

Using Apple's GarageBand to Enhance Your 2nd Graders' Compositions

National Standard:

1. Performing on instruments, alone and with others, a varied repertoire of music.
2. Composing and arranging music within specified guidelines.
6. Listening to, analyzing, and describing music.

Objective:

The students are given the guidelines to compose, perform, and record themselves playing their own compositions. The students then enhance those compositions by using the Apple's software, *GarageBand*, to add instrumental sounds loops to serve as an accompaniment and form for their compositions.

Materials:

An Apple computer connected to a set of speakers
Apple's GarageBand Software - <http://www.apple.com/ilife/garageband/>
 Microphone, either built-in to the computer or an external microphone
 A synthesizer or Orff instrument
 Manuscript paper, pencils, and rhythms patterns.

Procedure:

This lesson will use Orff instruments, one computer, and the computer's built-in microphone. However, you can easily substitute Orff instruments with synthesizers, built-in microphone with an external microphone, and one computer with an entire computer lab. This lesson should occur multiple music classes.

1. The teacher reviews five different rhythm patterns by clapping them and using ta for the quarter notes, ta-a for the half notes, and ta-a-a-a for the whole notes (see Fig. 1).

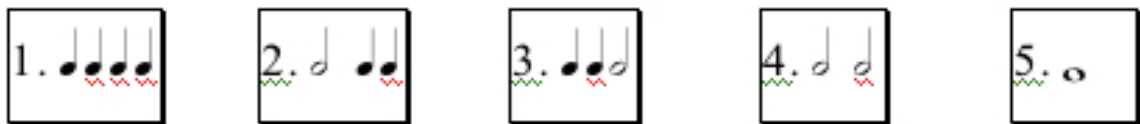


Fig. 1

2. The teacher continues to review the rhythm patterns with the students by using a C Pentatonic Scale on the staff, and reading and performing them on Orff instruments.
3. The teacher gives each student manuscript paper and a pencil to compose a four-measure melody using the C Pentatonic rhythm patterns.
4. The student composes, practices, and performs his/her composition for the class.
5. The teacher checks over the student's composition for any rhythmic or note errors.
6. The teacher then records each student performing his/her composition using *Apple's GarageBand Software* and the computer's built-in microphone (or external microphone).
7. The teacher reviews the form ABA and explains that the students' four-measure composition will become the B Section to their own individual song.

8. The teacher pre-selects three separate GarageBand loops for drums, two for piano, and two for guitars.
9. The teacher presents the 3 pre-selected drum loops for each student to choose and explains that the drum loop the student picks will become the A Section (beginning and ending), and also accompany his/her melody for the B Section.
10. The teacher then presents the two pre-selected piano loops for each student to choose to accompany his/her melody in the B Section. The students may have the option to not have any piano loop in their accompaniments.
11. Finally, the teacher presents the two pre-selected guitar loops for each student to choose to accompany his/her melody in the B Section. Again, the students may have the option to not have any guitar loop in their accompaniments.
12. Once all students have chosen their loops, the teacher edits and saves the student GarageBand with the loops and exports the student compositions into iTunes.
13. From iTunes, the teacher can make a play list for the entire 2nd grade class and burn it onto a CD that is given to each student.

Extension:

GarageBand is an excellent looping software program. If you liked Rock Rap N' Roll looping software and could no longer use it because you upgraded your operating system to OSX, *GarageBand* is another way to have your students create and arrange music.

Outcome:

The students successfully compose, record, and arrange their own song by using *Apple's GarageBand Software* and pre-selected rhythmic, notation, and software guidelines set up by the teacher. Since composition in the younger grades produce different levels of comfort and achievement, the rubric below (see Fig. 6), will assist the teacher in assessing the student's ability.

Please note that if you are using this lesson plan with younger students, such as 2nd graders, they must be given some room for error, especially when performing their compositions.

<i>Level of Achievement</i>	<i>The student's ability to read and perform rhythm patterns with quarter, half, and whole notes by clapping them.</i>	<i>The student's ability to read and perform rhythm patterns with quarter, half, and whole notes on Orff instruments.</i>	<i>The student's ability to compose within specific guidelines.</i>
<i>Novice</i>	The student has continuous difficulty identifying and performing the rhythm patterns and solely relies on the teacher to assist in performing the patterns.	The student has continuous difficulty performing the rhythm patterns on the Orff instruments and solely relies on the teacher to assist in performing the patterns.	The student has continuous difficulty composing within the specific guidelines and solely relies on the teacher to assist in the composition process.
<i>Fair</i>	The student can identify and perform most of the rhythm patterns with much assistance from the teacher.	The student can perform most of the rhythm patterns on the Orff instruments with much assistance from the teacher.	The student can compose within the specific guidelines with much assistance from the teacher.
<i>Good</i>	The student successfully identifies and performs the rhythm patterns with little assistance from the teacher.	The student successfully performs the rhythm patterns on the Orff instruments with little assistance from the teacher.	The student successfully composes within the specific guidelines with little assistance from the teacher.
<i>Excellent</i>	The student successfully identifies and performs the rhythm patterns with no assistance from the teacher.	The student successfully performs the rhythm patterns on the Orff instruments with no assistance from the teacher.	The student successfully composes within the specific guidelines with no assistance from the teacher.