

February 23rd 2018

djay PRO

LO: Develop our mixing skills using
Club Dance music

1. Labelling your sheet



The **Fader** is used for _____

BPM is used for _____

The **Loop Button** is used to _____

1. Labelling first side of sheet



The **Fader** is used for Switching between left deck, right deck and middle (both)

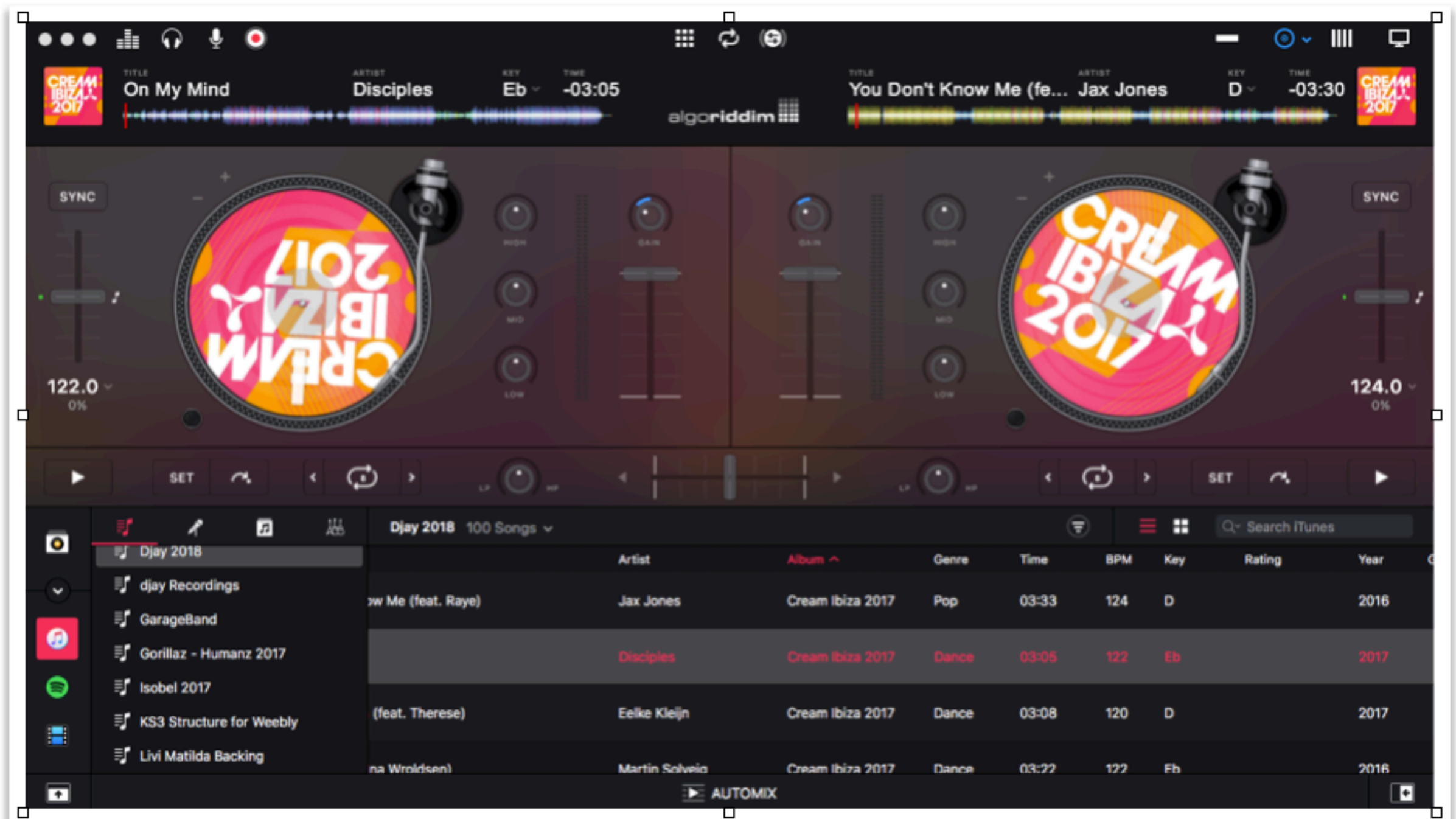
BPM is used for Identifying Tempo (Speed)

The **Loop Button** is used to Sample a little bit of a track

2. Labelling the second sheet

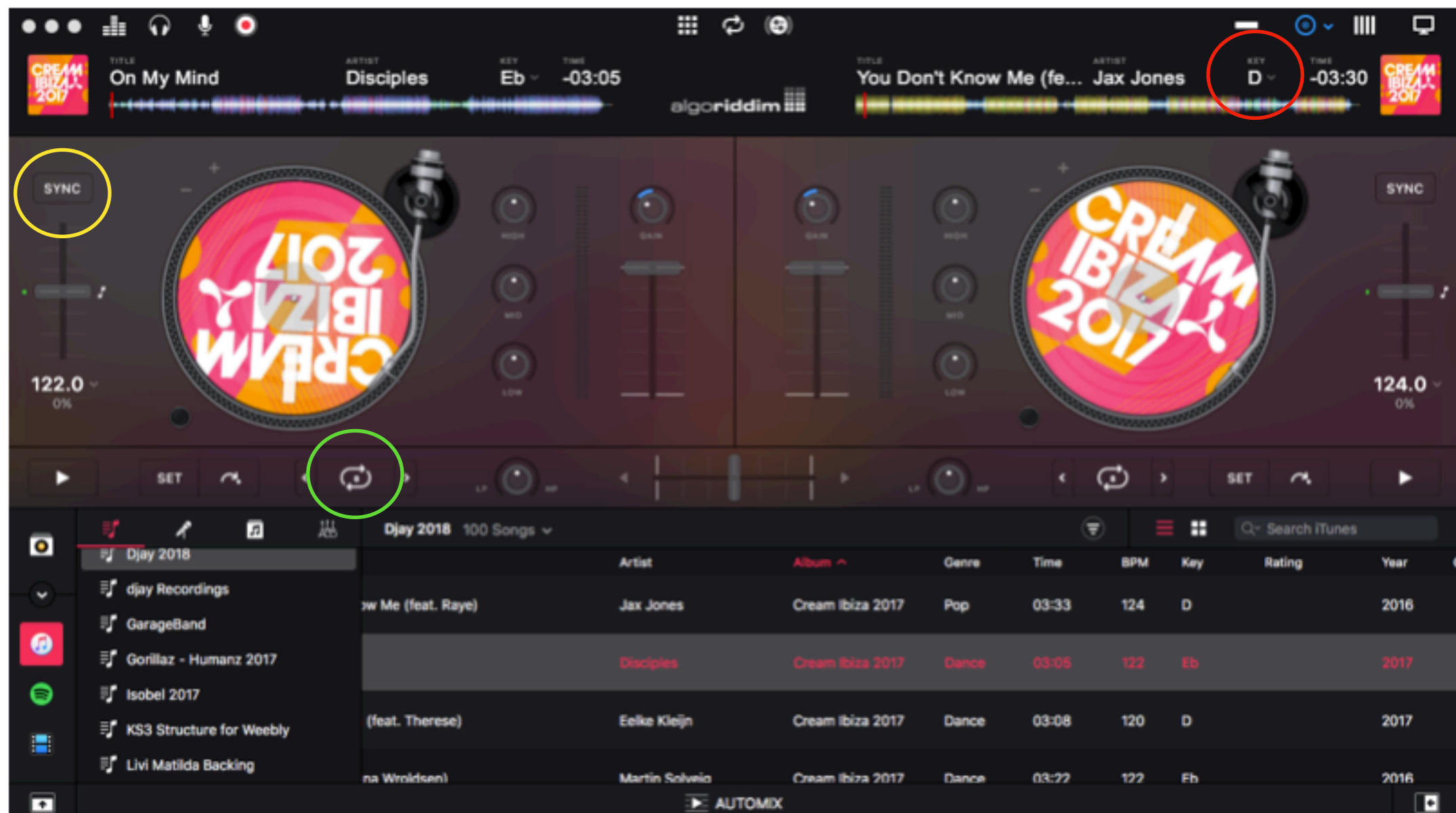
2 tracks have been put on the deck. They are in the same style (genre).

Q: **What can you do** (using Djay Pro) to make them mix better?

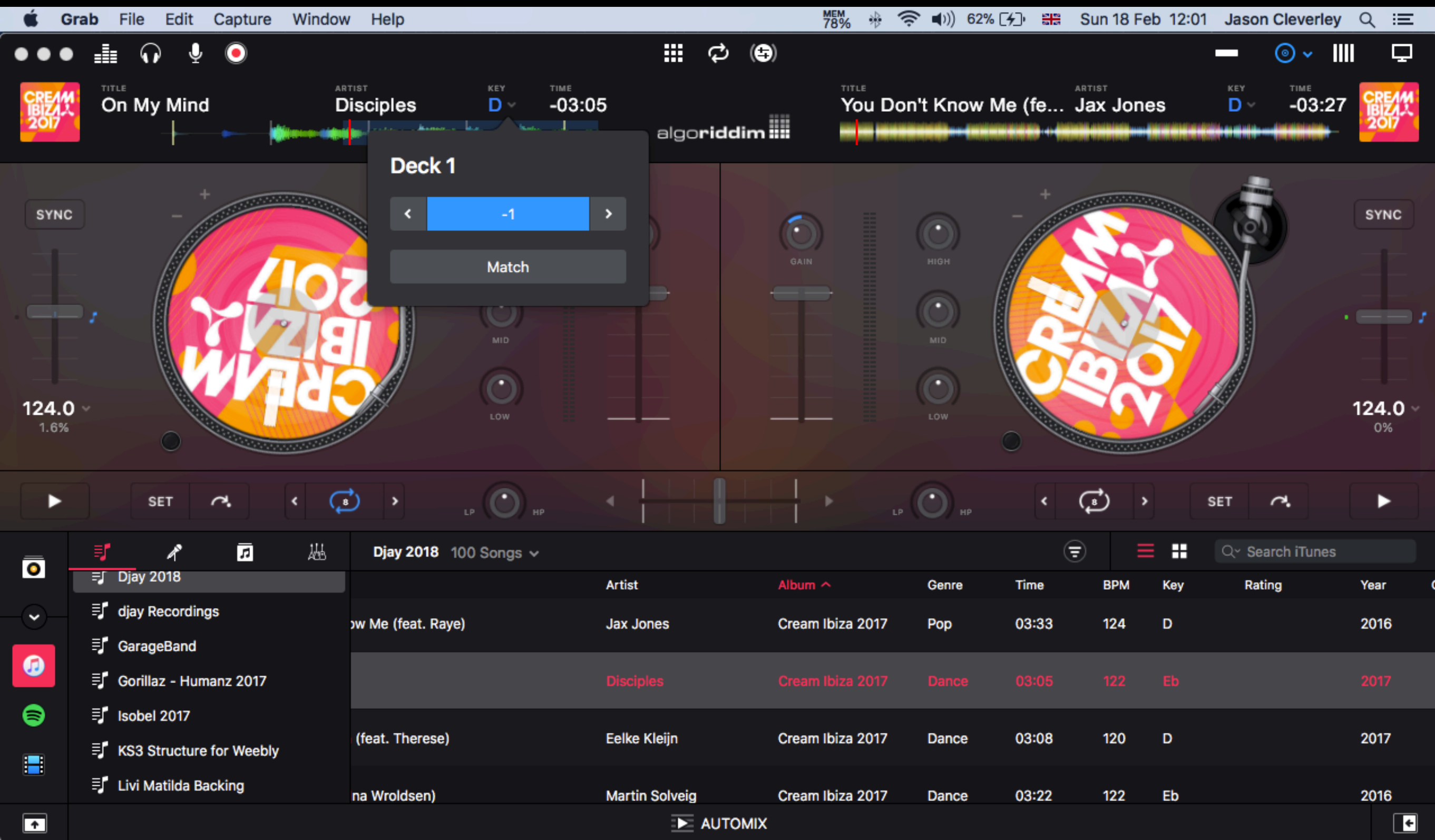


To make them mix together better, I could:

1. Match the **Keys** ●
2. **Sync** the **Tempos** ●
3. **Loop** an interesting bit of one track and slowly mix it into the other one ●



3. **Tempo's** are in **Sync**, **Keys** match, **Loop** Created, Tracks mixed



LO: Develop our mixing skills using
Club Dance music , using **Djay Pro for Mac**

Task 1: Demonstrate your ability to mix 2 tracks:

1. Sync Tempo ●
2. Match Keys ●
3. Loop an interesting part of a track ●
4. Mix tracks together using Fader ●

MAT Extension:

1. Make some use of FX
2. Practise mixing multiple Tracks

Lesson 2

**First, you master the
techniques:**

https://www.youtube.com/watch?v=hi4_KJwtDj4

**Then, you become the
Master of ceremonies:**

<https://www.youtube.com/watch?v=sSX9YINuUpc>

Your Name:

Your Class:

26/2/2018 (SJH Music)



LO: Develop our mixing skills

Task: Make a playlist and mix 10 tracks, without stopping

BPM ^
88
99
102
102
109
115
118

Track with the **same/similar BPM and Key** can be mixed together, we are going to choose

1. Click on the **BPM** column so that the BPM numbers, are put into ascending order (low to high)
2. Look for tracks, which have the same **BPM** and **Key**
3. If they are not exactly the same, but are very close (for example, they can be used, but you will need to **Sync** and **Match Key**)
4. Look for songs, which are suitable and write them in the table below:

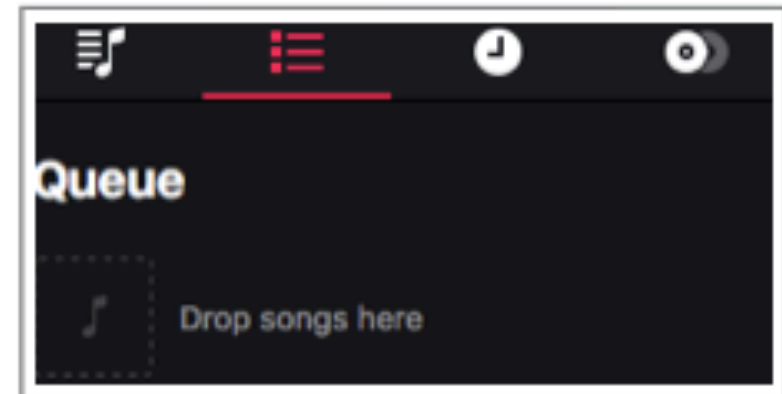
Track Name	Artist	BPM	Key

5 . Check with your teacher, before continuing

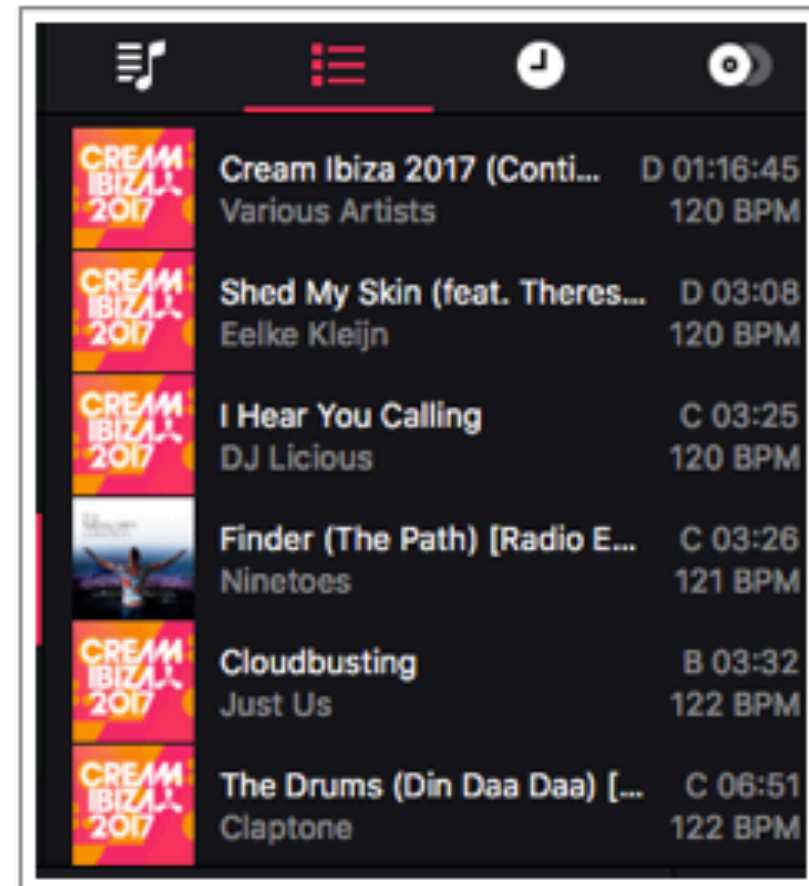
6. Click on the button at the bottom right of Djay









7. Click on the Queue button



8. Start adding songs from the table on page 2



	Cream Ibiza 2017 (Conti... Various Artists	D 01:16:45 120 BPM
	Shed My Skin (feat. Theres... Eelke Kleijn	D 03:08 120 BPM
	I Hear You Calling DJ Licious	C 03:25 120 BPM
	Finder (The Path) [Radio E... Ninetoes	C 03:26 121 BPM
	Cloudbusting Just Us	B 03:32 122 BPM
	The Drums (Din Daa Daa) [... Claptone	C 06:51 122 BPM

9. You should have 10 songs added to your Queue window, that are close in BPM and Key:

9. Start mixing the tracks together, using the techniques we have looked at:

10. **Remember:** Loop a part of the track on one of the decks, before mixing in a track from the other, and so on....

Outcome today:

- **Make a playlist and mix 10 tracks, without stopping**



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Task 1: Demonstrate your ability to mix 2 tracks:

1. Sync Tempo ●
2. Match Keys ●
3. Loop an interesting part of a track ●
4. Mix tracks together using Fader ●

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What works well here?

Track Name	Artist	BPM	Key
Talkin All That Jazz	Fat Boy Slim	122	C
Finder	Fat Boy Slim	121	C
We Are Your Friends	Fat Boy Slim	123	C
King Kong	Icarus	123	D
Burnin UP	Kideko	123	D
Cloud Busting	Just Us	125	E

What is a Queued Playlist?

Outcome today:

- **Queue a playlist and mix 8 tracks, without stopping**



F1 & 2:

Follow others and fit in
Use instruments and voices
Join in with playing instruments and singing
Play chords when shown
Use technology to create and/or record music
Follow and offer musical suggestions

F3

And keep in time with the pulse, holding an independent part
And sing in tune, play instruments correctly
And read and play music (with a help-sheet)
And read and play simple chord shapes
And incorporate their own musical ideas
And respond to musical targets

1

And recognise when they have got out of time and get back in
And be fluent in simple skills (note to note, chord to chord)
And make musical choices (timbres, dynamics etc)
And change chords fluently, hearing for themselves when to change (eg. Labyrinth)
And use recording and sequencing technology to make improvements to their music
And set musical targets for themselves and respond to them

2

And adapt their timing to suit other performers
And show elements of correct technique (keyboard fingering, clear sound on guitar)
And use notation for independent work
And use chords for themselves for a purpose (Composition)
And use technology to create multi-track recordings and compositions
And reflect on their own musical progress

3

And rehearse a group, fixing musical problems as they arise
And show mastery of an instrument (Grade 3 - 4)
And interpret music for themselves
And understand and use functional harmony
And integrate music technology into their performing and composing