

Concerto for Turntables and Orchestra (5th movement) **by Gabriel Prokofiev**

SECONDARY CLASSROOM LESSON PLAN BRING YOUR OWN DEVICE COMPOSITION

For:

- Key Stage 3 in England, Wales and Northern Ireland
- Third and Fourth Level, S1-S3 in Scotland

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Learning outcomes

Students should be able to:

- create a short piece of music combining live instrumentation and sampling via mobile devices - either improvised or a more constructed composition

Curriculum checklist

The following aspects of the KS3 and 3rd Level music curriculum (for England, Scotland, Wales and N. Ireland) are encountered in this project:

- Listen and evaluate/appraise
- Performing/playing/rehearsing and reviewing
- Composing/improvising
- Singing
- Technology
- How music is created (i.e. pitch, tempo, timbre etc.)
- Notation (staff or other relevant notations)
- Identifying musical devices and concepts
- Aural skills (imitating, understanding pitch)

Required kit/space

Pupils will require:

- a mobile or tablet device (either a student's own personal device or a school device)
- an app on their device that allows them to sample and loop sounds
- an app that allows them to scratch sounds

Time needed

The project may be completed in a one hour lesson or extended to two or more lessons.

4. Create a cadenza

During the piece, Mr Switch is given the opportunity to perform a cadenza during the [orchestral movement](#):



Ask pupils to create a cadenza using only manipulated samples on their devices. This could incorporate any sounds they like and be manipulated as far from the original as they want. Remind students: cadenzas are an opportunity for the soloist to show off – so make it impressive!

5. Create a ternary form piece

Ask students to combine and rehearse their original sample composition with their cadenza to create a binary form composition i.e.:

sampled/live instrumental section – cadenza – sampled/live instrumental section

6. Performance

The session can end with completed performances of the live instrumentation/sampled pieces.

7. Apps

There are many apps available for iOS and Android devices. Here are some suggestions for free apps:

iOS devices - free	
edjing 5	a basic DJ app for scratching
DJ Sampler for FREE	basic sampler with sounds
Sound Sampler	a basic recorder that will play back multiple short sounds

Android devices - free	
edjing	a basic DJ app for scratching
Smpler	basic sampler for triggering sounds
Virtual Recorder	recorder for capturing sound

And suggested paid for apps:

iOS devices - free	
Tap DJ	The app allows you to sample sounds and then scratch them live
MadPad	A basic video based sampler that is designed for live playback

SoundYeah	A simple sampler that allows for looping and other effects
Samplr	A pro level sampler that offers a lot more control, but is expensive

Android devices – paid for	
Cross DJ	The app allows you to sample sounds and then scratch them live
CamJam	A basic video based sampler that is designed for live playback
SPC Music Sketchpad	Loads and plays back samples, but requires an SD card

8. Expanding the BYOD approach

Get students to develop some scratch skills using appropriate apps. Mr Switch demonstrates the scratching of samples throughout the piece and students could try to emulate some of these performance techniques reliably, using turntables on the devices, in their own performance. Use Mr Switch’s scratching masterclass film (available at bbc.co.uk/tenpieces) to identify the different types of scratches that DJs use and encourage students to practice them to include in their compositions.

Alternatively, students could incorporate some of the original piece into a group performance through both live performance and sampling. Try capturing some of the original orchestral sounds and Mr Switch’s DJ sounds and encourage students to develop their own piece around this. This is a common technique used in many musical forms – taking inspiration from another piece of music has been done by many musicians including Vaughan Williams in *Fantasia on a Theme by Thomas Tallis* through to Dr Dre sampling 70s funk tracks.

Students could also develop a second section or ‘movement’ that contrasts with their first idea. Using a different set of samples and musical ideas from the live instrumentalists within the group, students could create a complementary section to perform after their original composition.

9. Further listening and key vocabulary

Tansy Davies – Salt Box
Matthew Herbert – Mahler Symphony X
Karlheinz Stockhausen – Klang
Edgar Varèse – Déserts
Grandmaster Flash
Mix Master Mike

Turntable	A device for playing vinyl records often used by DJs for mixing between songs and as a performance tool.
Sampling	The process of capturing pieces of audio and playing them back in a different context. Can often feature manipulation of the original sound to make it distinct from the source.
Scratching	When a DJ moves the record on a turntable back and forth it creates a scratching sound that can be varied in pitch and rhythm depending on the original sounds being used.
Cadenza	An extended improvised section of music from a principle performer to demonstrate virtuosity often found in a concerto.