Garageband Lesson Plan

Things to Consider for teachers and students

It is important when working with students on projects such as garageband that they first log on to their personal server space if the school has this set up. Students will need to be logged on if they want to be able to save and retrieve projects from their server space.

It is very important that the teacher and the students consider where they will be saving the students' songs. Student compositions should not be left on computers that they are working with because anyone can delete or tamper with these files. Files need to be saved in a secure manner such as a school server. If the songs are just loops that are built in from the program itself, saving and opening the songs from a school server is not a big deal. If, however, the students are adding their own recordings this becomes a bigger problem for a few reasons. Reason number one: Garageband will not allow the user to record audio to a server. The song must first be saved to the computer that the student is working on. Then the student can work on their song. Once they are done working on their song, they can drag the song back onto their server to save it. Reason number two: Songs that students create with their own audio recordings can get very large. So it is important that the students have somewhere to save them as mentioned above.

Garageband Lesson Plan: Lesson One: Intro to Garageband & the Loop Browser.

IRP PLO's Perform rhythmic compositions using vocal or instrumental skills. Make choices from the elements of rhythm in classroom repertoire to create rhythmic compositions. Apply knowledge of form and the principles of design to their rhythmic compositions. Use appropriate rhythm vocabulary to describe rhythm and common metres.
Specific Lesson Objectives Introduce the students to the basic functionality of the garageband software. (Specifically how to start a new project and how to use the Loop Browser. Students will also be introduced the concepts of meter, beats per minute, time signature, and musical patterns. By the end of the lesson students will be able to insert audio and midi loops into a project to create a simple composition of their own as well as be able to change the tempo and time signature of a song. Furthermore, students will know the basics of the Garageband software.
Materials Mac Laptops, Garageband software, projector to demonstrate the software, midi controller keyboard, CDs containing additional audio loops.
Introduction

Introduce the concept of audio recording and composition by quickly showing the students large recording studios that were once required for musicians to record their compositions. Next, in front of the students quickly make a song using the loop browser, midi instruments and audio recording functionality of the software. Get a volunteer from the class to demonstrate the audio recording functionality of the software by singing or talking into the microphone to the prerecorded material. Next, using a very popular song, demonstrate how the technique of looping occurs in pop music today. Play a brief portion of the song and then using a pre-made loop of that track, insert loop into Garageband and loop it.

Development

1. Begin by showing the students how to open Garageband and create a new song. This is where the students will be shown how to change the tempo of the song, the key signature, and beats per minute.
2. Explain the different functions of the software using the projector getting the students to follow along with their own laptops.
3. Familiarize the students with loop browser functionality of the software. Show the students how loops can be repeated and layered to create a song of their very own. In groups, students will then get a chance to play around with the built-in looping function of the software building their own original compositions.
4. Once they have completed their songs the students can export their songs into itunes.
5. Have the class share their songs with each other making sure that the kids are paying attention to patterns that were used.
6. Have the students write a reflection on how they used Garageband to create musical patterns.

Closure (Formative Assessment)

As a group get the students to explain how many steps there are to make a composition in Garageband using loops. In addition, while listening to a piece of original music composed by a student, ask the students how many separate musical patterns they can hear.

Extra Support (Adaptation/Modification)

Students who have had experience using the software or have grasped the concepts quickly can help those students who are having difficulty.

Extra Challenge (Extension)

Those students who grasped the basic loop function of the software can begin to use the more advanced loop functions within the software.

Assessment

1. Listening to a students' composition and reading their written work to see if they have understood how to create a musical pattern within the Garageband software.
2. Checking to see if the students can identify patterns within other students' work.
3. Listen for precise vocabulary to describe rhythm and metre as well as their music.

4. Students are able to talk about similarities and differences in rhythmic patterns.
5. That students demonstrate their understanding of rhythm and metre by analyzing and discussing music of other composers.
6. Observe students, ask questions, and listen to their conversations to gain insight into their understanding of the expressive and physical elements of rhythm.

Garageband Lesson Plan: Lesson Two: Virtual Instruments and Midi.

IRP PLO's

Perform rhythmic compositions using vocal or instrumental skills.
Make choices from the elements of rhythm in classroom repertoire to create rhythmic compositions.
Apply knowledge of form and the principles of design to their rhythmic compositions.
Use appropriate rhythm vocabulary to describe rhythm and common metres.

Specific Lesson Objectives

Introduce the students to the basic functionality of Garageband's virtual instruments and rudimentary midi triggering to create compositions of their own. At the end of lesson two, students will be able to insert one of the many virtual instruments into a project, and be able to trigger that instrument using the virtual keyboard using midi protocol.

Materials

Mac Laptops, Garageband software, projector to demonstrate the software, midi controller keyboard, CDs containing additional audio loops.

Introduction

Introduce the students to a midi controller keyboard and ask them if they have ever used one. Next, demonstrate how a midi controller keyboard can be connected to a computer and used to trigger many of the built-in virtual instruments. Next, show them the built-in midi keyboard. Get the students to think of different types of instruments that they know of. Have the students pick the different types of instruments that can be triggered for the demonstration.

Development

1. Demonstrate the implementation of virtual instruments and how they can be triggered with a midi controller or the built-in controller as well as how the performance can be edited.
2. Have the students bring up their compositions from the previous lesson.
3. Get them to think about different instruments that would be appropriate for their particular piece.
4. Have the students add virtual instruments to their original compositions from the previous lesson.

5. Have the students edit their midi performances to their liking.
6. Have the students share their work with the rest of the class explaining their reasoning for using specific instruments.

Closure (Formative Assessment)

Have the students as a group explain how many steps there are to inserting a virtual instrument. Have the students to try to guess what types of virtual instruments are being used in one of the students pieces.

Extra Support (Adaptation/Modification)

Students who have had experience using the software or have grasped the concepts quickly can help those students who are having difficulty.

Extra Challenge (Extension)

Those students who are excelling can begin to take a stab at rudimentary mixing techniques such as individual track volume and pan levels as well as using effects.

Assessment

7. Listening to a students composition and reading their written work to see if they have understood how to create a musical pattern within the Garageband software.
8. Checking to see if the students can identify patterns within other students' work.
9. Listen for precise vocabulary to describe rhythm and metre as well as their music.
10. Students are able to talk about similarities and differences in rhythmic patterns.
11. That students demonstrate their understanding of rhythm and metre by analyzing and discussing music of other composers.
12. Observe students, ask questions, and listen to their conversations to gain insight into their understanding of the expressive and physical elements of rhythm.

Garageband Lesson Plan: Lesson Three: Recording Sounds & Instruments.

Important Note: Remember that when recording audio with Garageband you must be aware as to where you are saving the song. The song must be saved to the computer that is being used when working with recorded audio. An easy way to do this is drag the song that they have been working on from the server to the desktop of their computer.

IRP PLO's

Perform rhythmic compositions using vocal or instrumental skills.
Make choices from the elements of rhythm in classroom repertoire to create rhythmic compositions.
Apply knowledge of form and the principles of design to their rhythmic compositions.

Use appropriate rhythm vocabulary to describe rhythm and common metres.

Specific Lesson Objectives

Introduce the students to the audio recording functionality of Garageband. By the end of this lesson students will be able to record original source material (voice, live instruments, sound effects) using the built-in microphone on their computers to create an original composition or piece.
Students will be learning how to work with someone in a collaborative way using cooperation and appropriate communication skills.

Materials

Mac Laptops, Garageband software, projector to demonstrate the software, midi controller keyboard, CDs containing additional audio loops, guitar, condenser microphone, and xylophone.

Introduction

Place a microphone under a blanket and get the students to try to guess what it could be. Next, after several guesses reveal the microphone. Ask the students if they know what the object is. Tell them what it is and then ask them if they have ever seen this type of microphone. Explain the use of this type of microphone. Next, go on to explain how they are going to add original recorded material to their songs. This is where it has to be explained that they have to think about what types of sounds they want to add (vocals, instruments, sound effects). The teacher at this point will ask the students to think/pair/share ideas that they may have. Next, using the audio recording functionality, briefly record the guitar into Garageband. Show the students how they can record a sound or instrument into Garageband and edit that sound to make a loop. Next, record some xylophone to accompany the guitar part.

Development

1. Give the students a demonstration of the recording capabilities of the software.
2. In groups have the kids think/pair/share ideas of sounds and or instruments that they could record that would suit their composition.
3. Have the students either record their voices, sounds from around the school or real instruments.
4. Have the students arrange these newly recorded tracks to fit into their arrangements.
5. In a group have the students share their newly recorded material with the class.

Closure (Formative Assessment)

In a group have the students briefly explain the audio recording process using Garageband. In their journals have them write down why they chose to record the sounds that they did and how those sounds make their compositions better. The students can also add pictures, colour or tone that expresses the mood of the song that they worked on.

Extra Support (Adaptation/Modification)

Students who are excelling can help students who are having difficulties. In addition, students who play an instrument can help those students who would like additional instruments to be used in their composition.

Extra Challenge (Extension)

Introduce those students who are excelling to the many built-in effects that can be applied to recorded tracks or loop tracks.

Assessment

13. Listening to a students' composition and reading their written work to see if they have understood how to create a musical pattern within the Garageband software.
14. Checking to see if the students can identify patterns within other students' work.
15. Listen for precise vocabulary to describe rhythm and metre as well as their music.
16. Students are able to talk about similarities and differences in rhythmic patterns.
17. That students demonstrate their understanding of rhythm and metre by analyzing and discussing music of other composers.
18. Observe students, ask questions, and listen to their conversations to gain insight into their understanding of the expressive and physical elements of rhythm.

Garageband Lesson Plan: Lesson Four: Make Your Own Song (Mixing).

IRP PLO's

Perform rhythmic compositions using vocal or instrumental skills.
Make choices from the elements of rhythm in classroom repertoire to create rhythmic compositions.
Apply knowledge of form and the principles of design to their rhythmic compositions.
Use appropriate rhythm vocabulary to describe rhythm and common metres.

Specific Lesson Objectives

Tie in all of the skills that the students have learned so far using Garageband software. By the end of this lesson, students will be able to compose a simple composition using Garageband and all of its main features. The criteria for this lesson is that the students use the loop browser, virtual instruments, and an audio recording to finish their music compositions.

Materials

Mac Laptops, Garageband software, projector to demonstrate the software, midi controller keyboard, CDs containing additional audio loops, guitar, xylophone and other instruments and noise makers which are available.

Introduction

Begin the lesson by playing different types of music and asking the students whether or not

they think they are listening to loop based music or more free form.

Development

1. Get the students to open their songs that they are working on.
2. Introduce them to the concept of setting levels for their song (mixing) and audio effects.
3. Give the students time to finish their compositions.
4. Once their songs are completed students are to export their songs into itunes.
5. As a group the students will listen to each groups composition.
6. Students will have time to give comments on each piece.

Closure (Formative Assessment)

In a group have the students share their works with each other listening to the finished versions of their compositions. Students will then discuss the differences in the compositions and then write a short journal entry describing their experience using Garageband.

Extra Support (Adaptation/Modification)

Students who have grasped the basics of the software can assist those who need help.

Extra Challenge (Extension)

Students can try to make their own loops from source material using the loop editor. This can include recording original sounds (e.g. xylophone or beat box) or editing a pre-existing loop using effects and other editing.

Assessment

19. Listening to a students composition and reading their written work to see if they have understood how to create a musical pattern within the Garageband software.
20. Checking to see if the students can identify patterns within other students' work.
21. Listen for precise vocabulary to describe rhythm and metre as well as their music.
22. Students are able to talk about similarities and differences in rhythmic patterns.
23. That students demonstrate their understanding of rhythm and metre by analyzing and discussing music of other composers.
24. Observe students, ask questions, and listen to their conversations to gain insight into their understanding of the expressive and physical elements of rhythm.

Mr. Turco's GarageBand Assignment Rubric

Student Name: _____   Date: _____

Aspects	Developing/Limited	Capable	Strong	Exemplary
Motivation & Enthusiasm	Rarely demonstrates curiosity, motivation & enthusiasm for learning concepts.	Sometimes demonstrates curiosity & motivation for learning.	Usually demonstrates curiosity & motivation for learning.	Consistently demonstrates curiosity & motivation for learning.
Understanding of the musical concepts and vocabulary	Demonstrates misconceptions about the concepts & Vocabulary.	Displays incomplete understanding of the important concepts & vocabulary.	Displays complete understanding of the important concepts & vocabulary.	Demonstrates full understanding of the musical concepts and vocabulary.
Understanding of the technology aspect	Demonstrates strong lack of understanding of the technical use of the computer.	Demonstrates incomplete understanding of the important aspects of the technology.	Displays complete understanding of the important aspects of the technology.	Demonstrates full understanding of the important aspects of the technology and its uses with music.
Final Project (musical composition)	Final project is thin in scope & lacking depth.	Some development but lacks structure and depth.	Demonstrates depth and structure in the musical composition. Consistently displays knowledge of musical composition. Good use of musical patterns.	Musical composition is rich in texture and depth, well thought out using a broad knowledge of musical composition. Evidence of well thought out musical ideas and uniquness. Evidence of well thought out musical patterns.

Rhythm
 a. The pattern of regular or irregular pulses caused in music by the occurrence of strong and weak melodic and harmonic beats.
 b. A particular form of this: *duple rhythm; triple rhythm*.

Metre
 a. The rhythmic element as measured by division into parts of equal time value.
 b. The unit of measurement, in terms of number of beats, adopted for a given piece of music.

Tempo (Beats Per Minute)

Relative rapidity or rate of movement, usually indicated by such terms as *adagio, allegro,* etc., or by reference to the metronome.

Midi

Musical Instrument Digital Interface: a standard means of sending digitally encoded information about music between electronic devices, as between synthesizers and computers.