Unit 3.1 iJam -iSong

Year: Three (Level1)
Term: Autumn

Background information for teachers

This is an introduction to basic song writing skills using the GarageBand app. Pupils will work in pairs or small groups to create a short composition using a variety of instruments and sounds available in the app. Tempo will be addressed, both in relation to musical genre and how it affects the feel and impact of a song. Musical and rhythmical patterns will be developed, and pupils will appraise each other's work with a view to implementing changes and improving their compositions.

Learning Outcomes for the Unit

To have created a full song in GarageBand including Intro, Verse, Chorus and a Breakdown. To have a good knowledge of how to use a mixture of 'Live Loops' and 'Smart Instruments'. To know keywords and phrases surrounding Music Production.

Key vocabulary	
Tempo	the speed at which a passage of music is or should be played.
Structure	the arrangement of and relations between the parts or elements of something
Introduction	the action of introducing something.
Verse	a group of lines that form a unit in a song
Chorus	a part of a song which is repeated after each verse.
Breakdown/Bridge	a bridge passage or middle eight.
Outro	the concluding section of a piece of music
Duplicate	exactly like something else.
Critique	a detailed analysis and assessment of something,
Producer	a person who supervises the making of a musical recording.
Music Production	the process of managing and overseeing the recording and production of a track
Instrumentation	he arrangement or composition of a piece of music for particular instruments.
Texture	the quality created by the combination of the different elements in a work of music
Fade	a gradual increase or decrease in the level of an audio signal.
Editing	process of manipulating audio to alter length, speed, and volume
Word processing	the act of using a computer to create, edit, save and print documents.
press release	a communication, announcing a story to the public which is deliberately sent to journalists or media publishers
functions	a basic task of a computer, especially one that corresponds to a single instruction from the user.

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Learning Session 1:	Pupils will be introduced to music production and the role of a producer in the music industry. Pupils will learn how instrumentation is used in different types of music and start to create their own. Focus will then be drawn to using GarageBand on the iPad, following instructions in pairs to navigate around the app. Within the first lesson pupils will also learn how to save and name their work.
Learning Session 2:	Pupils will start to plan what genre of song they want to create. Pupils will learn the meaning of the keyword 'structure'. From now on, and throughout the course, they must follow instructions to ensure their song supports a pop structure and use complimentary sounds for their chosen genre. Now familiar with the structure of a song, pupils will learn key characteristics of an introduction and its role within the song. Continuing on from last week's project, pupils will build on their drum beat to complete an introduction and be taught how to use 'Live Loops'.
Learning Session 3	After recapping the structure of a whole song and the key characteristics of an introduction, pupils will move on to learning about the 'verse'. The class will continue to develop their song, paying particular attention to keeping to their chosen style. As the pupils become more familiar with the app, they will explore more functions such as filters. Upper KS2 will be expected to use filters to refine their search for sound loops.
Learning Session 4:	During Learning Session 4 pupils will learn about choruses and the role they play in a song. Pupils will move away from using pre-existing loops and learn how to utilise 'Smart Instruments' and 'Auto Play' to bring more complexity in their production techniques. Upper KS2 pupils will be expected to use chords that complement each other throughout all instrumentation. At the end of the lesson pupils will showcase their work and use their critical thinking to identify what makes a good chorus.
Learning Session 5:	Pupils will learn how to link all the sections into one cohesive piece of music. Attention will be given to transitioning between sections, as well as using more creative means of writing music. Pupils will learn how to use the 'Duplicate' function and move away from the 'Auto Play' feature to actually playing the instruments themselves.
Learning Session 6:	Pupils will finish their songs, with the 'Fade' feature being taught to help with their outro sections. Pupils will then self-evaluate their song and edit it to make any changes they deem necessary. They will be encouraged to assess volume levels, section lengths and style to ensure a completed piece of work.
Learning Session 7:	This session will run either as part of a longer half term or a contingency for pupils or classes who have exceeded the lesson plans for the half term. Pupils will be introduced to the program Word. They will produce a press release for the song they have created, so they get used to a number of word processing skills, as well as explain what the purpose of a press release is