

# Single Lesson GarageBand Activities for the Primary Classroom



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Session notes:

[www.mrsbmusicroom.com.professional-development](http://www.mrsbmusicroom.com.professional-development)



# Drones

**Learning Intention:**  
To understand that playing a drone requires a continuous sound.



## Success Criteria:

- I can choose an appropriate sound set to play a drone.
- I can accompany a song with a drone.

Reference: Music Room: A developmental music program, Book 4 - Middle Primary, Bushfire Press



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# Drone and Pitch Map

## Learning Intention:

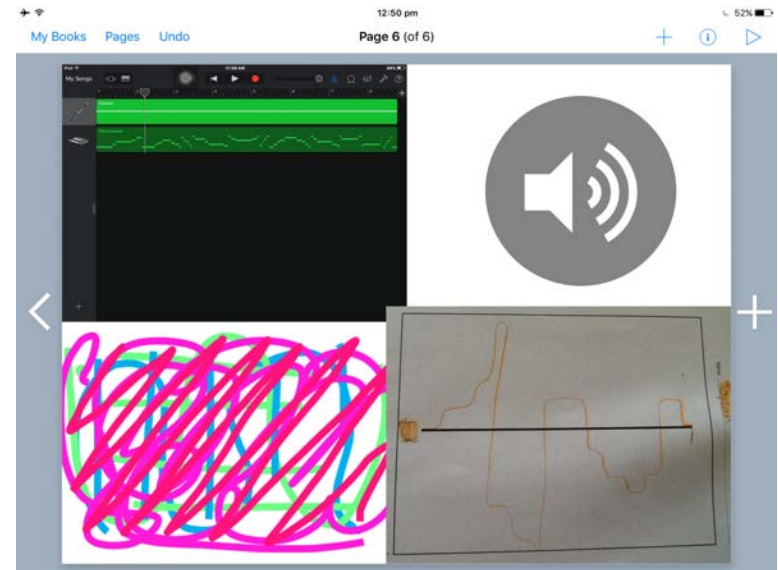
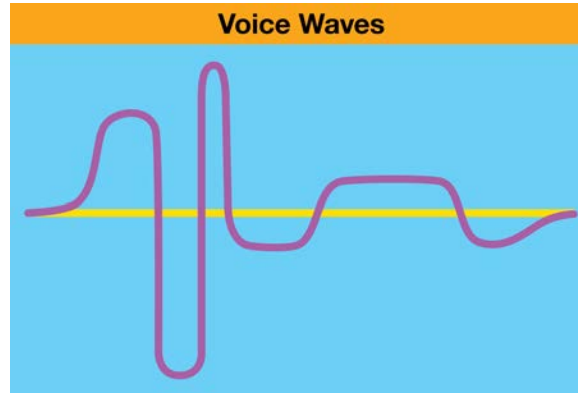
To draw, play and record accurately a pitch map over the top of a drone, recording 2 tracks and using different sound sets.

## Success Criteria:

I can draw and accurately play a pitch map.

I can choose appropriate sound sets.

I can record two separate tracks.



Reference: Music Room: A developmental music program, Book 4 - Middle Primary, Bushfire Press



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# Different ways to play scores

## Learning Intention:

To select an appropriate tempo to play a symbol score over 6 bars.

## Success Criteria:

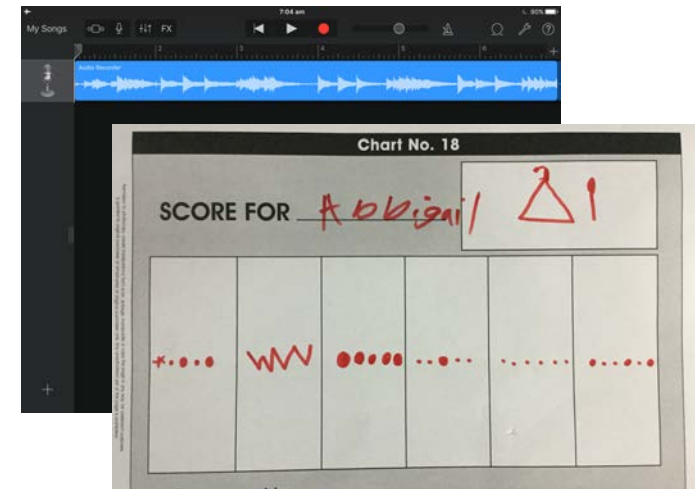
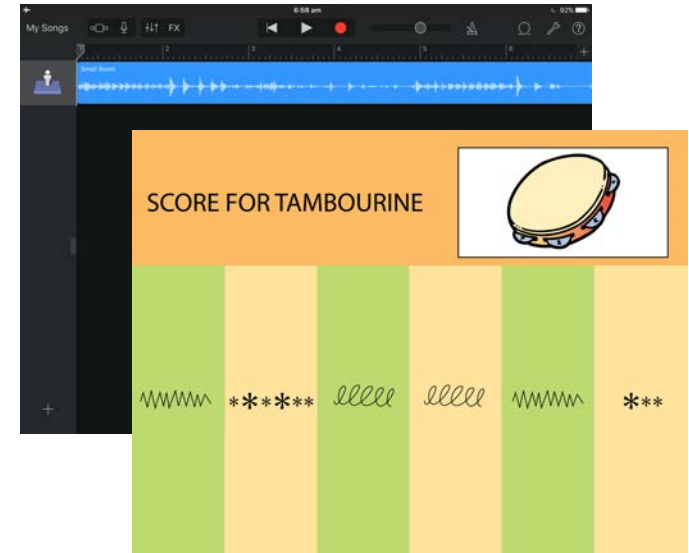
I can assign a different way of playing the instrument for each symbol.

I have turned the metronome off.

I can set the metronome to an appropriate tempo.

I can record using the audio recorder.

I can play the score, assigning the duration of 1 bar for each section.



Reference: Music Room: A developmental music program, Book 3 - Lower Primary, Bushfire Press



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# Sound Groove Grids

## Learning Intention:

To record and arrange an 8 bar groove grid pattern using found sounds, body percussion or vocal effects.

## Success Criteria:

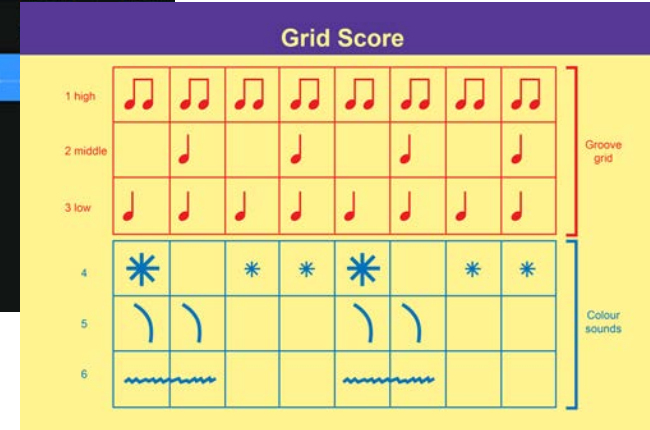
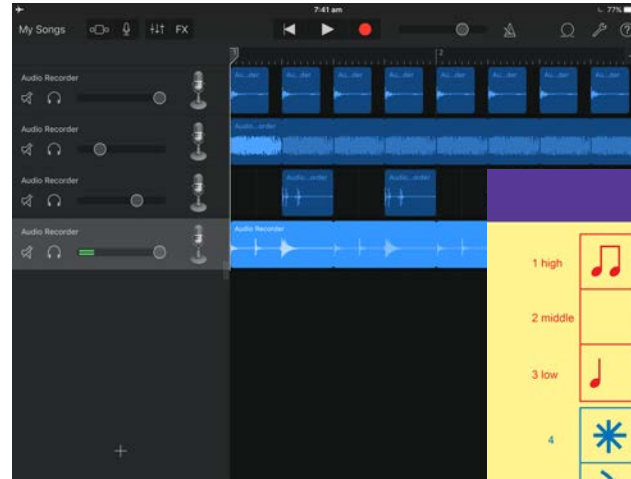
I can turn off the metronome.

I can use the Audio Recorder to record a sound or vocal effect.

I can record multiple tracks, muting each track when new tracks are recorded.

I can edit each sound to be a duration which fits evenly within a beat or bar.

I can arrange a percussion pattern by either looping the sound or copying and pasting at the required beat within each repeated section.



Reference: Music Room: A developmental music program, Book 7 - Upper Primary, Bushfire Press



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# Christmas Sampler

## Learning Intention:

To create a Christmas ringtone or jingle for a Christmas card from the first line of a Christmas Carol.

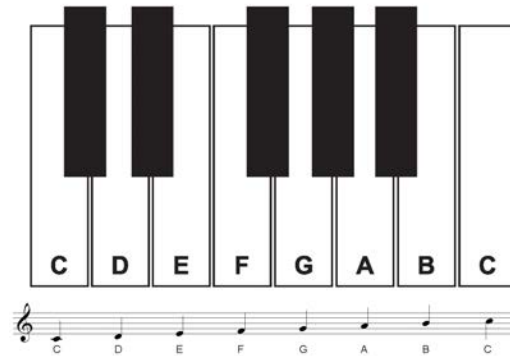
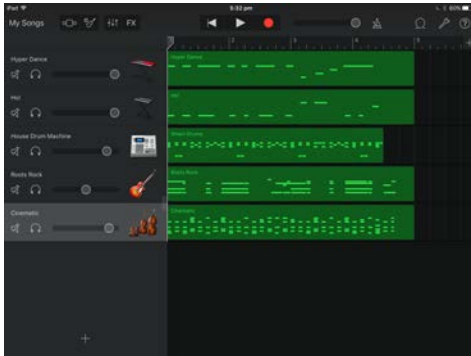
## Success Criteria:

I can play a melody in time.

I can add or record a drum sequence.

## I can record multiple tracks.

(optional) I can record a pattern using the sampler.



## Angels We Have Heard On High

French Carol



## Jingle Bells

James Lord Pierpont



## Ding Dong Merrily on High

### French Carol



## Joy to the World

Traditional



## Silent Night

Franz Gruber



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# Word Melodies

## Learning Intention:

To record a 2 bar melodic rhythm based on a word from a story.

## Success Criteria:

I can assign a melodic rhythm to a word or phrase.

I can play a melody in time.

I can add or record a drum sequence.

I can record multiple tracks.

I can insert Apple loops that fit well with the melodic rhythm.



Reference: Original activity by Joanna Patrick, OSASA Christmas workshop October 2016



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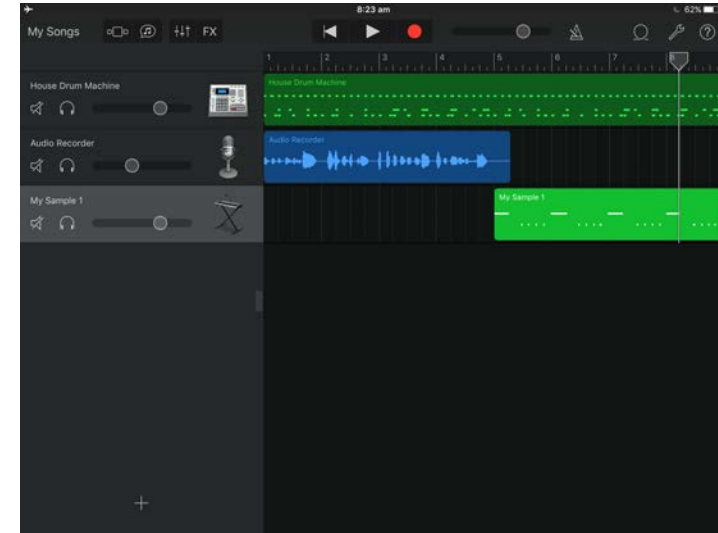
# Nursery Rhyme Rap

## Learning Intention:

To rap and record a nursery rhyme in time with the metronome, creating an arrangement with a drum sequence.

## Success Criteria:

- I can turn a nursery rhyme into a rap.
- I can add or record a drum sequence.
- I can record multiple tracks.
- I can add a sampler pattern (optional).



# Call & Response

## Learning Intention:

To record a call and response pattern.

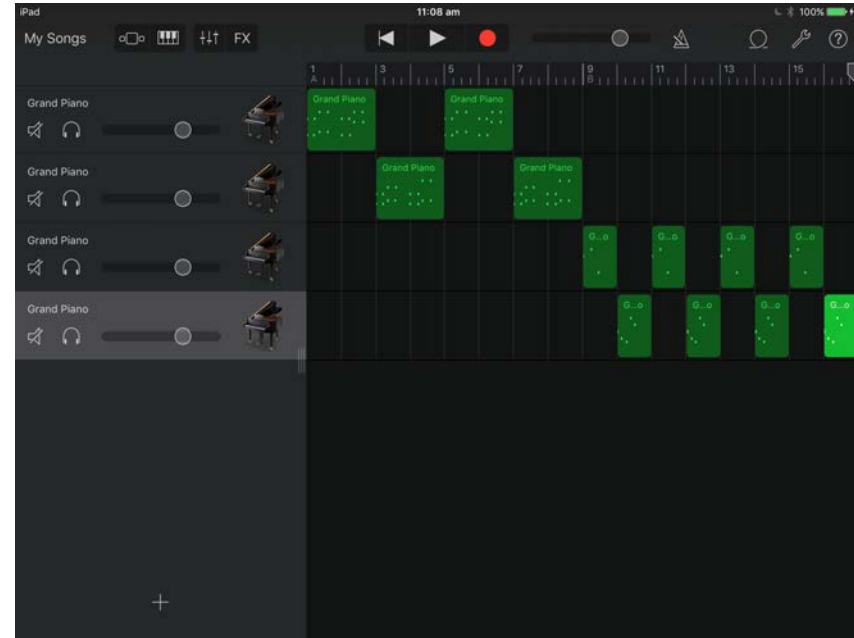
## Success Criteria:

I can record 2 tracks using the keyboard, one showing the call section, one the response section.  
I can record a melodic pattern in time with the metronome.

## Ideas:

Echoing the melodic rhythm pattern using a different 3<sup>rd</sup>.

Call and response are different melodic patterns.



# Sound Poems

## Learning Intention:

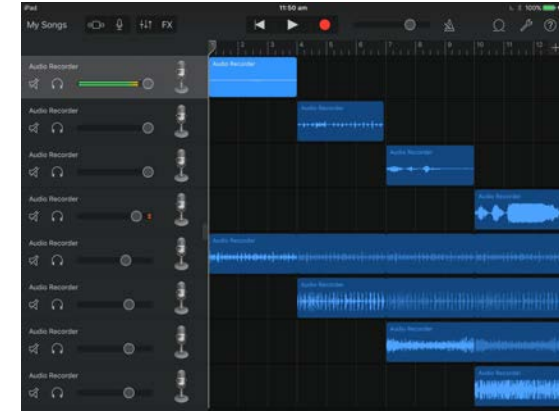
To record each part of the sound poem in a separate track, building the dynamics with every recording.

## Success Criteria:

I can turn off the metronome.

I can use the Audio Recorder to record a percussion instrument and vocal performance.

I can record multiple tracks, muting each track when new tracks are recorded.



## Sudden Storm

The whispering wind (*shhhhhh...*)

Pitter patter raindrops (*pitter patter, pitter patter*)

The wild wind (*WHHHHSSSHHH...*)

A sudden Storm (*ROOOOAAAARRRR!!!*)

Reference: Music Room: A developmental music program, Book 1 - Lower Primary, Bushfire Press





# Soundscapes

## Learning Intention:

To arrange a sound scape by recording 1 bar for each sound on separate tracks to build the dynamics.

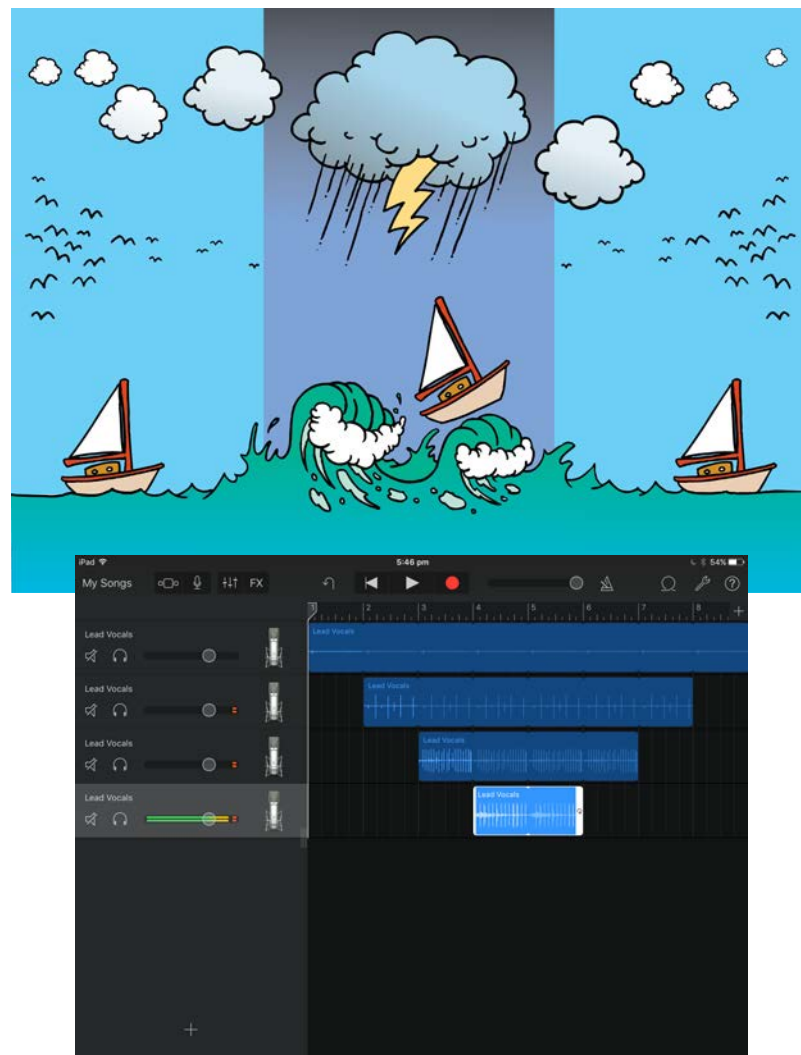
## Success Criteria:

I can turn off the metronome.

I can use the Audio Recorder to record a percussion instrument, body or vocal performance.

I can record multiple tracks, muting each track when new tracks are recorded.

I can loop and cut sounds to create the correct duration required.



Reference: Music Room: A developmental music program, Book 3 - Lower Primary, Bushfire Press



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# Ostinato

## Learning Intention:

To record and arrange a sound poem using percussion instruments and a vocal ostinato.

## Success Criteria:

I can turn off the metronome.

I can use the Audio Recorder to record a percussion instrument and vocal performance.

I can record multiple tracks, muting each track when new tracks are recorded.

# Rain Rain

Rain

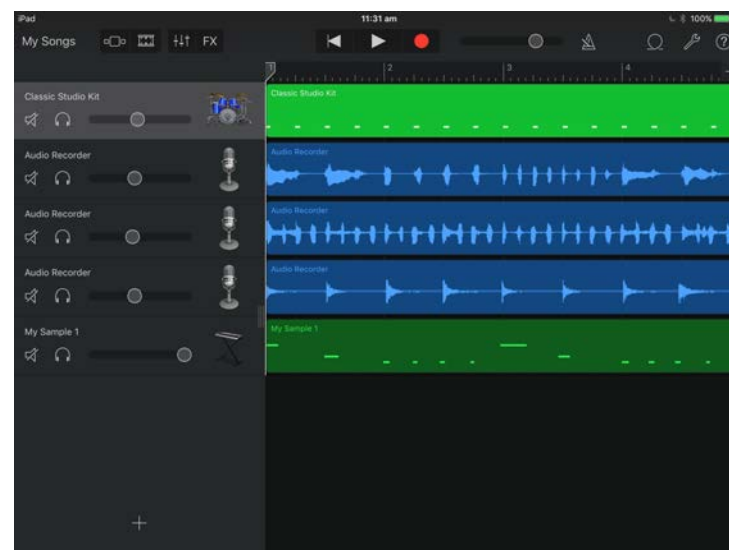
Rain

Drip drip drip drip

Pitter patter pitter patter

Rain

Rain



Reference: Music Room: A developmental music program, Book 3 - Lower Primary, Bushfire Press



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