

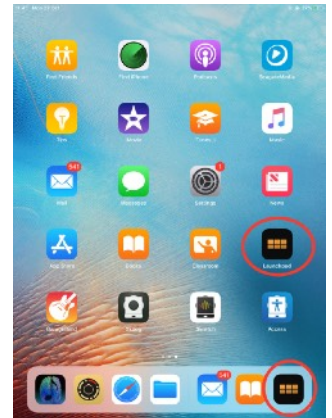
# Lesson 1: 'Launchpad'



Lesson 1 is a very simple introduction to making music on the iPad using the Launchpad app. By the end of the lesson students will have created their own short musical sequence using sample-based loops.

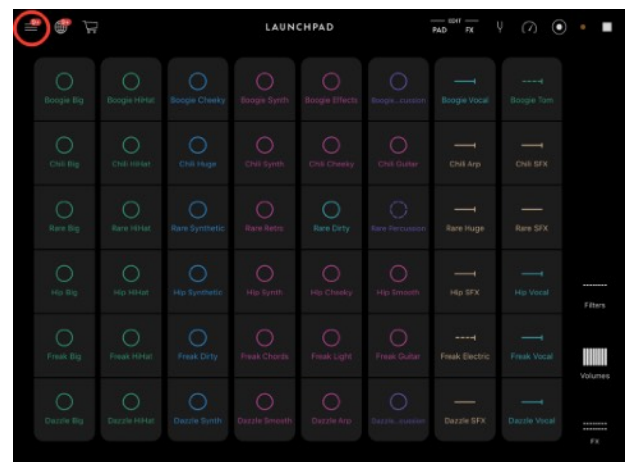
Launchpad is an app for iPad that enables you to make beats and music instantly. It is full of high quality loops and sounds that can be combined in the multi-colour 8x6 Launchpad grid to make and remix music.

Launch Launchpad by either getting students to press on the Launchpad symbol or launch all iPads together via the Classroom app.

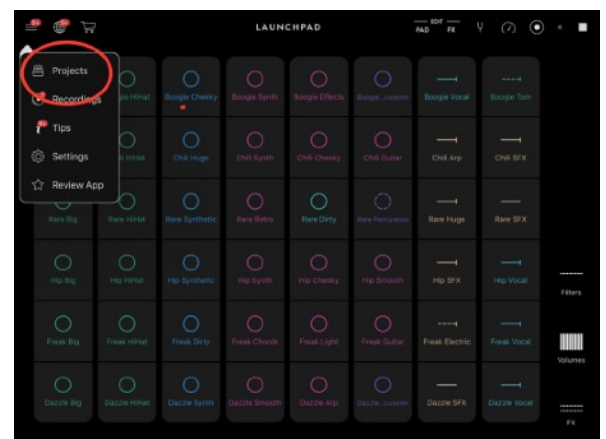


Students will be presented with a screen like this:

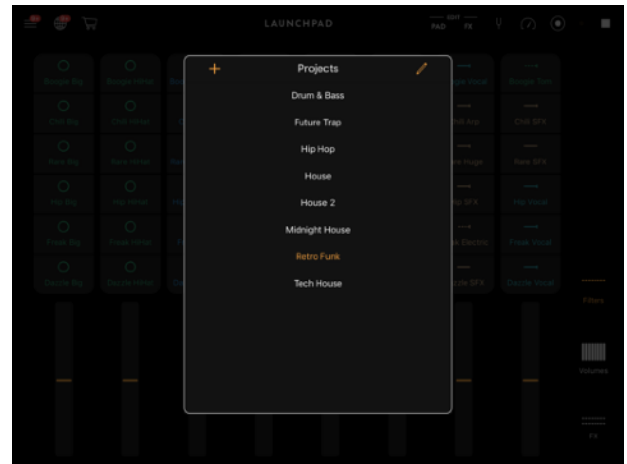
Launchpad contains 6 vertical columns, containing musical loops (signified by the circle symbol) split into instrument type. The final two columns on the right-hand side are 'single-hit' audio samples, signified by the dashed or solid horizontal line. All loops/samples are triggered by pressing them and only one sample will play in a column at one time.



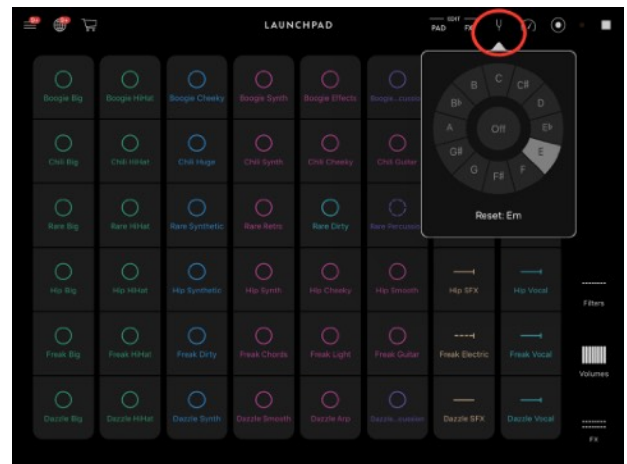
Launchpad contains 8 different musical genres (called Projects) from which to construct a track with. This can be accessed by selecting the menu settings (top-left, circled) then selecting 'Projects'



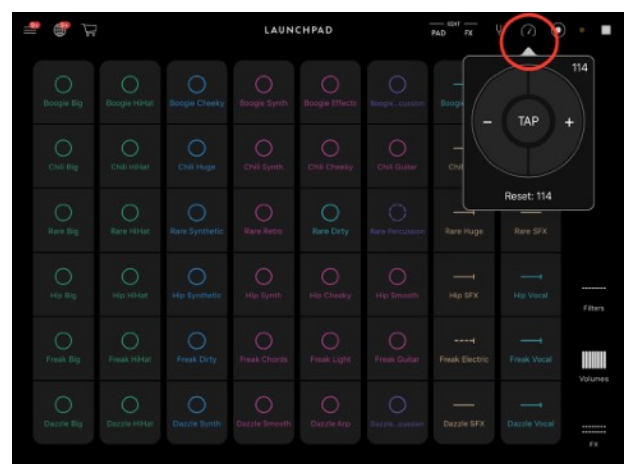
Now students can select which genre/project they would like to work with. Launchpad will then populate a loop grid with appropriate music loops etc



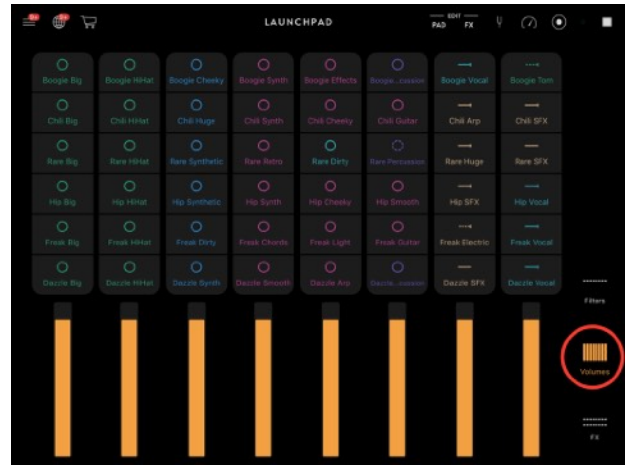
Students can adjust the key of their 'song' by selecting the tuning fork symbol.



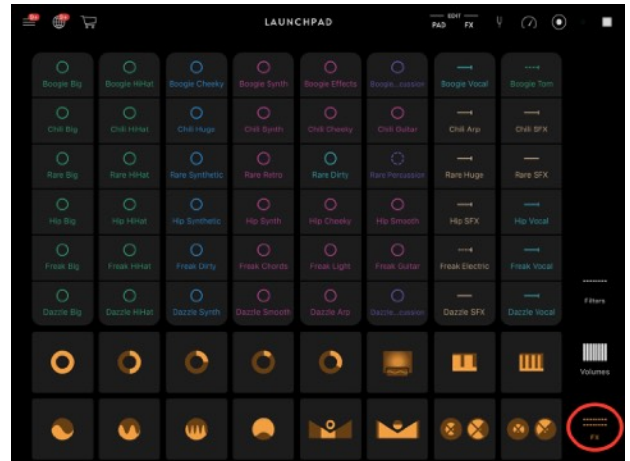
Students can adjust the speed of their 'song' by selecting the speedometer symbol



Further control of the sequence can be made by adjusting the individual volumes of each column, accessed by press the volume button.



Or by adding effects by clicking the fx button (bottom right). These effects could be applied in realtime by the students when they are playing their work back to the class.



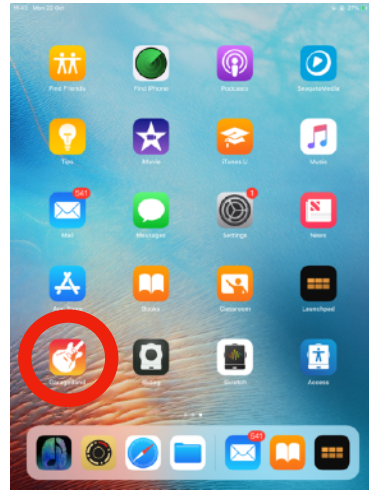
Ask students to create their own sequence, letting them select their own Project, Key and Tempo which can then be played to the class at the end of the session.

# Lesson 2, 3: Introduction to GarageBand Live Loops

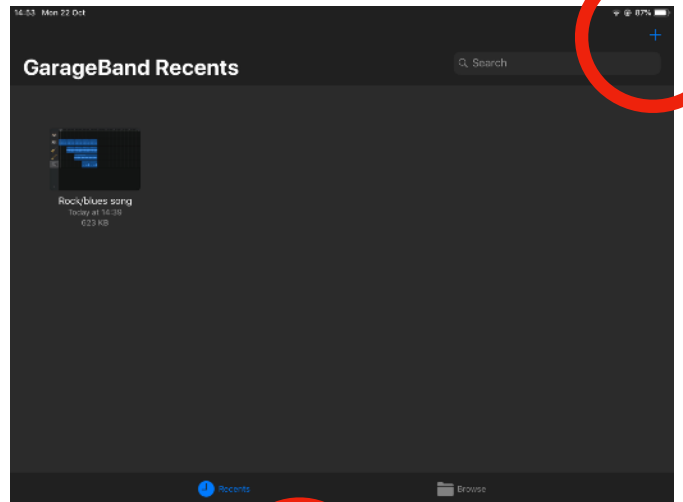
In the next two lessons students will be introduced to the GarageBand Live Loops page.

Live Loops works in a very similar way to Launchpad (from lesson 1) but the user has much more control over the how they are played-back and is able to move between groups of loops to create a full-sounding, dynamic piece of music.

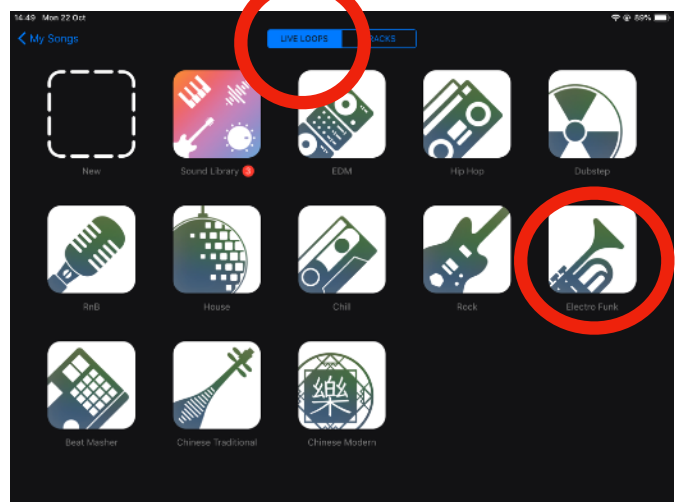
Via the Classroom app launch GarageBand on all iPads



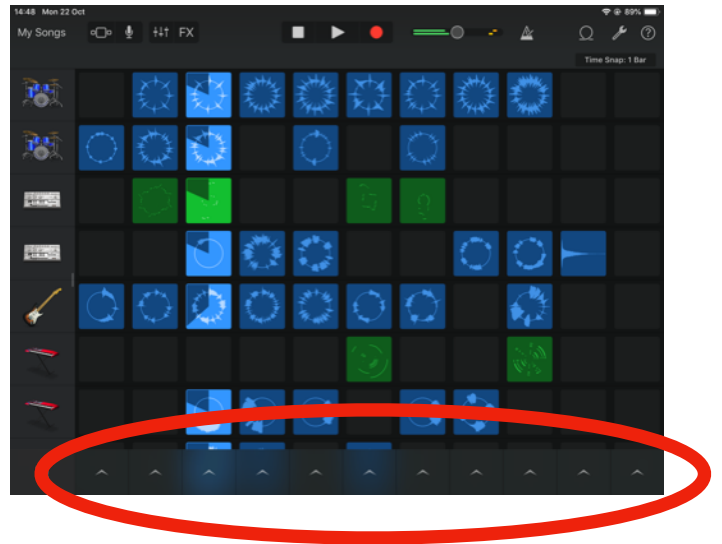
Ask students to select a new project by clicking the plus sign in the top right corner



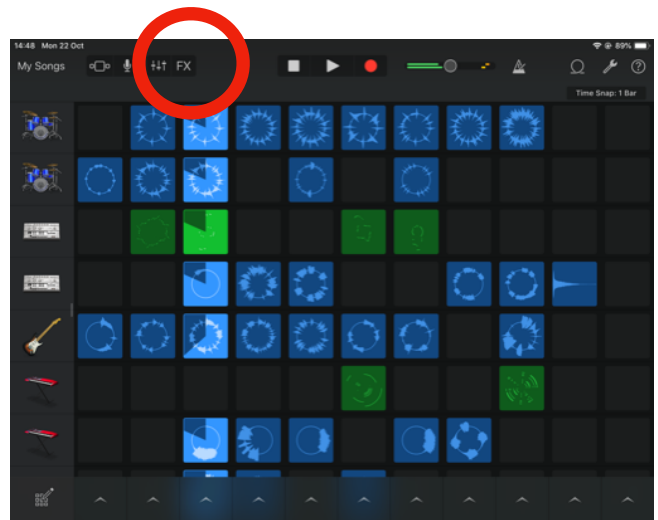
If not already selected, select LIVE LOOPS at the top of the page and then the Electro Funk project



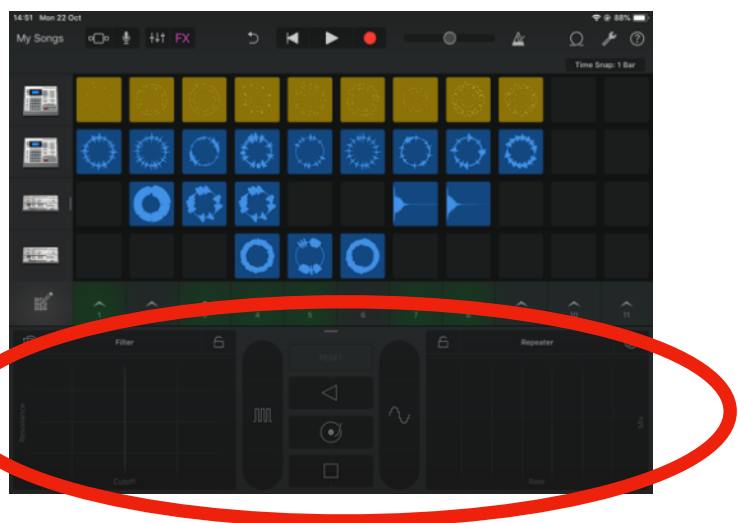
Students should now see a page like this, a pre-populated template. The loops are played by pressing the trigger buttons at the bottom (circled). Let the students spend some time experimenting with this, moving between columns, hearing how each section contains different dynamics, instruments etc.



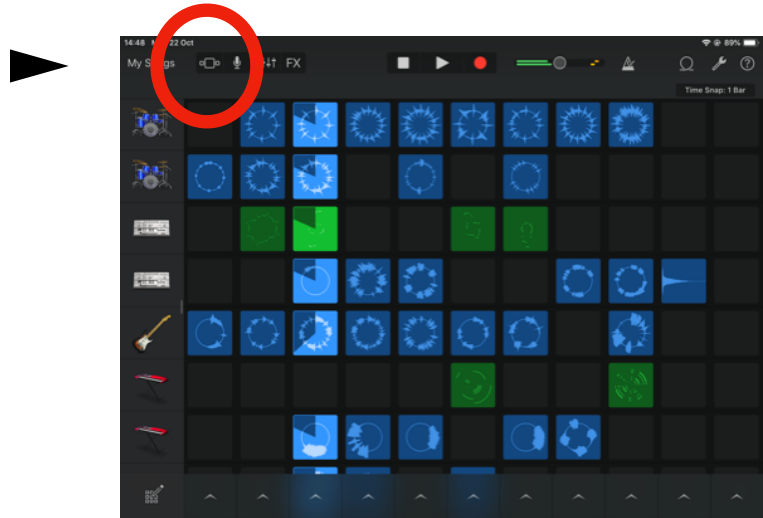
Introduce the students to the effects section by getting them to select the FX button.



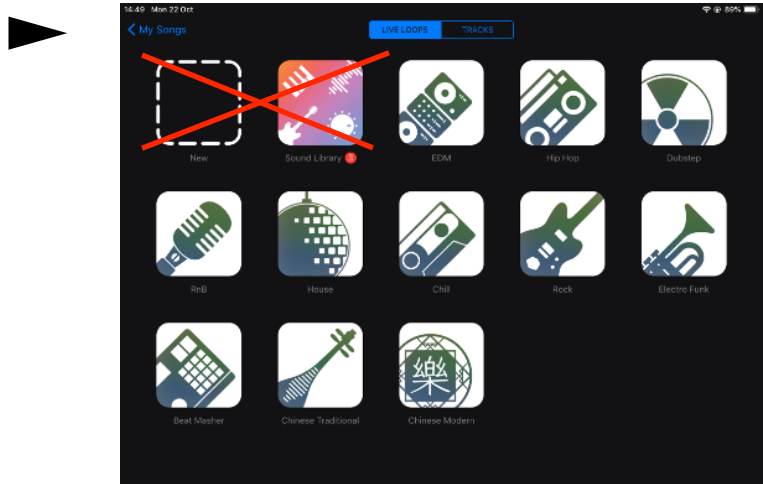
The FX section contains a powerful selection of tools such as filter, repeater, cut-off, bitcrusher, vinyl scratch, reverse, etc. Let the students experiment with these so they get a good understanding of what each one does.



Once students have had time to experiment with the Electro Funk project ask them to finish the session by looking at the other available projects. These are accessed by selecting the Project button (circled)



This will bring students back to the Live Loops project page where they can select their own genre. Ask students select any project apart from New and Sound Library.



**Further lesson idea:**

**Lesson 3: Continuation of Live Loops experimentation - working with a different genre(s) from the pre-populated templates.**

## **Lesson 4, 5, 6: Creating your own Live Loops Track**

**In this lesson students will begin to create their own Live Loops track, rather than using the pre-populated templates from Lessons 2 and 3, which can take several sessions.**

Students will listen to a reference track(s) at the start of each lesson, discussing what type of instruments they hear and how the tracks build and drop in dynamics during verses and chorus' etc. They will then be tasked with creating something in a similar style.

In Live Loops the loops can be filtered by genre. The House, RnB/Hip Hop, Funk, Electro House, Rock/Blues and Dubstep genres are the most populated, giving students more flexibility for experimentation and creation.

In the first lesson you could play Uptown Funk by Mark Ronson and ask the students what type of instruments they are hearing, how the song shifting in dynamics (loud/quiet etc), then task them in creating something similar using loops from the Funk genre.

**Further lessons ideas:**

**Lesson 4: 'Funk' genre Live Loop project (reference track - *Uptown Funk* by Mark Ronson)**

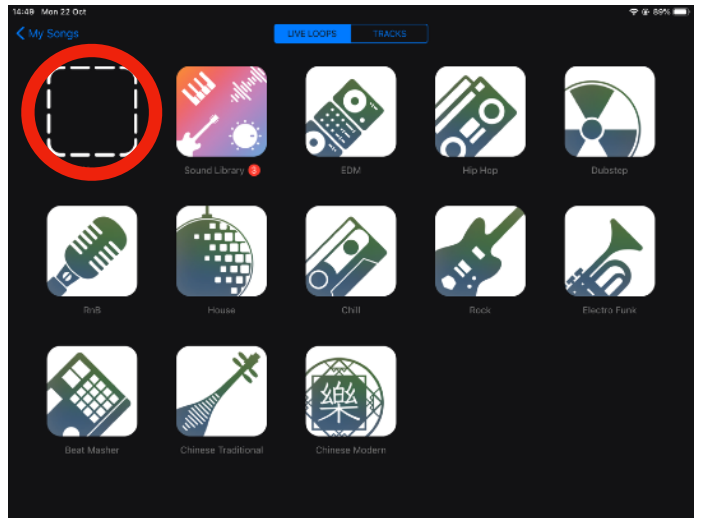
**Lesson 5: 'EDM' genre Live Loop project (reference track - *Titanium* by David Guetta)**

**Lesson 6: 'Rock/Blues' genre Live Loop project (reference track - *Rolling in the Deep* by Adele)**

**Lesson 7: Fusion session - can students create a fusion of sounds from all over the world, using the World and Chinese Traditional genre loops along with the more traditional sounds they have been working with in recent weeks.**

**Lesson 8: Freestyle session - in the final Live Loops session, using all the skills they have learnt over the previous few weeks, students are free to create their own Live Loops piece using elements from all Live Loops genres.**

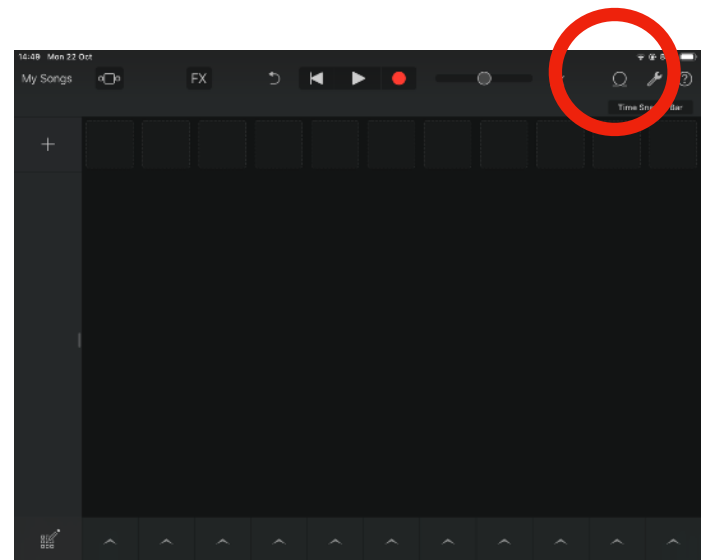
Follow the steps from Lesson 3 so students arrive at the Live Loops selection page. Here, instead of selecting a pre-populated template, students will select NEW.



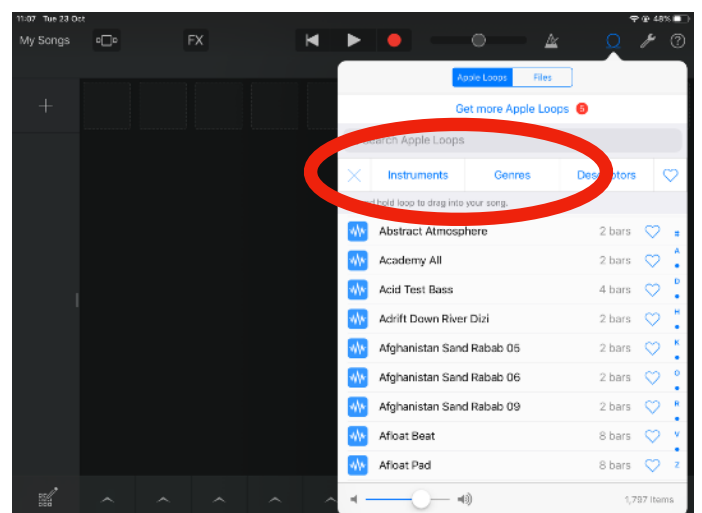
Students will be presented with a empty Live Loops grid page



Loops can be found by pressing the loop button on the top-right of the screen.

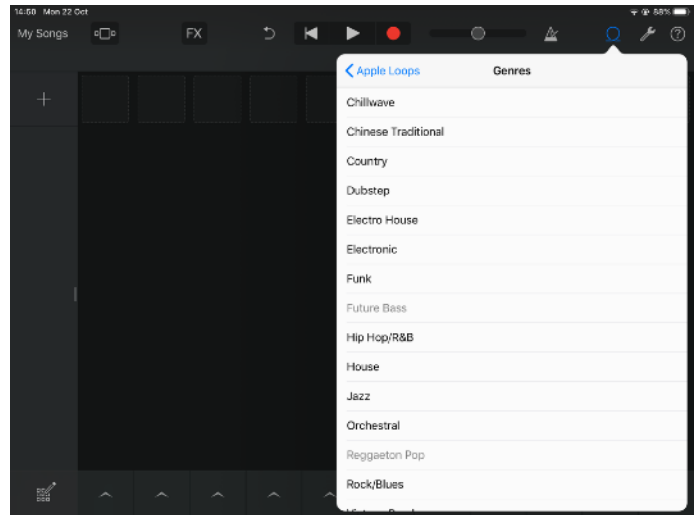


Loops are first displayed in alphabetical order but can be filtered into instrument and genre type by selecting their respective buttons.

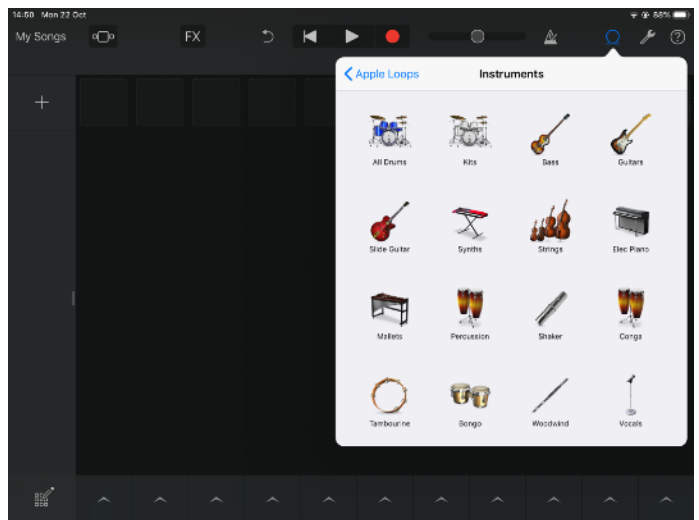




Loops filtered by genre type



Loops filtered by instrument type

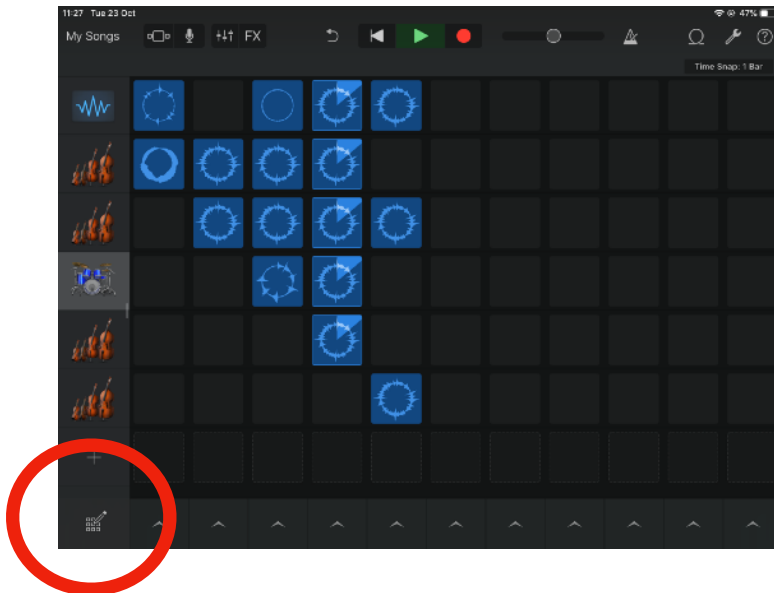


For the purposes of the next few sessions students will be selecting the genre option from which to choose loops (which is then filtered again into appropriate instrument samples for that genre).

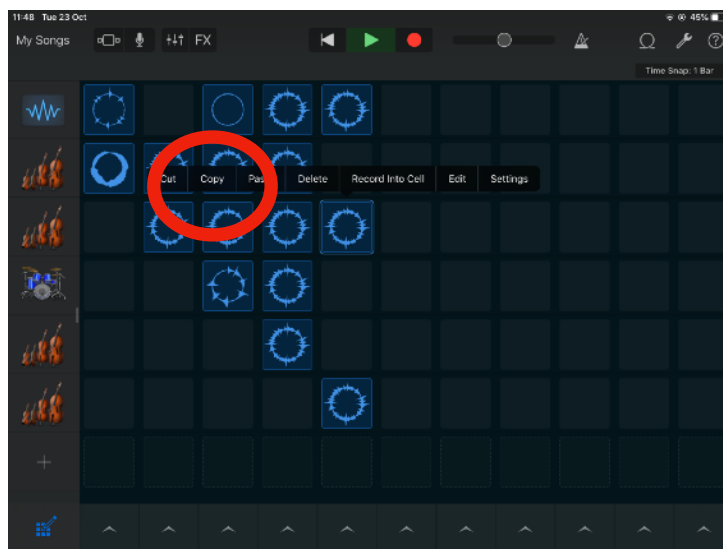
Loops can be added to the grid by dragging them onto a spare space in a column. An extra line is automatically added to each column as you add a loop to create space for further loops.

With the reference track(s) from the beginning of each session in mind can students attempt to recreate a loop based version in the style of what they heard?

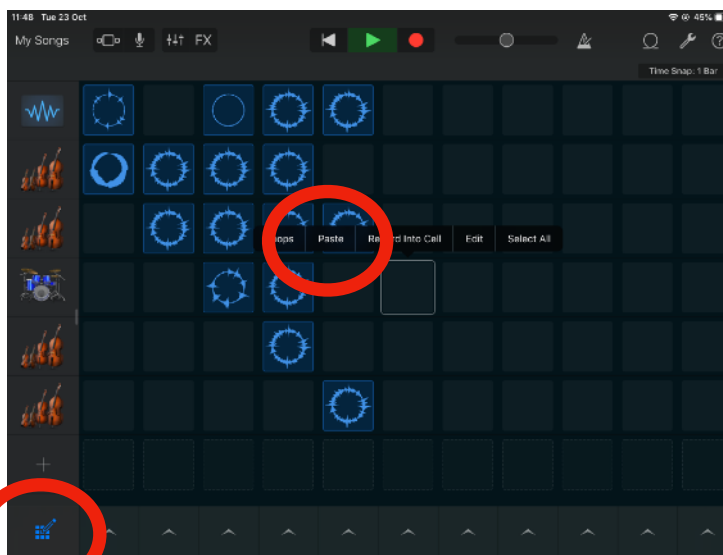
To quickly build up columns students will want to use multiple instances of the same loop throughout their composition. Rather than having to find the loop each time via the Loop button students can copy and paste loops via the edit tool. This is located in the bottom left of the screen.



Students then select a loop cell they wish to copy, after a short moment press it again and an edit menu will appear. Here they can press copy.



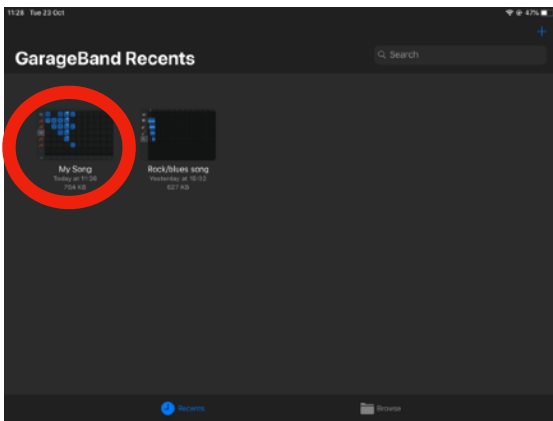
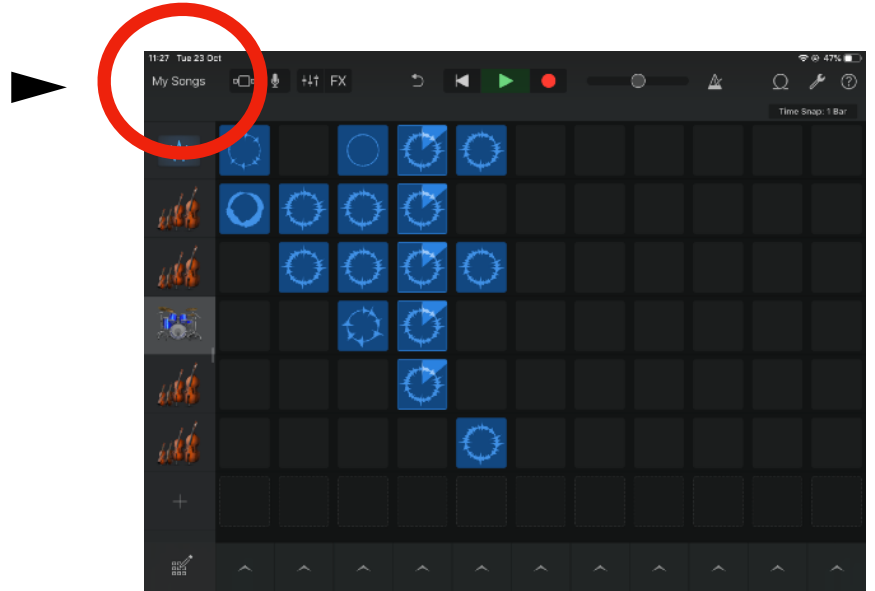
Students then select an empty cell they wish the loop to go in, after a short moment press it again so the edit menu appears and press paste.



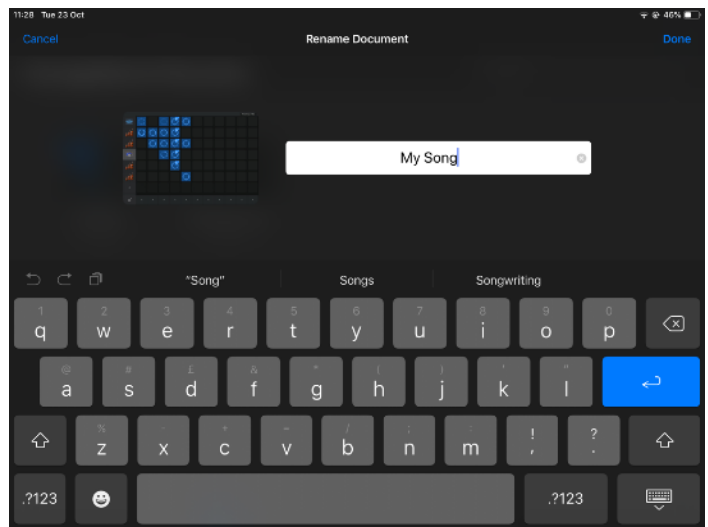
Once they have finished editing they must press the edit button on the bottom right corner to be able to play their loops.



If this work is taking place over several sessions student's Live Loops grids will need to be saved. GarageBand does this automatically when students press the My Songs button.



Students can rename their project by pressing the My Song text below their project and replacing with their names, ready for the next session.



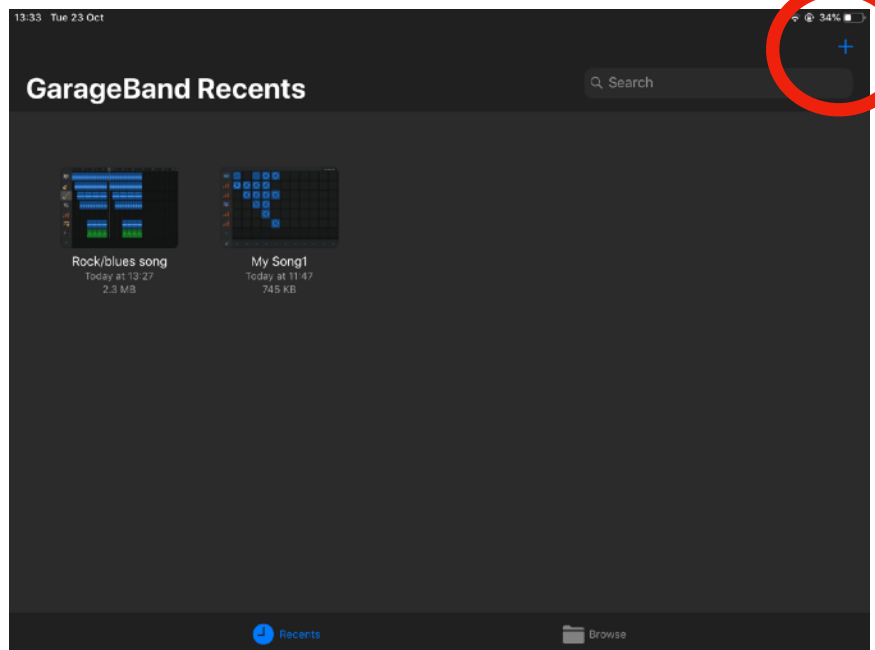
# Lesson 7: Introduction to GarageBand Tracks

Aside from the Live Loops, GarageBand contains Tracks. Tracks offers the user the ability to create their own instrumental elements along with incorporating the loops from Live Loops which students should now be familiar with.

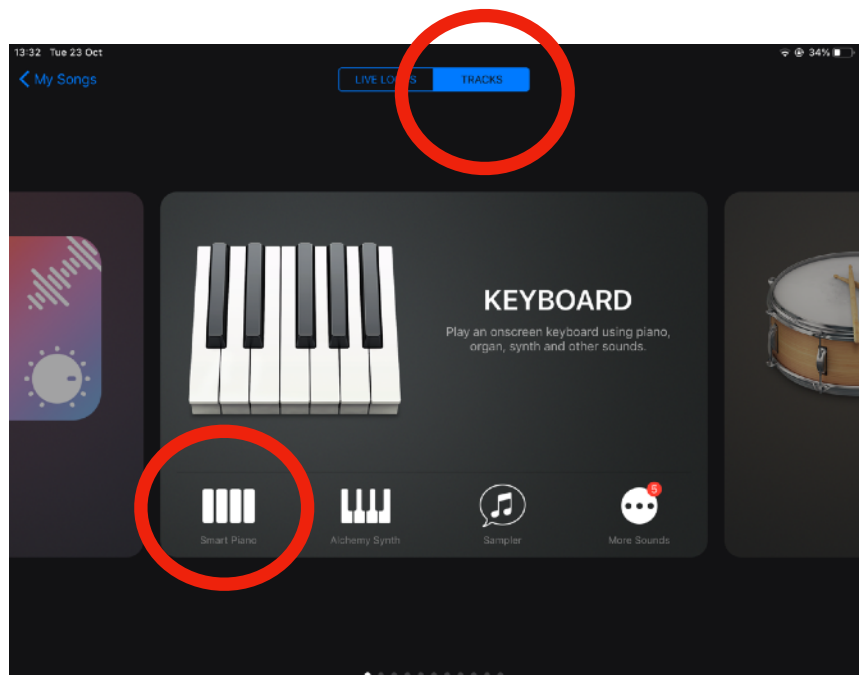
In this first lesson using Tracks, students will be given a very simple task to help them get used to working in this environment.

Before the lessons starts the teacher will create a very simple Tracks song.

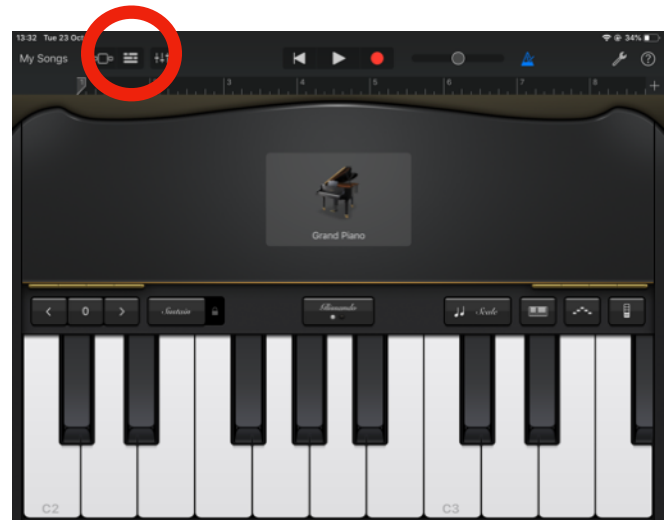
Load GarageBand and create a new track by pressing the plus sign in the right-hand corner.



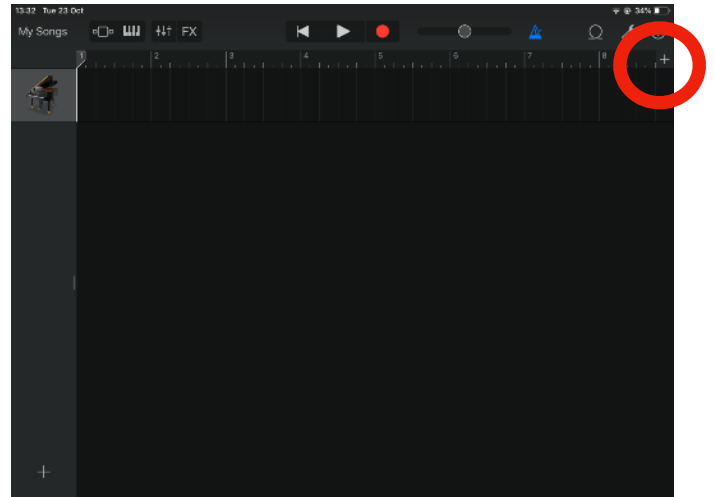
Ensure Tracks is selected. The Keyboard instrument is the default instrument which appears at this stage, select Smart Piano.



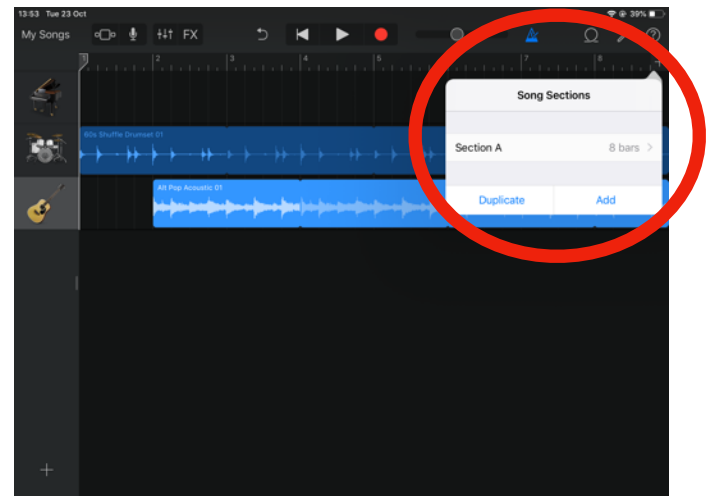
At this stage select the Tracks button from the top left-hand side.



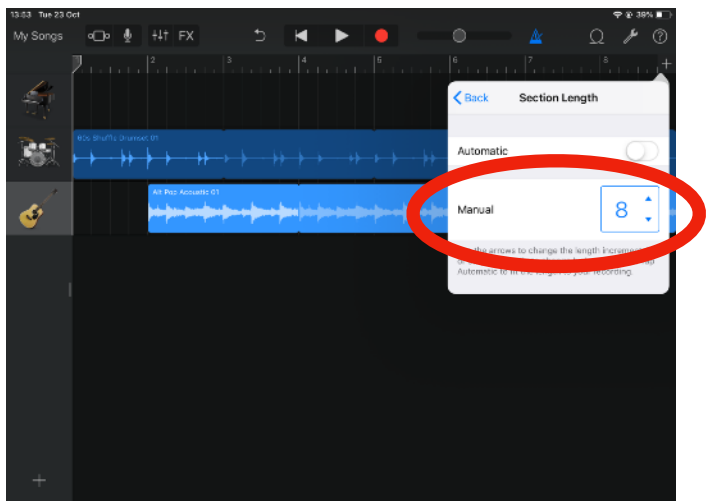
You now have an empty Tracks page. Change the length of the section (i.e. length of the song) by going to the plus button.



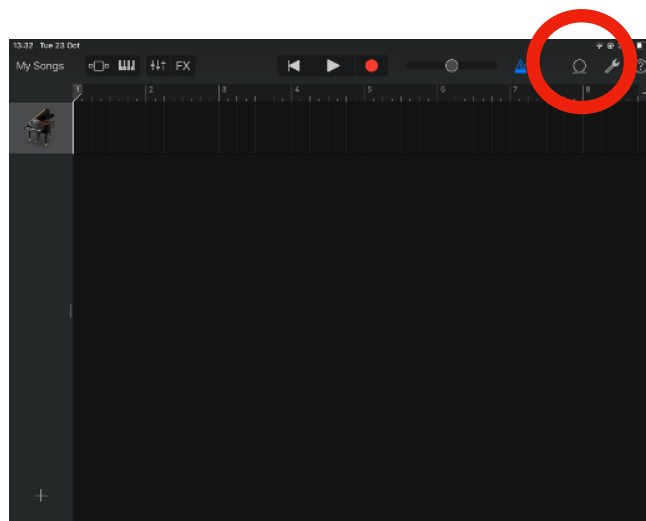
Select section A



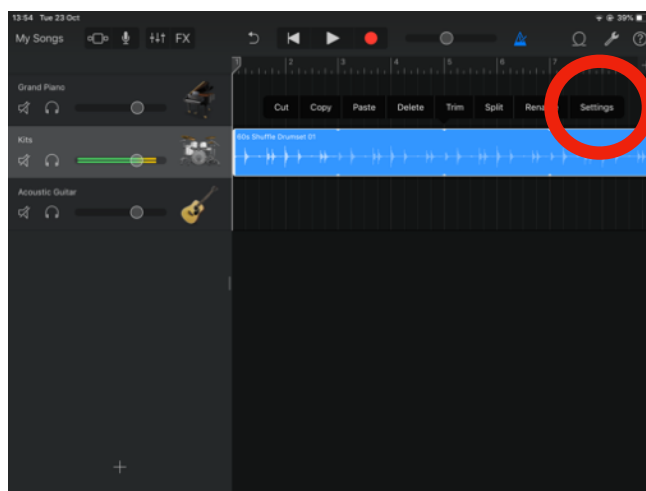
Then change the section to a suitable length (i.e. 128 bars)



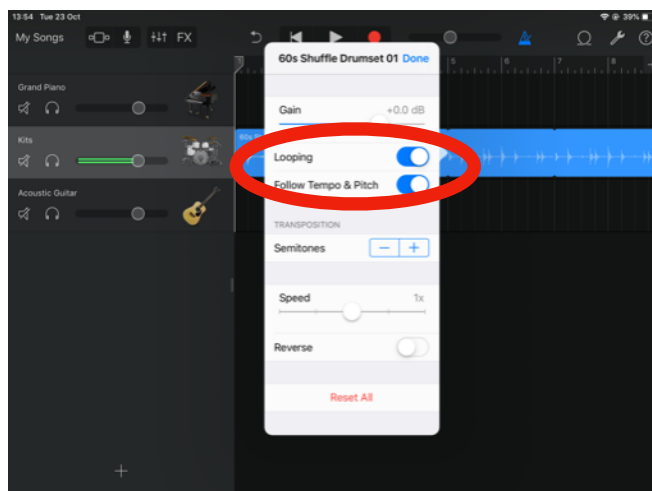
Now start to populate your track. This is done in the same way as Live Loops by pressing the loop button and then selecting appropriate loops to use. Drag these loops onto the Tracks page (placing them anywhere apart from the already existing Piano Track) and GarageBand will automatically create a new track for it. An audio waveform should now appear.



Once a loop has been dragged onto the Tracks page 'looping' may be automatically switched on. This needs to be switched off - do this by double-clicked the waveform and selecting settings.

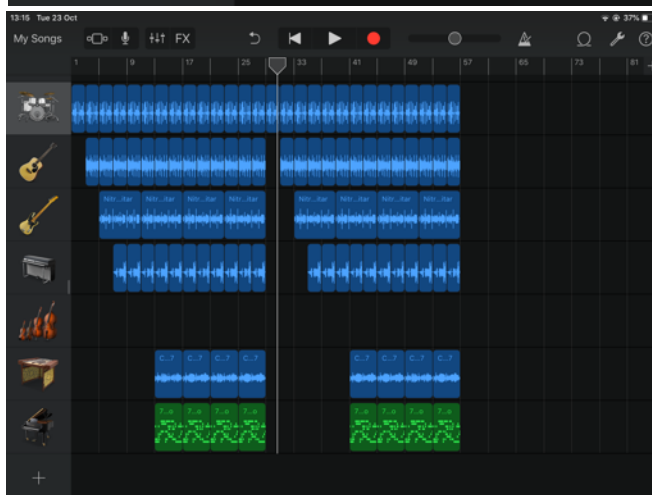


Then toggle the Looping option to off



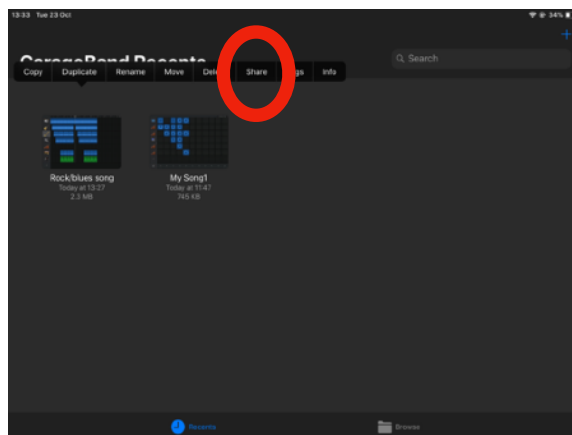
Repeat this process so you populate your Tracks page with a full range of loops, looking something like this.

This is your 'picture'.

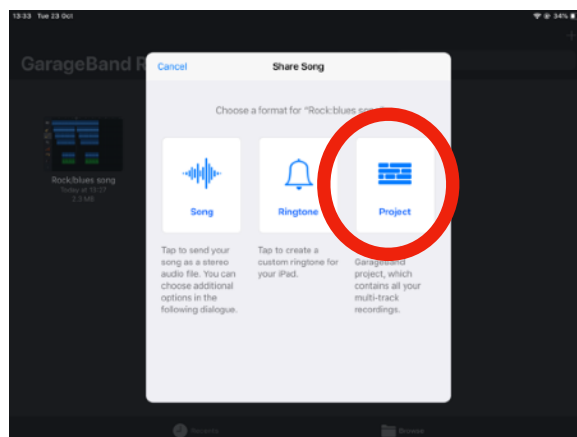


Now share your project with the students via Classroom.  
Select My Songs in the Tracks page, GarageBand will save your project automatically. Rename it if you wish.

To share press and hold until the option box appears, select 'share'.

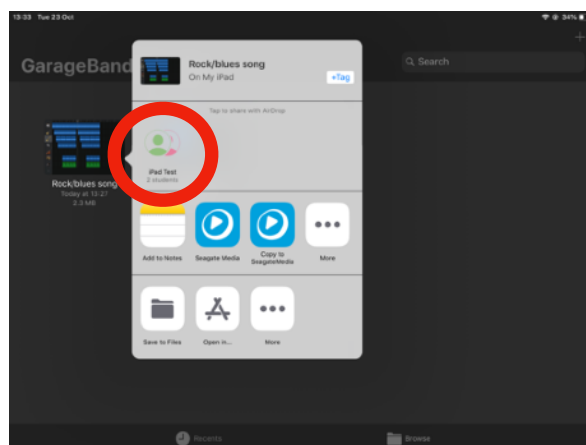


Select project



Now share with the Classroom.

Your project will now appear in each student's individual GarageBand project page.



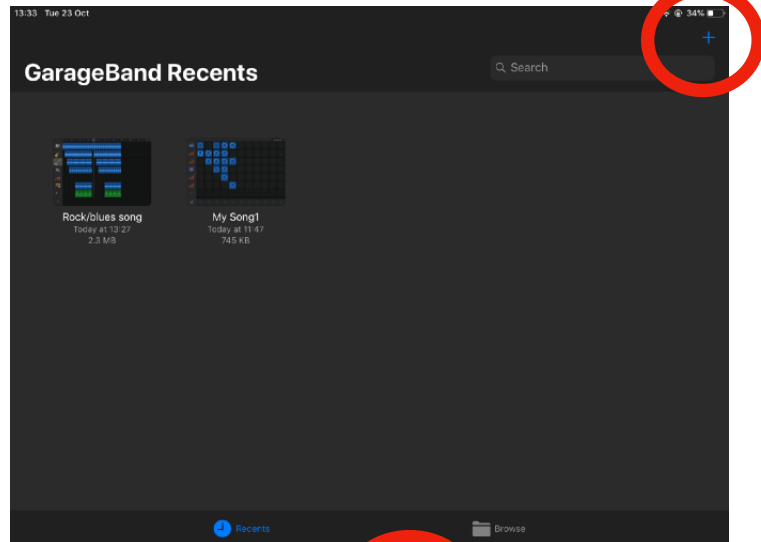
Now play your project to the class. Tell them that this is your 'picture' but you would like them to create their own picture by moving the loops around to create something new from the existing material.

This is done very simply by pressing and holding a waveform and then moving along the track to the appropriate place. Students will be able to change the order and the dynamics of the project which can then be played to the class at the end of the session.

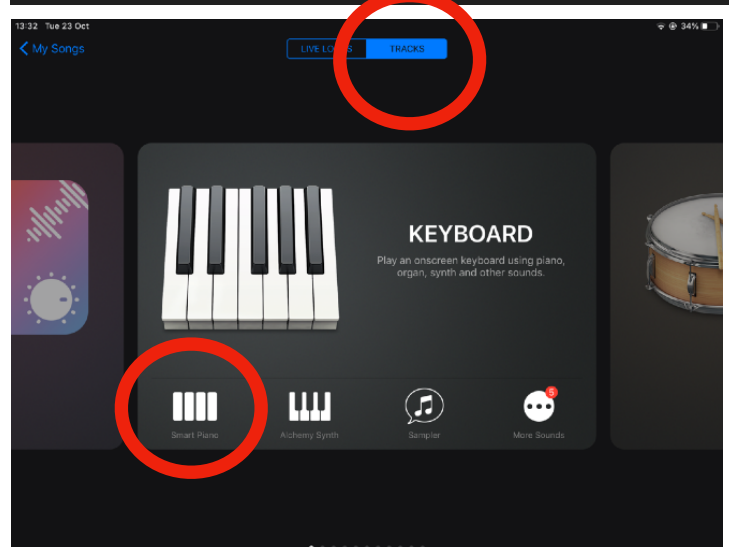
# Lesson 8: Introduction to GarageBand Instruments

In this lesson students will be introduced to GarageBand instruments, a powerful tool within the app. The aim is for students to have created their chord sequence by the end of the lesson.

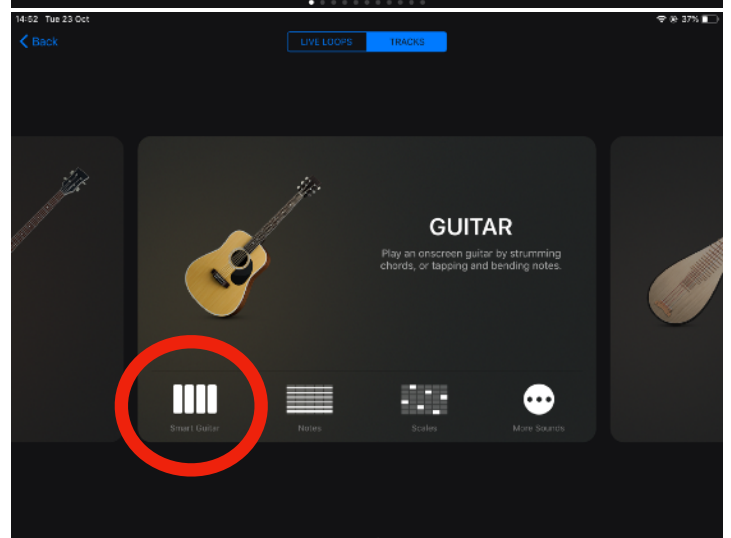
To access GarageBand instruments launch GarageBand on each iPad using classroom and then ask students to create a new project by pressing the plus sign in the right-hand corner.



Ensure Tracks is selected, once this is done GarageBand will display a series of instruments (accessible by swiping left or right).



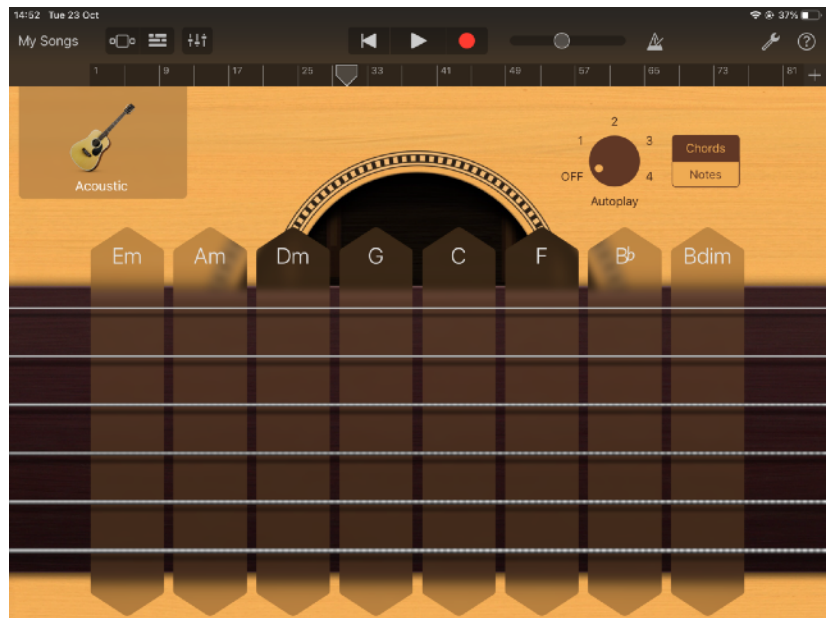
For the purposes of this lesson the Piano and Guitar instruments are the most appropriate.



For the moment students will be using the Smart versions of each instrument.

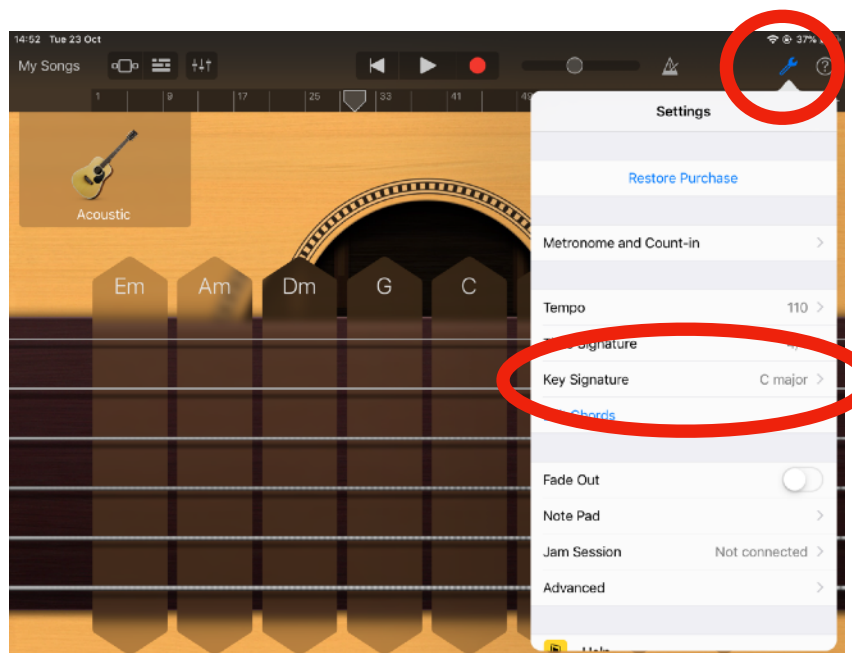


Here students can very simply create their own chord sequence by either pressing each chord name at the top of the column or swiping their finger up and down the strings/keys to create an arpeggiated sound.



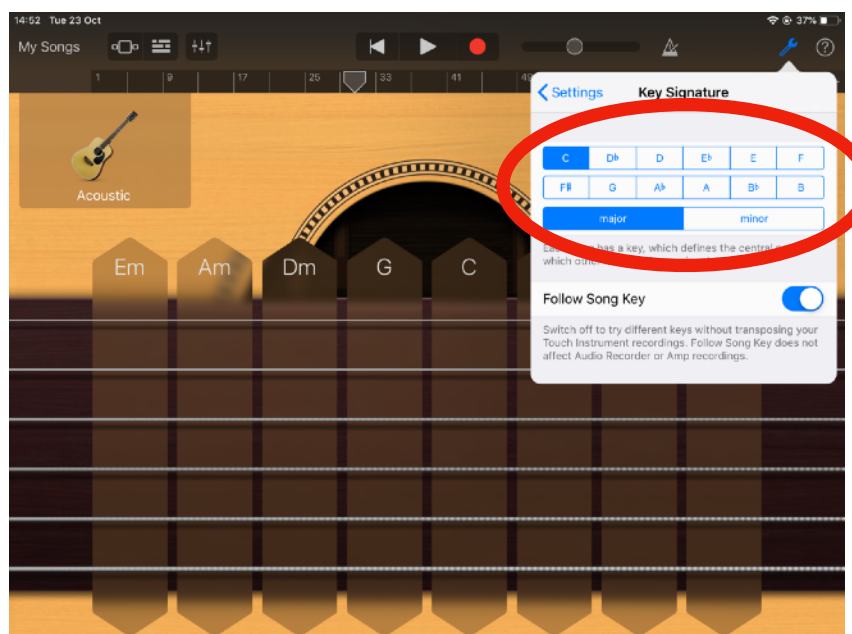
To add some individuality to each students chord progression they are able to change the which key their chords are in and whether it is a major or minor scale.

This is done by selecting the spanner tool



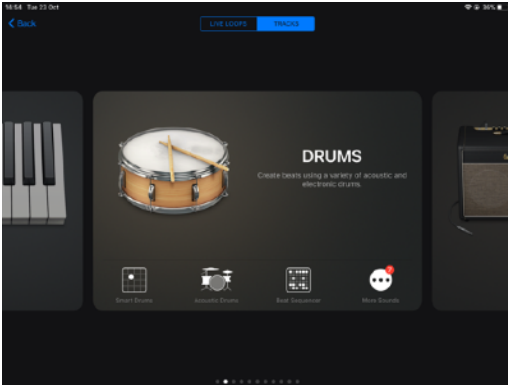
Then Key Signature

Then setting the appropriate settings



Task the students with creating their own, original, chord progression to play to the rest of the class.

Have the students experiment with the other instruments available - students tend to engage with the Drums and Audio Recorder instruments the best. Can they recreate the drums from We Will Rock You using the drum instrument?

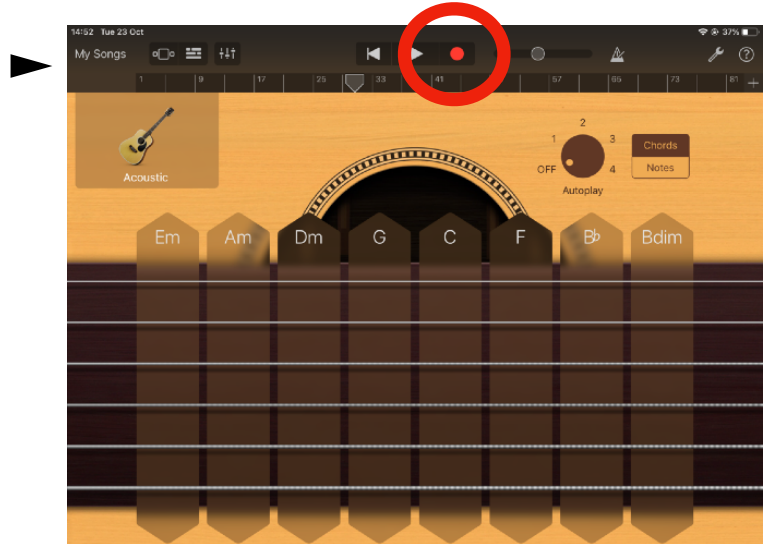


# Lesson 8, 9, 10: Recording GarageBand Instruments

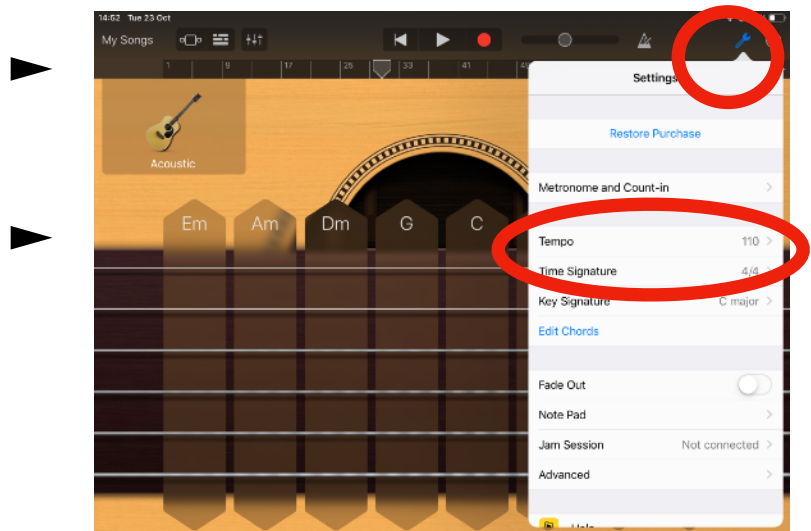
In these lessons students will record their own chords progression from GarageBand instruments and start to create their own song using the Tracks Page.

Ask the students to create an original chord progression using the same steps from Lesson 7. Once they have done this it is time to record.

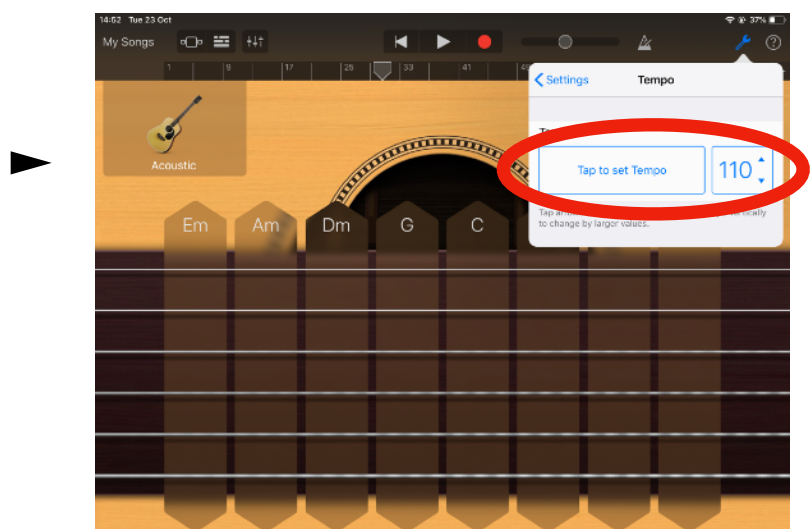
To do this students will need to press the record button.



GarageBand will provide a 4 beat count-in for students to play to. This may faster or slower than they envisaged their song being - to adjust this settings has to be selected (spanner tool), then Tempo selected.

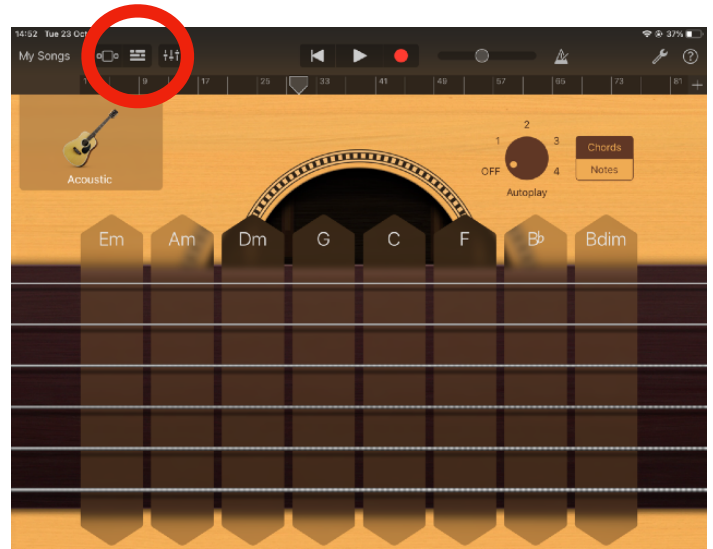


Here they can increase/decrease the tempo to their desired setting

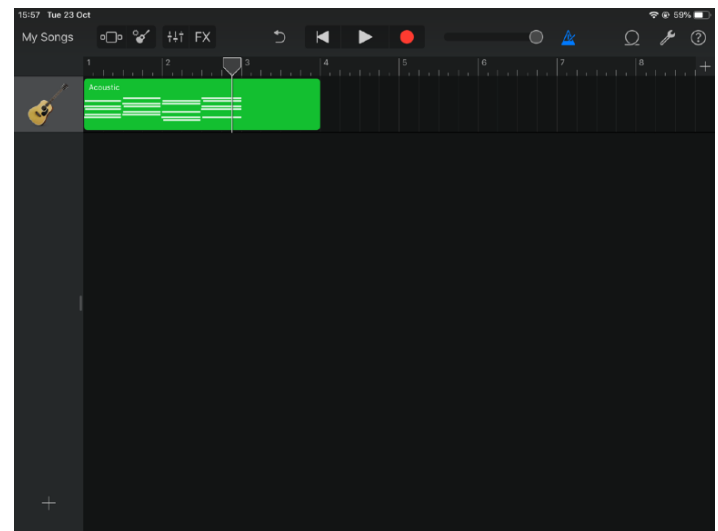


Once the above settings have been completed students can record by pressing the Record button and playing their progression after the 4-beat count-in.

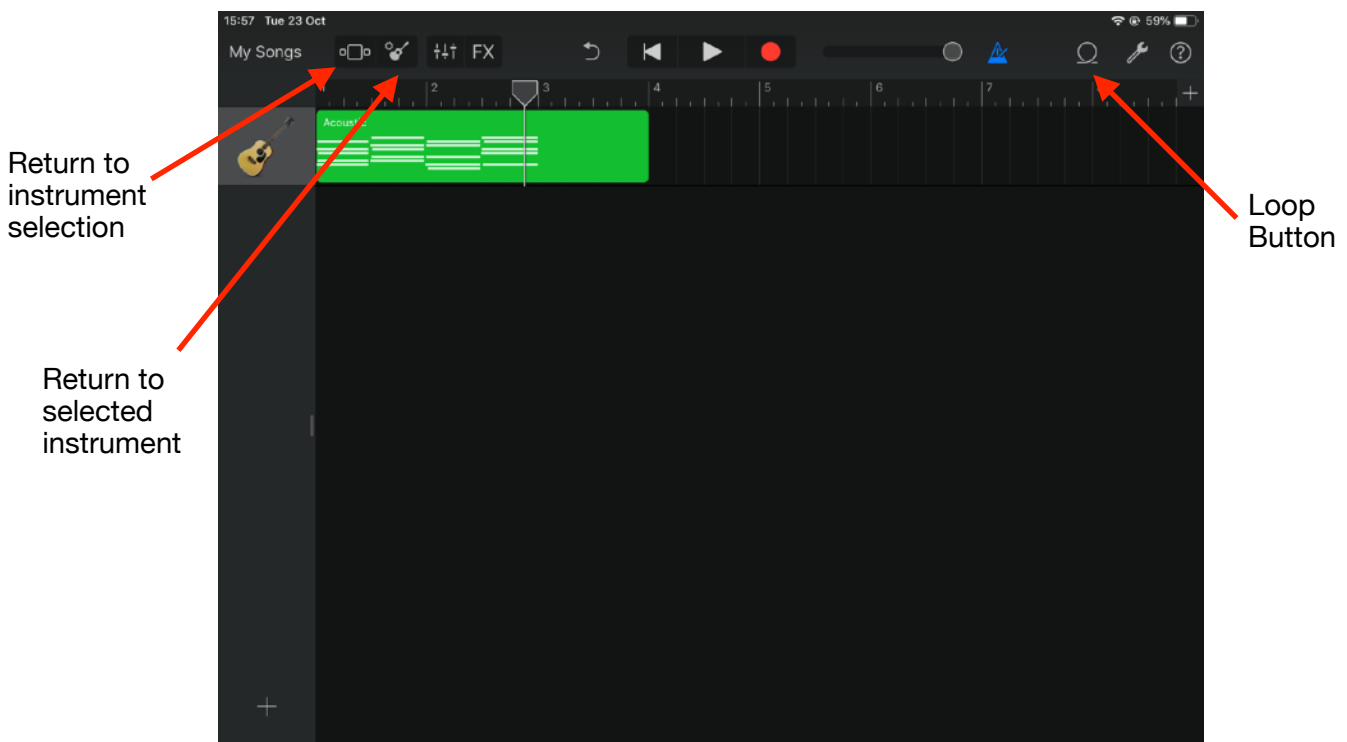
Once this has been done students can go to the Tracks page by pressing the the Tracks button.



Here the students chord progression appears as a track.



Students now have many options by adding further instruments or by adding loops via the loops button.



Over several sessions students can now create their own, original track, using a mix of loops and software instruments played by the students themselves.

GarageBand will automatically save the project at the end of each session but students will need to have the same iPad for each of these sessions to continue their work.

