

UNIT/LESSON	Song Writing “Loops in GarageBand”
GRADE	7
BIG IDEA	(Arts Ed) - Music is a unique languages for creating and communicating. (ADST) - Complex tasks may require multiple tools and technologies. (ELA) - Language and text can be a source of creativity and joy.

### LEARNING INTENTION

Students will learn to compose a “standard” song form using “Loops” in GarageBand.  
The creative song writing process will be taught and guided by the design thinking process

### ARTS EDUCATION

	Rhythm & Melody	Creative Thinking	Communicate & Document	Personal & Social
Core Competency “Do”	Students will demonstrate technical skills that enable music making and abilities that communicate thoughts and feeling in music.	Student will demonstrate the knowledge, skills and processes associated with intellectual development.	Students will demonstrate abilities that impart and exchange information, and experiences, mediated through digital and/or F2F performance and sharing.	Students will demonstrate abilities that relate to students' identity in the world, both as individuals and as members of their community and society.
Content “Know”	I can represent and demonstrate metre, rhythm & melodies that follow contour, repetition & patterns	I can create artistic works collaboratively and as an individual, using ideas inspired by inquiry and experimentation	I can refine, & share creative works using tools and processes developed through group & individual exploration.	I can model collective & personal responsibility associated with practicing, learning & presenting in a safe and ethical environment.

### ADST

	Personal & Social		Thinking (Critical & Creative)		Communicate & Document	
Curricular Competency “Do”	<b>EMPATHIZE</b> conduct research to develop an understanding of your users	<b>DEFINE</b> combine your research and observe where your users' problems exist	<b>IDEATE</b> generate a range of crazy and creative ideas	<b>PROTOTYPE</b> build real/tactile representations for a range of your ideas	<b>TEST</b> return to your users for feedback	<b>SHARE</b> ACT on your vision, put it into effect
Content “Know”	I can use “look, listen and learn” strategies to develop an understanding of others and how they impact community.	I can make sense of information gathered from many different resources (observations, text, interviews & data).	I can brainstorm to generate my ideas and add to the ideas of others then focus these ideas through the Iteration process.	I can use Computational Thinking strategies to construct a first version of a product and effectively use appropriate, tools, technologies, materials, and procedures in a safe manner.	I can make changes to my product and test again, repeating until satisfied with the product.  Make a plan for production that includes key stages, and carry it out, making changes as needed	I can produce a product that meets my objective (theme, topic, purpose) and it is valued by an audience or community.  I can reflect on the design thinking process and my ability to work effectively as an individual and a group member.

## TOOLS

iPad with GarageBand  
 Projector with iPad connector  
 Wifi access to YouTube  
 Audio speakers with 1/8 inch in

iBook Everyone Can Create (Music) <https://books.apple.com/us/book/everyone-can-create-music/id1434741739>

## PROCESS/Planning

<p><b>EMPATHIZE (DT)</b> (Awareness)</p> <p><i>Inspiration (Music)</i></p>	<p>Listen to/watch the song “The Middle” by Jimmy Eat World  <a href="https://www.youtube.com/watch?v=kyqvrYKdy6o">https://www.youtube.com/watch?v=kyqvrYKdy6o</a></p> <p>Teach kids about song form (verse - chorus etc) by using “The Middle” as example</p> <p>INTRO-VERSE-CHORUS-V-CH-BRIDGE(Solo)-V-CH(2x)        Explain - verse has same beat/feel . . . . chorus has same beat/feel</p>
<p><b>DEFINE</b> (Research)</p> <p><i>Skills</i></p>	<p>Teach/show the GarageBand app. Focus on “Live Loops” NOT “Tracks”</p> <p>Show how to use Apple Loops and/or create loops. Follow the song form above. You should have 9 loops that read left to right on the grid.</p> <p>Click this link for an example on how to use loops  <a href="https://www.youtube.com/watch?v=ykGRexBtcXQ">https://www.youtube.com/watch?v=ykGRexBtcXQ</a></p>
<p><b>IDEATE</b> (Creativity)</p> <p><i>Borrow &amp; Steal</i></p>	<p>Allow kids to listen to the loops already created in Garageband. This will help students to start thinking about the music they like.</p> <p>Allow students to list and listen to song they already know and like and help them understand how verse and chorus structure works in that particular song.</p>
<p><b>PROTOTYPE</b> (Plan &amp; Build)</p> <p><i>Compose</i></p>	<p>Allow kids to start creating their songs using loops. They can write their own loops or use the loops already created in Garageband.</p> <p>Encourage students to make sure their Verses are the same and their Choruses are the same.</p>
<p><b>TEST</b> (Reflect)</p> <p><i>Rehearse</i></p>	<p>When students have decided on a few loops and they start to put their song form together, have them show their song to other students/groups for feedback.</p> <p>This will laosd allow them to “borrow” ideas from others.</p>
<p><b>SHARE</b> (Action)</p> <p><i>Perform</i></p>	<p>When songs are complete have a digital concert where students show their song (via the projector) to the class.</p> <p>This is a time to allow for feedback and reflection.</p>

## ASSESSMENT

Reference to Curricular Competencies & Content	
Authentic Evidence of Learning	
Descriptive Feedback (where is the student NOW - IMPROVEMENT - NEXT)	
Student Voice (Self Reflection)	

## REFLECTION

What worked well in this unit:

What went wrong:

Next time I will: