

## Learning and Evaluation Situation

### Planning Grid

<b>Title of LES : EDM Producer</b> <b>Length : 4 classes</b>	<b>Cycle : 2</b> <b>Time of the year : September 2017</b>	<b>Degree : 2</b>
<b>Intention</b>		
<i>To have the students create a musical work utilizing a musical form taught in class</i>		
<b>Targeted Disciplinary Competency (ies)</b>	<b>Targeted Cross-Curricular Competency</b>	
<b>Creates Musical Works</b> Uses ideas to create a musical work Uses sound sources, elements of musical language and elements of musical technique Organizes his/her musical creation Shares his/her creative musical experience <b>Appreciates Musical Works</b> Analyzes a work or production Interprets the meaning of the work or production	<b>Category :</b> Solves Problems  <b>Competency :</b> Analyzes the components of a situational problem  <b>Key Features developed :</b> Recognizes similarities to situational problems solved previously • Grasps the structure of the problem to be solved	
<b>Essential Knowledges</b>	<b>The Broad Areas of Learning</b>	
Form: AB, ABA Melodic organization: Musical phrases Pitch Timbre: Variety of musical sounds Rhythmic Organisation Dynamics using volume automation and mixing Sound recording, processing, and signal modification	<b>Title: Career Planning and Entrepreneurship</b>  <b>Focus of development :</b> recognition of his/her talents, strengths, interests and personal and career aspirations	
	<b>Learning Strategies</b>	
	Use strategies for adjusting instrument playing through auditory or visual references  Use strategies to create, perform and appreciate musical works	

<b>Evaluation Criteria</b>	
Effective use of sound sources	
Originality in the treatment of musical elements	
Integration of periods of reflection into the creative experience	
Integration of periods of reflection	
The composition is at least 1 minute long	/5
There are at least 4 GarageBand loops and 1 drummer track	/3
There are two melodies or 'hooks' written in using MIDI data for each section	/5
There are 4 examples of post-production editing	/2
The arranger track clearly outlines the form of your composition	/2
A title was given to your work, along with a written description of your creative process, and your feelings on the final result.	/4

**INTRODUCTION TO THE LEARNING AND EVALUATION SITUATION**

**Materials needed**

**Apple MacBook, GarageBand, Sound card, SM-58 Microphone, Headphones, internet connection, smart board**

**Description**

Students will learn about forms AB, and ABA. In Garage Band they will learn about writing a 'hook' using electronic instruments, and the piano roll (MIDI), as well as loops and drum tracks. They are to create a song using one of the forms they have learned. The song will have at least 1 drummer track, 4 loops, and two 'hooks' in each section using a synthesizer that is written using MIDI data. At least 4 examples of post production editing must be used. This includes cutting and pasting sections, pan, volume, echo, compressor and reverb. They will use the arrangement track to label the sections in their song. The song must be at least 1 minute long. Students will write a reflection on what they used where.

<b>Activities</b>	<b>Competencies</b>	<b>Learning Strategies</b>	<b>Evaluation</b>
<p><b>Preparation</b></p> <p>What is form and structure?</p> <p>It is the overall structure of</p>			

<p>a piece of music.</p> <p>Popular music structured by verse chorus verse chorus bridge etc. or ABABC</p> <p>Show YouTube clip on form:</p> <p><a href="https://www.youtube.com/watch?v=D8j8bYeo3Wk">https://www.youtube.com/watch?v=D8j8bYeo3Wk</a></p> <p>Open GarageBand and play my example of my AB electronic song composed in GarageBand using the criteria in the assignment.</p>	<p><b>Appreciates Musical Works</b></p>	<p>Use strategies to create, perform and appreciate musical works</p>	<p>N/A</p>
<p><b>Carrying out</b></p> <p>With my project open</p> <ul style="list-style-type: none"> <li>● Explain the form in my project. Bar numbers, and difference in sections. Changing between bar numbers and timecode.</li> <li>● Explain drummer track. Different presets. Simple,</li> </ul>	<p><b>Appreciates Musical Works</b></p>	<p>Use strategies to create, perform and appreciate musical works</p>	<p>N/A</p>

<p>loud, complex changes actual audio file.</p> <ul style="list-style-type: none"> <li>● Show compressor on drum track, and difference in sound. Introduction to compressor on different tracks. Can lead into mixing lesson pt 2?</li> <li>● Open Piano Roll synth track. Explain how to create melodies. Window -&gt; View Keyboard</li> <li>● Record using keyboard, or draw in using mouse.</li> <li>● Explain Quantize function and different note values <math>\frac{1}{8}</math>, <math>\frac{1}{16}</math> etc.</li> <li>● Use arrangement track to label the form</li> <li>● Review effects and automation tracks</li> <li>● Review editing, cutting, copy paste, alt click and drag.</li> </ul>			
<p><b>Integration</b></p> <p>Students will complete their project during class time. If there are questions about procedures, or</p>	<p><b>Creates Musical Works</b></p>	<p>Use strategies for adjusting instrument playing through auditory or visual</p>	<p>Students final work is evaluated based on listed evaluation</p>

<p>technological issues, they will see the teacher privately.</p> <p><b>Differentiation</b></p> <p>Students who are able to complete the project before the due date are invited to join the teacher in examining a new digital audio workstation: Ableton Live. If there are students that have questions, but have not completed their projects, the students working with the teacher may help their peers as well.</p> <p>This lesson can be continued into another lesson that deals with recording vocals, and mixing using compressors and equalizers.</p>		<p>references</p> <p>Use strategies to create, perform and appreciate musical works</p>	<p>criteria</p>
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## Sound Engineering 2<sup>nd</sup> Project September/October 2017

This assignment will be completed individually, during class time. You will have four classes to complete this assignment, with the written component due the following class. Late assignments will be penalized by 10% per day

### **Step 1 – Choose Your Form**

The types of form we learned about in class are AB, and ABA form. Do you want your song to have a section that repeats, or would you rather have it have two entirely different sections? The example shown to you in class was an AB form. 16 bar A section, and 16 bar B section. Short Intros and Outros may be used, but are not necessary.

### **Step 2 – Use GarageBand Loops and Drummer Track**

Use the loops included in Garage Band to start building your piece of music. You must use at least 4 loops, but are not limited to the number of loops you use. You must use at least one drummer track, but are able to use more than one if you would like. If you would like to record sounds for this project, you can add them in as well.

### **Step 3 – Write your ‘hooks’ or melodies using an Electronic Instrument**

Draw in your MIDI data using the pencil tool, or record your MIDI data using the musical keyboard. You may use any of the built in patches included in GarageBand. Two different examples must be written. One melody is to be written for each section.

### **Step 4 – Post Production Editing**

Use at least 4 examples of post-production editing such as pan, volume, echo and reverb. Cutting loops and rearranging them can also count towards this, as long as the process is outlined in your reflection

### **Step 5 – Arranger Track**

Use the arranger track to label your sections “Intro”, “A”, “B”, “Outro” etc.

### **Step 6 – Write your reflection**

Write a reflection of your creative process, outlining the steps you took and how you think your project turned out.

**Marking Scheme:**

The composition is at least 1 minute long	/5
There are at least 4 GarageBand loops and 1 drummer track	/3
There are two melodies or 'hooks' written in using MIDI data for each section	/5
There are 4 examples of post-production editing	/2
The arranger track clearly outlines the form of your composition	/2
A title was given to your work, along with a written description of your creative process, and your feelings on the final result.	/4