

Teaching Music with iPads

Developing Musicianship Through Creativity

Leicester MEH October 2017

Schedule

9:30 - Welcomes & Warm-ups

9.45 – Structure and 'The Drop' (Launchpad)

10.15 – Developing grooves (Garageband)

--- 10.45 - 11- Break ---

11 – Core Songwriting Skills (Garageband)

12.10- iPad Ensembles LIVE WEBINAR

--- 12:55 – 1.40 -Lunch ---

1.40 – Texture, timbre & time (Loopseque)

2.15 – Sampling & Found Sounds (Madpad))

--- 2.45 – Break ---

3pm – Survey of additional apps, equipment questions & discussion

---3.30pm- Close ---

We are always happy to answer your questions: ben@transformancemusic.org

Important resources at www.transformancemusic.org

- Equipment video guide.
- Preparing your iPads
- Download your copy of 'Teaching Music with Garageband' using the voucher code 'presscopy'

Aims

By the end of the day you will:

1. Be resourced to deliver an 8-session whole-class songwriting project using Garageband.
2. Have a toolbox of warm-ups and exercises for immediate use in your school.
3. Feel confident and excited to use a range of apps in your wider music programmes.
4. Use the iPad as a tool of inclusion.
5. Be able to pass key elements of this training on to colleagues.

By the end of your first iPad project, your students will:

1. Have produced two original compositions.
2. Have learnt important aspects of musicianship and music theory in line with the NC
3. Have developed self-belief around their potential as musicians, and a love of creative music-making.
4. Be more likely to take up/stick with other forms of music-making, including at Key Stage 4.

CPD Best Practice (DfE 2016)

- Support participants and their schools to sustain and embed change and link shorter activities with sustained programmes.
- Support structured collaboration and discussion about the impact on pupils
- Provide tools that help participants change their own practice and evaluate its impact.
- Work with the school so that there are multiple opportunities for teachers to practise.
- Challenge school leaders and participants to be clear about their requirements, and offer tools and resources to support this.

A toolbox of warm-ups and exercises for immediate use in your school

(Many more exercises available in your free copy of 'Teaching Music with Garageband

for iPad)

1. Looping Names (Loopseque)

- a) In a circle, ppls take turns to say their name, then say their name while clapping each syllable. Group repeats.
- b) Add 'heartbeat' (regular 4/4 pulse) on Loopseque. Pupils clap their name to the beat.
- c) Invite pupils to add their rhythm onto one of the circles on loopseque. They can be on the same or different circles.
- d) Use the copy and paste function to create a series of loops of increasing complexity.
- e) See if pupils can play each of the rhythms using body percussion, first with the music, and then without!

2. Active listening – loops & textures (Garageband/launchpad)

- a) Open a 'live loops' set in Garageband.
- b) Using loops from either the set or the loops library, play a selection of loops to ppls. Ask them to rate the loops by raising or lowering their hands.
- c) After a while, start to play two or more loops at the same time. Ask ppls to rate the overall sound of the music. What is the ideal texture?

3. Following the sound – Great for focus! (Garageband)

- a) Open the 'SmartStrings' Instrument.
- b) Ask one ppl to walk around, playing the instrument quietly at first, then gradually louder.
- c) Other pupils close their eyes and follow the sound with their pointed fingers.
- d) Make the exercise more challenging by adding a second iPad/voice, or by taking away some of the string voices.

Instant Harmonic Progressions (Garageband)

- a) Open 'SmartStrings' Instrument
- b) Create a short rhythmic pattern (e.g. by using the syllables of a name)
 - c) Generate a number between 1-6 (you could roll a dice)
- d) Find the corresponding chord by counting chords across from the left hand side of the screen.
- e) practise playing the rhythmic pattern on the chord
 - ci) Choose a second chord. Play the same rhythm, alternating the chords, creating a chord progression.
- f) extend this exercise by adding more chords, or other instruments.

5. Draw Melodies (Bebot)

- a) draw a simple picture on a piece of paper (e.g. an animal)

- b) put the paper over the iPad
- c) trace the image with your finger, creating a melody
- ci) experiment with playing quickly and slowly, tapping and stroking, changing the sound settings.

6. Sample sounds and videos.

Madpad allows pupils to create a palette of video clips. Some ways this can be used in a classroom setting:

- a) Open a new set of samples on Madpad
- b) Record twelve sounds. These could be

- Found sounds

- Body percussion/beatboxing.
- Acoustic instruments
- Sampled sounds of professional musicians.
- Vocal sounds.

c) Name and save the sample set.

ci) Create a simple rhythmic loop using two or three of the samples.

cii) In small groups, create a performance with a beginning, middle and end.

7. Bach to the future – Developing motifs (Thumbjam). Small groups.

a) Open thumbjam. Choose a scale and four note motif.

b) Map this motif onto several instruments. Vary the pitch (8ve, 3rd, 5th) and speed of each motif. If sharing iPads, split the screen into two or more instruments.

c) Using a conductor, experiment with different textures of instruments.

ci) Add solo lines and/or invite players to create variations to their piece.

cii) Extensions include adding additional sections, breaks and instruments.

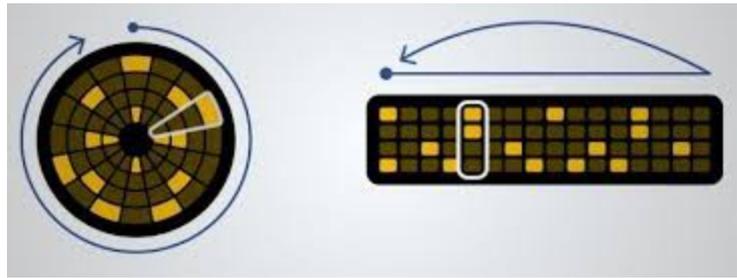
Homework:

Run through 'Hello Garageband' project videos.

Read Victor Wooton's 'The Music Lesson'

Soundtracks for Films: Loopseque

We can use this app to explore:
Polyrhythm, timbre, tempo, effects
(delay, reverb)



Loopseque

Learning Intention – 'Create a piece of music that reflects the action of a film clip.'

Learning Outcomes:

- I will create a simple poly-rhythm using two instruments.
- I will choose between several sets of timbres.
- I will learn how to build tension in music.
- I will perform with and respond to visual stimulus.

Preparation:

For this task, pupils can use appropriate film clips or create their own, using apps such as **iMovie** or **Pinnacle Studio**. They can explore pieces of music and film clips that have a clear build of musical intensity. One particularly good example of this is the 'flying bike' scene in E.T.

Step 1 - Watch the chosen film clip (approx 1 minute long). Discuss the emotions that the film-makers wish to convey, and how they achieve this visually (e.g. pace, body language of characters, lighting). **Create a storyboard** based on it, outlining 4-6 key moments.

Step 2 – Hand out iPads. Create a metronomic 'heartbeat' using the bass drum. Change the **tempo** to suit the film.

Step 3 – Copy and Paste the bassdrum 'heartbeat' and add up to 4 more notes. Remember, Less Is More!

Step 4 – Using the bass circle (Yellow), EITHER ask pupils to create a clave, or use the rhythm of their own name, or a characters' name, to create a bassline.

Step 5 – pupils can now develop their pieces by adding more circles (we have found 8-5 to be a good amount).

Step 6 – pupils can now move to the '**DJ**' view and begin to create their soundtrack. The film can be played on loop on the class projector. The concept of thick and thin **textures** can be explored here.

Step 7- Extension – Some pupils may want to change tempo mid-performance. Some pupils may also explore the very responsive effects in the **effects view**.

Step 8- In pairs, pupils can perform to each other and give feedback based on stated criteria e.g. volume, flow, relationship to film clip.

Step 9 – Pupils can record their performance and export it to dropbox where it can then be imported into Pinnacle studio/iMovie and attached to the film clip.

Step 10 – Extension – A narrative voiceover describing the action can be added in Pinnacle/iMovie.

Thumbjam

We can use this app to explore: Pitch, duration, ostinato, phrasing, chord progressions, improvisation, timbre, scales & scale/chord relationships.

Interaction with acoustic instruments: This app is fantastic for pupils already learning an acoustic instrument. They can experiment with different scales and expressive techniques, and create backing tracks for themselves to improvise over.



Thumbjam Sample Lesson

Learning Intention: **Improvise with 'My Baby Just Cares for Me'**

Learning Outcomes:

- I will create a rhythm using swing feel and ostinato bassline.
- I will use sentences as the basis for improvisation.
- I will duet with another instrument

Preparation: This lesson could be done in the context of a study of the blues/jazz. Pupils should be familiar with the song before beginning to play it.

Step 1 – Based on the lyrics to the song and the video, pupils write a short conversation between two characters from the video/their imagination (the shorter the better).

Step 2 – Set up Thumbjam with a manageable tempo (The original is around 117bpm) and an **A major** scale. The loop should be fixed to one bar, and the first instrument to be recorded is a swung hi-hat using the 'Drum Kit' instrument.

Step 3 – For the bassline we can use the 'Plucked Bass' or any bass instrument/piano. This time the loop is at 2 bars, and the original or simplified version of the bassline recorded in.

Step 4- Making sure the 'Keep Current Scale/Key' setting is switched on (in 'Instruments'), open up the 'Grand Piano' and add an A major chord as per the recording (advanced pupils can also play the preceding E maj chord).

Step 5- We can now begin to solo in pairs. Add another instrument, creating two solo instruments. Pupils can now practice creating question and answer phrases based on their written conversations.

Extension – Some pupils may want to explore different scales, or create their own, to better reflect their characters.

Step 6- In a performance context, some pupils/a backing track could hold down the rhythm whilst others take turns soloing.

Recommended Apps for Classroom Use

Garageband	<i>Songwriting app with virtual instruments, sequencer and easy to use sampler.</i>
Thumbjam	<i>Powerful instrument emulator.</i>
Madpad	<i>Video sampler.</i>
Loopseque & Loopeque Kids	<i>Cyclical beat-maker with fantastic potential for exploring rhythm.</i>
Loopy & Everyday Looper	<i>Two sophisticated live loopers, each with unique merits.</i>
Impaktor	<i>Uses the iPad microphone as a contact mic, turning any surface into a drum. Headphones required.</i>
Pinnacle Studio	<i>A video making app similar to iMovie. Great for adding images to compositions.</i>
Beatsurfing	<i>Link with Thumbjam to create your own playing surface. Endless possibilities.</i>
Audiobus	<i>Links apps together, e.g. record something you are playing in Thumbjam into Garageband.</i>
<u>Apps that work well in SEN/D settings:</u>	
Launchpad	<i>Easy to use sample sets.</i>
Soundscape	<i>Turns audio from the microphone into images, similar to visualisations on Windows Media Player.</i>
Bebot	<i>Polyphonic synth with more depth than first appears.</i>
Bloom/Trope/Scape	<i>Various Brian Eno apps that create abstract sound and colour scapes.</i>
Figure	<i>Intuitive dance music creator.</i>