

# MUSIC MAESTRO PRIMARY

## UNIT 6.6 – SUMMER TERM 2 – GARAGE BAND (MUSIC TECHNOLOGY)

### UNIT OVERVIEW

In this unit of work, pupils will have the opportunity to use and develop their music technology skills using the garage band app. They will explore loops, virtual instruments, editing and structure and will prepare a minute long composition using the skills they have learnt at the end of the unit of work.

### LINKS TO PRIOR LEARNING

In Year 5, pupils will have learnt some basic keyboard skills, and this can be transferred to this unit. They will also be able to use the key vocabulary they already know and will be able to use the skills of understanding pitch, rhythm and pulse, tempo and dynamics in their final piece.

### ESSENTIAL LEARNING SUMMARY

Lesson	Learning Intention/Activity	What will be known and remembered	Revisited vocabulary	New vocabulary
1	<p>In this unit of work pupils will be able to navigate and use GarageBand confidently, create music using touch instruments, use and edit loops, understand musical structure (intro, verse, ending) and apply tempo, dynamics and rhythm.</p> <p><b>RECAP</b></p> <p>Can the pupils remember and explain the meanings of the key words of pitch, tempo, pulse, composition.</p> <p><b>LEARN</b></p> <p>Explain that the children will be composing using music technology, specifically the app Garage Band.</p> <p>Listen to a short electronic music clip. <a href="#">Weather • Tycho</a></p> <p>Discuss: Which instruments can you hear? <i>Keyboards, guitar, synthesisers, drums.</i></p>	<ul style="list-style-type: none"> <li>✓ Know how to access different areas of the Garage Band app.</li> <li>✓ Understand what a loop is and how it can be used.</li> </ul>	<p>Rhythm</p> <p>Melody</p> <p>Composition</p>	<p>Loop</p> <p>Harmony</p>

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	<p>How might computers help create music? <i>Be able to use instruments that are not available to the composer or that the composer cannot play themselves. Be able to use loops that continue a theme throughout the music that the composer can then compose extra tracks over the top of.</i></p> <p><i>Explain to the pupils that they will now look at Garage Band and demonstrate the following for them, <a href="#">using this guide</a> for assistance:</i></p> <ul style="list-style-type: none"> <li>✓ Opening a new project</li> <li>✓ Instrument view.</li> <li>✓ Play, stop, record buttons</li> <li>✓ Adding extra bars</li> <li>✓ Track view</li> <li>✓ Saving projects</li> <li>✓ Smart Instruments</li> </ul> <p>Give the children some time to explore the following on the app:</p> <ul style="list-style-type: none"> <li>✓ Three different instruments</li> <li>✓ Record a short 10-second rhythm or melody</li> <li>✓ Rename and save their project</li> </ul> <p><b>REVIEW</b> Make a brief list of the different functions the pupils have located and used in the App.</p>			
2	<p><b>RECAP</b> Recap Garage Band controls.</p> <p><b>LEARN</b> How to use the loop section on the app.</p> <ul style="list-style-type: none"> <li>✓ Opening the loop browser</li> </ul>	<ul style="list-style-type: none"> <li>✓ Know how to successfully access and use a variety of areas on the Garage band app.</li> <li>✓ Can explain what a loop is.</li> </ul>	Rhythm Melody Composition	Loops Tracks

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	<ul style="list-style-type: none"> <li>✓ Choose a loop to experiment with.</li> <li>✓ Open loop and click on the squares to create a sound and click again if it is not suitable.</li> <li>✓ Once enough squares have been selected push the stop button, back button and then record.</li> <li>✓ Add another section to their composition by adding more bars and changing the loop they have used slightly.</li> </ul> <p>Children create:</p> <ul style="list-style-type: none"> <li>✓ Their own version of an 8 bar loop with 2 sections.</li> <li>✓ Save their work with name and date.</li> </ul> <p><b>REVIEW</b> Can we explain what a loop is and how could a composer use them in a composition? Can the children successfully create a short loop composition. Can they explain how they added the loop to their track?</p>			
3	<p><b>RECAP</b> Write on a whiteboard the different loops you can use.</p> <p><b>LEARN</b> As a class clap some simple rhythms. Take turns in being the leader who claps the rhythm to be repeated.</p> <p>Practice a simple melody using smart instruments on the Garage band app. Initially keep the tune simple, concentrating on keeping accurate time. Write the notes you use on a white board so you can remember them. Remind yourself how your loop sounds and see if your melody works over the top.</p> <p>Talk about how repetition is good and works with loops.</p>	<ul style="list-style-type: none"> <li>✓ Understand what a melody is.</li> <li>✓ Be able to keep a steady beat while composing.</li> </ul>	<p>Rhythm Melody Composition Loops Tracks</p>	

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	<p>Remind the children about the importance of keeping the melody in time with the loop. They may wish to re-record the melody if it does not fit with the loop initially.</p> <p>Record your melody over your loop. When you push the record button your loop will automatically play so this will help you keep your melody in time.</p> <p>You will probably only have time to record a melody for the first section of the composition. You can do the next section next lesson.</p> <p><b>REVIEW</b> Why is it important for a composer's melody to be in a steady time? Explain to your partner.</p>			
4	<p><b>RECAP</b> Listen to your composition, what parts do you like about it and what do you think you can improve on?</p> <p><b>LEARN</b> Listen to <a href="#">Don't Stop Believin' (2022 Remaster) - song and lyrics by Journey   Spotify</a> Can the children spot the structure of the song? What is a verse? <i>The narrative section of a song that builds up to and alternates with the main, recurring chorus.</i> The verse is a repeated melody but different lyrics however the chorus is the same melody and lyrics repeated. (Verse/Chorus structure can also be described as ABA structure)</p> <p>Can the children write down the structure of the song as it is being played?</p> <p>Children can now record their melody for their second section. It can be on a different instrument to the first, if they wish, so it gives the verse/chorus effect.</p>	✓ How a song us structured using verse and chorus's.		Structure

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	<p><b>REVIEW</b> What is the main difference between a verse and a chorus? Explain to your partner.</p>			
5	<p><b>RECAP</b> Listen to <a href="#">Dancing Queen - song and lyrics by ABBA   Spotify</a> On a whiteboard write down the songs structure.</p> <p><b>LEARN</b> Complete and fine tune the loop composition. Have all the criteria been met?</p> <p>Is it at least 1 minute long? Does it have a A/B structure with two different sections? Does your piece keep a steady beat? Does your piece sound like you imagined it would?</p> <p>Share your final piece with the rest of the class.</p>	<p>✓ Know how a song uses a verse/chorus structure.</p>	Structure	
	<p><b>ASSESSMENT:</b></p> <p>Can confidently and accurately use the Garage Band app.</p> <p>Successfully compose a 1-minute loop-based piece with a melody part.</p>	Exceeded	Secured	Below

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## UNIT GLOSSARY

<b>Tempo</b>	The speed or pace at which a piece of music is played, or the general rate of activity at which an event happens.
<b>Loop</b>	A short, self-contained section of audio or MIDI that is edited to repeat seamlessly without interruption
<b>Rhythm</b>	The arrangement of musical sounds and silences based on their duration. Uses a variety of long and short note lengths.
<b>Melody</b>	The main tune of the song.
<b>Harmony</b>	The sound made when two or more different notes are played or sung at the exact same time. While the main singer or instrument plays the melody (the main tune), a harmony note is added underneath to make the music sound richer and fuller.
<b>Dynamics</b>	How <b>loud or quiet</b> the music is. Composers use dynamics to change the mood of a song, making it feel sleepy, happy, or dramatic
<b>Composition</b>	Making up your own music. A <b>composer</b> is the person who writes it.
<b>Layering</b>	it is the process of stacking different sounds, melodies, and instruments on top of each other to create one big, complete piece of music.
<b>Instruments</b>	A special tool or device created to make musical sounds.
<b>Structure</b>	The sections of a piece of music. These might be repeated at different times during a piece.