

# Music Genesis: Student-centered, Project-based, Computer-centered, High School Classroom Music

2019 CMEA Bay Section Winter Conference

Saturday, January 12

9:30 - 10:50 Am

SJSU Music Building, Room 250

John Burn, Teacher, Music, Homestead & Cupertino High Schools

President, CMEA



## MUSIC GENESIS: COURSE CODE 7320

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### **COURSE DESCRIPTION:**

In this course, you will deepen your understanding of music by listening to, describing, analyzing, and aesthetically valuing a wide variety of music, and by creating, composing, and performing music. You will describe and analyze music in class activities and on written tests. You will create, compose and perform music using GarageBand software and M-Audio keyboards.

**PREREQUISITES/COREQUISITES:** There are no prerequisites for this course.

**OBJECTIVES:** As a result of this course, you will be able to:

- Accurately apply musical terms to compare and contrast music of different styles and historical periods, including: Western Art Music, Jazz, Rock, Pop, as well as music from Africa, Asia, Indonesia, and South America.
- Read music in standard notation at a fundamental level.
- Play the piano keyboard at a fundamental level.
- Compose and arrange music on the computer.

**REQUIRED TEXTS AND RESOURCES** (supplied by the school):

- Robin Hodson, *Making Music with GarageBand and Mixcraft*, 2011
- Gilbert DeBenedetti, *Pathways to Harmony*, 2015, [www.gmajormusictheory.com](http://www.gmajormusictheory.com)
- PowerPoint presentations with lecture note guides
- Apple Macintosh computer with GarageBand software, M-Audio digital keyboard, headphones, and USB microphone

**ATTENDANCE AND PUNCTUALITY:** All students are expected to be present and on time for all class sessions. After three tardies, or one unexcused absence, a parent is notified. If excessive tardies and/or unexcused absences persist, an administrator referral is received.

**COMMUNICATION:** Lessons, assignments, and grades are all posted on School Loop and using Google Classroom. Log into School Loop and Google Classroom regularly to check for messages, and to electronically submit assignments.

**CELL PHONES, COMPUTERS, AND OTHER ELECTRONIC DEVICES:** School computers are provided for this class. Cell phones, personal computers, and other electronic devices are to be silenced, put away, and out of sight during class. Exceptions are made for students with accommodations.

**FOOD AND DRINK:** No food and drink, other than water, is allowed in class.

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## COURSE REQUIREMENTS

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**GRADING:** Your final grade in the course will be determined by dividing your total earned points by the total points possible. This will be converted to letter grades as follows:

90-100% = A    80-89% = B    70-79% = C    60-69% = D    < 59% = F

**ASSIGNMENT SUBMISSION:** Piano tests: You will play each piano test in the presence of the teacher. Submit GarageBand projects electronically. Turn in tests and other assignments to the teacher.

**LATE WORK:** Late work is accepted for full credit until the end of each grade period.

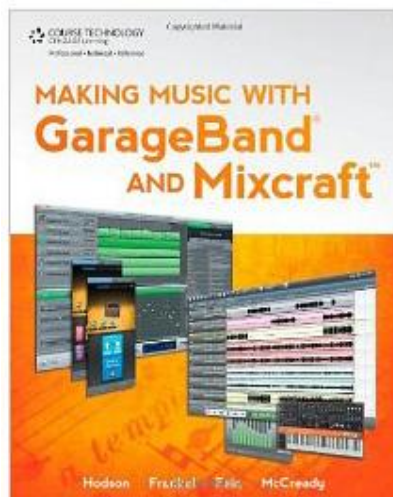
**RESUBMISSIONS:** All tests can be retaken to get a higher grade, until the end of each grade period. There is no risk in retaking tests. The highest score goes in the grade book.

**PLAGIARISM/ACADEMIC OFFENSES:** See Homestead Student/Parent Handbook for Academic Honesty Policy. Infringement of this policy will be strictly enforced.

**COURSE CALENDAR**

<b>Fall</b>	<b>Grade Period</b>	<b>Topics</b>	<b>Assignments</b>
Fall	1	<ul style="list-style-type: none"> <li>● Piano Lessons 1-3</li> <li>● GB 1: Getting Started</li> <li>● GB 2: Loop de Loop</li> <li>● GB 3: Alphabet Soup</li> <li>● The 7 Elements of Music</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Piano Lesson 1</li> <li><input type="checkbox"/> Piano Lesson 2</li> <li><input type="checkbox"/> Piano Lesson 3</li> <li><input type="checkbox"/> GarageBand Project 1</li> <li><input type="checkbox"/> GarageBand Project 2</li> <li><input type="checkbox"/> GarageBand Project 3</li> <li><input type="checkbox"/> Test: 7 Elements of Music</li> </ul>
Fall	2	<ul style="list-style-type: none"> <li>● Piano Lessons 4-5</li> <li>● GB 4: Shakespeare</li> <li>● GB 5: Mozart Minuet</li> <li>● GB 6: Podcast 1</li> <li>● Musical Form</li> <li>● Expressiveness in Music</li> <li>● The History of Western Music</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Piano Lesson 4</li> <li><input type="checkbox"/> Piano Lesson 5</li> <li><input type="checkbox"/> GarageBand Project 4</li> <li><input type="checkbox"/> GarageBand Project 5</li> <li><input type="checkbox"/> GarageBand Project 6</li> <li><input type="checkbox"/> Test: Form and Expressiveness</li> <li><input type="checkbox"/> Test: Music History</li> </ul>
Fall	3	<ul style="list-style-type: none"> <li>● Piano Lessons 6-7</li> <li>● GB 7: Chord Bank</li> <li>● GB 8: Atlas Collider</li> <li>● Pathways to Harmony Chapter 1</li> <li>● Pathways to Harmony Chapter 2</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Piano Lesson 6</li> <li><input type="checkbox"/> Piano Lesson 7</li> <li><input type="checkbox"/> GarageBand Project 7</li> <li><input type="checkbox"/> GarageBand Project 8</li> <li><input type="checkbox"/> Test: Pathways to Harmony Chapters 1 &amp; 2</li> </ul>

Spring	4	<ul style="list-style-type: none"> <li>● Piano Lesson 9 – The Blues</li> <li>● Piano Lesson 8</li> <li>● GB 9: NIN Remix</li> <li>● GB10: Pop/Rock Podcast</li> <li>● History of Jazz</li> </ul>	<input type="checkbox"/> Piano Lesson 9 <input type="checkbox"/> Piano Lesson 8 <input type="checkbox"/> GarageBand Project 9 <input type="checkbox"/> GarageBand Project 10 <input type="checkbox"/> Test: Jazz History
Spring	5	<ul style="list-style-type: none"> <li>● Pop Piano Lesson 1</li> <li>● Pop Piano Lesson 2</li> <li>● GB 11: Superman Soundtrack</li> <li>● GB 12: World Music Podcast</li> <li>● Music of the World</li> </ul>	<input type="checkbox"/> Pop Piano Lesson 1 <input type="checkbox"/> Pop Piano Lesson 2a <input type="checkbox"/> GarageBand Project 11 <input type="checkbox"/> GarageBand Project 12 <input type="checkbox"/> Test: World Music
Spring	6	<ul style="list-style-type: none"> <li>● Piano Final</li> <li>● GB 13: Final Project</li> <li>● Musical Theater: Hamilton</li> </ul>	<input type="checkbox"/> Pop Piano 2b <input type="checkbox"/> Piano Final <input type="checkbox"/> GarageBand Final Project <input type="checkbox"/> Reflection Paper: Musical Theater/Hamilton



- Book: “Making Music with GarageBand and Mixcraft”

# by Hodson, Frankel, Fein & McCreedy

## Sample Project One: Loop de Loop

Objectives:

Explore the Loop Browser

Import Loops into a project

Compose a song in AABA form

Transpose measures/phrases in GarageBand

Procedure:

1. Open template
2. "Audition" loops
  - a. Open loop browser
  - b. Select "all drums"
  - c. Click on loops to listen to them. If you like them, click the box to mark as a favorite
  - d. Repeat this process with other kinds of loops
3. Press space bar or play button to listen to pre-existing bass track
4. Find a drum loop you think sounds good with the bass and drag and drop it into your project.
5. "Loop out" the drum loop so it fills out the 8 measure phrase.
6. Select more loops, electric piano for example, and add them to your project.
7. Use "rubber band drag" to select all tracks of your first 8 measures and paste them into measures 9-16 and 17-32.
8. Compose a contrasting B Section by dragging and dropping more loops. (Note: the B section should contrast the A section, however the instruments should be similar so that it doesn't sound like a completely different song.)
9. Transpose the B Section so that it is in a contrasting key
  - a. Select all pitched tracks in your B section.
  - b. Open the track editor (scissors icon)
  - c. Find the pitch slider and use it to change the key of your B Section loops.

### Loop de Loop Rubric

45-49 points (exceeds standard) A+

It sounds like you spent a good amount of time to find a long list of your favorite sounds. The song is the correct length. The song is in AABA Form. The A section has a drum, bass, and at least two or more other tracks. The B section is contrasting but similar, and is in a different key. *Additional tracks (percussion for example) have been added to enhance the song.*

***Turned in screen shot on time.***

45-49 points (meets standard) A

It sounds like you spent a good amount of time to find a long list of your favorite sounds. The song is the correct length. The song is in AABA Form. The A section has a drum, bass, and at least one other track. The B section is contrasting but similar, *and is in a different key*.

***Turned in screen shot on time.***

40-44 points (approaching/close to standard) B

It sounds like you spent a good amount of time to find a good list of your favorite sounds. The song is in AABA form, however the sections may not have three or more tracks each, or the B section sounds are either too similar or too different compared to the A section, *or the B section is not in a different key*.

***Screen shot may have been turned in late.***

35-39 points (approaching/but not yet close to standard) C

It sounds like you spent time to find a good list of your favorite sounds. *The song isn't in AABA form, or the sections may not have three or more tracks each, or the B section sounds are either too similar or too different compared to the A section, or the B section is not in a different key.*

***Screen shot may have been turned in late – or wrong file type.***

30-34 points (far from the standard) D

*It sounds like you did not you spend time to find a good list of your favorite sounds. The song isn't in AABA form.* The sections may not have three or more tracks each, or the B section sounds are either too similar or too different compared to the A section, or the B section is not in a different key.

***Screen shot may have been turned in late – or wrong file type.***

0 points (didn't turn in anything) F

*Did not turn in anything.*

# Sample Project Two: Atlas Collider

## Objective:

Compose and ambient music soundtrack for the Atlas Collider animation video

## Preparations:

1. Read History of Ambient Music online article and complete hand out.
2. Listen to examples of Ambient Music (iTunes, YouTube, etc.)

## Procedure:

1. Open the template, click on the preview window in the Movie Track, and watch the video.
  - a. Notice the video is in 5 short sections: Intro, Gray Tunnel, Glowing Particles, Blue Tunnel, and the Collision.
  - b. Note the start times for each section on the provided worksheet.
2. Create a new software instrument track (Track - New Track - Software Instrument)
3. Select an instrument category and press keys on your MIDI keyboard to audition the sound. (Synth Basics, Synth Leads, Synth Pads, and Synth Textures are good for ambient music.)
4. Select one primary instrument sound and one to three secondary instrument sounds for each section of the video. (Some sounds work better as primary while others work better as secondary or background sounds) Complete your worksheet, but use pencil so you can change your mind later.
5. Select your primary sound for the introduction. Compose a melody that uses only the black keys of the keyboard. When you are happy with your melody, record it.
6. Select your secondary or background sound for the introduction. Again, use only the black keys to compose and record background sounds for the introduction.
7. Repeat steps 5 and 6 for each section of the video. NOTE: the blue tunnel section builds and leads up to the collision section. Music can create tension by: Rhythm (more notes = more tension) Pitch (higher notes = more tension) Dynamics (more volume = more tension) Texture (more sounds = more tension)



# Atlas Collider Timeline Worksheet

Event	Time	Primary Sound	Secondary Sound
Introduction	0:00	1	1
			2
			3
Gray Tunnel		1	1
			2
			3
Glowing Particles		1	1
			2
			3
Blue Tunnel		1	1
			2
			3
Collision		1	1
			2
			3
Post collision		1	1
			2
			3