Secondary 10
Title: Making Music Anywhere
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Grade Level/Class
9th - 12th Grades
50 Minute Class

Overall Theme
The introduction of affordable home recording and production equipment enabled new generations of musicians to innovate sounds and styles. Due to the quick response by the music products industry to advancements in technology, it is easier than ever to obtain the tools and create quality-sounding music from anywhere.

Essential Questions
1. What is a DAW?
2. What are the different sound sources used in multitrack recording?
3. What are the most common types of microphones used in recording?

National Standards
Create
MU:Cr2.1.T.Ia Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.

Connect
MU: Cn10.0.T.IIIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Student Learning Outcomes
By the end of this lesson, students will be able to:
1. Explain the meaning of the acronym DAW.
2. Identify different types of microphones and their polar pattern.
3. Define multitrack recording, audio, loops, and MIDI.
4. Explain how technological advances impact an industry, particularly the music products industry.

Materials Needed
1. S10 Presentation
2. Student computer with internet access
3. Student DAW (Ex. Soundtrap or BandLab)

4. [Artifacts - A Platform for Everything PDF](#)
5. S10 Worksheet
6. Writing Utensil
7. Microphone (*Optional*)

Procedures

Lesson Introduction (5 – 7 Min):

- Teacher (T) greets the whole class (WC), and then asks WC to share what their current favorite song is. Students (S) should raise their hands to respond individually. T should keep a running list of the songs on the board.
- T introduces today's topic by explaining that these songs were created using multitrack recording on a DAW.

Lesson Activity (12 – 15 Min):

- T probes for prior knowledge by asking S *"What is a DAW?"* and *"What does D-A-W stand for?"* (Digital Audio Workstation). Allow a few responses from S.
- T show students the video What Is a DAW (Digital Audio Workstation) And Why You Need One.
- T further explains that a DAW allows artists and producers to record music using multiple tracks (tracks in recording terms are parts), hence the term multitrack recording.
- T shows students an example of what multitrack recording looks like in a DAW.
  - Multitrack recording example
- T explains the different sound sources in multitrack recording.
  - Loop: a repeating section of a sound that seamlessly repeats.
  - MIDI (Musical Instrument Digital Interface): allows electronic musical instruments, computers, and other devices to communicate with one another.
  - Microphones: an instrument that converts sound waves into a sound/audio wave.
- T then explains that you need a MIDI controller or drum machine to send MIDI data to the DAW, and an audio interface to record audio.
- T explains the basic types of microphones.
- T introduces the group activity: Creating music using loops. Keeping the process simple, show students the following:
  - How to open the program.
  - How to find the loops.
  - How to filter through.
  - How to place it on the timeline.
  - How to change the tempo.

Group Activity (12 – 15 Min):

- As large or small groups, create a track using only loops in Soundtrap or Bandlab. Students are required to use at least four loops, and the creation should be 30 seconds long.

Assessment Strategies

Wrap-up (10 Min):

T moves through the classroom listening to what every group created. Offer affirming feedback. If possible, play the track out loud for the WC.

Extensions/Adaptations

Extensions

- T, spend as much time as needed on any specific topic and encourage student questioning.
- Use Artifacts - A Platform for Everything to demonstrate different effects and how recording technology has evolved throughout the years. Give a brief explanation and show short examples where possible. Later, or as an exit activity, students can answer questions on their student worksheets.
- Consider using the list of songs that students provided for appropriateness and recreate the music in a DAW as a WC Activity.
- If there is a microphone available, demonstrate how to record vocals as a WC activity.
- In step six, when you show the example of a multitrack session, you can explain the difference.
- When students create their own music, ask about the genre of their creation, and who they could hear singing on the track. Also, allow other students to give positive feedback.
- At the beginning of class, instead of asking the class their favorite song, choose a song or two of five. Musical Selections: A Platform for Everything. See if the students can identify the genre and the artist performing the song.

Adaptations

- Use closed captions for videos, and allow text-to-speech for any required readings.
- Allow students to use speech-to-text to dictate their answers rather than writing.
- Provide students with a list of sound sources in the DAW, along with a brief description or purpose.
- Provide students with a printed guide to navigate the steps of a DAW, with visual support.
- Provide students with a list of "look for" as the teacher monitors the room.

Spotlight on Careers in Music

This lesson plan can be tied to specific careers in music:

- Music Producer
- DJ
- Sound Designer
- Music Engineer
- Artist
- Podcaster
- Retailer (online and brick & mortar)
- Product Manufacturer

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