQ settings to create dynamic moments in the music.

National Core Arts Standards

MU:Pr4.2.1a Describe and demonstrate how context, theoretical and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances.



YouDJ Video 10: Tempo



Objective

Students will differentiate between the various tempo options on YOU DJ for creating unique remixes.

Key Terms

Tempo: The rate of speed of a musical piece or passage.

Procedures

1. Students will identify the tempo box on the YOU DJ platform, located at the top center of the screen and will click on it to open up a tempo pop up window.
2. Students will explore the tempo range available by moving the fader to the left in order to slow down the tempo and to the right in order to speed up the tempo.
3. Through the exploration process, students will differentiate between different tempo settings to determine which one(s) sounds best to them.
4. Students can begin to use tempo as an expressive tool for creating different musical moments throughout their remix.

Extension

1. Students who want to explore tempo further can disable the Auto BPM function in order to manually sync up the two turntables. This approach is how DJs used to match up songs together by adjusting the tempo settings so both songs could be lined up.

Assessment

When possible, students can film a short video of their screen to demonstrate an understanding of how to use the tempo controls within YOU DJ.

National Core Arts Standards

MU:Pr4.3.T.1a - Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.



YouDJ Video 11: Looping



Objective

Students will create original remixes by using the loop function on YOU DJ.

Key Terms

Loop: A repeating section of sound material.

Procedures

1. Students will identify and activate the loop button located directly below each turntable.
2. Students will explore the various loop length settings by pressing the plus (+) and minus (-) buttons located to the left and right of the loop button.
3. The loop settings can be adjusted to loop every 1/8, 1/4, 1/2, 1, 2, 4, 8, 16 and 32 beats.
4. Through the exploration process, students will discover how to best implement the loop function in order to create unique musical moments.
5. Students will activate the loop function on both turntables to begin creating their own original remixes.

Extension

1. Looping music is a technique that has been used for decades. Students who are interested in learning more can research the origins of looping music and how it evolved over the decades.
2. While much easier to accomplish on actual physical turntables, students can practice creating their own manual loop by dragging the record on the turntable back to the exact marker where they want to begin the loop. They can repeat this process for any number of times until they are successful at looping back to the same starting

Assessment

When possible, students can film a short video of their screen to demonstrate an understanding of how to use the loop function on YOU DJ.

National Core Arts Standards

MU:Pr6.1.T.1a - Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.



YouDJ Video 13: Scratching



Objective

Students will improvise rhythms on the YOU DJ turntable by using the scratching technique.

Key Terms

Scratching: a DJ/turntablist technique of moving a vinyl record back and forth on the turntable to produce percussive or rhythmic sounds.

Procedures

1. Students will hover their mouse over the left turntable and will click and drag the record to produce a scratching effect. Turning the record clockwise will move the music forward while turning the record counterclockwise will move the music backwards.
2. Students will identify different parts in the song that work well for scratching and can compare the various sounds that are produced in each section.
3. Students can also have one turntable playing music to serve as a template while they scratch on the second turntable. This allows students the opportunity to scratch while keeping the music going.
4. Students can work with various rhythmic combinations to create improvised scratch solos throughout various sections of the song.

Extension

1. Students can learn more about scratching by researching videos of top DJ scratchers from around the world. Search terms could include: Top Scratch DJs, DJ Scratch Battle, How to Scratch DJ, etc.

Assessment

When possible, students can film a short video of their screen to demonstrate an understanding of how to use the scratching technique on YOU DJ.

National Core Arts Standards

MU:Cr1.1 .T.1a - Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations using digital tools.



YouDJ Video 15 & 16: Effects



Objective

Students will manipulate sound by activating various effects within the YOU DJ platform.

Key Terms

Effects: alterations to the sound added when you're DJing.

Slicer effect: cuts audio to create ongoing moments of silence.

Kick effect: adds a second bass drum sound on top of the music.

Looper effect: repeats a section of the music over and over again.

Echo: bounces the sound waves back at varying rates.

Crush: Alters the sound to create different types of distortion.

Flanger: Mixes two identical signals to create a unique sound.

Procedures

1. Students will locate the effects button located right next to the loop button below the turntable.
2. Students will click and hold the plus (+) button located right above the effects button in order to activate the effect temporarily. The effect stays activated as long as the button is being held down.
3. For a more sustained effect, students will press the effects button which is labeled by the name of the effect currently being used. (i.e. Slicer)
4. In order to vary the settings of each effect, students will click and drag the plus (+) button in any direction to begin altering the sound and settings.
5. Students will change the type of effect being used by clicking on the down arrow located to the right of the effects button. This brings up a window with the six free effects that are available. These effects include: Slicer, Kick, Looper, Echo, Crush and Flanger.
6. Through practice and repetition, students will begin to gain an understanding of how each effect alters the quality of the sound when activated.

Extension

1. Students can learn more about effects by searching videos and articles related to DJ effects. Search terms can include: Top 5 DJ Effects, DJ Effects Explained, Beginners Guide to DJ Effects, etc.

Assessment

When possible, students can film a short video of their screen to demonstrate an understanding of how to manipulate sound by adding various effects in their remix.

National Core Arts Standards

MU:Cr3.2.T.1a - Share compositions and improvisations that demonstrate an accomplished level of musical and technological craftsmanship as well as the use of digital and/or analog tools and resources in developing and organizing musical ideas
Standard: MU:Cr1.1 .T.1a



YouDJ Video 17: Sampler



Objective

Students will test various preloaded samples to determine its appropriate use within a song.

Key Terms

A **sample** is the reuse of a portion of a sound recording in another recording or performance.

Procedures

1. Students will activate the sampler function on YOU DJ by clicking on "Sampler" located in the menu bar on the left side of the screen.
2. Students will click on any one of the highlighted names to activate that specific sample (Lets Gooo, In the Mix, Are You Ready, etc.)
3. Students will then activate one or both turntables to begin playing music.
4. While the music is playing, students will experiment triggering any sample at an appropriate time.
5. Students can trigger multiple samples simultaneously and can also modify the volume and pitch of each one.
6. Students will then determine which samples will occur at specific moments in the music in order to enhance their remix and/or performance.

Extension

1. The art of sampling has a rich history and evolution. Students can research the origins of sampling and how it came to be popularly used within hip hop and other styles of music.
2. Students can also research the legal issues around sampling copyrighted music. They can use the following search terms (10 Rappers Famously Sued for Using Unauthorized Samples, Why You Need Permission to Sample Others' Music, etc.)

Assessment

When possible, students can film a short video of their screen to demonstrate an understanding of how to integrate pre-loaded samples into their remixes.

National Core Arts Standards

MU:Pr6.1.T.1a - Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.



YouDJ Video 19: Putting It All Together



Objective

Students will create original remixes by using the various DJ techniques they have learned.

Procedures

1. Students will incorporate all of the techniques they have learned up to this point.
2. Students will load various records onto both turntables.
3. Students will demonstrate their knowledge of using the mixer fader to toggle between each turntable during their recording/performance.
4. Students will demonstrate the ability to create a smooth mix by using the cross fader to transition between songs.
5. Students will alter the quality of the sound by using the EQ to adjust the frequency range with the mid, low, and filter knobs on the YOU DJ platform.
6. Students will adjust the tempo of each song to determine an appropriate BPM setting.
7. Students will activate the loop function and adjust the beat length to create a new musical section within their remix.
8. Students will use the scratching technique to create improvised rhythms on the turntable.
9. Students will use various effects to add different textures to their music throughout the remix.
10. Students will use the sampler function as a way to create exciting musical moments within their remix.
11. Students will record their remix in order to share it with their peers and teacher.

Extension

1. Students can use YOU DJ as a starting point to venture into using actual physical turntables.
2. There are various resources that expand on how to learn several DJ techniques. A couple of examples are “DJ Method” and “Spin Now: The DJ Starter Handbook” which are both method books published by Hal Leonard.

Assessment

If meeting in person, one option is to have DJ performances where each student demonstrates their knowledge of the outlined skills and techniques by providing a short demonstration for the class.

If meeting virtually, students can share their screen and demonstrate their DJ skills by providing a short demonstration for the class.

Alternatively, students can film a short video of their screen to demonstrate an understanding of the outlined skills and share it with the class via Flipgrid or other video sharing platform.

National Core Arts Standards

MU:Pr6.1.T.1a - Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

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