Elementary 10
My Home Studio
Bryson Finney

Grade Level/Class
Upper Elementary Grades
50 Minute Music Class
Cross-Curricular: Technology

Overall Theme
Throughout music history, we see how providing musical tools to maximize access and collaboration can keep an industry vibrant and relevant while helping individuals connect to create great music.

Essential Questions
1. How does the internet impact Music development?
2. How can I create a Home Studio?
3. What is a DAW?

National Standards
Create
MU:Cr2.1.4b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

MU:Cr3.2.5a Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.

Student Learning Outcomes
By the end of this lesson, students will be able to:
1. Understand the impact the Internet has on Music Development
2. Use a DAW to experience a Home Studio set-up
3. Collaborate and Create a 16-24 bar composition using Live Loops or a Loop Library
a. Access Live Loops or Loops
b. Select a genre of preference
c. Sample and Record
d. Write and Record a lyric (optional)

Materials Needed
1. E10 Presentation
2. Live Loops or Loops Software
3. DAW (preferably GarageBand or SoundTrap)

4. E10 Worksheet
5. Writing Utensil
6. Student iPad with Garage Band App
7. Student Headphones

Procedures

Before the lesson: T should have a sample of the student activity already created and ready to share during the lesson. GarageBand is the preferred DAW for the lesson, however SoundTrap will work as well.

Lesson Introduction (15 Min):

- Teacher (T) begins the lesson with the following music video performance "Inspirational Music Video With 17 Musicians From Boston To Italy" T should introduce the video and how the musicians are from Boston to Italy.
- T leads a discussion with Students (S) around the following questions...
    - What stood out to you about this performance?
    - What did you find different about this performance from other music performances you have experienced?
    - How do you think this was made?
    - What else did you find interesting?
- T then introduces the topic and focus for today's lesson "My Home Studio." Today S will learn what a home studio is, how it came about, and what it's like to experience recording in one. T elaborates on how the internet changed the distribution and resale of musical products vastly expanding accessibility and collaboration around the globe.
- T establishes S in pairs to complete the worksheet, listing the events in the order they believe is correct.
- After allowing a few S groups to share their outcomes, the T now reviews the worksheet.
    - Internet and Technology Advancement
    - People are able to access and share music from anywhere
    - Home Studios are created
    - People are able to create music together virtually
    - New, different styles of music are created using the internet and recording technology
- T allows for variance and creativity in outcomes as long as S understands that the Internet and technology advancement precedes everything else.

Lesson Activity (25 Min):

- T shares *"Today we will experience creating, recording, and music in our own 'Digital Audio Workstations' (Home Studios)"*.
- T models a prerecorded 16-24 measure song with vocals made through Live Loops or a Loop Library for students. (pre-recorded/teacher-made). T then shares that this was created in a DAW, my Home Studio (their iPad). For today our Home studio needs the following:
    - A DAW: Digital Audio Workstation – used to create, record, and edit audio (or sounds) that we can develop into music.

- ○ A Microphone: an amplifying device used to take our audible sound and digitize it inside of a DAW for recording purposes.
- T asks *"Have you ever listened to a song and wanted to add your own sounds, or change what you were hearing? This is called Music editing. Let's begin by finding some audio samples that we can edit!"*
- T now models as S (in pairs) follow along.
  - ○ Open GarageBand on the iPad.
  - ○ Select "+" for a new song.
  - ○ Select the "Live loops" tab at the top.
  - ○ Select a Genre Package of Choice.
  - ○ Using the "lanes" at the bottom of the screen navigate and listen through your loop. T models best practice in listening, adding, and recording their creating.
  - ○ S have time to explore.
- T provides assignment – Today we will be "Music Engineers"! S in pairs must record (using the red dot icon at the top of the screen) a 16-24 measure song using their live loop combination of choice, with their own original lyrics.
  - ○ Once the track is created, the S pair will use a piece of paper to write their agreed-upon lyric of choice (students must collaborate and work together).
  - ○ One S will then use the headphones to record their lyrics over their loop combination.

Assessment Strategies

Wrap-up and Assessment (10 Min):
- T shares *"Today we have experienced music development through access to a variety of music samples (Live loops/Loops) and collaborating with your partner. Even though music creation can happen alone, when you have access to other tools and ideas even greater things can be possible."*
- Discussion: S shares ideas and creative moments that were generated through working in pairs.
- T shares *"This is what access to the Internet and technology advancement has done and continues to do for Music!"*
- T allows for S groups to share their creations with the class (through Classroom Interactive Display, or plugging directly into an external audio source).

Extensions/Adaptations
- Share how to export a song as an MP3 in order to share outside of Garageband.
- Discuss other DAW platforms (preferably Desktop examples), and share examples of editing music, recording, and sampling music in a DAW.
- Video Opt. - Find a video of a Music Engineer in the field, speaking on what they do in their job.
- Video Opt. - Find a video of a Music producer speaking on what they do day to day in their field. Provides great perspective.
- Demonstrate and allow S to explore tracking instruments in a DAW.

- Demonstrate how to record with an iRig (midi controller) on an iPad in Garageband.
- Share the song creations with another class or the school.

Adaptations
- Consider walking through the "List of Events" Worksheet together as a class.
- Consider having everyone explore or use the same Live Loop for ease of support and continuity.
- Consider providing roles for each S in a pair (ex: Engineer/Song Writer).
- Allow students to use text-to-speech software to listen along to the stories from the NAMM archives.
- Consider highlighting keywords, phrases, or areas you'd like students to focus on.
- Discuss with students ahead of time which questions you will be asking so they can prepare answers for large group discussions.
- Provide visual images along with the statements on the worksheet. Alternatively, provide cards for students to sort in order (E10 Worksheet 1 Adaptive).
- Provide a video of how students can add their own sounds so they can re-watch and follow along. Alternatively, provide slides, one at a time, with step-by-step directions with screen grabs.
- Set a timer for exploration, or use classroom call/response to gather student attention before wrap-up.

Spotlight on Careers in Music
This lesson plan can be tied to specific careers in music:
- Artist
- Composer
- Music Technology Educator
- Music Engineer
- Digital Sound Effects: Movies
- Music Producer
- Songwriter
- Film Composer

For comprehensive information on careers in the music industry, please visit Consider a Career in Music