usic STUDIO

Name: _____   Section: _____

8th Grade General Music with Technology
Mr. Williamson

A. Course Description
General Music and Technology (Grade 8) General music is an elaboration on the fundamental musical elements taught at the elementary and intermediate levels with an emphasis on the continued development of perceptive listening skills. The purpose of this course is to broaden the students' musical background, enabling them to become more knowledgeable consumers, utilizing traditional and modern technological resources. Throughout the school year, students enrolled in the General Music and Technology course will use technology in application for music education. Notating, composing, sequencing, editing music on a computer, performing on rhythmic and melodic instruments, and playing keyboard at a beginner level are some of the skills that will be included in the coursework. Ideally, students enrolled and successfully completing this course will have a wider musical background and be more knowledgeable music consumers through the experiences provided through this course.

B. Course Topics and Unit Essential Questions
<u>Course and Computer Orientation</u> What does it take to be successful in this class? Explain the differences in using a Mac computer.
<u>Notation and Composition</u> How does basic music notation assist in composing music?
<u>Keyboarding</u> How do basic keyboard skills aid in piano performance?
<u>Sequencing, Recording, and Songwriting</u> How can GarageBand encourage a young songwriter?
<u>Musicals and Film Scoring</u> How is a musical different than a movie with music?

C. Activities and Weighting:
Graded activities are assigned throughout the learning process, and will include a combination of the following types of activities each marking period.

<u>Classwork/Homework</u>   <u>10-50 Points per assignment</u>
Participation and execution of in class, and only occasionally out of class, assignments. May include MusicAce computer guided session and games, in-class musical performances, homework assignments, etc.

<u>Quizzes/Playing Tests</u>   <u>50-100 Points per assignment</u>
Participation and execution of formal assessments, taken through either traditional or technological methods. May include computer-based quizzes, keyboard playing tests, etc.

<u>Projects</u>   <u>50-100 Points per assignment</u>
Participation and execution of individual, partner, or small group creative tasks. May include notating music, composing music, recording music, etc.

<u>Daily Journals</u>   <u>50 Points per marking period</u>
Participation and execution of individual reflective and listening journals. Journals are cumulative, and must be kept throughout the school year.

D. Student Absence and Late Work

It is your responsibility to ask for any assignments or papers you may have missed. If you are absent on the day a graded activity is due, you will be expected to turn in that assignment on the first time you return to class. Any incomplete assignments will automatically become zeros. Late work may receive a deduction in grade depending upon circumstances of its lateness, and must be turned in before the end of the marking period.

E. Classroom Expectations (GMMS School-Wide Expectations)

1. Be There, Be Ready

Enter classroom on time
Have all necessary materials (Music Notebook and a Pencil)
Follow beginning of class procedures (Daily Music Journal)
S.L.A.N.T. (Sit Up, Lean Forward, Ask Questions, Nod Yes or No, Talk with Teachers)

2. Follow Directions

Raise your hand to speak and wait to be called upon before speaking
Stay in your assigned seat or area
Ask for help if directions are unclear

3. Be Respectful

Be kind and considerate to all people and property
Use appropriate language
Keep hands, feet, and objects to yourself

4. Be Responsible

Complete work to the best of your ability and on time
Keep the classroom clean and orderly
Adhere to the school dress code

F. Behavior Consequences (Process may change depending on infraction)

1) Warning
2) Warning – Student/Teacher Conference
3) Warning – Student/Teacher Conference – Telephone Parents
4) After School Detention – Notification Letter to Parents – Telephone Parents
5) Office Referral

G. Suggestions for Success

For most students, music class will not be a "difficult" course. Activities like listening to music of different styles, writing, discussing, and learning about music and its' parts, creating music, through playing keyboard, recording, and clicking in sound loops are not difficult, but you must be able to pay attention to directions, take advice, ask for help when you need it, and manage your project time wisely. It is not uncommon for students who think they are "B" or "C" students to earn a higher grade in this hands-on, creative environment. Just do not be afraid to try in this class (even if music is not your thing), and most importantly, have fun – this class may prove to be one of your favorite classes this year.

8th Grade General Music with Technology: Computer Orientation

Name: _____ **Section:** _____

Learning Contract: This learning contract covers your computer orientation, including three projects you will create. You are responsible to finish each of the following, either alone, or with your partner if marked as such. Check off each box once you have completed an activity.

Activities:

1. **Required: Learn about Mac OS X with a manual.**

   ☐ Read and skim through computer orientation in your notebook (pages __ - __) (focus on icons, images and terms you may not already know)

2. **Choice: Learn about Mac OS X with a video.** (Choose one below)

   ☐ If you are not familiar with computers, watch the video, <u>Anatomy of a Mac</u>.

   ☐ If you are familiar with PC/Windows, watch the video, <u>PC to Mac: The Basics</u>.

   ☐ If you are familiar with Macs, choose another <u>video</u>, and write its name here:

   _____
   Name of Video

3. **Required: Learn Mac OS X through the Computer Orientation GoogleDoc.**

✓ when complete	Orientation Task
	1. Create your music class folder, include screenshot
	2. Select your iTunes song, include screenshot
	3. Research your music teachers, include facts (4) and screenshots (2)
	4. Research 4 teacher facts, and copy an teacher image using Safari (as per instructions)
	5. About Me – Include your selfie, band/artist details (3) and music bio

   ☐ Print and attach the Computer Orientation Activity Sheet you created.

4. **Required: Complete the Computer Orientation Quiz.**

   ☐ Take the Computer Orientation Quiz Online at MrWlive.com
   Print and attach your quiz score.

2

Citizenship and Work Habits:

I agree to the following learning conditions:

☐ I agree to follow our class ground rules.

☐ I agree to complete my work on time. [Due __/__]
(Computer Orientation Activities must be completed within six (6) class periods of instruction. Late work must adhere the school district policy regarding legal absences, which allows one additional day for each day legally absent)

☐ I agree to do my personal best.

Student's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

Learning Contract Evaluation:

Self-Evaluation (Complete when submitting your completed materials) /12

	Strongly Disagree			Strongly Agree
Over the contract period, I worked at my highest level.	1	2	3	4
I used my time effectively.	1	2	3	4
I was respectful to teacher and peers.	1	2	3	4

Teacher-Evaluation (for teacher-use only) /20

Student used time effectively.	1	2	3	4
Student showed evidence of planning.	1	2	3	4
Student was respectful to teacher and peers.	1	2	3	4
Student was organized and prepared daily.	1	2	3	4
Student directed questions to peers, before teacher.	1	2	3	4

COMPUTER ORIENTATION GOOGLeDOC

Follow the step-by-step directions for each part of this assignment. At the end of each part, follow the directions to replace those directions with evidence of learning, as requested. Reference the rubric at the end of this document with regards to grading as it pertains to procedural knowledge, following directions, technology, research, citations, creativity, and motivation throughout this project.

Name: _____   Workstation #: _____   Section: _____

PART 1: Create a Folder in the right place including:
YOUR FIRST NAME, YOUR LAST NAME AND SECTION

1. Open the folder "Music Class" on the desktop
2. Open your class' period (for example, period 2)
3. Select "file," then New Folder (you can also use the "gear" icon)
4. Type your first and last name, and your section # as the folder name
   e.x. - Mark Troutman T1P2

Once you have created your folder, take a ScreenShot (⌘+shift+4) of the Finder Window showing the your folder in the Desktop > Music Classes > Period location Your picture should replace this section of directions. Please keep the header!

PART 2: Select a Song Within the Program: iTunes

5. Open iTunes
6. Click on "My Music" to show the local music listing (music note icon on left column)
7. Select "Songs" using the text dropdown menu on the top right.
8. Scroll to a song that you know or like, and play it

Once you have selected a song within iTunes, take a ScreenShot (⌘+shift+4) of the iTunes display showing the title, artist and album picture. Your picture should replace this section of directions. Please keep the header!

PART 3: Research the GMMS Music Teachers Using their Webpages

1. Start at the district website http://www.GovernorMifflinSD.org
2. Visit Mr. Williamson's and Mrs. Griffin's teachers' pages and links:
   a. find two facts about each teacher and copy it into this GoogleDoc
   b. Info about Mr. Williamson's Drumline teaching experience can be copied from his "Mustang Drumline" page.
   c. Info about Mrs. Griffin's interests can be copied from her "Mrs. Griffin Info" page.
   Be sure to copy facts about teachers from research, do not create facts or opinions without reference.
3. Copy one image from both Music Teacher's webpage to your Word Document
   a. Select any image from Mr. Williamson and Mrs. Griffin's webpages
   b. Drag and drop the image from your browser to the Desktop
   c. Drag the image from the Desktop into this GoogleDoc
   d. Remember to delete any temporary files from the Desktop to keep the desktop clear

Once you have researched two facts about each teacher and have an image from each Music Teacher's webpage, these elements should replace this section of directions. Please keep the header!

PART 4: Research Music Using the GMMS Library Online Resources

1. Start at the district website http://www.GovernorMifflinSD.org
2. Go to the Middle School page
3. Go to the Library page
4. Open the Student Resource Center (General Resource) [scroll down]
5. View all topics under "Literature and the Arts"
6. Open the "Music" topic, and answer the questions below into this GoogleDoc

What are the four Eras of Western Music, from 1600 – Present?

What are the seven elements of music?

Be sure to include the source citation (source URL) for your responses.

Once you have answered these questions using the GMMS Library Online Resources, the questions, sentence-formatted responses, and citation URL should replace this section of directions. Please keep the header!

PART 5: About Me

1. Using the Insert > Image > Take A Snapshot tool, take a selfie with a classmate or prop.
2. Using Google Search, look up a favorite band or artist that you like and include three of the following:
   a. One artist picture or album cover image that best represents what draws you to this artist
   b. One stanza (paragraph) of lyrics by this artist that resonate or connect strongly with you
   c. Two of the following:
      i. The birthplace and date of this artist
      ii. The location and date of a famous performance
      iii. The deathplace and date of this artist
   d. Three song titles you would recommend to someone who have never heard of this artist
3. Two sentences or more that describe your experiences in music. It can include music experiences in school or outside of the school setting, as well as learning, performing, or listening/watching experiences. Try to include aspects that have helped to define you as a developing musician or consumer.

Once you have created, researched and responded to these elements, organize your responses creatively so that they replace this section of directions. Please keep the header!

DO NOT TYPE OR EDIT BELOW THIS LINE:

Grade

Rubric Categories	10 - Exemplary	8 - Proficient	6 - Developing	5 - Beginning
Folder	Screenshot clearly shows a folder created in the right spot with the right name.	Screenshot shows a folder created in an incorrect spot or with an incorrect name.	Screenshot shows a folder created in an incorrect spot with an incorrect name.	There is no evidence of folder creation.
iTunes	Screenshot clearly shows an iTunes song title, artist and album picture. (3/3)	Screenshot shows an iTunes song title, artist or album picture, but not all elements. (2/3)	Screenshot shows only an iTunes song title, artist or album picture. (1/3)	There is no evidence of iTunes song selection..
Teacher (Facts)	Four Facts - Two facts about each teacher - are included, based on research from website.	Three Facts - one or more about each teacher - are included, based on research from website.	One or Two Facts - one or more about each teacher - are included, based on research from website.	There is no evidence of teacher research from website.
Teacher (Images)	Two Images - One for each teacher - are included from website.	One Images - for one teacher - is included from website.	Image(s) is/are included, but not from assigned website.	There is no evidence of teacher images.
Research (Questions)	Research reveals questions, accurate answers, in sentence-formatted. (3/3)	Research reveals questions, accurate answers, in sentence-formatted, but not all elements. (2/3)	Research reveals questions, accurate answers, or sentence-formatted. (1/3)	There is no evidence of library research.
Research (URL Citation)	Citation URL clearly shows evidence of effective research.	Citation URL shows an attempt at effective research.	Citation URL shows limited research attempt.	There is no evidence of cited research.
Selfie	Selfie includes a classmate/prop and illustrates an appropriate level of creativity. (2/2)	Selfie either includes a classmate/prop or illustrates an appropriate level of creativity. (1/2)	Selfie does not include a classmate/prop nor illustrates an appropriate level of creativity. (0/2)	There is no evidence of a selfie.
Band/Artist Research	Band/Artist research includes 3 of the following: image,	Band/Artist research includes 2 of the following: image,	Band/Artist research includes 1 of the following: image,	There is no evidence of Band/Artist research.

4

	lyrics, dates & places, or song titles (3/3)	lyrics, dates & places, or song titles (2/3)	lyrics, dates & places, or song titles (1/3).	
Musical Resume	Musical Resume includes 2 or more sentences detailing a high level of personal reflection regarding music.	Musical Resume includes 2 or more sentences detailing a moderate level of personal reflection regarding music.	Musical Resume includes 2 or more sentences detailing a average level of personal reflection regarding music.	There is no evidence of personal reflection regarding music.
Creativity and Effort	Project format (organization,layout/ fonts/color/etc.) is highly original, demonstrating curiosity, motivation and enthusiasm for learning and self-expression.	Project format shows some originality, demonstrating some curiosity, motivation and enthusiasm for learning and self-expression.	Project format is rarely original, only demonstrating a limited curiosity, motivation and enthusiasm for learning and self-expression.	Project is lacking originality, demonstrating a lack of curiosity, motivation and enthusiasm for learning and/or self-expression.

Computer Orientation

Turning On The Computer

iMacs - Push the power button on the back left.

The Desktop

When you turn on the computer, the screen displays the **desktop**. On the desktop you see small pictures or **icons.** Icons represent different **files.** The icon's shape specifies the category of each file type. Here are some examples of categories.

Documents

Bach's Bio   Jingle Bells   Lecture #4   Rhythm Math

Folders
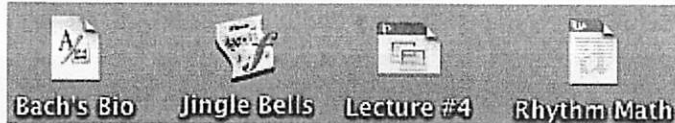
Announcements   Downloads   Music Classes

Hard Drive   **Trash Can**   **Printers**

MS 120-06   MS Computer Lab   MS Library   MS Music Rm

Programs

Band-In-A-Box   Finale 2004   GarageBand   iMovie   iTunes

Computer Orientation

Opening a Program

Programs are opened from the **Dock.** The Dock appears at the bottom of your screen. You simply click on the program or **application (app)** you want to open.

The Dock Icons

1	2	3	4	5	6	7	8	9	10	11	12

13	14	15	16	17	18	19	20	21	22	23	24

25	26	27	28	29	30	31	32	33	34

Applications: *indicates programs we will use in class.

1) Finder*
2) Stickies
3) Calculator
4) Contacts
5) Remote Desktop
6) Mail
7) Safari*
8) iCal
9) GarageBand*
10) Band In A Box
11) Amazing SlowDowner
12) Sibelius

13) Finale*
14) iTunes*
15) WireTap
16) Snapz Pro
17) QuickTime*
18) Microsoft Word*
19) Microsoft Excel*
20) Microsoft Powerpoint*
21) Pages
22) Numbers
23) Keynote
24) MusicAce 1*

25) MusicAce 2*
26) QuizPress
27) EasyGrade Pro
28) iPhoto*
29) iMovie '06*
30) iMovie '08*
31) iWeb
32) Parallels (Windows)
33) Disk Utility
34) AppleWorks

Open Program Indicator

Items 1, 4, 7, 18, 20, and 34 in the Dock pictured above are open. Notice the **indicator** below each program in the dock showing it is in use. Finder (1) is the only program that needs to stay open for the computer to run properly.

Computer Orientation

Program didn't open? - Then it is open already!
(Look for the indicator)

Click on the program again in the dock.
You can tell by looking at the dock that a program is already open because it will have a white indicator under its icon in the dock. Click the icon again to make that program the active application.

Program Menus
When a program is open and active its menu appears on the top of the screen.
 Explorer   File   Edit   View   Go   Favorites   Tools   Window

Program Not Acting Properly...
Try the following steps one-by-one if your program is not working properly...
(Unfortunately, you may loose any progress since your last save)

1) Quit the Program and Re-Open It
   a. Command + Q will Quit the active program.

2) Force Quit the Program and Re-Open It
   a. Command + Option + Escape will bring up the force quit menu
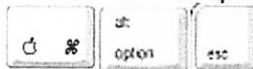
3) Restart the Computer
   a. Click on the apple menu (top left corner) and choose Restart...

     | **AppleWorks**   File   Edit   Forr |
     | About This Mac |
     | Software Update... |
     | Mac OS X Software... |
     | System Preferences... |
     | Dock ▶ |
     | Location ▶ |
     | Recent Items ▶ |
     | Force Quit AppleWorks   ⌥⇧⌘⊗ |
     | Sleep |
     | Restart... |
     | Shut Down... |
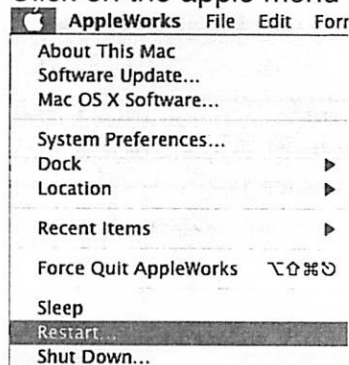
4) Reboot the Computer
   a. Press and Hold the computer power button for four seconds, then release.

Computer Orientation

How to start a new project or document
After opening the program, choose FILE > NEW from the menu bar.

Adjusting the Computer Volume
iMac – Press the Mute, Volume Down or Volume Up buttons on the computer keyboard.

File Organization on the iMacs

The Music Classes Folder is the Only Folder on the Desktop.
(Other items left on the desktop will be deleted, so SAVE carefully.)

Music Classes
(Contains Folders for each Period)

| P1 | P2 | P3 | P4 |

(Contains Student Folders)

| Bart Simpson | Milhouse VanHoughton | Nelson Munce | Ralph Wiggum |

My Section Is _____
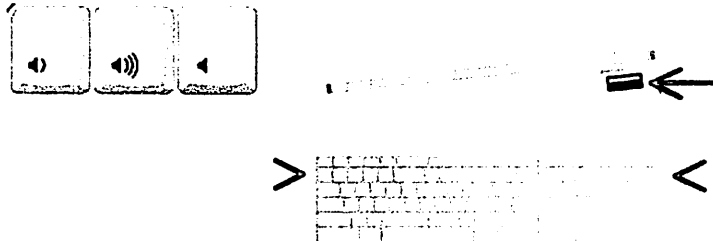
Inserting a Flash Drive
iMac - Gently insert the Flash Drive into the USB slot in the back of the computer's keyboard.

Computer Orientation

Saving a file to Your Classroom Folder

Most of the time you will be working on a project that you have already started so you will simply select **FILE > SAVE. This only works after you have saved your project once already!**

The following window appears when you select **File > Save** for the first time.

When you first save your file, you will see an option screen like this…

Save As: Input Demos.band ▼◄   Click the blue down arrow to expand your saving location options.

Where: 🗁 Documents

☐ Save as Archive
   Saves movie and all Apple Loops into the project so you can move it to another Mac and continue working.

☐ Compact Project Small – 128kbps AAC ▼
   Reduces the size of the project on disk, making it easier to share. Also reduces audio quality.

(Cancel) (Save)

Choose a name you will remember for your file. Your filename should include your name and section.
i.e. RalphWiggumGBandProj.band

Save As: Input Demos.band ▲ ◄   With the blue arrow pointing up, you can locate the MusicClasses folder on the desktop, and navigate through the section folders to your folder.

◄ ► ≡ ▦ 🗁 Classwork ▼ Q search

🖥 MrW Mac...   ChorusRoster1.xls   📁 RA1
🌐 Network   📁 ClassFiles   📁 RA2
💻 Macintos...   📁 Classwork ◄   📁 RA3
🖥 Desktop   CWMU Ten...r 2007.doc   📁 RA4
🏠 TWilliamson   📁 Ensemble Numbers   📁 RA5
🅰 Applications   GM6–8Presentation.ppt
📄 Documents

☐ Save as Archive
   Saves movie and all Apple Loops into the project so you can move it to another Mac and continue working.

☐ Compact Project Small – 128kbps AAC ▼
   Reduces the size of the project on disk, making it easier to share. Also reduces audio quality.

When the filename and location is correct, click Save.

☐ Hide Extension (New Folder)   (Cancel) (Save)

Computer Orientation

Remember: Once your project was saved once just use "File > Save"
If you don't save something correctly it will be lost when the computer is
shut off and you will have to start all over!! Remember to save your work

SAVE, SAVE, SAVE, YOUR WORK

Opening a Saved File
To open a saved file, navigate to the file via
Music Classes Folder \ Section Folder \ Student Folder \ *Saved File*
Your file will only be there if you have saved it correctly!!

Closing an open window
To close an open window, click on the red button in the Finder window.
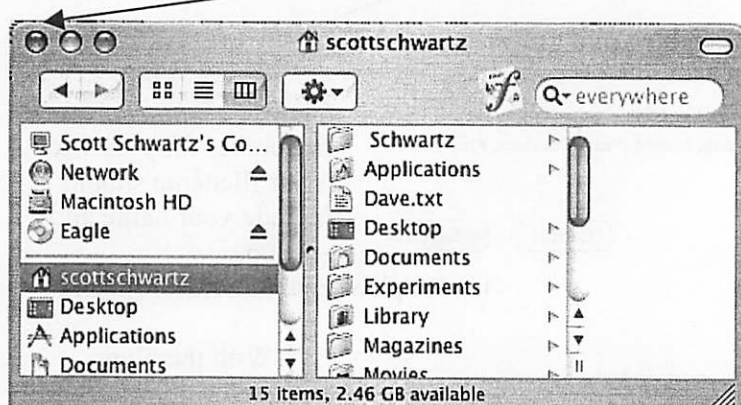
Closing an open application.
To quit an open application, select Quit from that program's menu bar, or use the
shortcut Apple + Q to quit the active program.

Turning Off The Computer
You should only turn off the computer if you are asked
to do so. To turn off the computer, use

Apple Menu : Shut Down...
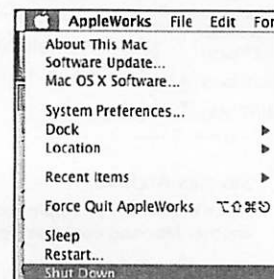
COMPUTER ORIENTATION: THE BIG PLEDGE MIX-UP...

The Task at Hand...

TASK: USING A FEW BASIC GARAGEBAND TASKS, YOU NEED TO UNSCRAMBLE THE PLEDGE OF ALLEGIENCE.

REMEMBER: "I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

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1. FIRST, OPEN GARAGEBAND USING THE ICON IN THE DOCK

GarageBand '08

---

2. CHOOSE FILE>NEW FROM THE MENU BAR TO CREATE A NEW AUDIO FILE...

GarageBand File Edit Track Control
New   ⌘N
Open...   ⌘O
Open Recent

---

3. ON THE PROJECT MENU, CHOOSE "CREATE NEW MUSIC PROJECT" TO GET STARTED...

---

4. CREATE YOUR FILE:

Use the Filename System...
Section - LAST NAME - first name - Project Number
ie - E2WtGh01

BREAKDOWN: Section E2, Williamson, Travis and Griffin, Heather, Proj #1

Save As: E2Wh01

New Project

Music Classes

Tempo:
Signature: 4/4 120 bpm
Key: C major

Cancel   Create

CHOOSE YOUR FOLDER... DESKTOP: MUSIC CLASSES: SECTION: NAME

THEN CLICK CREATE...

---

5. DRAG THE FLAGMIXUP.MP3 FROM THE DESKTOP INTO THE GARAGEBAND TIMELINE TO WORK WITH THE FILE

---

6. WITH YOUR MP3 FILE IN GARAGEBAND, YOU ARE ALMOST READY TO EDIT!

FLAGmixup

---
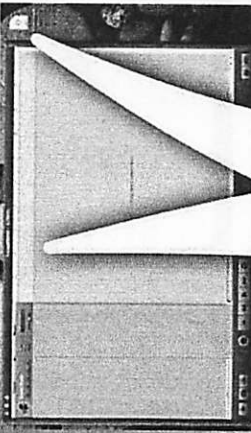
7. AT THE BOTTOM OF THE GARAGEBAND SCREEN, CHANGE THE L.E.D. DISPLAY TO TIME MODE, AND YOU ARE IN...

00.000

8

TIME TO MAKE IT RIGHT!

8. TO UNSCRAMBLE THE PLEDGE, YOU WILL NEED TO CUT THE RECORDING, AND RE-ARRANGE THE PARTS...

TO CUT, CLICK IN THE TIMELINE WHERE YOU WANT TO CUT, AND PRESS ⌘+T
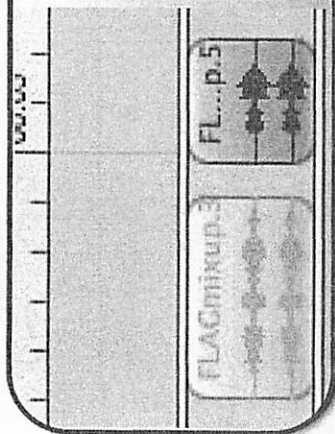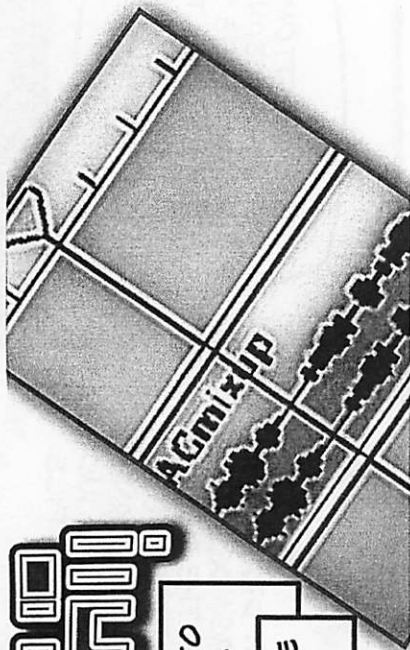
9. AFTER YOUR SECTIONS ARE CUT, SIMPLY CLICK AND DRAG TO ARRANGE THE SECTIONS IN THE CORRECT
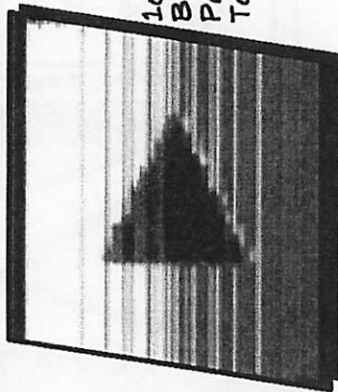
10. REMEMBER, SPACE BAR WILL PLAY AND PAUSE, AND Z REWINDS, TO CHECK YOUR WORK.

11. WHEN YOU ARE FINISHED, CHOOSE SHARE>EXPORT SONG TO DISK... TO SAVE IT AS AN MP3. THEN SUBMIT IT VIA STUDYWIZ!

REAL LIFE APPLICATION
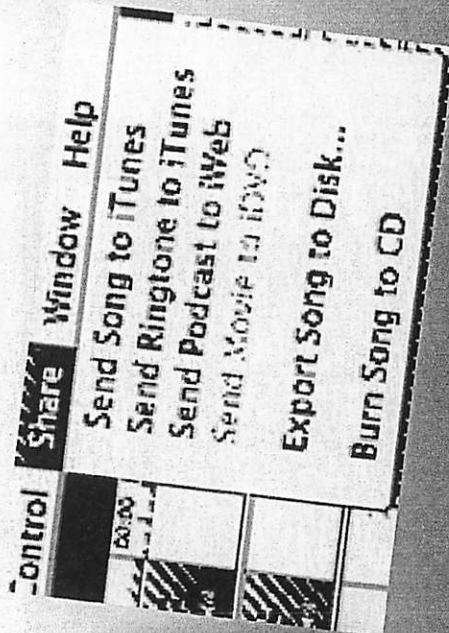
12. WHILE YOU WON'T NEED TO ARRANGE OR UNSCRAMBLE SONGS IN REAL LIFE, YOU CAN USE THE CUT FUNCTION IN GARAGEBAND TO "CLEAN-UP" SONGS THAT MAY HAVE INAPPROPRIATE LANGUAGE, OR EVEN USE THIS TECHNIQUE TO MAKE A MIX OF SOME OF YOUR FAVORITE SONGS. IF YOU HAVE A CHANCE, GIVE IT A TRY...

Control | Share | Window | Help

Send Song to iTunes
Send Ringtone to iTunes
Send Podcast to iTunes
Send Movie to iDVD

Export Song to Disk...

Burn Song to CD

First a look at some simple math:

Whole	Half	Quarter	Eighth

_____   _____   _____   _____
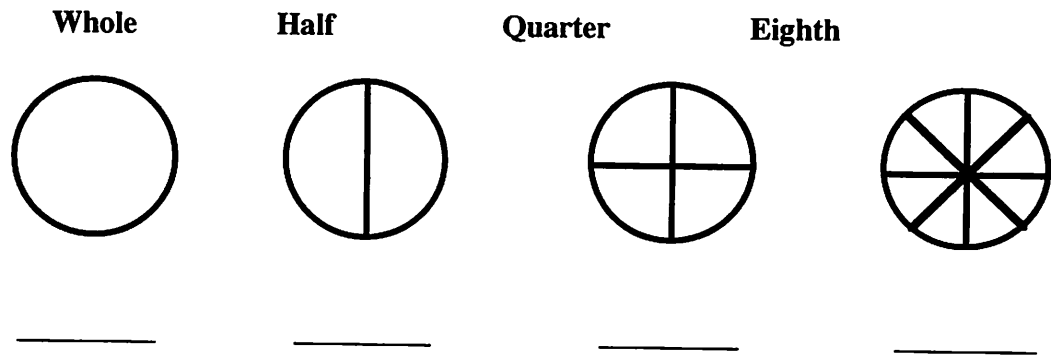
Challenge: Try some other numbers using the same pattern.

_____ _____ _____ _____2___

___80___ _____ _____ _____

_____ _____ _____ __37.42__

Rhythm Chart - Level 1

Note Symbol	Value	Rest Symbol	Name
𝅝	4	▬	Whole Note - Whole Rest
𝅗𝅥	2	▬	Half Note - Half Rest
𝅘𝅥	1	𝄽	Quarter Note - Quarter Rest
𝅘𝅥𝅮𝅘𝅥𝅮	1	(None)	Two Eighth Notes

9

Rhythm Mnemonics:

mnemonics - _____

_____

__Name__	__Value__	__Symbol__	__Mnemonic__
Whole Note	4	o	_____
Whole Rest	4	▅	_____
Half Note	2	♩	_____
Half Rest	2	▄	_____
Quarter Note	1	♩	_____
Quarter Rest	1	𝄽	_____
2 Eighth Notes	1	♫	_____

Directions: Cover the top portion of this page and fill in the blanks.

How many beats?   Example: ♩ = 1 Beats

♫ = _____ Beats   ♩ = _____ Beats   ♩ = _____ Beats

▅ = _____ Beats   o = _____ Beats   𝄽 = _____ Beats

What is its written name?   Example: ♩ = __Half Note__

♫ = _____   ▄ = _____

𝄽 = _____   ♩ = _____

Directions: First enter the values of the notes or rests then solve the problem using the math line.

Example: ♩ + ▬ − ♪ × ♩ = _____

Values: _____ _____ _____ _____

Math: _____ _____ _____

---

1) 𝅝 + ♩ − ▬ − 𝄽 + ▬ + ♪ = _____

Values: _____ _____ _____ _____ _____ _____

Math: _____ _____ _____ _____ _____

2) ♫ + ♩ − 𝄽 + ▬ + ♫ − ♩ = _____

Values: _____ _____ _____ _____ _____ _____

Math: _____ _____ _____ _____ _____

3) 𝅝 × ▬ ÷ ♩ − ♫ × 𝄽 × ▬ = _____

Values: _____ _____ _____ _____ _____ _____

Math: _____ _____ _____ _____ _____

4) ▬ ÷ ♩ × 𝅝 ÷ ▬ × ♩ ÷ ▬ = _____

Values: _____ _____ _____ _____ _____ _____

Math: _____ _____ _____ _____ _____

5) 𝄽 + 𝅝 × ♫ − ♩ ÷ ♩ + ▬ = _____

Values: _____ _____ _____ _____ _____ _____

Math: _____ _____ _____ _____ _____

10

Name _____ Section _____

Grade _____ Percent _____ Weight _____ Score _____

Directions: Solve the following problems. Do not leave any blanks

1) ♩ + 𝅗𝅥𝄽 × 𝄾 − 𝅝 × 𝅗𝅥 ÷ ♫ = ____

Values: ____ ____ ____ ____ ____ ____

Math: ____ ____ ____ ____ ____

2) 𝅗𝅥 − ♩ + 𝅝 − 𝅜 + ♩ ÷ 𝅗𝅥 = ____

Values: ____ ____ ____ ____ ____ ____

Math: ____ ____ ____ ____ ____

3) ♫ × 𝅝 ÷ 𝅜 − 𝅗𝅥 + ♩ × 𝄾 = ____

Values: ____ ____ ____ ____ ____ ____

Math: ____ ____ ____ ____ ____

4) 𝅝 ÷ ♫ + 𝅗𝅥𝄽 − 𝅜 ÷ 𝄾 × 𝅗𝅥 = ____

Values: ____ ____ ____ ____ ____ ____

Math: ____ ____ ____ ____ ____

5) 𝅗𝅥𝄽 × ♩ + 𝅜 ÷ 𝅗𝅥 − ♫ + ♩ = ____

Values: ____ ____ ____ ____ ____ ____

Math: ____ ____ ____ ____ ____

MY MUSIC
ARTIST OR BAND PROJECT/PRESENTATION

OVERVIEW:
Students will choose and research an artist or band of their selection, creating a written project (MS Word) or oral presentation (MS Powerpoint) to share their findings.

Project/Presentation content must include cited research including the Name(s), Date of Birth, Date of Death (if applicable), Hometown, Genre(s) or Style(s) of Music, Top Song(s), Interesting Facts (3+), and Pictures of their artist or band.

RUBRIC:

Names: _____ Section: _____

CRITERIA	NOTES (include source for citations)	POINTS
Name(s)		/10
Date Of Birth		/5
Date of Death (or current age)		/5
Hometown		/10
Genre/Style(s)		/10
Top Song(s)		/10
Interesting Facts		/30
Pictures		/20

Beat - _____

Tempo - _____

_____

_____

Music is organized into groups of beats.

The most common patterns of beats are groups of 2,3, and 4 beats.

The grouping repeats itself with the strongest pulse felt or heard at the beginning of the pattern.

Groups of 2

beat beat   **beat** beat   **beat** beat   **beat** beat

Groups of 3

beat beat beat   **beat** beat beat   **beat** beat beat

Groups of 4

beat beat beat beat   **beat** beat beat beat   **beat** beat beat beat

Listening Exercise:

_____

_____

_____

_____

In written music the beginning and ending of a group is shown by a vertical line called a **bar line.**

| **beat** beat beat beat | | **beat** beat beat beat |

13
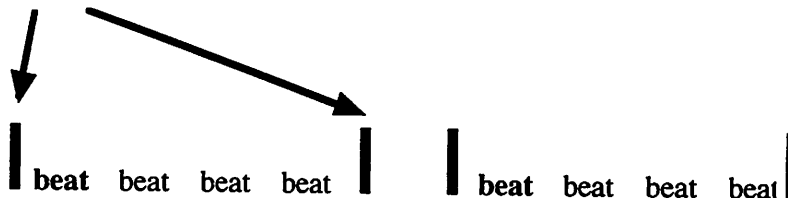
Rhythm Level 1 - Counting (2)

Measure - _____

_____

A Measure's Three Parts | 1 2 3 4 |

    1) Begins with a **bar line**

    2) Has a **set amount of beats** inside it

    3) Ends with a **bar line**
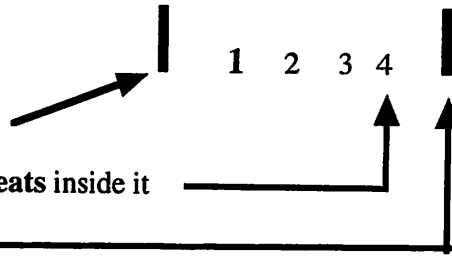
Composer - _____

_____

Composition - _____

_____

Using Notes and Rests in Measures - **One Simple Rule!**

    The **total amount** of the notes and rests in a measure **can not be more than** the **set amount** of beats per measure.

How many total beats?   A) ♪♪ ♩ 𝄽 ♩ = _____ beats   B) ▬ ♩ = _____ beats

If a measure has only 3 beats, which example would not work? _____

How many total beats?   A) ♩ 𝅝 ▬ = _____ beats   B) ♩ ♩ = _____ beats

If a measure has only 4 beats, which example would not work? _____

If a **composer** decided to use 4 beats in each measure, circle the following measures they could use in their **composition.**

| ▬ | | ♪♪ ♩ ▬ | | ♪♪ ▬ |

| ♩ ♩ ▬ | | ♩ 𝄽 ♩ ♪♪ |

Write notes/rests inside the boxes according to the number of beats indicated.

3 beats per measure

4 beats per measure

4 beats per measure

2 beats per measure

Numbers or counts are assigned to each pulse in a grouping.

Groups of 2	Groups of 3	Groups of 4
beat beat	**beat** beat beat	**beat** beat beat beat
1 2	1 2 3	1 2 3 4

** **Note - the STRONGEST PULSE is always beat ONE** **

How to write counts when using different notes/rests

First, a reminder of the Note and Rest values (Rhythm Chart - Level 1)

<u>Note</u>	<u>Value</u>	<u>Rest</u>	<u>Name</u>
o	4	𝅘	Whole Note - Whole Rest
♩	2	▬	Half Note - Half Rest
♩	1	𝄾	Quarter Note - Quarter Rest
♫	1	(None)	Two Eighth Notes

Second, a simple rule

- for **Notes** use **numbers** - Example: ♩ or o

  12   1234

- for **Rests** use **numbers in parenthesis** - Example: ▬ or ▬

  (12)   (1234)

Third, write the numbers directly under the symbols, do not be sloppy! ⌐

Rhythm Level 1 - Counting (4)

How to write counts when using different notes/rests (continued)

Finally, counts or numbers are used to show what beats a Note or Rest occupies

Example:

| 𝅝 | 𝅗𝅥 ▬ | 𝅘𝅥 𝄿 𝅘𝅥 𝅘𝅥𝅮𝅘𝅥𝅮 | 𝄻 |

    1234   12 (34)   1 (2) 3 4   (1234)

** Remember to write the numbers directly under the symbol. **

Exercise: You try it!

| 𝅘𝅥 𝅘𝅥 𝄿 𝅘𝅥 | ▬ 𝅘𝅥𝅮𝅘𝅥𝅮 𝅘𝅥𝅮𝅘𝅥𝅮 | 𝅘𝅥 𝅗𝅥 𝅘𝅥 | 𝅝 |

_____   _____   _____   _____

Exercise: Let's try it backwards...write the symbols above the counts given

| | | | | | |

  (1234)   (1) 2 (34)   1234   12 34   (12) 3 4

Exercise: Write the counts under the symbols

| 𝄿 𝅘𝅥 𝄿 𝅘𝅥 | 𝅘𝅥𝅮𝅘𝅥𝅮 𝅘𝅥𝅮𝅘𝅥𝅮 ▬ | 𝅗𝅥 𝅘𝅥 𝅘𝅥 | 𝅝 |

Exercise: Circle the symbol which falls on the count indicated below the measure

Example:

| 𝅘𝅥𝅮𝅘𝅥𝅮 𝅘𝅥 𝅗𝅥 | 𝅘𝅥 𝄿 𝅘𝅥 𝅘𝅥𝅮𝅘𝅥𝅮 |

    Beat #3?   Beat #4?

A) | 𝅘𝅥 𝅘𝅥 𝄿 𝅘𝅥 |

   Beat #2?

B) | 𝅗𝅥 𝅘𝅥 𝅘𝅥 |

   Beat #1?

C) | 𝅘𝅥𝅮𝅘𝅥𝅮 𝅘𝅥𝅮𝅘𝅥𝅮 ▬ |

   Beat #4?

D) | 𝅘𝅥 𝄿 𝅘𝅥 𝄿 |

   Beat #3?

Rhythmic Subdivision

When Notes or Rests are used that occur on the beat, subdivision is not needed.

1   (2)   3   (4)   (1)   2   (3)   4
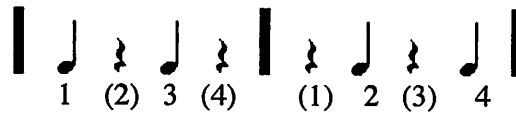
Subdivision is needed when a beat has more than one sound in it .

These beats have more than one sound in them.

A good musician uses counting to help them divide the individual beat evenly.

Beats can be divided in 2,3,4, or more parts (all done with counting).

Counting within a beat is done using signs (+) or syllables (E or AH).

Eighth Notes [ ] are counted using a plus sign (+) pronounced "AND".

The **first** Eighth Note is always a **number** according to what beat it falls on.

The **second** Eighth Note is always a **plus sign** (+).

For example:

1   +   2   3   4   +   1   2   +   3   +   (4)

Exercise: Write the counts under the symbols

** Remember to write the numbers directly under the symbols **

Exercise: Let's try it backwards...write the symbols above the counts given

** Remember to write the symbol directly over the numbers **

(1)   2   3   4 +   1   23   4   (12)   3 +   4 +   1   2   34

15
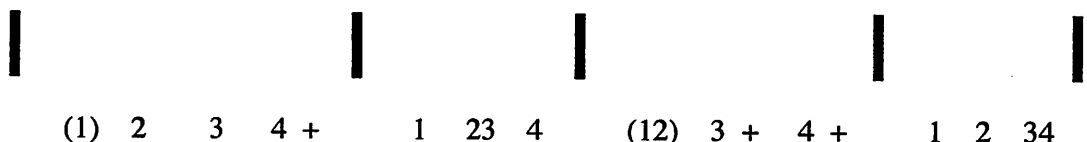
Rhythm Counting Homework

Name _____ Section _____

Grade _____ Percent _____ Weight _____ Score _____

Directions: Write the counts under the symbols

Directions: Write the symbols over the counts given.

1	2	3	4	(12)	34	(1234)	1	(2)	3	+	4	+	1234

1	+	2	+	(34)	1	23	(4)	(1)	(23)	4	+	12	3	+	4
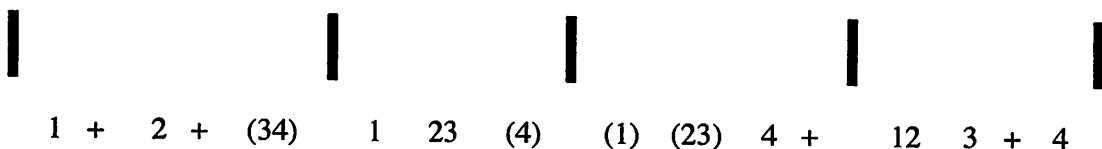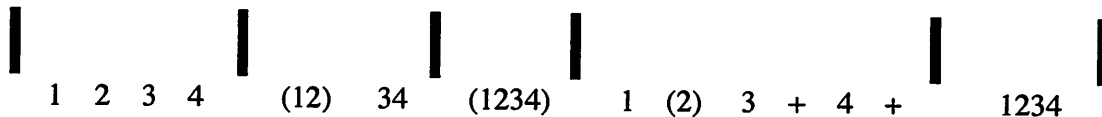
Directions: Circle the symbol on the count indicated below the measure.

Beat #2?   Beat #4?   Beat #1?   Beat #3?

Beat #1?   Beat #3?   Beat #2?   The "And" (+) of Beat #4?

16

Rhythm Notation 1

T. Williamson

17

Level 1 - Rhythm Score Worksheet

Page

Directions: Use the blocks below to write an 8 measure Rhythm Score for two players. Fill the boxes with Notes and Rests. Each box should total four beats.

Measure # 1	Measure # 2

Measure # 3	Measure # 4

Measure # 5	Measure # 6

Measure # 7	Measure # 8

18

Rhythm Notation for Triangle and Cowbell

You have been hired to compose a piece for Triangle and Cowbell.
Follow these directions to type your composition.

1. First, log-in to Noteflight
https://gmmsmusic.sites.noteflight.com/
Your Username is: First Name (space) Last Name ; Password is music

**2.** Then, create a new "Blank" document by clicking the "New Score" button.

noteflight

GMMSmusic	New Score	Home	Scores	Manage Site	Groups	Libraries	Search

Home		Your Scores	Edit List				
Your Scores	13	Lean On Me		Withers/Billingsley		⊙ 4	Apr 18, 2017
Your Public Scores	0	Sieze the Moment				⊙ 5	Apr 6, 2017
Scores Shared with You	0	Celebrate Music				⊙ 2	Apr 6, 2017
Your Favorites	0	All I Ask of You		Webber/arr. Brymer		⊙ 5	Apr 6, 2017
Your News		With a Voice of Singing		Martin Shaw			Apr 6, 2017
Messages		Don't Stop Believin'				⊙ 2	Apr 6, 2017
Your Deleted Scores	4	The Dream Keeper		Hughes / arr. Dilworth			Apr 6, 2017
Corrections	New	Freeze Frame					

3. On the dialog pop-up, select "Percussion" and click "OK"

Create A New Score

⊙ ☰ Start from a blank score sheet
☰ Piano
☰ Piano and Vocal
☰ Treble Clef
☰ Bass Clef
☰ Rhythm
☰ Percussion ⓘ

☐ ↓ Start by importing XML or MIDI files
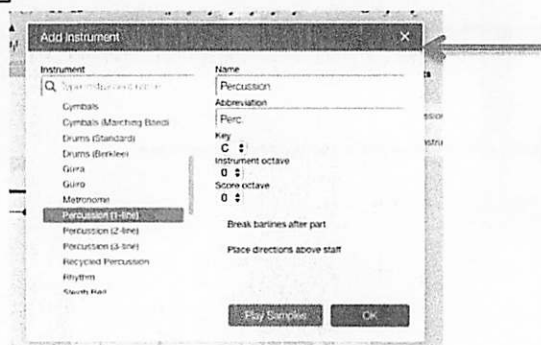
OK
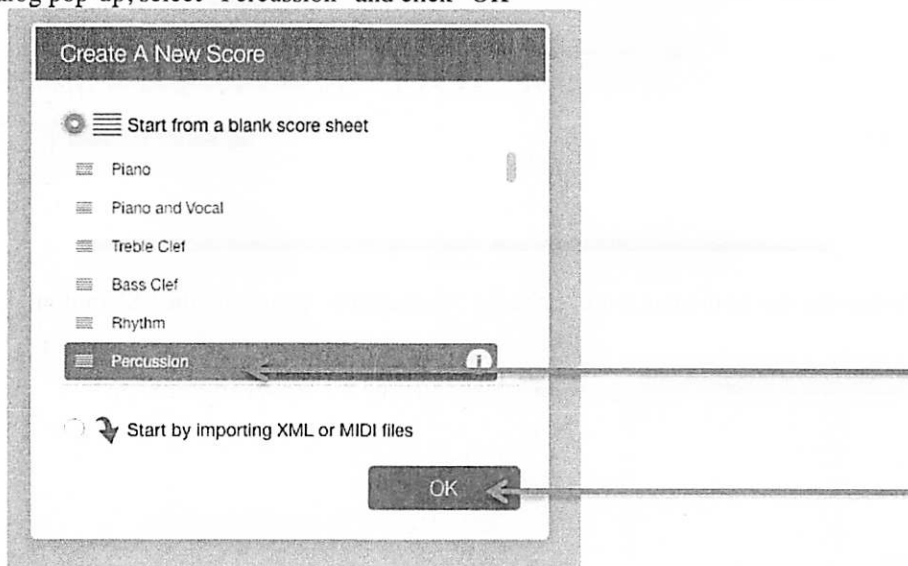
4. A new score appears with one line for percussion.
Click the "Instruments" button to add a second percussion part.
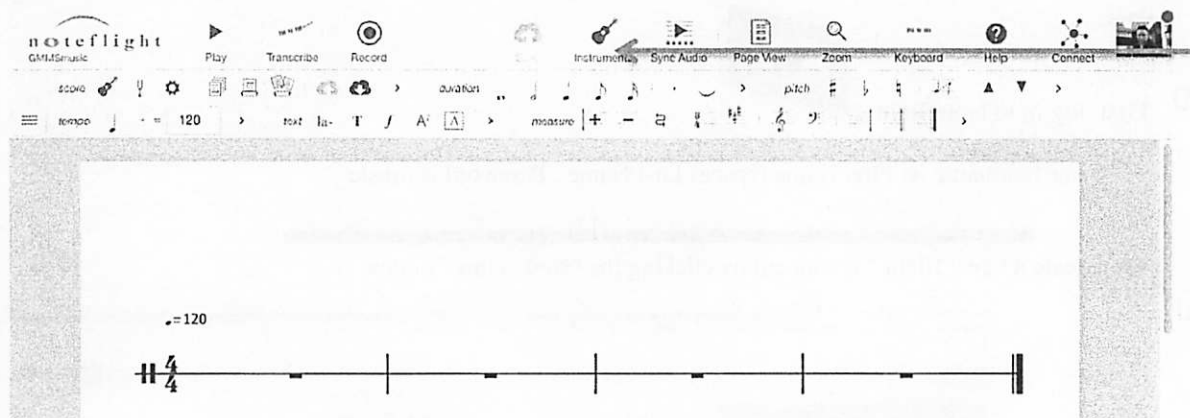
5. On the side "Instruments" pane, click "Add Instrument"
In the dialog pop-up, select "Percussion (1-line)" under "Unpitched Percussion" and click "OK"
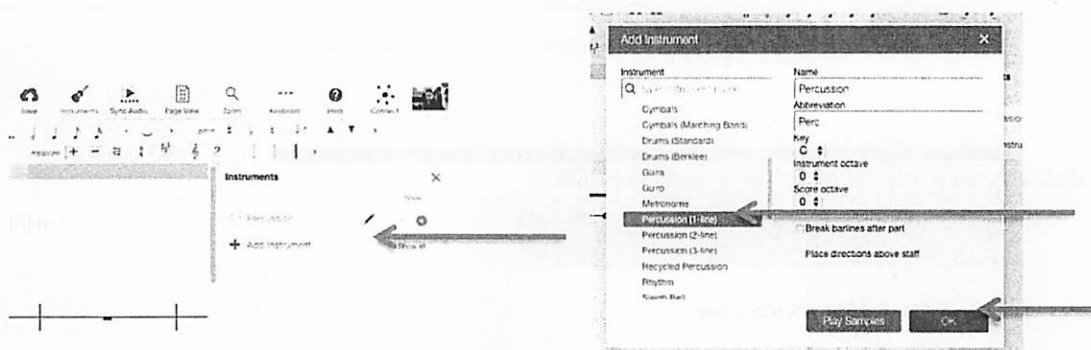
6. With two Percussion staves in your score, close the "Instruments" pane with the "X" button.

7. With staves for two instruments, we are ready to edit our layout text. *Double-Click* layout text to edit it. Text should read as follows…

♩.= 120

Percussion ‖ 4/4 ▬

Percussion ‖ 4/4 ▬

Type this text in place of the layout text…

Title: Rhythm Score
Located at top center of page.

Subtitle: For Triangle and Cowbell
Located at top center of page.

Composer: (FIRST LAST SECTION)
Located at top right of page.

Percussion (Staff #1): Triangle
Located to the left of the first staff.

Percussion (Staff #2): Cowbell
Located to the left of the first staff.

Copyright: © TEACHERNAME MUSIC
Located at bottom center of page.
(Opt+G – mac / Use (c) – chromebook)

8. Once you have typed your layout, you are ready to type your music.

♩= 120

Triangle ‖ 4/4 ♩ 𝄾 𝄾 𝄾 ▬

Cowbell ‖ 4/4 ▬

A. Click the staff line to select an edit position
B. Type "B" to enter a note
   a. " [" will shorten the highlighted note
   b. "] " will lengthen the highlighted note
C. Type "N" to enter a rest
   a. " [" will shorten the highlighted rest
   b. "] " will lengthen the highlighted rest

20

Noteflight Notation Project

Match Your Draft?   (10 points per draft)
Your Handwritten Rough Draft should Match Your Final Sibelius Project.

Notes On Line?   (1 point per note)
Highlight any high or low note and use the arrow keys to move it.

Spell Check?   (5 points per item)
Double-click on any text to edit it. Title, Composer and Copyright Information must be correct!

Format Your Page.   (10 points)
No partner – 2 Measures per line. Two people – 4 Measures per line. Click a bar line and hit return!

Delete Extra Measures.   (5 points per error)
Highlight the measure click the "–" button above that measure to delete it.

Lyrics that Count!   (1 point per note)
Highlight a note and use Command + L to add lyrics! Space bar moves you to the next note.
Type "++" for second eighth notes and remember parenthesis for rests.

Rhythm Notation for Tambourine and Triangle

You have been hired to compose a piece for Tambourine and Triangle. Follow these directions to type your composition.

1. First, open Sibelius 7.5 by clicking the icon in the dock:

Sibelius 7.5

2. Then, create a new "Blank" document by double-clicking the "Blank Document"

3. With a Blank Document open, add instruments with the "Add or Remove" button.

21

4. In the "Add or Remove Instruments" window, select Tambourine" under the "Percussion and Drums" instruments, and then click "Add to Score." Add "Triangle" to your score also.
Once "Tambourine and Triangle" are both in the "Staves in score" column, then click "OK"
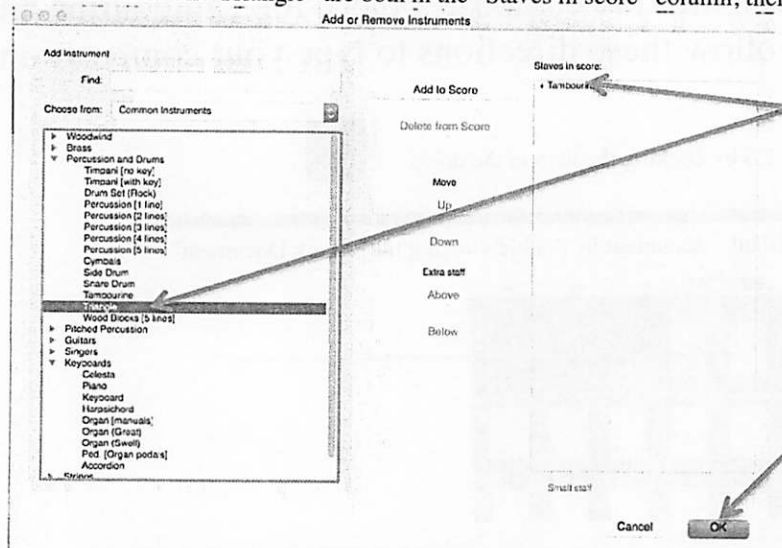
5. After you add instruments, you will see them in your music. Once you have your instruments, click the "Add Bars" button to add the correct number of measures at the end of your piece.
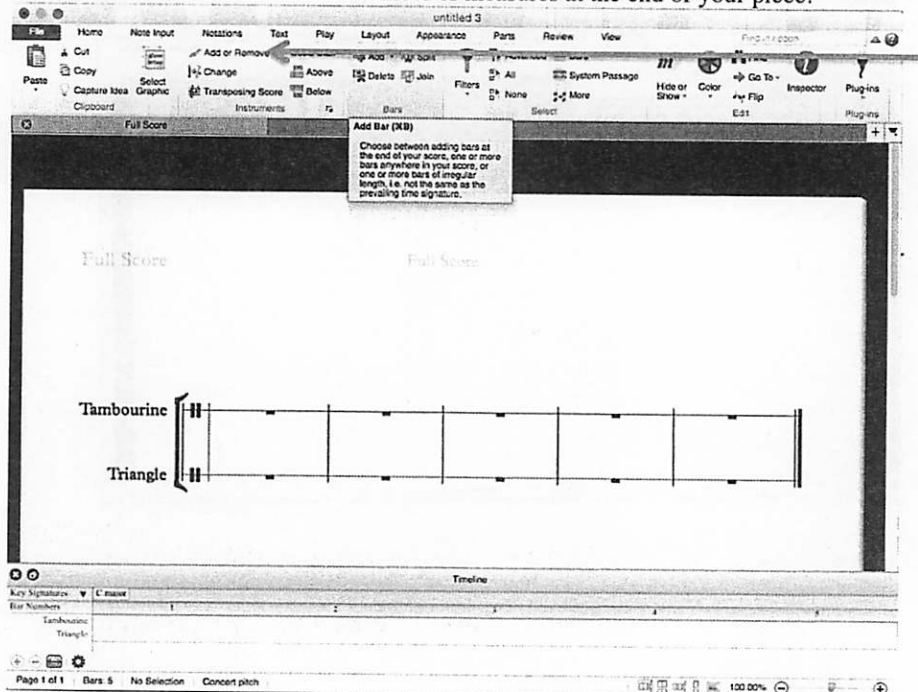
6. With measures for Tambourine and Triangle, we are ready to add our layout text. Use the *Right Click* to create text on your Score. You will need to create:
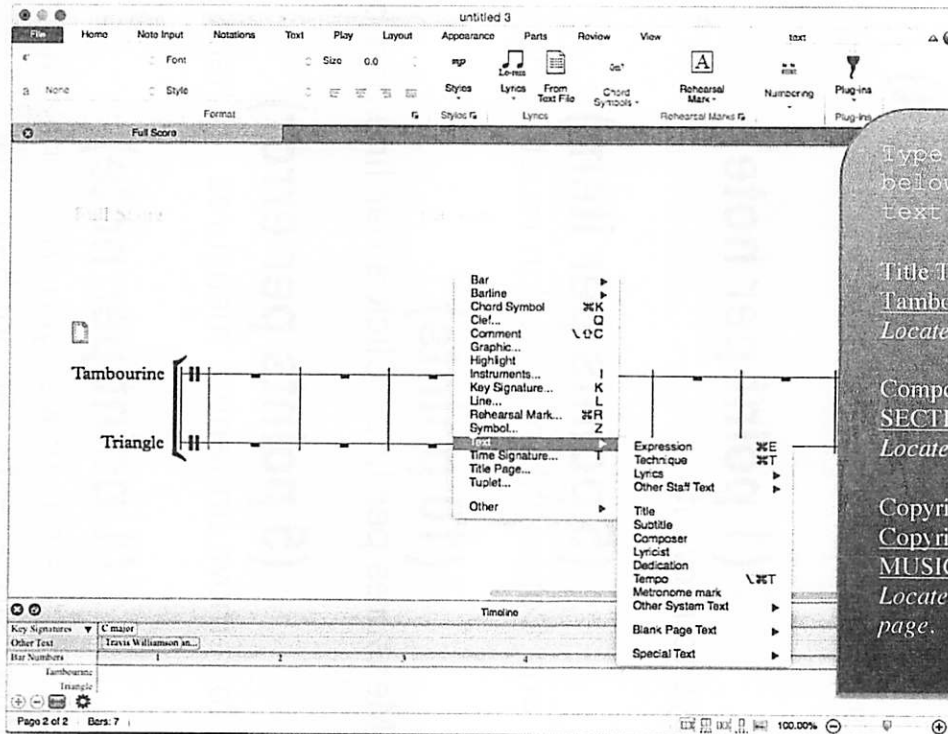
Type The Information below in the matching text boxes...

Title Text: Rhythms for Tambourine and Triangle
Located at top center of page.

Composer: (FIRST LAST SECTION)
Located at top right of page.

Copyright Information: Copyright © WILLIAMSON MUSIC
Located at bottom center of page.

---

7. Once you have typed your Title, Composer and Copyright Info, you are ready to type your music.

Typing Notes in Sibelius is a two-step process.

Step 1: Choose your value. (Reference the keypad shown here.)
(i.e. 4 = Quarter Value, 5 = Half Value, etc.)

Step 2: Type a Note or Rest.
(i.e. B = Note, 0 = Rest)

For example, 5+B = Half Note, 4+0 = Quarter Rest

That's It. Click in your first measure and start typing your music!

22

Sibelius Notation Project

Match Your Draft?   (10 points per draft)
Your Handwritten Rough Draft should Match Your Final Sibelius Project.

Notes On line?   (1 point per note)
Highlight any high or low note and use the arrow keys to move it.

Spell Check?   (5 points per item)
Double-click on any text to edit it. Title, Composer and Copyright Information must be correct!

Format Your Page.   (10 points)
No partner – 2 Measures per line. Two people – 4 Measures per line. Click a bar line and hit return!

Delete Extra Measures.   (5 points per error)
Highlight the measure and use Command + Delete to remove unwanted measures. (Check all pages!)

Lyrics that Count!   (1 point per note)
Highlight a note and use Command + L to add lyrics! Space bar moves you to the next note.
Remember to hand-write counts for rests after printing, since rests can not have lyrics!

The Piano Keyboard

A standard piano keyboard has 88 keys. 52 white keys and 36 black keys. Each key plays a specific note, and the keyboard arranges these notes into a pattern.

The Piano's Repeating 12-Note Pattern

A piano keyboard contains seven groups of 12 notes each. Each group is made up of seven white keys and five black keys. Within a group, each key has a unique note. This pattern of notes is then repeated in each of the seven groups.
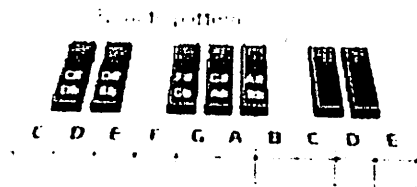
Though the notes within each group are identical in letter name, they are higher or lower in pitch depending on the group's location on the keyboard. The farther to the left a group sits on the keyboard, the lower in pitch the notes it contains will be.

The Piano's White Keys

The white keys on a piano play what are called natural notes. There are seven natural notes, one for each of the seven white keys in a group of 12. The seven natural notes are named with the first seven letters of the alphabet: A, B, C, D, E, F, and G. The seven white keys in a group of 12 do *not* follow alphabetical order, though. The first white key in each group of 12 is a C, followed by D, E, F, G, A, and B. The next group begins with the following C.

The Piano's Black Keys

The black keys play notes that come between the natural notes played on the white keys. These "between" notes are called either sharps or flats.

C and Middle C

The C key closest to the center of the entire piano keyboard is known as middle C.

middle C

23
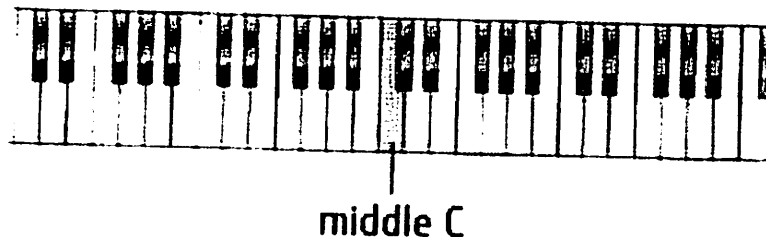
Piano Finger Numbers

In piano playing, the term finger numbers refers to which finger you use to play each key. To play piano most comfortably and efficiently, you'll need to know **correct finger numbers**, or the best finger to use to play each note in a piece of music.

The purpose of using correct fingers is to position your hands and fingers so you'll be able to play the current note and reach the key for the *next* note without having to rearrange your fingers or relocate your hands, which can interrupt your playing.

The Piano Finger Number System

The piano finger number system numbers the fingers of each hand from 1–5, starting with the thumb. Finger numbers appear above and below the staff and tell the pianist which finger to use to play each note.

left   right
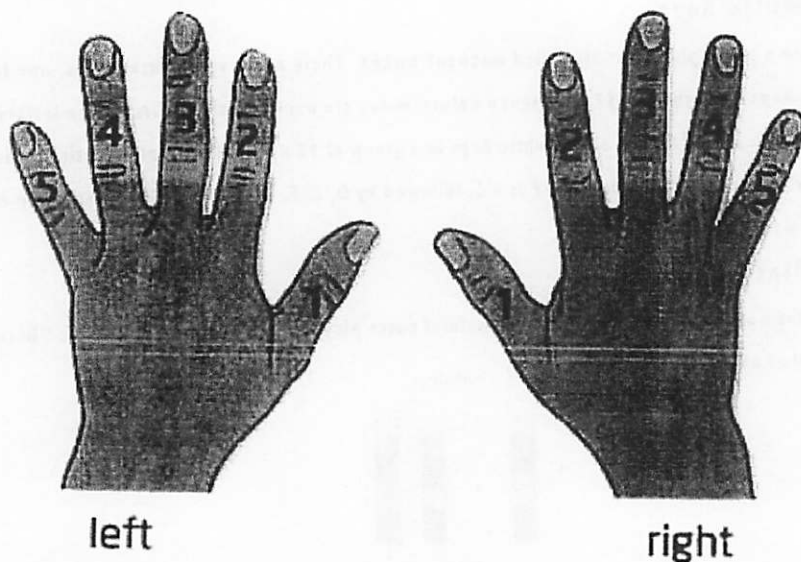
Numbers that appear *above* the grand staff indicate fingerings for the right hand.

Numbers that appear *below* the grand staff indicate fingerings for the left hand.

Complete finger number guidelines are usually provided only in music written for beginners. That said, in most beginner pieces, and in nearly all advanced pieces, fingering information is often provided only for difficult passages.
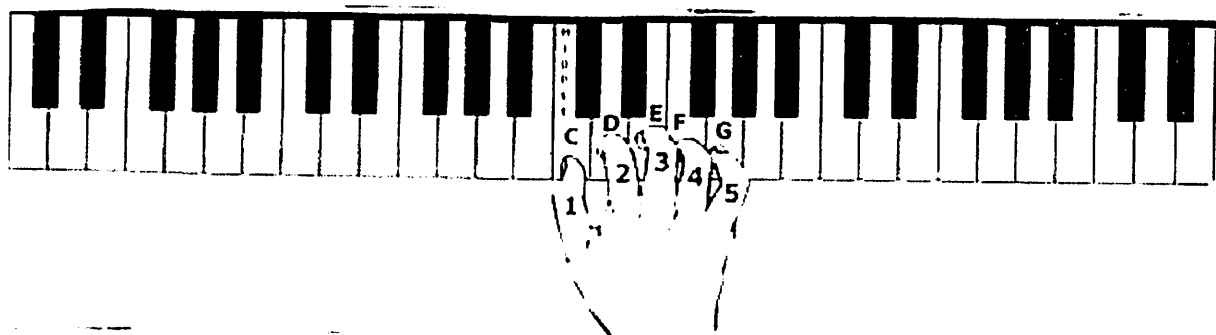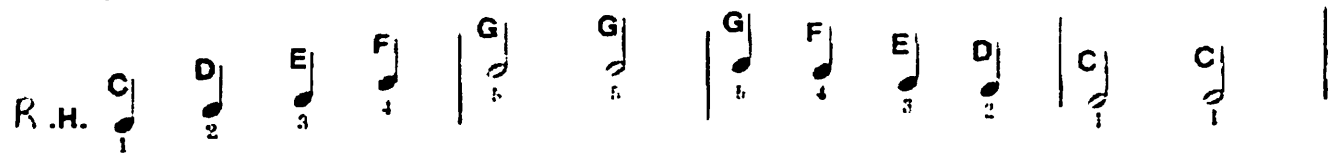
Right Hand Keyboard Position

middle

C D E F G A B C

24
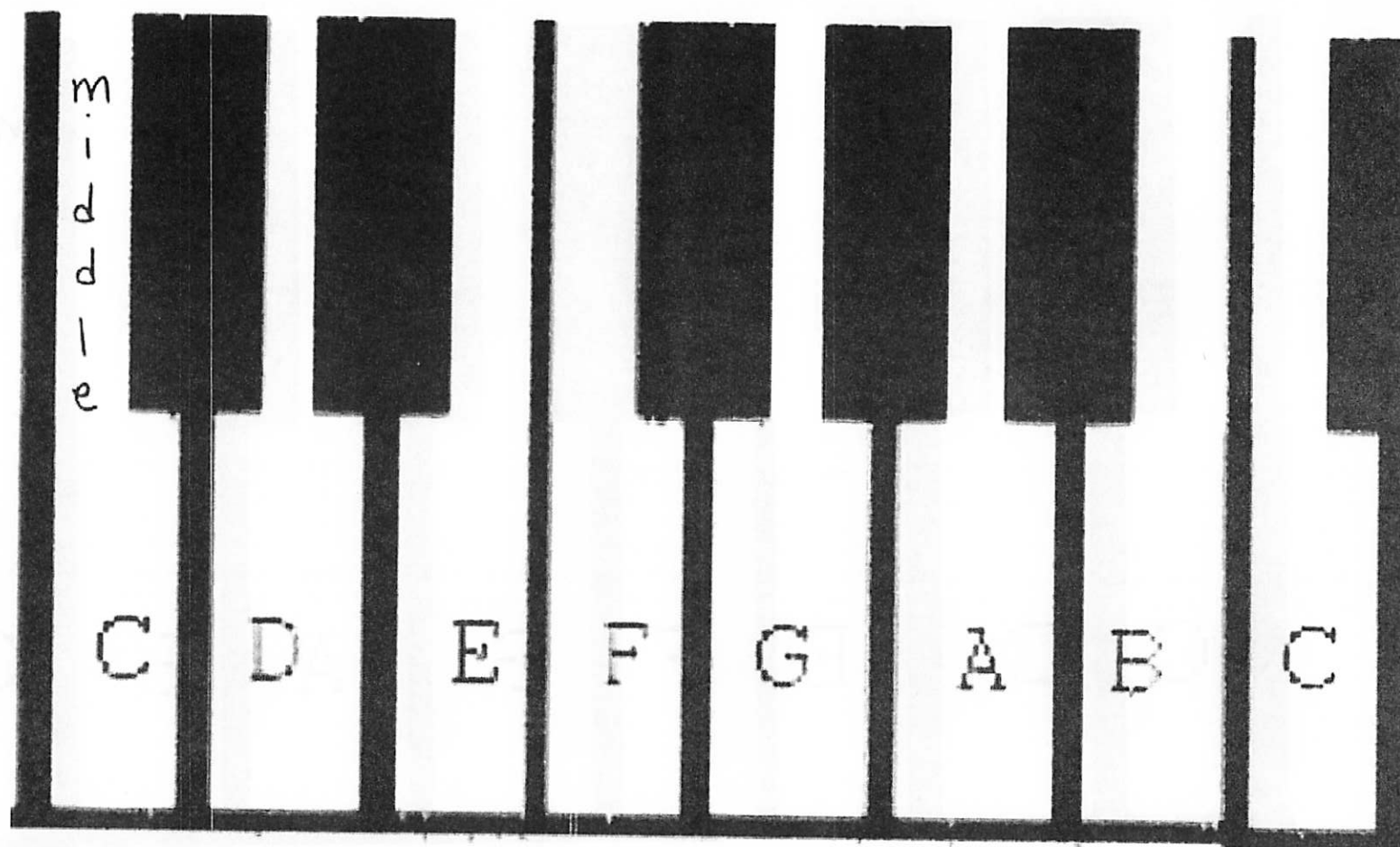
Left Hand Keyboard Position
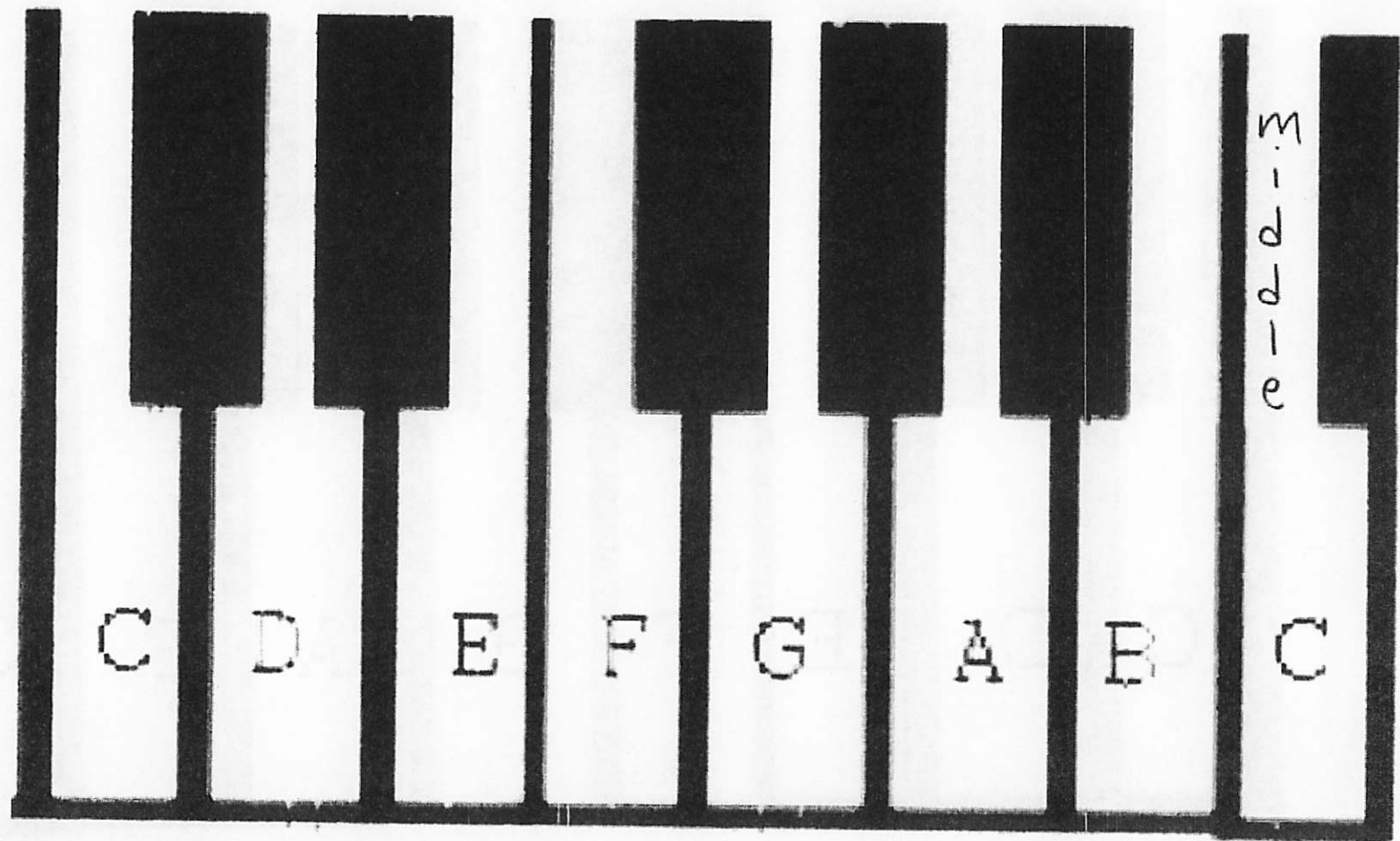
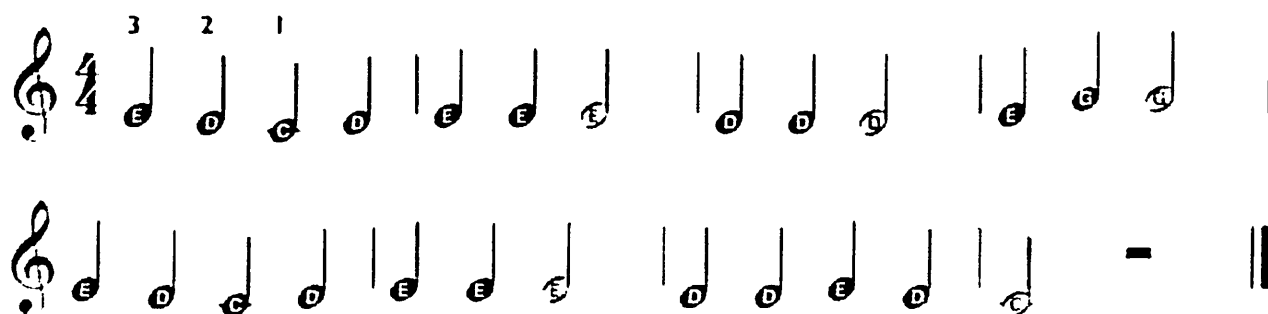# Right Hand Keyboard Position

Warm-Up

Position: C

R.H.

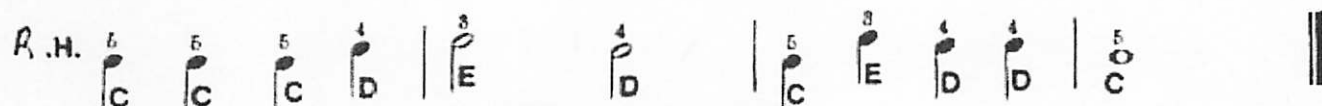**Right Hand: "Hot Cross Buns"**

Right Hand: "Merrily, We Roll Along"

AU CLAIR DE LA LUNE

Position: C

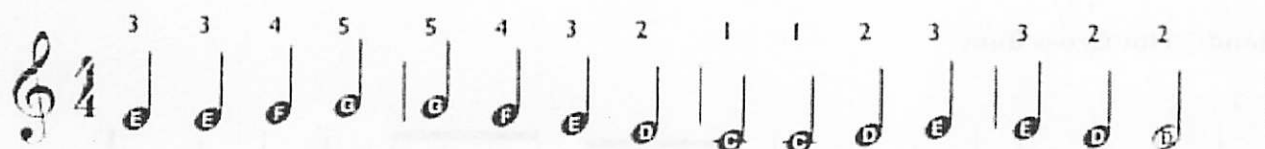R.H. C(1) C(1) C(1) D(2) E(3) D(2) C(1) E(3) D(2) D(2) C(1)

R.H. C(5) C(5) C(5) D(4) E(3) D(4) C(5) E(3) D(4) D(4) C(5)
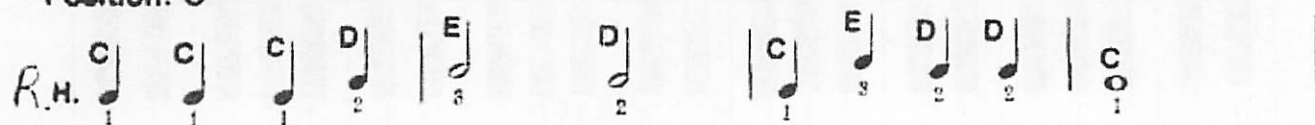
📋 Right-Hand Song

"Ode to Joy" by Ludwig van Beethoven

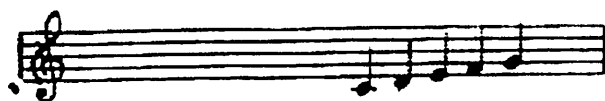Place your right hand in C position (on middle C) on your keyboard. Remember, C is to the left of every 2-black key group.

3 E 3 E 4 F 5 G 5 G 4 F 3 E 2 D 1 C 1 C 2 D 3 E 3 E 2 D 2 D

3 E 3 E 4 F 5 G 5 G 4 F 3 E 2 D 1 C 1 C 2 D 3 E 2 D 1 C 1 C
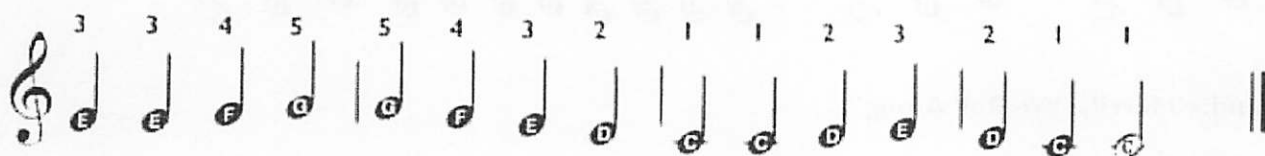
C MAJOR FIVE FINGER POSITION
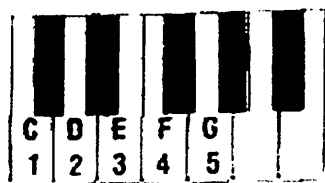
RIGHT HAND
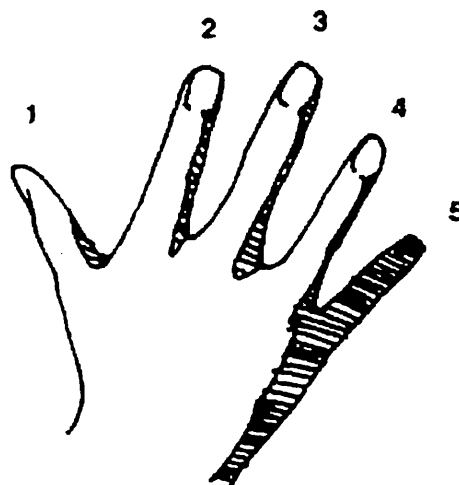
RIGHT HAND (R.H.)

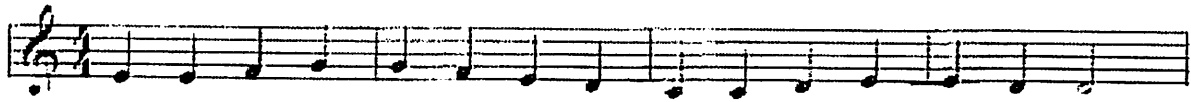## *Warm-Up*

Position: C

up   same   down

AU CLAIR DE LA LUNE
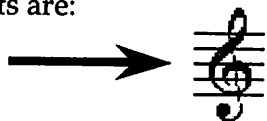

FRERE JACQUES

26

Ode To Joy

Treble Clef and Staff

Music notes are named after the first seven letters of the alphabet, from A to G.

A B C D E F G | A B C D E F G | A B C ....

Clef signs help organize the staff so notes can be easily read. The two most common clefs are:
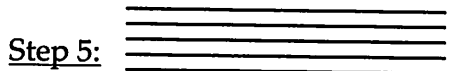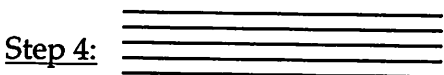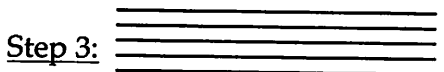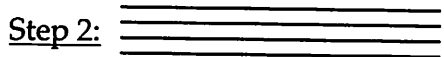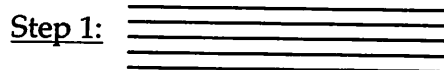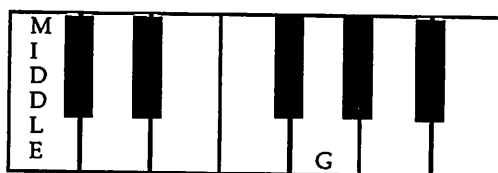
Treble Clef   Bass Clef

The **TREBLE CLEF** is used for notes in the higher ranges. To correctly draw a treble clef, use the J4132 process:

Step 1:
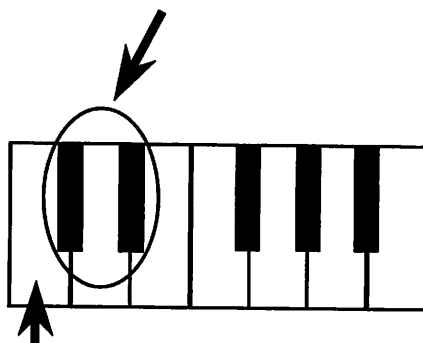
Step 2:

Step 3:

Step 4:

Step 5:

The curl of the **TREBLE CLEF** (Step 5) circles the line on which G is placed. Thus, a **TREBLE CLEF** is called a **G CLEF**.

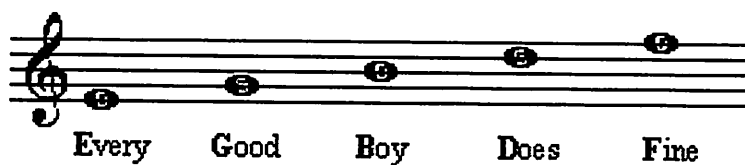This G is above **MIDDLE C** on the keyboard (the C nearest the middle of the keyboard).

M
I
D
D
L
E

G

27

To find C on the keyboard, locate a set of two black keys on the keyboard. C is the white key to the left of the 2 black keys.

In the **treble staff**, the names of the notes on the lines from bottom to top are **E, G, B, D, F.**

Every   Good   Boy   Does   Fine

The names of the notes in the spaces from bottom to top spell **FACE.**

F   A   C   E
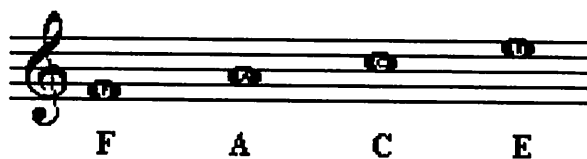
Here are the notes of the **TREBLE STAFF** and where they are on the keyboard

E   F   G   A   B   C   D   E   F
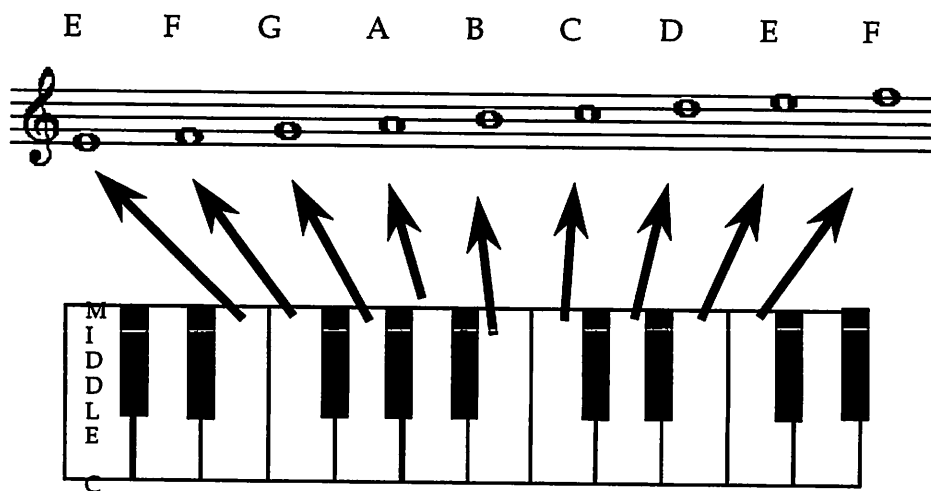
1 The treble clef using J4132. Draw 4 treble clefs.
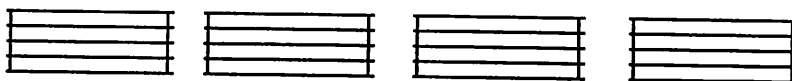
2 Write the letter names of the following notes. USE CAPITAL LETTERS.
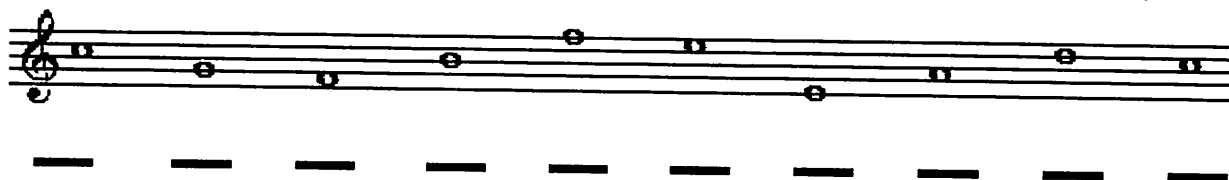
3 Place an asterisk (*) on the keyboard where the note C would be located.

28
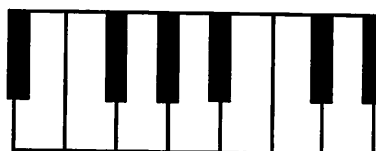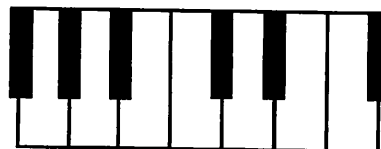
4   Write the letter names of the following notes using CAPITAL LETTERS, than place an asterisk (*) on the keyboard where the note would be located.
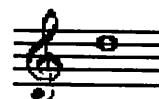
5   Write the notes on the staff indicated by the letters. If the notes can be written in two place, write both notes. Place an asterisk (*) on the keyboard where the note would be located.

G   A

Treble Clef and Staff Homework ━━━━━━━━━

1   Write the letter names of the following notes. USE CAPITAL LETTERS.

2   Place an asterisk (*) on the keyboard where the note C would be located.
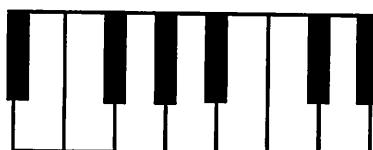

29
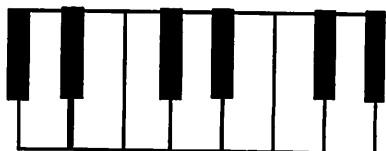
3 Write the letter names of the following notes using CAPITAL LETTERS, than place an asterisk (*) on the keyboard where the note would be located.
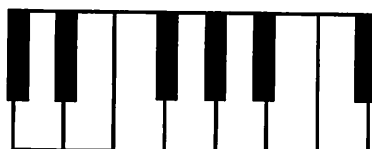
4 Write the notes on the staff indicated by the asterisk (*) on the keyboard. Write the letter names of the notes using CAPITAL LETTERS in the space provided.

Left Hand Keyboard Position
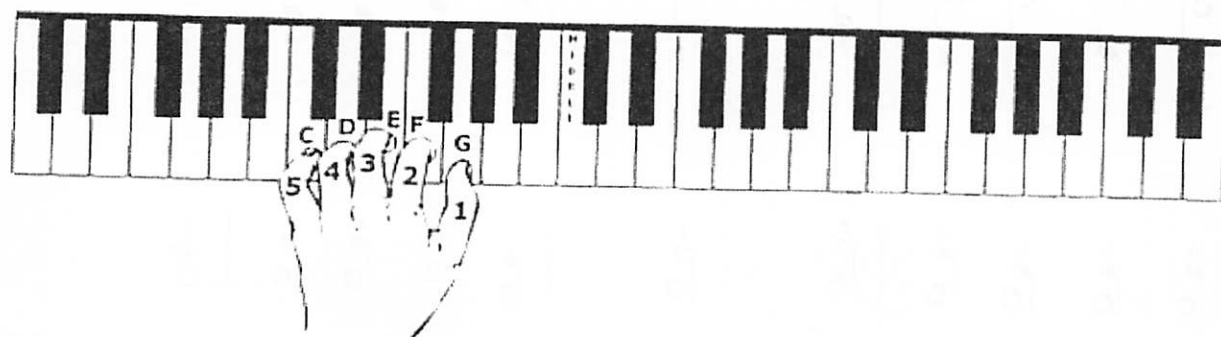
Warm-Up
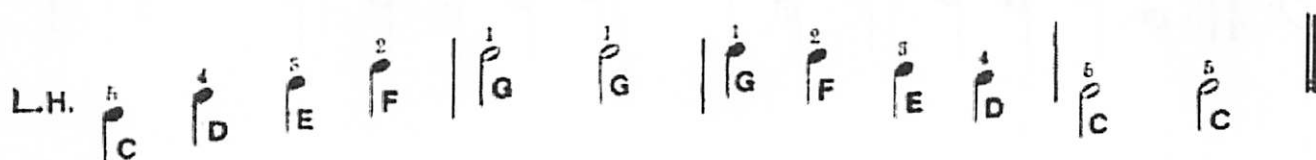
Finger Twisters

Play each of the exercises below with your left hand

Twister #1:
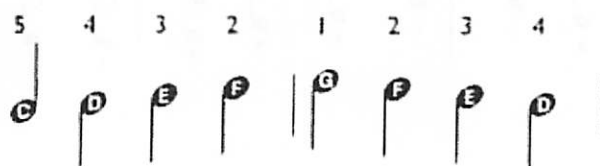
Twister #2:
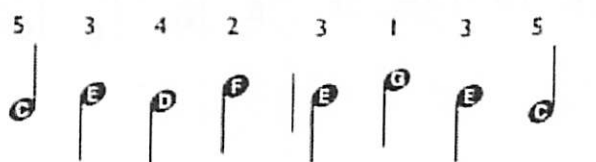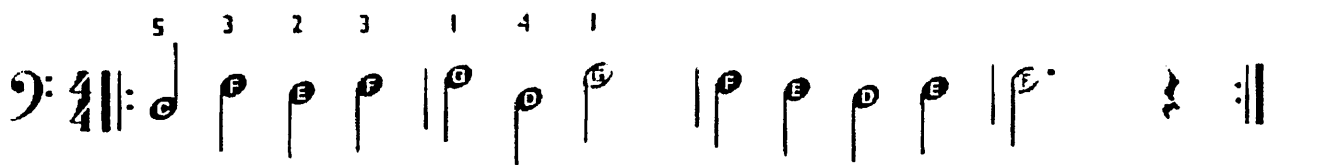
30

AU CLAIR DE LA LUNE

Position: C

L.H.

C 1   C 1   C 1   D 2 | E 3   D 2 | C 1   E 3   D 2   D 2 | C 1 | |

L.H.

5 C   5 C   5 C   4 D | 3 E   4 D | 5 C   8 E   4 D   4 D | 5 C | ||

Left-Hand: "Aura Lee"

5   3   2   3   1   4   1

C   F   E   F | G   D   G | F   E   D   E | F.   ‡   :||

ODE TO JOY

Position: C

L.H.

E 3   E 3   F 4   G 5 | G 5   F 4   E 3   D 2 | C 1   C 1   D 2   E 3 | E 3   D 2   D 2 | |

L.H.

3 E   3 E   2 F   1 G | 1 G   2 F   3 E   4 D | 5 C   5 C   4 D   3 E | 4 D   5 C   5 C | ||
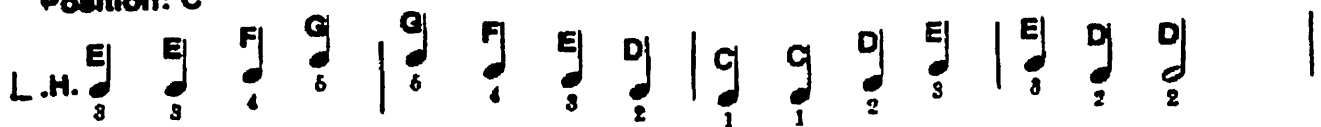
C MAJOR FIVE FINGER POSITION
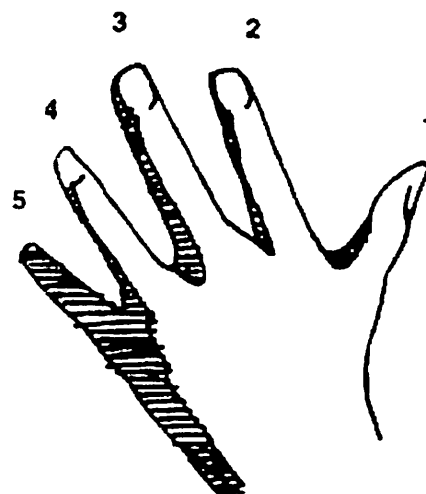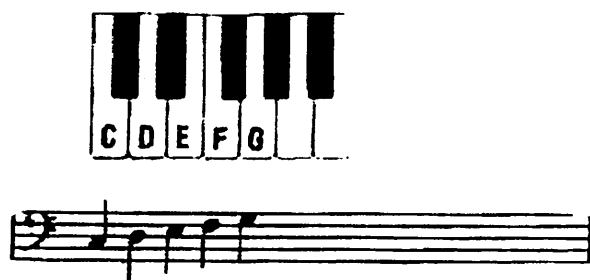
Warm-Up

LEFT HAND (L.H.)
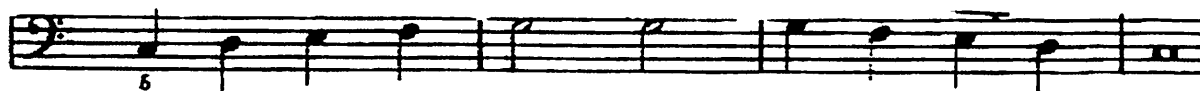
FRÈRE JACQUES

AU CLAIR DE LA LUNE

ODE TO JOY
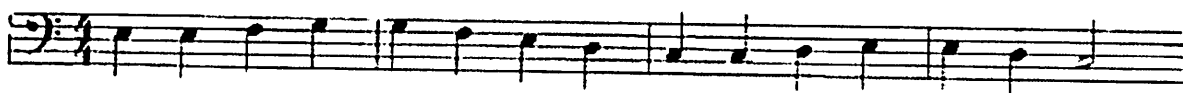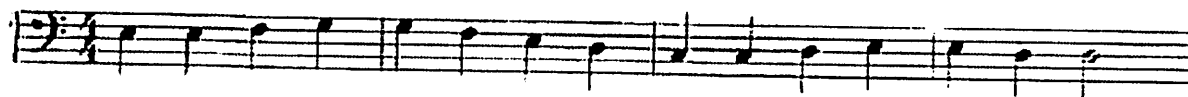
Bass Clef and Staff

Music notes are still named after the first seven letters of the alphabet, from A to G.

A B C D E F G | A B C D E F G | A B C ....

Clef signs help organize the staff so notes can be easily read. The two most common clefs are:

Treble Clef ⟶ 𝄞   Bass C ⟶ 𝄢

The **BASS CLEF** is used for notes in the lower ranges. To correctly draw a bass clef, use this three step process:

Step 1:

Step 2:
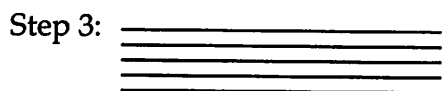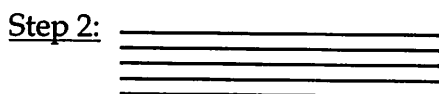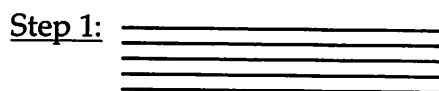
Step 3:

The 2 dots of the **BASS CLEF** (Step 3) surround the line on which F is placed. Thus, a **BASS CLEF** is also called an **F CLEF**.
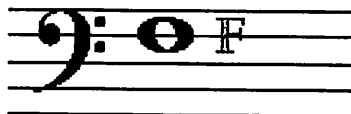
This F is below **MIDDLE C** on the keyboard (the C nearest the middle of the keyboard).
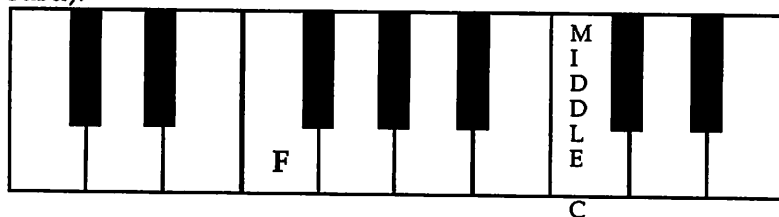
REMEMBER, to find C on the keyboard, locate a set of two black keys on the keyboard. C is the white key to the left of the 2 black keys.

C
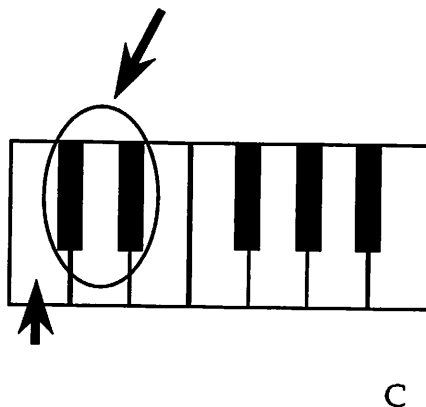
In the **bass staff**, the names of the notes on the lines from bottom to top are **G, B, D, F, A.**

| Good | Boys | Do | Fine | Always |
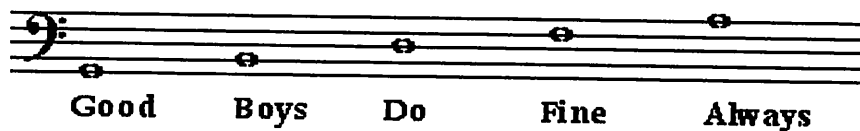
The names of the notes in the spaces from bottom to top spell **A, C, E, G.**

| All | Cows | Eat | Grass |

Here are the notes of the **BASS STAFF** and where they are on the keyboard.

G   A   B   C   D   E   F   G   A
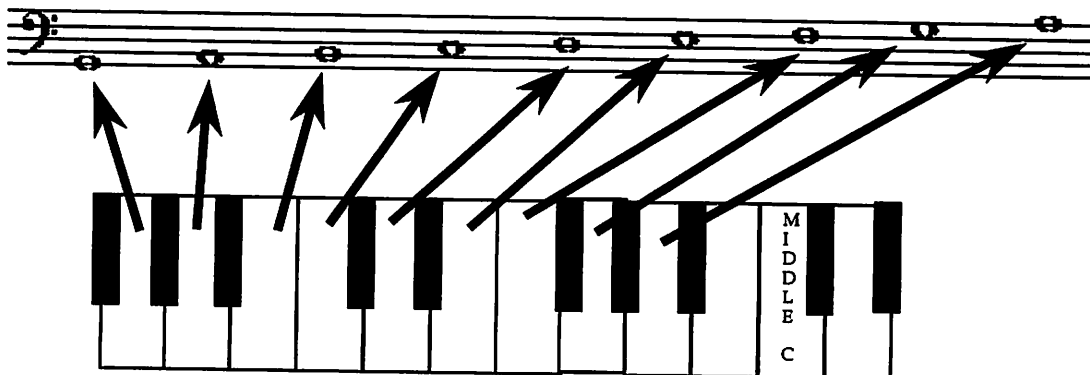
Bass Clef and Staff Exercises ──────────────────────────────────

1   The bass clef is written in three steps. Please write four bass clefs.
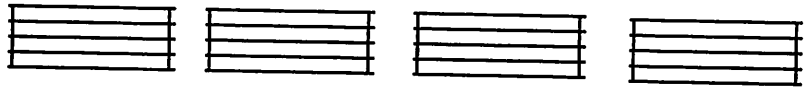
2   Write the letter names of the following notes. USE CAPITAL LETTERS.

—   —   —   —   —   —   —   —
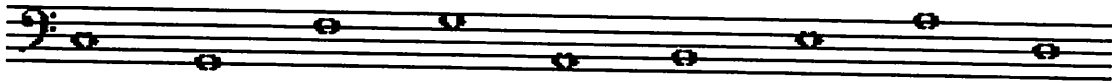
3   Place an asterisk (*) on the keyboard where the note C would be located.
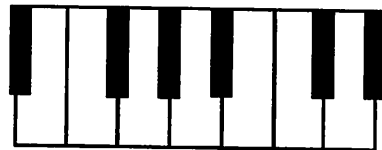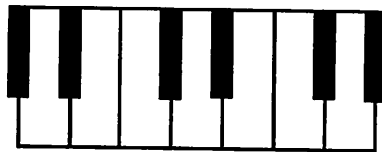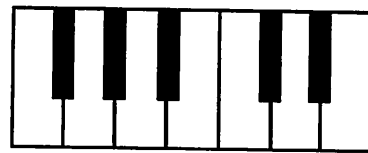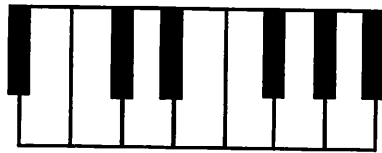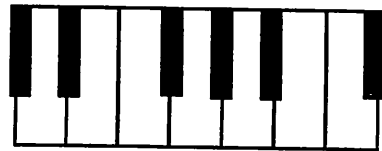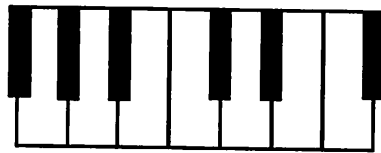
4   Write the letter names of the following notes using CAPITAL LETTERS, than place an asterisk (*) on the keyboard where the note would be located.
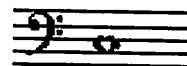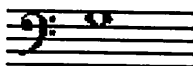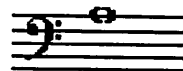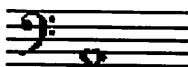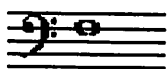
5   Write the notes on the staff indicated by the letters. On the notes G and A, the arrow indicates whether it is the lower or higher note.. Place an asterisk (*) on the keyboard where the note would be located.

D   B   E

G ·   C   F

Bass Clef and Staff Homework

1 Write the letter names of the following notes. USE CAPITAL LETTERS.

___ ___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___ ___

2 Place an asterisk (*) on the keyboard where the note C would be located.

34

3   Write the letter names of the following notes using CAPITAL LETTERS, than place an asterisk (*) on the keyboard where the note would be located.

4   Write the notes on the staff indicated by the asterisk (*) on the keyboard. Write the letter names of the notes using CAPITAL LETTERS in the space provided.

Dinner for Two Spell words by writing the note names to complete the sentences below.

One day, ____ ____ ____ met her old friend ____ at a ____

for dinner. ____ hostess led them through the ____ ____ ____ ____ curtain to
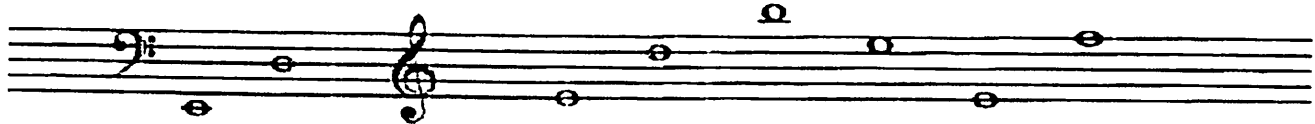
their table. ____ ____ ordered the corn____ ____ ____ ____ and
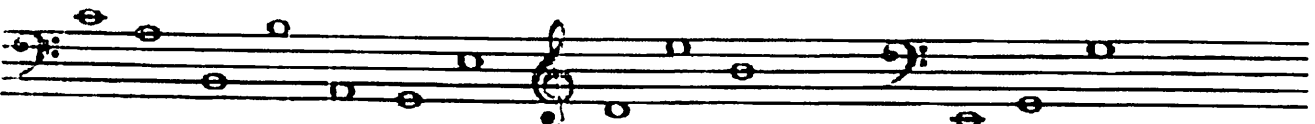
____ while ____ ordered an ____ ____ salad sandwich
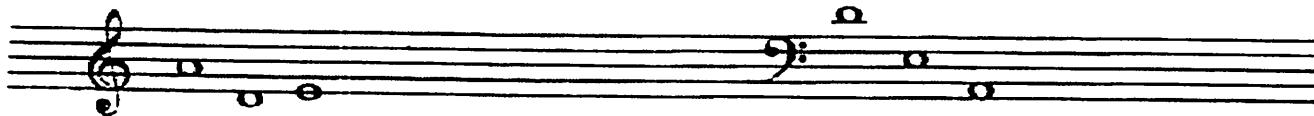
and lemon____ ____ ____ . They ate and chatted about musical i____ ____ ____ s and their
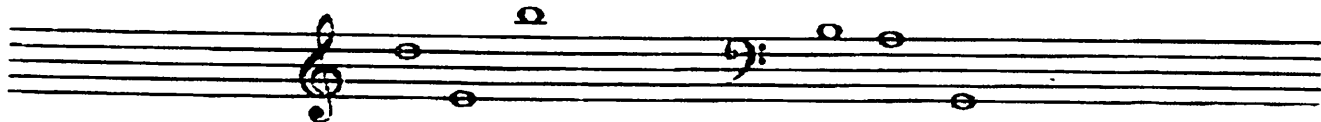
favorite composers. Finally, ____ ____ ____ called for a doggy ____ ____ ____ .

The waiter ____ ____ ____ up their ____ ____ ____ and brought it to the table.
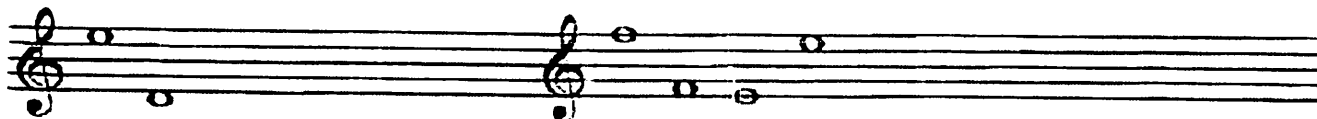
____ ____ said, "I've decided to order co ____ ____ ____ ."
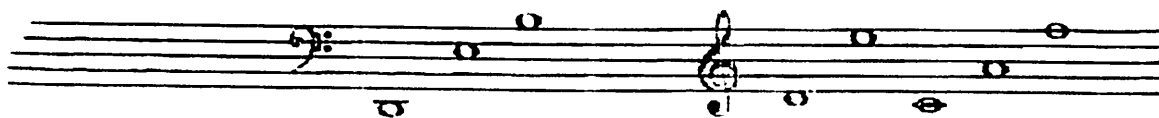
"I'll have some, too," said ____ ____ ."but make mine ____ ."

5 × 100
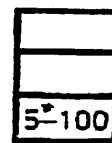
*5 points for
each group

When The Saints Go Marching In

arr. Lancaster & Renfrow

Oh, when the saints, go march ing in, Oh, when the saints go march-ing in, How I

want to be in that num-ber, when the saints go march - ing in. Yeah!

Keyboard Performance and Notation Projects

Keyboard Performance Project   "When the Saints Go Marching In"
Each student must play "When the Saints Go Marching In" at a steady tempo, using correct notes any rhythms.

Keyboard Notation Project   "When the Saints Go Marching In"
Each student (at Workstation Group) must notate "When the Saints Go Marching In," following the same procedure for the Rhythm Notation Project, with the following directions as a supplement...

Additional Sibelius Notation Directions...

Title: The Title Should Be: When The Saints
SaveAs: Filename should include "Saints" and all composers last names

Changing Pitch when entering notes:

How do you enter notes? Here's the Key!

First, Open the Keypad Window
   1. Window > Keypad
      (If it is already checked, it is open.)

Second, Note Values are set by pressing the matching key on the computer's number keypad (far right).

For example, "4" enters a quarter note.
For example, "4" with "." enters a dotted quarter note.
(Sharps/Flats/Naturals are also entered with the keypad!)
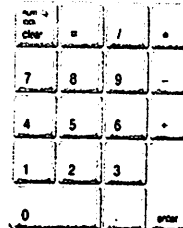
How do you change the pitch? It's Alphabet Time!!

To Start Notating...
   1. Select the first available rest where you want to begin.
   2. Hit "N" for Notation
   3. Press the Note's duration on your number keypad
   4. Press the Note's letter name A/B/C/D/E/F/G on your text keyboard.
   The note will appear! You did it!!

   Apple + Up Arrow will raise the Octave
   Apple + Down Arrow will lower the Octave

Adding Lyrics (Words):

   1. Click on the first note that needs words below it.
   2. Press Apple + L to enter "Lyric Text Mode"
   3. Type your word. Hyphen (-) or Space Bar will move you to the next note.
   Remember, Lyrics have only one syllable per note!

GarageBand Project 1: Getting Started With Loops

We have been exploring music through study of musical elements. Using GarageBand, you are now the composer! Using GarageBand loops and a few music-specific guidelines (with corresponding instructions indicated below), you will create your own song, either alone or with a partner. In five class-periods you will set-up your file, create your sound pallet of instruments, and develop an original and creative 32-measure composition that includes a clear introduction, call and response, key change, and fade-out, with aesthetic variety and design for the listener. Student projects will be assessed using the accompanying rubric.

Musical Element Guidelines for GarageBand Project 1.
Time and Texture (Rhythm and Tone Color)
- Song must use a Tempo of 120 beats per minute (bpm). (1-1)
- Song must use a Time Signature of 4/4 (common time). (1-1)
- Song must include at least one rhythm instrument. (1-2)
- Song must include at least four total instruments. (1-3)

Form and Dynamics...
- Song must meet a minimum length of 32 measures. (1-4)
- Song must use an introduction before the melody enters. (1-7)
- Song must introduce the melody around measure #4. (1-5)
- Song must include a call and response. (1-6)
- Song must include at least one key change. (1-8)
- Song must include an ending fadeout. (1-9)

Other expectations:
- Students will demonstrate technology understandings such as appropriate vocabulary, procedural knowledge, and excellent care in the creation of their project.
- Student work will be original and creative, and designed with the listener in mind.
- Students will demonstrate curiosity, motivation and enthusiasm in developing their own approach to this assignment.

Song Description Sheet
In addition to the GarageBand song file, students will also complete a Song Description Sheet specific to their composition, detailing musical and non-musical elements, as well as possible improvements for their composition if time restraints did not exist. The template and assessment rubric for the Song Description Sheet is attached.

GarageBand Project 1: Getting Started with Loops Rubric   Name(s): _____

Score Levels	Exemplary (4 points)	Proficient (3 points)	Developing (2 points)	Beginning (1 point)
Time and Texture	• Musical loops are aligned correctly to fit perfectly within the required time signature and tempo of the song. • Composition has at least four or more total instruments, including rhythm instruments (drums, bass, guitar or piano).	• Musical loops are aligned correctly to fit the required time signature and tempo of the song. • Composition has at least 3 total instruments, including rhythm instruments (drums, bass, guitar or piano).	• Most, but not all, musical loops are aligned correctly to fit the required time signature and tempo of the song. • Composition has at least 2 total instruments, including rhythm instruments (drums, bass, guitar or piano).	• There is little evidence of the required time signature or tempo, or the loops are incorrectly aligned within the measures of the song. • Composition does not include any rhythm instruments (drums, bass, guitar or piano).
Form and Dynamics	• The structural parts of composition (call and response, key change, etc.) are very evident and clearly defined. • Composition has a logical introduction, middle and end. Build-up, climax, and fade-out are all in the correct order and make sense. • Student has 32 measures or more included in their composition.	• The structural parts of composition (call and response, key change, etc.) are evident and defined. • Composition follows a somewhat logical progression of introduction, middle and end. Build-up, climax, and fade out are somewhat present. • Student has 28-31 measures included in their composition.	• The structural parts of composition (call and response, key change, etc.) are recognizable. It may be difficult to hear some structural parts. • Composition is hard to follow and does not present a clear introduction, middle and end. Build-up, climax, and fade out are confusing or do not make sense. • Student has 20-27 measures included in their composition	• Very little if any structural elements (call and response, key change, etc.) are present. • Composition lacks any sense of introduction, middle and end. Build-up, climax and fade-out are not existent. • Student has less than 20 measures included in their composition
Tech. Understandings	• Demonstrates full understanding of the important aspects of the technology and its' use with music. • Demonstrates full understanding and practice of the technology concepts, vocabulary and procedural knowledge • Demonstrates full understanding and practices excellent care for technology in the classroom.	• Displays complete understanding of the important aspects of the technology. • Displays complete understanding and practice of the technology concepts, vocabulary and procedural knowledge. • Demonstrates full understanding and practices good care for technology in the classroom.	• Demonstrates incomplete understanding of the important aspects of the technology. • Demonstrates incomplete understanding and practice of the concepts, vocabulary and procedural knowledge. • Demonstrates some understanding and care for technology in the classroom. Reminders for appropriate care were needed.	• Demonstrates strong lack of the understanding of the technical use of the computer. • Demonstrates strong lack of understanding and practice of the technology concepts, vocabulary and procedural knowledge. • Demonstrates lack of understanding and care for technology in the classroom. Multiple reminders for appropriate care were needed.
Creativity and Effort	• Project is highly original, demonstrating variety and interesting sound combinations that is clearly constructed with the listener in mind. • Student consistently demonstrates curiosity, motivation and enthusiasm for learning.	• Project is original, demonstrating some variety. Evidence of creation for the listener can be detected. • Student usually demonstrates curiosity, motivation and enthusiasm for learning.	• Project is rarely original, demonstrating little variety. Evidence of creation for the listener cannot be determined. • Student sometimes demonstrates curiosity, motivation and enthusiasm for learning.	• Project is lacking originality, and seems random. The project shows little attempt to create something new. • Student rarely demonstrates curiosity, motivation and enthusiasm for learning concepts.

GarageBand
in the classroom

Song Description Sheet

Song Title: <u>Hopsicle</u>

Song File Name: <u>1-7B-RONDO</u>

Computer Number: <u>1</u>

Group Members' Full Names: <u>Mr. Williamson</u>

Song Description...
(Include at least two well-constructed paragraphs explaining your song. You should include both musical elements (instruments, form, etc.) and non-musical elements (how you came up with the title, how your group worked together, etc.) for your project.)

This song, Hopsicle, is a Binary Composition. The song is called Hopsicle, because the A Section of the song is a Hip-Hop style. The piece starts with a hip-hop digital drum beat and a club dance bass loop. After a short four-measure introduction, the Southern Piano enters with the Melody. In the A Section, the Southern Piano uses a series of different loops to keep the melody interesting, as the bass and drums provide the steady harmony. The Piano track volume was edited to sound more expressive, with softer and louder sections as the piano plays. The A Section starts to transition with a few Latin rhythms in the piano at measure 25.

The B Section of the song starts at the twenty-ninth measure. To contrast the A Section, the B Section has a different style. It takes the listener into a cool Caribbean feel, with the Latin Piano loops at measure twenty-nine. Two measures later, at measure thirty-one, two Steel Drum patterns enter as a duet. To reinforce the Caribbean feel, two acoustic percussion loops join in softly, and then get louder. After a few measures of getting louder, they reach their crest at measure 38, and start to fade out. The song ends with both steel drums and the piano playing two loud, unison chords.

38

Song Description Sheet Rubric

Name(s): _____

Score Levels	Exemplary (4 points)	Proficient (3 points)	Developing (2 points)	Beginning (1 point)
Musical Elements	• Writing demonstrates an established vocabulary and descriptive nature regarding the musical elements in the song. • Five or more musical elements are vividly described.	• Writing demonstrates a maturing vocabulary and descriptive nature regarding the musical elements in the song. • Four or more musical elements are clearly described.	• Writing demonstrates a developing vocabulary and descriptive nature regarding the musical elements in the song. • Three or more musical elements are described with some error.	• Writing demonstrates a strong lack of vocabulary and descriptive nature regarding the musical elements in the song. • Two or less than two musical elements are described with multiple errors.
Non-Musical Elements	• Writing demonstrates an established vocabulary and descriptive nature regarding the non-musical elements in the song. • Five or more non-musical elements are vividly described.	• Writing demonstrates a maturing vocabulary and descriptive nature regarding the non-musical elements in the song. • Four or more non-musical elements are clearly described.	• Writing demonstrates a developing vocabulary and descriptive nature regarding the non-musical elements in the song. • Three or more non-musical elements are described with some error.	• Writing demonstrates a strong lack of vocabulary and descriptive nature regarding the musical elements in the song. • Two or less than two non-musical elements are described with multiple errors.
Noted Improvements	• Writing demonstrates an established vocabulary and strong vision for song improvements. • Five or more items for improvement are vividly described.	• Writing demonstrates a maturing vocabulary and vision for song improvements. • Four or more items for improvement are clearly described.	• Writing demonstrates an developing vocabulary and some vision for song improvements. • Three or more items for improvement are described with some error.	• Writing demonstrates an strong lack of vocabulary and absence of vision for song improvements. • Two or less than two items for improvement are described with multiple errors.
Writing Mechanics	• Descriptive writing fulfills its purpose by presenting a clear and complete picture. • The details are presented in a recognizable and appropriate order. • The writing is free of misspellings and words are capitalized correctly.	• Descriptive writing meets its purpose by presenting a mostly clear and complete picture. • The details are presented in a mostly recognizable and appropriate order. • The writing is mostly free of misspellings and most words are capitalized correctly.	• Descriptive writing somewhat its purpose by presenting a somewhat clear and complete picture. • The details are presented in a somewhat recognizable and appropriate order. • The writing is somewhat free of misspellings and some words are capitalized correctly.	• Descriptive writing lacks purpose by failing to presenting a clear and complete picture. • The details are not presented in a recognizable and appropriate order. • The writing contains many misspellings and/or many words are capitalized correctly.

Project 1: Tutorials

Tutorial Topics

39

1-1   Creating Your GarageBand Project

With GarageBand, you can create your own music, whether or not you play an instrument. Use your imagination to choose, combine, and arrange prerecorded pieces of music called loops to make your own composition.

GarageBand includes a loop browser that lets you try out, or "audition," loops and a timeline where you can arrange loops into a song.

Steps
Try out the loops included with GarageBand

1. Open GarageBand and click New Music Project.
2. In the window that appears, select a tempo and key for your song, and then click Create. The The GarageBand window opens and a track is created for you that uses the Grand Piano Software Instrument.
3. In the lower-left corner, click the Loop Browser button.
4. Click a category. Notice that some of the other categories are unavailable.
5. Click another category and notice the list of loops in the audition window is shorter and includes loops that match the criteria for both of the categories you selected.
6. Select a loop to audition it. Notice that each loop includes information about its key, tempo, and length.

1-2   Starting Your Song with a Beat

Rhythm is the backbone of your song, so it's a good idea to start by picking a drum part. You'll be able to hear the rhythm clearly, which will make it easier to choose appropriate accompaniment.

You can choose from dozens of different drum loops for your song. It's a great way to get your musical ideas flowing, and to start building a rhythmic framework for the rest of your song.

Steps
Add a drum track to your first mix

1. In GarageBand, click the Loop Browser button to open the Loop Browser.
2. Click the All Drums category to show the available drum loops.
3. Click a drum loop to audition it.
4. When you find a loop you want to use, drag the loop to the timeline under the Grand Piano track. Notice that a new track is created with this loop.
5. Click the Play button in the track controls to play your loop.

1-3   Auditioning More Musicians

To round out your rhythm section, bring in a bass player. Adding bass provides a tonal element to the rhythm of your song.

You can let your drum loop play while you audition bass players for your band. You don't have to worry about the tempo or the key of the loops—

they automatically play back at the same tempo and in the same key of your song.

Steps
Audition other loops for your mix

1. In GarageBand, click the Cycle button to turn on cycling. A yellow bar appears above the track editor showing the portion of the song that will be cycled.
2. Click Play. Your drum pattern will play repeatedly until you stop it.
3. In the loop browser, click Reset. Notice that the categories you selected previously are deselected.
4. Click the Bass category.
5. Audition a bass loop for your song by clicking a bass loop that interests you. The loop plays in time with your drum loop, even if you select a bass loop with a different tempo than your song.
6. When you find the loop you want, drag it to the track editor under your drum track. A new track is created with your bass loop, and your drum and bass loops play together.

1-4   Building Your Song Over Time

Now that you've set up a groove with your rhythm section, you'll want it to last longer than a few measures. For example, you might want your song to be the same length as an iMovie project or iPhoto slideshow you made.

You can stretch your loops to any length you want in the timeline.

Steps
Extend your rhythm section loops

1. Hold down the Shift key and click your drum loop, and then click the bass loop.
2. Position the cursor in the upper-right corner of one of the loops until the looping icon appears.
3. Drag the loops to play for 16 measures (until you see the number 17 in the timeline ruler). Notice that the loop duration is marked by a bubble shape for each loop.
4. Click the Cycle button to turn off cycling.
5. Click the Play button to hear your song.
6. Click Tempo and use the slider to hear your mix at different tempos.

1-5   Introducing Melody

Once you've set up your foundation, you can add melodic elements to really make your song come alive. Melody is what makes a song a song— it's the part you hum to yourself.

Audition other instruments while you cycle the rhythm section of your song. Try the loop categories of single instruments for distinctively melodic loops.

Steps
Add melodic elements to your song

1. Click the Cycle button and then click the Play button to play back your drum and bass loops repeatedly.
2. In the loop browser, click Reset.
3. Click the Guitar category, and then click Single.
4. Click a guitar loop to audition it.
5. When you find a guitar loop you like, drag it to the track editor to create a new track with that loop.
6. Drag the cycle indicator to play the portion of the song that includes all three loops.
7. Click Reset.
8. Click the Piano category and audition piano loops with your mix.
9. Drag the piano loop you want to the track editor under your guitar track to create a piano track.

1-6   Creating Drama with Call and Response

The essence of music is interaction. You can add tension to your song and create the impression of musicians playing together by playing different melodic loops one after another. This is known as "call and response."

You can stretch your melodic loops to match the song length, and then divide them into separate regions. You can cut and paste these regions to create the effect that the loops are answering each other.

Steps
Offset the melodic loops from each other to add tension

1. Hold down the Shift key and click the guitar loop, and then click the piano loop.
2. Position the pointer in the upper-right corner of one of the loops and drag the loops out 16 measures.
3. With the guitar and piano loops both selected, drag the playhead to the beginning of measure 5.
4. From the Edit menu, choose Split. Notice that both the loops are now labeled separately before and after the position of the playhead.
5. Drag the playhead to the beginning of measure 9, and then choose Split from the Edit menu.
6. Click outside the guitar and piano loops to deselect them.
7. Click the first segment of the guitar loop and then choose Cut from the Edit menu.
8. Click the second segment of the piano loop and then choose Cut from the Edit menu.
9. Play your song and notice how the piano and guitar loops respond to each other.

1-7   Setting the Tone with an Introduction

A good song needs an introduction to set the mood before it gets going. An introduction also creates anticipation, and gives the listener a chance to tune in before the main part of the song starts.

You can create a simple introduction for your song by letting the drums play alone for a couple measures before the rest of the song starts.

Steps
Create an introduction for your song

1. Drag the zoom slider (located below the track headers) to the left until you can see the beginning and end of every loop in your song.
2. Hold down the Shift key and click the bass, guitar, and piano loops.
3. Drag the loops two measures to the right.
4. Click the top-right corner of the drum loop and stretch it to line up with the end of the other tracks.
5. Click Play to hear your introduction.

1-8   Adding Interest with Key Changes

You can give a sense of movement and progression to your song by changing the key. When you first set up your GarageBand project you choose a key signature, which determines the root note of your song.

You can create a key change in your song by changing the Master Pitch and all the tracks in your song will be changed. This is called transposing.

Steps
Change the key of a section of your song

1. Listen to your song and determine where you want a key change, and move the playhead to the beginning of that measure.
2. Go to the Track menu and choose Show Master Track. Notice the new track that appears at the bottom of the track editor.
3. Select Master Pitch from the pop-up menu in the Master Track header. Notice the line that appears at the "0" point in the track.
4. Click to add a marker to the Master Pitch line at the playhead.
5. Drag the marker up to +7.
6. Click to add a second marker where you would like the key to change back.
7. Drag the second marker down to 0.
8. Click Play to hear your song.

1-9   Ending Your Song with a Fadeout

When it's time for your song to end, you don't want to just stop it abruptly. With GarageBand, you can create a fadeout to let your song end gradually.

A fadeout indicates your song is ending and makes it possible to transition smoothly to another song.

Steps

Gradually fade out your song

1. From the Track menu, choose Show Master Track. A new track appears.
2. Select the Master Volume option. Notice the volume curve in the timeline is enabled.
3. Click the volume curve at the point in your song that you want to start the fadeout. Notice that a circle appears in the volume curve.
4. Click the volume curve at the end of the song and drag it down.
5. Click Play to hear your song with the fadeout.

1-End   Exporting Your Song to iTunes

When your song is finished, you can export it to iTunes so you can listen to it on your iPod or use it with your iMovie projects, your iPhoto slideshows, or with your iDVD project.

GarageBand automatically puts your song in your iTunes music library, where you're listed as the artist.

Steps

Export your song to iTunes

1. From the Share menu, choose Send Song to iTunes.
2. Notice that iTunes opens and starts playing your song.
3. You can now listen to your song in iTunes, transfer it to your iPod, or use it with your slideshows like any other song in your iTunes library.

Submitting Your GarageBand Project to

Google education

1. First, you must convert your GarageBand song to an MP3 file...
   a. With your GarageBand file open, use **Share > Export Song to Disk...**

b. On the pop-up screen, select MP3 Encoder, then click the Export button.
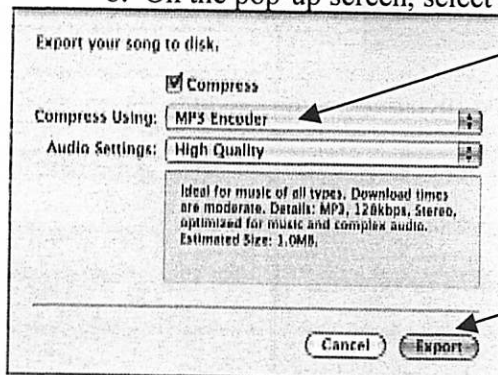
c. On the next screen you will choose a file name. Name your file using the format below, to include details for your section, names and project within the filename.
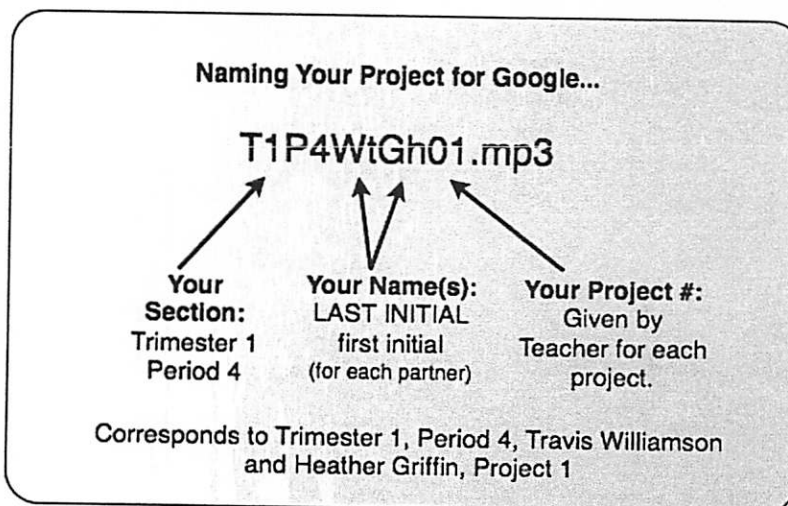
Naming Your Project for Google...

T1P4WtGh01.mp3

Your Section:	**Your Name(s):**	**Your Project #:**
Trimester 1	LAST INITIAL	Given by
Period 4	first initial	Teacher for each
	(for each partner)	project.

Corresponds to Trimester 1, Period 4, Travis Williamson and Heather Griffin, Project 1

42

d. Once your filename is set-up correctly, click on save to make your MP3 file.

e. Your MP3 file is now in the folder with the filename as you saved it.

04WaRf01.mp3

2. Second, you must login to GoogleEDU.
   a. Go to www.google.com/a/gmsd.k12.pa.us
   b. Type your username and password
      Username: firstname.lastname@gmsd.k12.pa.us
      Password: **gm**studentid (student id number is your lunch number)
3. Once you are logged onto your GMSD GoogleEDU account, open GoogleDrive

(You may need to find it in the App Organizer)
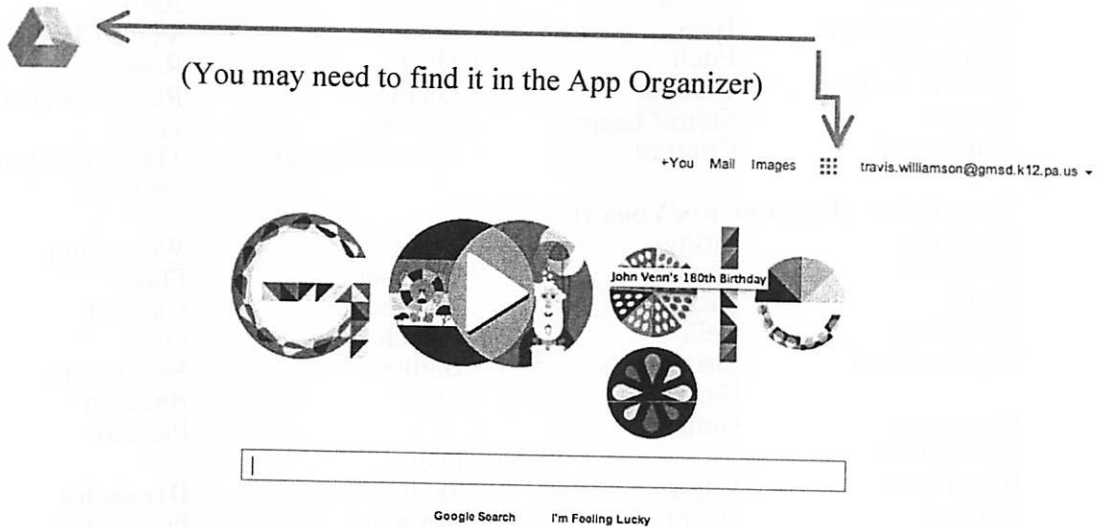
4. In Google Drive, upload your file by clicking the Upload Button
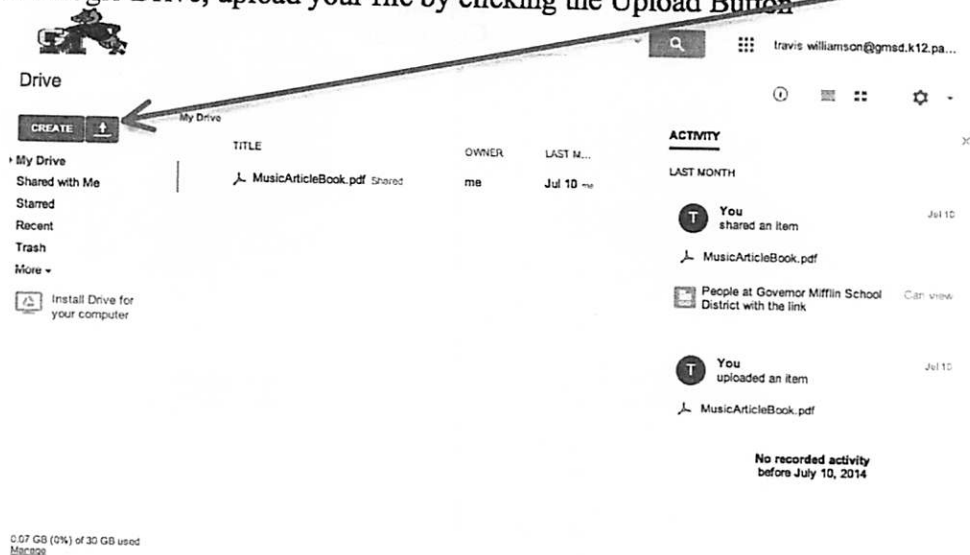
5. After clicking the button, choose the file and it will upload.

Music Journal Word List

Elements of Music

Rhythm	Melody	Harmony	Tone Color
Dynamics	Form	Style	

Rhythm	**Melody**	**Harmony**	**Form**
Steady Beat	Treble	Texture	ABA
Time Signature	Bass	Solo	Verse/Chorus
Conductor	Pitch	Duet	Rondo
In 2 / In 3 / In 4	Contour	Quarter	Repeat / Repetition
Tempo	Steps / Leaps	Unison	Fugue
Syncopated	Contrast	Canon / Round	Theme and Variation
			Ostinato

Tone Color (Instruments/Voices)

Ensemble	Strings	Brass	Woodwind
Orchestra	Violin	Trumpet	Flute
Band	Viola	Trombone	Clarinet
Symphony	Cello	French Horn	Oboe
Popular Band	String Bass	Baritone	Saxophone
	Harp	Tuba	Bassoon
Percussion	Guitar		Piccolo
Snare Drum		Piano	
Bass Drum	Voice	Synthesizer	**Dynamics**
Cymbals	Opera	Keyboard	Pianissimo
Timpani	Chorus	Pipe Organ	Piano
Xylophone	Choir		Mezzo Piano
Marimba	Vocal	**Style**	Mezzo Forte
Bells	Soprano	Sacred	Forte
Maracas	Alto	Secular	Fortissimo
Claves	Tenor	Renaissance	Crescendo
Sleighbells	Bass	Classical	Decrescendo
Bongos	Lyrics	Romantic	
Triangle		Modern	
		Popular	
		Composer	

GarageBand Project Critique Rubric

Name(s): _____

Score Levels	Exemplary (4 points)	Proficient (3 points)	Developing (2 points)	Beginning (1 point)
Presentation	• Presentation fulfills its purpose by describing the composition in a manner appropriate to the spoken word. • Delivery, of both the oral introduction and the recorded project, is clear and precise, allowing the listener to experience a highly artistic performance.	• Presentation nearly fulfills its purpose by describing the composition in a manner mostly appropriate to the spoken word. • Delivery, of both the oral introduction and the recorded project, is mostly clear and often precise, allowing the listener to experience an artistic performance.	• Presentation somewhat fulfills its purpose by describing the composition in a manner occasionally appropriate to the spoken word. • Delivery, of both the oral introduction and the recorded project, is somewhat clear and occasionally precise, allowing the listener to experience a somewhat artistic performance.	• Presentation falls short of fulfilling its purpose by failing to describe the composition in a manner appropriate to the spoken word. • Delivery, of either the oral introduction or the recorded project, lacks clarity and precision, failing to allow the listener to experience a artistic performance.

Critical Analysis	• Five or more ideas, contributions or critiques were made, including the following:
	  - formal analysis (relating the piece to the analytical rubric for composition
	  - informal analysis (relating the piece to individual experiences or aesthetic opinions
	• The details are presented in a recognizable and appropriate way, with thoughtful consideration to the composer's intentions and feelings.
	• Feedback and Critique is delivered in a manner appropriate to academic thought.
		• Four or more ideas, contributions or critiques were made, including the following:
		  - formal analysis (relating the piece to the analytical rubric for composition
		  - informal analysis (relating the piece to individual experiences or aesthetic opinions
		• The details are presented in a recognizable and appropriate way, with some attempt at thoughtful consideration to the composer's intentions and feelings.
		• Feedback and Critique is delivered in a manner appropriate to academic thought.
			• Three or more ideas, contributions or critiques were made, including the following:
			  - formal analysis (relating the piece to the analytical rubric for composition
			  - informal analysis (relating the piece to individual experiences or aesthetic opinions
			• The details are presented in a recognizable and appropriate way, with little attempt at thoughtful consideration to the composer's intentions and feelings.
			• Feedback and Critique is delivered in a manner appropriate to academic thought.
				• Two or fewer ideas, contributions or critiques were made, including the following:
				  - formal analysis (relating the piece to the analytical rubric for composition
				  - informal analysis (relating the piece to individual experiences or aesthetic opinions
				• The details are not presented in a recognizable or appropriate way, with no thoughtful consideration to the composer's intentions and feelings.
				• Feedback and Critique is delivered in a manner inappropriate to academic thought.

Student Self- and Peer-Assessment for Participation

Student Name: _____   Project: _____

Student's Partner: _____

Directions: Read the following criteria and detail the score you believe you have earned for your participation on the project listed above. Additionally, based on the criteria below, detail the score you believe your partner has earned based on his or her contributions. Include comments to support your evaluation and scores.

Criteria	Score
Always listens to instructions. Refers to written directions and rubrics often. Very actively involved from the beginning. Obviously intent on learning and developing skill. Shares thoughts and ideas. Leads others.	5
Listens to instructions. Refers to written directions and rubrics occasionally. Once started, actively involved. Usually intent on learning and developing skill. Rarely distracted from the task. Often shares thoughts and ideas. Does not usually lead others.	4
Sometimes needs clarification on instructions. Rarely refers to written directions and rubrics. Hard to get started and stay involved. More passive than active. Sometimes distracted from the task. Rarely shares thoughts and ideas.	3
Does not pay attention to directions. Does not refer to written directions or rubrics. Distracts others. Needs reminders to stay on task. Passive. Rarely shares thoughts and ideas.	2
Did not participate.	1

Comments: _____

_____

_____

Student Score: ____

Partner's Score: ____

_____
Student Signature

GarageBand Project 2: Melting Wax

We have been arranging music using pre-made GarageBand loops, but now you will "Melt the Wax" by creating your own recordings! Using the music-specific guidelines (with corresponding instructions indicated below), you will create your second song, either alone or with a partner. In five class-periods you will set-up your file, create your sound pallet of instruments, and develop an original and creative 32-measure composition that includes a clear introduction, build-up, and fade-out, with aesthetic variety and design for the listener. This song must include both a microphone- and keyboard-recorded track, as well as track volumes for each instrument. Student projects will be assessed using the accompanying rubric.

Musical Element Guidelines for GarageBand Project 2.

Time and Texture (Rhythm and Tone Color)
- Song must use a Tempo of 120 beats per minute (bpm). (1-1)
- Song must use a Time Signature of 4/4 (common time). (1-1)
- Song must include at least one rhythm instrument. (1-2)
- Song must include at least four total instruments. (1-3)
- Song must include at least one "Software" (keyboard) track (2-2)
- Song must include at least one "Real" (microphone) track (2-4)

Form and Dynamics...
- Song must meet a minimum length of 32 measures. (1-4)
- Song must use an introduction before the melody enters. (1-7)
- Song must introduce the melody around measure #4. (1-5)
- Song must include an ending fadeout. (1-9)
- Song must include dynamic (volume) changes for each track (2-5)

Other expectations:
- Students will demonstrate technology understandings such as appropriate vocabulary, procedural knowledge, and excellent care in the creation of their project.
- Student work will be original and creative, and designed with the listener in mind.
- Students will demonstrate curiosity, motivation and enthusiasm in developing their own approach to this assignment.

Song Description Sheet
In addition to the GarageBand song file, students will also complete a Song Description Sheet specific to their composition, detailing musical and non-musical elements, as well as possible improvements for their composition if time restraints did not exist. The template and assessment rubric for the Song Description Sheet is attached.

45

GarageBand Project 2: Melting Wax Rubric

Name(s): _____

Score Levels	Exemplary (4 points)	Proficient (3 points)	Developing (2 points)	Beginning (1 point)
Time and Texture	• Musical loops and recordings are aligned correctly to fit perfectly within the time signature of the song. • Composition has at least four or more total instruments, including rhythm instruments, and recorded voice and keyboard tracks.	• Musical loops and recordings are aligned correctly to fit the time signature of the song. • Composition has at least 3 total instruments, including rhythm instruments, and recorded voice and keyboard tracks.	• Most, but not all, musical loops and recordings are aligned correctly to fit the time signature of the song. • Composition has at least 2 total instruments, but is missing rhythm instruments, recorded voice or keyboard tracks.	• There is little evidence of a time signature or the loops or recordings are incorrectly aligned within the measures of the song. • Composition does not include any rhythm instruments, recorded voice or keyboard tracks.
Form and Dynamics	• The structural parts of composition are very evident and clearly defined. • Composition has a logical beginning middle and end. Build-up, climax, and fade-out are all in the correct order and make sense. • Student has 32 measures or more included in their composition. • Dynamic changes are clearly defined and easily heard on all instrument tracks.	• The structural parts of composition are evident and defined. • Composition follows a somewhat logical progression of beginning, middle and end. Build-up, climax, and fade out are somewhat present. • Student has 28-31 measures included in their composition. • Dynamic changes are mostly defined and easily heard on all instrument tracks.	• The structural parts of composition are recognizable. It may be difficult to hear some structural parts. • Composition is hard to follow and does not present a clear beginning, middle and end. Build-up, climax, and fade out are confusing or do not make sense. • Student has 20-27 measures included in their composition • Dynamic changes are somewhat defined and easily heard on all instrument tracks.	• Very little if any structural elements are present. • Composition lacks any sense of beginning, middle and end. Build-up, climax and fade-out are not existent. • Student has less than 20 measures included in their composition • Dynamic changes are unclear or missing or not heard on instrument tracks.
Tech. Understandings	• Demonstrates full understanding of the important aspects of the technology and its' use with music. • Demonstrates full understanding and practice of the technology concepts, vocabulary and procedural knowledge • Demonstrates full understanding and practices excellent care for technology in the classroom.	• Displays complete understanding of the important aspects of the technology. • Displays complete understanding and practice of the technology concepts, vocabulary and procedural knowledge. • Demonstrates full understanding and practices good care for technology in the classroom.	• Demonstrates incomplete understanding of the important aspects of the technology. • Demonstrates incomplete understanding and practice of the concepts, vocabulary and procedural knowledge. • Demonstrates some understanding and care for technology in the classroom. Reminders for appropriate care were needed.	• Demonstrates strong lack of the understanding of the technical use of the computer. • Demonstrates strong lack of understanding and practice of the technology concepts, vocabulary and procedural knowledge. • Demonstrates lack of understanding and care for technology in the classroom. Multiple reminders for appropriate care were needed.
Creativity and Effort	• Project is highly original, demonstrating variety and interesting sound combinations that is clearly constructed with the listener in mind. • Student consistently demonstrates curiosity, motivation and enthusiasm for learning.	• Project is original, demonstrating some variety. Evidence of creation for the listener can be detected. • Student usually demonstrates curiosity, motivation and enthusiasm for learning.	• Project is rarely original, demonstrating little variety. Evidence of creation for the listener cannot be determined. • Student sometimes demonstrates curiosity, motivation and enthusiasm for learning.	• Project is lacking originality, and seems random. The project shows little attempt to create something new. • Student rarely demonstrates curiosity, motivation and enthusiasm for learning concepts.

Song Description Sheet Rubric

Name(s): _____

Score Levels	Exemplary (4 points)	Proficient (3 points)	Developing (2 points)	Beginning (1 point)
Musical Elements	• Writing demonstrates an established vocabulary and descriptive nature regarding the musical elements in the song. • Five or more musical elements are vividly described.	• Writing demonstrates a maturing vocabulary and descriptive nature regarding the musical elements in the song. • Four or more musical elements are clearly described.	• Writing demonstrates a developing vocabulary and descriptive nature regarding the musical elements in the song. • Three or more musical elements are described with some error.	• Writing demonstrates a strong lack of vocabulary and descriptive nature regarding the musical elements in the song. • Two or less than two musical elements are described with multiple errors.
Non-Musical Elements	• Writing demonstrates an established vocabulary and descriptive nature regarding the non-musical elements in the song. • Five or more non-musical elements are vividly described.	• Writing demonstrates a maturing vocabulary and descriptive nature regarding the non-musical elements in the song. • Four or more non-musical elements are clearly described.	• Writing demonstrates a developing vocabulary and descriptive nature regarding the non-musical elements in the song. • Three or more non-musical elements are described with some error.	• Writing demonstrates a strong lack of vocabulary and descriptive nature regarding the musical elements in the song. • Two or less than two non-musical elements are described with multiple errors.
Noted Improvements	• Writing demonstrates an established vocabulary and strong vision for song improvements. • Five or more items for improvement are vividly described.	• Writing demonstrates a maturing vocabulary and vision for song improvements. • Four or more items for improvement are clearly described.	• Writing demonstrates an developing vocabulary and some vision for song improvements. • Three or more items for improvement are described with some error.	• Writing demonstrates an strong lack of vocabulary and absence of vision for song improvements. • Two or less than two items for improvement are described with multiple errors.
Writing Mechanics	• Descriptive writing fulfills its purpose by presenting a clear and complete picture. • The details are presented in a recognizable and appropriate order. • The writing is free of misspellings and words are capitalized correctly.	• Descriptive writing meets its purpose by presenting a mostly clear and complete picture. • The details are presented in a mostly recognizable and appropriate order. • The writing is mostly free of misspellings and most words are capitalized correctly.	• Descriptive writing somewhat its purpose by presenting a somewhat clear and complete picture. • The details are presented in a somewhat recognizable and appropriate order. • The writing is somewhat free of misspellings and some words are capitalized correctly.	• Descriptive writing lacks purpose by failing to presenting a clear and complete picture. • The details are not presented in a recognizable and appropriate order. • The writing contains many misspellings and/or many words are capitalized correctly.

Project 2: Tutorials

Tutorial Topics

2-1   Playing a Software Instrument

After you've experimented with loops and created a song, you can attach a USB or MIDI keyboard and play along. It's a great way to work on your timing, and playing with an accompaniment adds a personal touch that makes music come alive.

Best of all, you can make your keyboard sound like any one of the software instruments included with GarageBand. It's almost like having a grand piano, Hammond organ, or even a horn section—all inside your computer.

Steps
Connect a keyboard to your computer and play along with your song

1. Connect a MIDI or USB keyboard to your computer. Install any driver software that came with the keyboard. For MIDI keyboards, you'll need to attach a MIDI interface to your computer first.
2. In GarageBand, choose New Track from the Track menu.
3. In the New Track sheet, choose the Software Instrument option and then click Create.
4. In the Track Info pane, select an instrument type and instrument.
5. Play your keyboard to hear the software instrument you selected.
6. Click the Play button to hear the other instruments in your song as you practice.

2-2   Recording Software Instrument Tracks

When you've come up with the perfect musical riff, you can record it and make it a permanent part of your song. Best of all, you can hear how everything sounds together as you're playing and recording.

When you're done, you can listen to everything together and decide if you want to save it, or try another take. Don't worry about small timing errors; you can fix them in the track editor without recording again, or set up GarageBand to correct your timing errors automatically.

Steps
Record a software instrument track

1. Click the track header of the software instrument track you want to record.
2. Click the Record button (the round one with a red circle). Your song will play and anything you play on the keyboard will be recorded. Notice that a new region appears as you play.
3. When you're finished with the part you want to record, click the Play button to stop recording.

2-3   Making Changes to Software Instruments

With software instruments, the information about how the music is played is separate from the sounds the instruments make. This means you can edit the notes you played in the same way you edit a word processing document.

Or, you can keep the notes you played, but change their sound. For example, you might like how you played a keyboard solo, but you really want an organ that sounds funkier. Just change the software instrument for the track, and you'll keep your great solo, but with a different-sounding instrument.

Steps
Change the instrument used for a software instrument track

1. Double-click the track header of the software instrument track you want to change.
2. Click a different instrument and instrument type from the Track Info pane.
3. Close the Track Info pane.
4. Play your song and notice that the track plays with the same notes but a different instrument.

2-4   Recording Your Voice with a Microphone

Music is all about expression. And nothing is more expressive than using your own voice or playing your own acoustic instrument. Wth GarageBand, you can use a microphone and your Mac to record yourself singing along with your musical creation.

You can use your Mac's built-in microphone, connect a microphone to the microphone port on your Mac, or use a professional microphone connected to a digital audio interface.

Steps
Record your voice or acoustic instrument to a Real Instrument track

1. Click the track header of the Real Instrument track you want to record.
2. Click the Record button (the round one with a red circle). Your song will play, and anything you play or sing will be recorded. Notice that a new region appears as you play.
3. When you're finished with the part you want to record, click the play button to stop recording.

48

2-5 Mixing Your Song

When you've chosen all the right loops and recorded your best performance, you'll want to make sure everything sounds good together.

With GarageBand, you can adjust the volume levels of each track individually to make sure you can hear each piece clearly. You can also adjust how each track plays back in stereo to locate it in the stereo field. This is called "panning" (short for panoramic).

Steps
Adjust the levels, panning, and volume curves in your song

1. Click Play to listen to your song.
2. Adjust the track volume sliders as the song plays to set the relative levels for each track.
3. Drag the pan control to the right or left to control where each track plays in the stereo field.
4. When you're happy with your adjustments, choose Send Song to iTunes from the Share menu.

Creating Your Sharing GoogleSite with

1. First, you must login to GoogleEDU.
   a. Go to www.google.com/a/gmsd.k12.pa.us
   b. Type your username and password
      Username: firstname.lastname@gmsd.k12.pa.us
      Password: **gm**studentid (student id number is your lunch number)
2. Once you are logged onto your GMSD GoogleEDU account, open GoogleSites

(You may need to find it in the App Organizer)
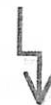
+You   Mail   Images   ⠿   travis.williamson@gmsd.k12.pa.us ▾
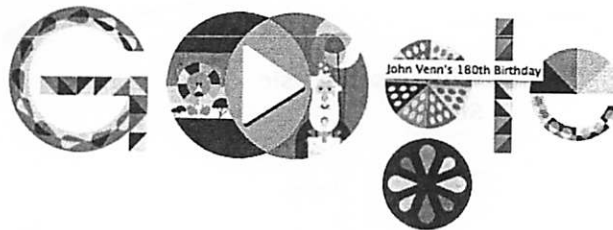
Google Search   I'm Feeling Lucky

Advertising   Business   About   Privacy & Terms   Settings

3. In GoogleSites, it will ask you if you want to create a new site.
   a. Name your site with your **LAST NAME** Music Studio

Name your site
WtHg Music Studio
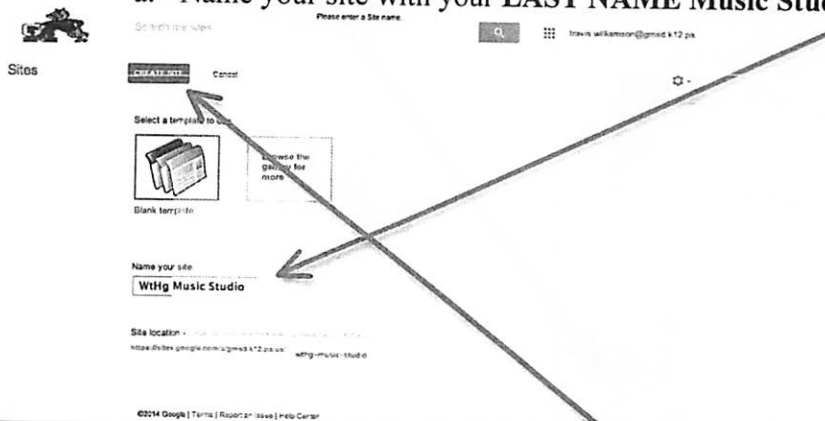
4. Then, select create to create the site.

49

5. After naming and selecting create, GoogleSites will take you to your new site. Click on the Pencil Icon to edit the website.

Home

Williamson Music Studio
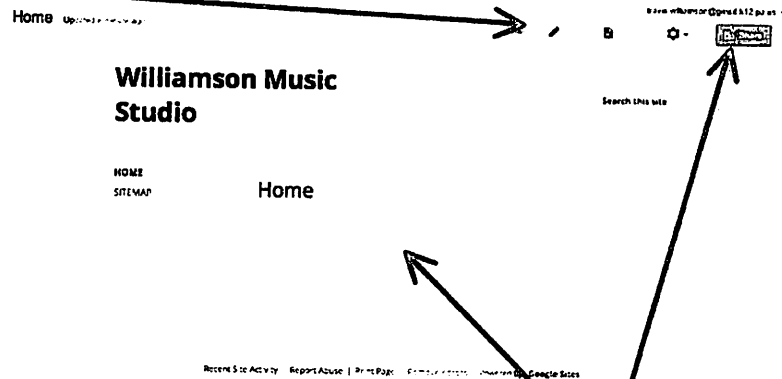
HOME
SITEMAP   Home

6. On the Home Page, create a brief description that includes your Full Name and Music Class Section Information. Then Save the Page.

7. Then, click the New Page Button and add a Webpage for the Project you are sharing.

Home

Williamson Music Studio

HOME
SITEMAP   Home

8. For a GarageBand Project-Sharing GoogleSite, the text on the new page should match the Song Description Sheet details. You should also attach the file

GB1   Updated 4 minutes ago

Williamson Music Studio

HOME
GB1   GB1
SITEMAP

Search this site

ADD FILE

Comments

GarageBand Project Critique Rubric

Name(s): _____

Score Levels	Exemplary (4 points)	Proficient (3 points)	Developing (2 points)	Beginning (1 point)
Presentation	• Presentation fulfills its purpose by describing the composition in a manner appropriate to the spoken word. • Delivery, of both the oral introduction and the recorded project, is clear and precise, allowing the listener to experience a highly artistic performance.	• Presentation nearly fulfills its purpose by describing the composition in a manner mostly appropriate to the spoken word. • Delivery, of both the oral introduction and the recorded project, is mostly clear and often precise, allowing the listener to experience an artistic performance.	• Presentation somewhat fulfills its purpose by describing the composition in a manner occasionally appropriate to the spoken word. • Delivery, of both the oral introduction and the recorded project, is somewhat clear and occasionally precise, allowing the listener to experience a somewhat artistic performance.	• Presentation falls short of fulfilling its purpose by failing to describe the composition in a manner appropriate to the spoken word. • Delivery, of either the oral introduction or the recorded project, lacks clarity and precision, failing to allow the listener to experience a artistic performance.
Critical Analysis	• Five or more ideas, contributions or critiques were made, including the following: - formal analysis (relating the piece to the analytical rubric for composition - informal analysis (relating the piece to individual experiences or aesthetic opinions • The details are presented in a recognizable and appropriate way, with thoughtful consideration to the composer's intentions and feelings. • Feedback and Critique is delivered in a manner appropriate to academic thought.	• Four or more ideas, contributions or critiques were made, including the following: - formal analysis (relating the piece to the analytical rubric for composition - informal analysis (relating the piece to individual experiences or aesthetic opinions • The details are presented in a recognizable and appropriate way, with some attempt at thoughtful consideration to the composer's intentions and feelings. • Feedback and Critique is delivered in a manner appropriate to academic thought.	• Three or more ideas, contributions or critiques were made, including the following: - formal analysis (relating the piece to the analytical rubric for composition - informal analysis (relating the piece to individual experiences or aesthetic opinions • The details are presented in a recognizable and appropriate way, with little attempt at thoughtful consideration to the composer's intentions and feelings. • Feedback and Critique is delivered in a manner appropriate to academic thought.	• Two or fewer ideas, contributions or critiques were made, including the following: - formal analysis (relating the piece to the analytical rubric for composition - informal analysis (relating the piece to individual experiences or aesthetic opinions • The details are not presented in a recognizable or appropriate way, with no thoughtful consideration to the composer's intentions and feelings. • Feedback and Critique is delivered in a manner inappropriate to academic thought.

GarageBand / GoogleSite Peer Critique   Name(s): _____

Score Levels	Exemplary (4 points)	Proficient (3 points)	Developing (2 points)	Beginning (1 point)
Musical Elements	• Writing demonstrates an established vocabulary and descriptive nature regarding the musical elements in the song. • Five or more musical elements are vividly described.	• Writing demonstrates a maturing vocabulary and descriptive nature regarding the musical elements in the song. • Four or more musical elements are clearly described.	• Writing demonstrates a developing vocabulary and descriptive nature regarding the musical elements in the song. • Three or more musical elements are described with some error.	• Writing demonstrates a strong lack of vocabulary and descriptive nature regarding the musical elements in the song. • Two or less than two musical elements are described with multiple errors.
Non-Musical Elements	• Writing demonstrates an established vocabulary and descriptive nature regarding the non-musical elements (aesthetic response) in the song. • Five or more non-musical elements are vividly described.	• Writing demonstrates a maturing vocabulary and descriptive nature regarding the non-musical elements (aesthetic response) in the song. • Four or more non-musical elements are clearly described.	• Writing demonstrates a developing vocabulary and descriptive nature regarding the non-musical elements (aesthetic response) in the song. • Three or more non-musical elements are described with some error.	• Writing demonstrates a strong lack of vocabulary and descriptive nature regarding the musical elements (aesthetic response) in the song. • Two or less than two non-musical elements are described with multiple errors.
Tech. Understandings	• Demonstrates full understanding of the important aspects of the technology and its' use with music. • Demonstrates full understanding and practice of the technology concepts, vocabulary and procedural knowledge • Demonstrates full understanding and practices excellent care for technology in the classroom.	• Displays complete understanding of the important aspects of the technology. • Displays complete understanding and practice of the technology concepts, vocabulary and procedural knowledge. • Demonstrates full understanding and practices good care for technology in the classroom.	• Demonstrates incomplete understanding of the important aspects of the technology. • Demonstrates incomplete understanding and practice of the concepts, vocabulary and procedural knowledge. • Demonstrates some understanding and care for technology in the classroom. Reminders for appropriate care were needed.	• Demonstrates strong lack of the understanding of the technical use of the computer. • Demonstrates strong lack of understanding and practice of the technology concepts, vocabulary and procedural knowledge. • Demonstrates lack of understanding and care for technology in the classroom. Multiple reminders for appropriate care were needed.
Writing Mechanics	• Descriptive writing fulfills its purpose by presenting a clear and complete picture. • The details are presented in a recognizable and appropriate order. • The writing is free of misspellings and words are capitalized correctly.	• Descriptive writing meets its purpose by presenting a mostly clear and complete picture. • The details are presented in a mostly recognizable and appropriate order. • The writing is mostly free of misspellings and most words are capitalized correctly.	• Descriptive writing somewhat its purpose by presenting a somewhat clear and complete picture. • The details are presented in a somewhat recognizable and appropriate order. • The writing is somewhat free of misspellings and some words are capitalized correctly.	• Descriptive writing lacks purpose by failing to presenting a clear and complete picture. • The details are not presented in a recognizable and appropriate order. • The writing contains many misspellings and/or many words are capitalized correctly.

Student Self- and Peer-Assessment for Participation

Student Name: _____ 	Project: _____

Student's Partner: _____

Directions: Read the following criteria and detail the score you believe you have earned for your participation on the project listed above. Additionally, based on the criteria below, detail the score you believe your partner has earned based on his or her contributions. Include comments to support your evaluation and scores.

Criteria	Score
Always listens to instructions. Refers to written directions and rubrics often. Very actively involved from the beginning. Obviously intent on learning and developing skill. Shares thoughts and ideas. Leads others.	5
Listens to instructions. Refers to written directions and rubrics occasionally. Once started, actively involved. Usually intent on learning and developing skill. Rarely distracted from the task. Often shares thoughts and ideas. Does not usually lead others.	4
Sometimes needs clarification on instructions. Rarely refers to written directions and rubrics. Hard to get started and stay involved. More passive than active. Sometimes distracted from the task. Rarely shares thoughts and ideas.	3
Does not pay attention to directions. Does not refer to written directions or rubrics. Distracts others. Needs reminders to stay on task. Passive. Rarely shares thoughts and ideas.	2
Did not participate.	1

Comments: _____

_____

_____

Student Score: 	____

Partner's Score: 	____ 	_____
	Student Signature

51

Beepbox.co
An online chiptune (8-bit) composer

Play Button & Volume

Export Button

Piano Roll
(Each box gives a note)

Song Settings
(Scale, Key, Tempo, etc.)

Track & Part
Selector

Instrument Settings
(for the active instrument)

Song Range
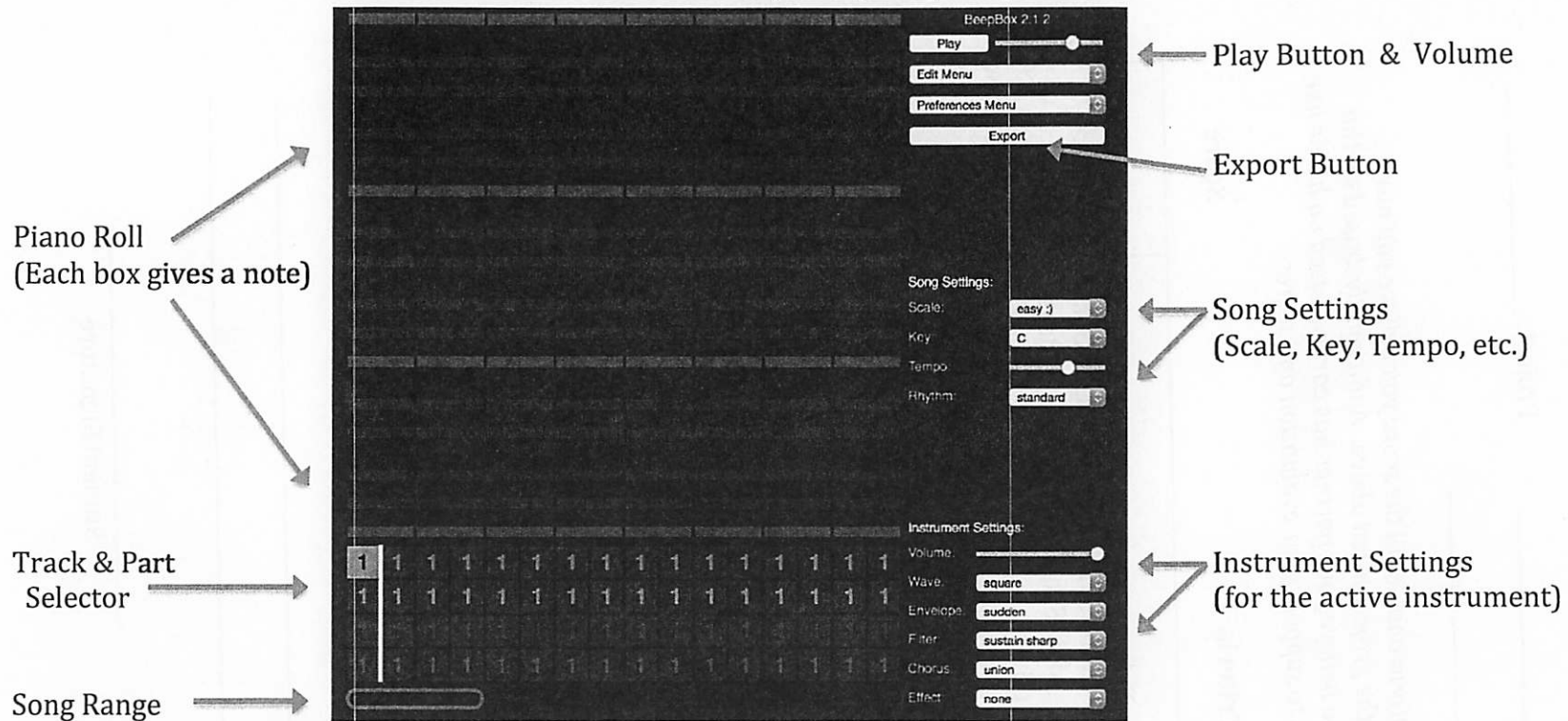
Getting Started with Beepbox.co
1. Click a few boxes within the Piano Roll, then click the Play Button

Getting Into Beepbox.co
1. With a melody, choose another track in the Track & Part Selector and add harmony (Yellow, Orange) and Drums (Gray)
2. Make different measures by selecting a different number in the Track & Part Selector (1=Pattern 1, 2=Pattern 2, etc)
3. Adjust the Instrument Settings for each track, to make your piece sound unique
4. Adjust the Song Range to change the length of your song.

Exporting with Beepbox.co
1. Click the Export Button, name your piece and click "Export to .wav file" Also, copy the link so you can continue editing later.

GarageBand Project 3: Film Scoring Project

We have been arranging and compositing with GarageBand, and now we are going to take a new "media" approach, by scoring a film using GarageBand! Using GarageBand loops and recordings you will create, you will create original Dialog (voices and/or narration), Foley (sound effects) and Score (background music) to accompany a video clip following the music-specific guidelines (with corresponding instructions indicated below). In five class-periods, you and your partner will set-up your file, create your dialog script and develop an original and creative film composition provides aesthetic variety and design for the listener. This project will be assessed based on pillars of timing, texture/depth, technology understandings and creativity/appropriateness using the accompanying rubric.

Musical Element Guidelines for GarageBand Project 3

TIMING...
The videos you will use for this project are one to two minutes in length. You must create Score, Foley and Dialog for the entire video clip, give or take 5 seconds.

TEXTURE/DEPTH...
The sounds and music needed for your video will require use of GarageBand loops, recorded real instruments (blue tracks), and even recorded software (green tracks). You'll need at least 4 instruments total, and you'll most likely need to use track dynamics and other things we have learned about in class.

CREATIVITY/APPROPRIATENESS...
How well does your scoring suit the video? How interesting is your scoring? When we watch it, does it make us laugh, say "wow!", or just yawn?

Other expectations:
- Students will demonstrate technology understandings such as appropriate vocabulary, procedural knowledge, and excellent care in the creation of their project.
- Student work will be original and creative, and designed with the listener in mind.
- Students will demonstrate curiosity, motivation and enthusiasm in developing their own approach to this assignment.

Song Description Sheet
In addition to the GarageBand video file, students will also complete a Song Description Sheet specific to their completed film, detailing musical and non-musical elements, as well as possible improvements for their project if time restraints did not exist. The template and assessment rubric for the Song Description Sheet is attached.

GarageBand Project 3: Film Scoring Project Rubric

Name(s): _____

Score Levels	Exemplary (4 points)	Proficient (3 points)	Developing (2 points)	Beginning (1 point)
Timing	• Musical loops are aligned correctly to fit perfectly within the time signature of the score. • Dialog (voices and/or narration), Foley (sound effects) and Score (background music) exist throughout the duration of the video, give or take 5 seconds.	• Musical loops are aligned correctly to fit the time signature of the score. • Dialog, Foley and Score exist throughout the duration of the video, give or take 6-10 seconds.	• Most, but not all, musical loops are aligned correctly to fit the time signature of the score. • Dialog, Foley and Score exist throughout the duration of the video, give or take 11-15 seconds.	• There is little evidence of a time signature or the loops are incorrectly aligned within the measures of the score. • Dialog, Foley and Score exist throughout the duration of the video, give or take more than 15 seconds.
Texture and Depth	• Composition has at least four or more total instruments, including rhythm instruments, and recorded voice and keyboard tracks. • Composition has a logical beginning middle and end. Build-up, climax, and fade-out are all in the correct order and make sense. • Dynamic changes are clearly defined and easily heard on all instrument tracks.	• Composition has at least 3 total instruments, including rhythm instruments, and recorded voice and keyboard tracks. • Composition follows a somewhat logical progression of beginning, middle and end. Build-up, climax, and fade out are somewhat present. • Dynamic changes are mostly defined and easily heard on all instrument tracks.	• Composition has at least 2 total instruments, but is missing rhythm instruments, recorded voice or keyboard tracks. • Composition is hard to follow and does not present a clear beginning, middle and end. Build-up, climax, and fade out are confusing or do not make sense. • Dynamic changes are somewhat defined and easily heard on all instrument tracks.	• Composition does not include any rhythm instruments, recorded voice or keyboard tracks. • Composition lacks any sense of beginning, middle and end. Build-up, climax and fade-out are not existent. • Dynamic changes are unclear or missing or not heard on instrument tracks.
Tech. Understandings	• Demonstrates full understanding of the important aspects of the technology and its' use with music. • Demonstrates full understanding and practice of the technology concepts, vocabulary and procedural knowledge • Demonstrates full understanding and practices excellent care for technology in the classroom.	• Displays complete understanding of the important aspects of the technology. • Displays complete understanding and practice of the technology concepts, vocabulary and procedural knowledge. • Demonstrates full understanding and practices good care for technology in the classroom.	• Demonstrates incomplete understanding of the important aspects of the technology. • Demonstrates incomplete understanding and practice of the concepts, vocabulary and procedural knowledge. • Demonstrates some understanding and care for technology in the classroom. Reminders for appropriate care were needed.	• Demonstrates strong lack of the understanding of the technical use of the computer. • Demonstrates strong lack of understanding and practice of the technology concepts, vocabulary and procedural knowledge. • Demonstrates lack of understanding and care for technology in the classroom. Multiple reminders for appropriate care were needed.
Creativity and Effort	• Project is highly original, demonstrating variety and interesting sound combinations that is clearly constructed to match the video, with the viewer in mind. • Student consistently demonstrates curiosity, motivation and enthusiasm for learning.	• Project is original, demonstrating some variety. Evidence of creation to match the video, with the viewer in mind can be detected. • Student usually demonstrates curiosity, motivation and enthusiasm for learning.	• Project is rarely original, demonstrating little variety. Evidence of creation for the video or viewer cannot be determined. • Student sometimes demonstrates curiosity, motivation and enthusiasm for learning.	• Project is lacking originality, and seems random. The project shows little attempt to create something new. • Student rarely demonstrates curiosity, motivation and enthusiasm for learning concepts.

Song Description Sheet Rubric

Name(s): _____

Score Levels	Exemplary (4 points)	Proficient (3 points)	Developing (2 points)	Beginning (1 point)
Musical Elements	• Writing demonstrates an established vocabulary and descriptive nature regarding the musical elements in the song. • Five or more musical elements are vividly described.	• Writing demonstrates a maturing vocabulary and descriptive nature regarding the musical elements in the song. • Four or more musical elements are clearly described.	• Writing demonstrates a developing vocabulary and descriptive nature regarding the musical elements in the song. • Three or more musical elements are described with some error.	• Writing demonstrates a strong lack of vocabulary and descriptive nature regarding the musical elements in the song. • Two or less than two musical elements are described with multiple errors.
Non-Musical Elements	• Writing demonstrates an established vocabulary and descriptive nature regarding the non-musical elements in the song. • Five or more non-musical elements are vividly described.	• Writing demonstrates a maturing vocabulary and descriptive nature regarding the non-musical elements in the song. • Four or more non-musical elements are clearly described.	• Writing demonstrates a developing vocabulary and descriptive nature regarding the non-musical elements in the song. • Three or more non-musical elements are described with some error.	• Writing demonstrates a strong lack of vocabulary and descriptive nature regarding the musical elements in the song. • Two or less than two non-musical elements are described with multiple errors.
Noted Improvements	• Writing demonstrates an established vocabulary and strong vision for song improvements. • Five or more items for improvement are vividly described.	• Writing demonstrates a maturing vocabulary and vision for song improvements. • Four or more items for improvement are clearly described.	• Writing demonstrates an developing vocabulary and some vision for song improvements. • Three or more items for improvement are described with some error.	• Writing demonstrates an strong lack of vocabulary and absence of vision for song improvements. • Two or less than two items for improvement are described with multiple errors.
Writing Mechanics	• Descriptive writing fulfills its purpose by presenting a clear and complete picture. • The details are presented in a recognizable and appropriate order. • The writing is free of misspellings and words are capitalized correctly.	• Descriptive writing meets its purpose by presenting a mostly clear and complete picture. • The details are presented in a mostly recognizable and appropriate order. • The writing is mostly free of misspellings and most words are capitalized correctly.	• Descriptive writing somewhat its purpose by presenting a somewhat clear and complete picture. • The details are presented in a somewhat recognizable and appropriate order. • The writing is somewhat free of misspellings and some words are capitalized correctly.	• Descriptive writing lacks purpose by failing to presenting a clear and complete picture. • The details are not presented in a recognizable and appropriate order. • The writing contains many misspellings and/or many words are capitalized correctly.

Project 6: Tutorials

Tutorial Topics

6-1   Importing a Video File into GarageBand

6-1   Importing a Video File into GarageBand

You can import any iMovie project or QuickTime-compatible video file from the Media Browser and add it to a track in your GarageBand project. This allows you to view the movie while your GarageBand project plays.

To import a video file using the Media Browser:

5. In the Media Browser, click the Movies button.
6. Select the movie you'd like to score.
7. If available, double-click the movie file thumbnail image to preview the movie in the Media Browser.
8. To stop the movie preview, press the spacebar.
9. Drag the thumbnail image into the Movie Track in your GarageBand project. GarageBand generates thumbnails for the track to represent the video clips. It also adds a track called Movie Sound, and creates a new AIFF file that contains the soundtrack of the movie. The original movie file remains unchanged.
Select the Movie Track to see its info in the Track Info pane. Then select the Movie Sound track to see its information.

GarageBand Project Critique Rubric

Name(s): _____

Score Levels	Exemplary (4 points)	Proficient (3 points)	Developing (2 points)	Beginning (1 point)
Presentation	• Presentation fulfills its purpose by describing the composition in a manner appropriate to the spoken word. • Delivery, of both the oral introduction and the recorded project, is clear and precise, allowing the listener to experience a highly artistic performance.	• Presentation nearly fulfills its purpose by describing the composition in a manner mostly appropriate to the spoken word. • Delivery, of both the oral introduction and the recorded project, is mostly clear and often precise, allowing the listener to experience an artistic performance.	• Presentation somewhat fulfills its purpose by describing the composition in a manner occasionally appropriate to the spoken word. • Delivery, of both the oral introduction and the recorded project, is somewhat clear and occasionally precise, allowing the listener to experience a somewhat artistic performance.	• Presentation falls short of fulfilling its purpose by failing to describe the composition in a manner appropriate to the spoken word. • Delivery, of either the oral introduction or the recorded project, lacks clarity and precision, failing to allow the listener to experience a artistic performance.
Critical Analysis	• Five or more ideas, contributions or critiques were made, including the following: - formal analysis (relating the piece to the analytical rubric for composition - informal analysis (relating the piece to individual experiences or aesthetic opinions • The details are presented in a recognizable and appropriate way, with thoughtful consideration to the composer's intentions and feelings. • Feedback and Critique is delivered in a manner appropriate to academic thought.	• Four or more ideas, contributions or critiques were made, including the following: - formal analysis (relating the piece to the analytical rubric for composition - informal analysis (relating the piece to individual experiences or aesthetic opinions • The details are presented in a recognizable and appropriate way, with some attempt at thoughtful consideration to the composer's intentions and feelings. • Feedback and Critique is delivered in a manner appropriate to academic thought.	• Three or more ideas, contributions or critiques were made, including the following: - formal analysis (relating the piece to the analytical rubric for composition - informal analysis (relating the piece to individual experiences or aesthetic opinions • The details are presented in a recognizable and appropriate way, with little attempt at thoughtful consideration to the composer's intentions and feelings. • Feedback and Critique is delivered in a manner appropriate to academic thought.	• Two or fewer ideas, contributions or critiques were made, including the following: - formal analysis (relating the piece to the analytical rubric for composition - informal analysis (relating the piece to individual experiences or aesthetic opinions • The details are not presented in a recognizable or appropriate way, with no thoughtful consideration to the composer's intentions and feelings. • Feedback and Critique is delivered in a manner inappropriate to academic thought.

GarageBand / GoogleSite Peer Critique

Score Levels	Exemplary (4 points)	Proficient (3 points)	Developing (2 points)	Beginning (1 point)
Musical Elements	• Writing demonstrates an established vocabulary and descriptive nature regarding the musical elements in the song. • Five or more musical elements are vividly described.	• Writing demonstrates a maturing vocabulary and descriptive nature regarding the musical elements in the song. • Four or more musical elements are clearly described.	• Writing demonstrates a developing vocabulary and descriptive nature regarding the musical elements in the song. • Three or more musical elements are described with some error.	• Writing demonstrates a strong lack of vocabulary and descriptive nature regarding the musical elements in the song. • Two or less than two musical elements are described with multiple errors.
Non-Musical Elements	• Writing demonstrates an established vocabulary and descriptive nature regarding the non-musical elements (aesthetic response) in the song. • Five or more non-musical elements are vividly described.	• Writing demonstrates a maturing vocabulary and descriptive nature regarding the non-musical elements (aesthetic response) in the song. • Four or more non-musical elements are clearly described.	• Writing demonstrates a developing vocabulary and descriptive nature regarding the non-musical elements (aesthetic response) in the song. • Three or more non-musical elements are described with some error.	• Writing demonstrates a strong lack of vocabulary and descriptive nature regarding the musical elements (aesthetic response) in the song. • Two or less than two non-musical elements are described with multiple errors.
Tech. Understandings	• Demonstrates full understanding of the important aspects of the technology and its' use with music. • Demonstrates full understanding and practice of the technology concepts, vocabulary and procedural knowledge • Demonstrates full understanding and practices excellent care for technology in the classroom.	• Displays complete understanding of the important aspects of the technology. • Displays complete understanding and practice of the technology concepts, vocabulary and procedural knowledge. • Demonstrates full understanding and practices good care for technology in the classroom.	• Demonstrates incomplete understanding of the important aspects of the technology. • Demonstrates incomplete understanding and practice of the concepts, vocabulary and procedural knowledge. • Demonstrates some understanding and care for technology in the classroom. Reminders for appropriate care were needed.	• Demonstrates strong lack of the understanding of the technical use of the computer. • Demonstrates strong lack of understanding and practice of the technology concepts, vocabulary and procedural knowledge. • Demonstrates lack of understanding and care for technology in the classroom. Multiple reminders for appropriate care were needed.
Writing Mechanics	• Descriptive writing fulfills its purpose by presenting a clear and complete picture. • The details are presented in a recognizable and appropriate order. • The writing is free of misspellings and words are capitalized correctly.	• Descriptive writing meets its purpose by presenting a mostly clear and complete picture. • The details are presented in a mostly recognizable and appropriate order. • The writing is mostly free of misspellings and most words are capitalized correctly.	• Descriptive writing somewhat its purpose by presenting a somewhat clear and complete picture. • The details are presented in a somewhat recognizable and appropriate order. • The writing is somewhat free of misspellings and some words are capitalized correctly.	• Descriptive writing lacks purpose by failing to presenting a clear and complete picture. • The details are not presented in a recognizable and appropriate order. • The writing contains many misspellings and/or many words are capitalized correctly.

Student Self- and Peer-Assessment for Participation

Student Name: _____   Project: _____

Student's Partner: _____

Directions: Read the following criteria and detail the score you believe you have earned for your participation on the project listed above. Additionally, based on the criteria below, detail the score you believe your partner has earned based on his or her contributions. Include comments to support your evaluation and scores.

	Criteria	**Score**
	Always listens to instructions. Refers to written directions and rubrics often. Very actively involved from the beginning. Obviously intent on learning and developing skill. Shares thoughts and ideas. Leads others.	5
	Listens to instructions. Refers to written directions and rubrics occasionally. Once started, actively involved. Usually intent on learning and developing skill. Rarely distracted from the task. Often shares thoughts and ideas. Does not usually lead others.	4
	Sometimes needs clarification on instructions. Rarely refers to written directions and rubrics. Hard to get started and stay involved. More passive than active. Sometimes distracted from the task. Rarely shares thoughts and ideas.	3
	Does not pay attention to directions. Does not refer to written directions or rubrics. Distracts others. Needs reminders to stay on task. Passive. Rarely shares thoughts and ideas.	2
	Did not participate.	1

Comments: _____

_____

_____

Student Score: ____

Partner's Score: ____   _____
                                           Student Signature

55

Wrapping Up GarageBand

1) Take the GarageBand Quiz Exam (Open Computer, Open Notebook, w/Partners)
   a. Go To www.MrWlive.com
   b. Click On QuizSpot
   c. Click On the "GarageBand Unit Quiz"

2) Compose Your Letter (Open Computer, Open Notebook, w/Partners)
   a. Using Microsoft Word, you and your partner will write a letter to an eighth grader next year, describing GarageBand and one of the projects you have done in this unit in music class. Explain at least two steps you complete for that project in detail.
   b. Please answer the following questions in your letter...
      i. What is GarageBand?
      ii. What do you create?
      iii. What you enjoyed?
      iv. What you disliked?
      v. Any quick tips or suggestions for their projects?
      vi. Step-by-step directions in your own words for part of one of the projects.
   Remember, this is a letter, so please make sure to format it like a letter.

Below is a sample to get you started...

Dear Eighth Grader,

First, welcome to eighth grade music class – you are sure to enjoy Mr. Williamson's class.

Now, let me tell you about GarageBand. GarageBand is a music program that lets you write your own music. I enjoyed it more than Finale because you don't have to be great with the notes and rests to use it. Also, with the loops, you can actually hear what the music you are writing sounds like! With GarageBand, some of the projects we created included loop-based songs, songs where we recorded our voice and a piano track, and a soundtrack for a movie, including voices, sound effects, and the music soundtrack.
My favorite thing about using GarageBand was the loops we had to choose from – there were SO many. My only complaint about the GarageBand projects was the time we had to complete each project. I really felt rushed for the movie project, so use your time wisely! Be careful not to spend too much time listening to other students' projects, that you neglect your own.
When you are using loops in your song, you may want to cut a loop and use only a portion. To do this, click on the loop you want to use, and move the red line to where you want to cut that loop. Then, press Apple + T to trim the loop – that is what cuts the loop into two parts. Then, just click somewhere else, and then back on the part you want to move or delete and you are set. Cutting a loop helped me to use only the parts of a piano loop that I wanted to include.

Well, I hope you enjoy eighth grade. Maybe I will meet you in person next year, when we will both be in the high school. Until then, listen to Mr. Williamson and compliment his amazing hair – I am sure we both know he is crazy about it!

Have fun,
Mike A'langaloe and Don A'telloe, Section Odd-8

Please **print** your letter to turn in.
Raise your hand and your teacher will record your Quiz grade **without printing**.