

# inseemble!

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# About me:

- ✱ Taught middle school music my whole career
- ✱ Choir, music appreciation, and guitar and music tech
- ✱ I love technology but I'm not a geek
- ✱ A lot of what I know I figured out on my own

# My school:

**Heritage E-Stem Magnet School**

**West St Paul Schools**

**Have had 1-1 iPads for five years**

**One of the first schools to go 1-1 iPad in world, the first in the Twin Cities**

**iPads were part of Federal Grant to reverse achievement gaps and the “digital divide”**

# When I started:

iPads were released on April 3, 2010, our teachers got them that fall and our students got them in April of 2011.

I hadn't even switched to an iPhone yet and here I was teaching using iPads

There weren't very many middle school choir teachers doing this - in fact I may have been the only one

In fact some of you  
might remember....



# Some things I have learned:

THERE WILL ALWAYS BE  
ONE KIDDO WHO IS DONE IN  
20 MINUTES.

IT WILL EITHER TAKE  
TWICE AS LONG TO DO  
A PROJECT OR IT WILL  
GO TWICE AS FAST AS  
YOU PLANNED

ALWAYS HAVE A  
BACK UP PLAN  
AND EXTRA  
CHARGERS

IF YOU DON'T KNOW HOW TO  
DO SOMETHING, ASK YOUR  
STUDENTS THEY WILL  
KNOW OR BE ABLE TO  
FIGURE IT OUT.

MAKE FRIENDS WITH  
YOUR TECH PERSON

IF EVERYONE IS LEANING OVER TO LOOK  
AT SOMEONE'S IPAD AND THEY ARE  
GIGGLING .....

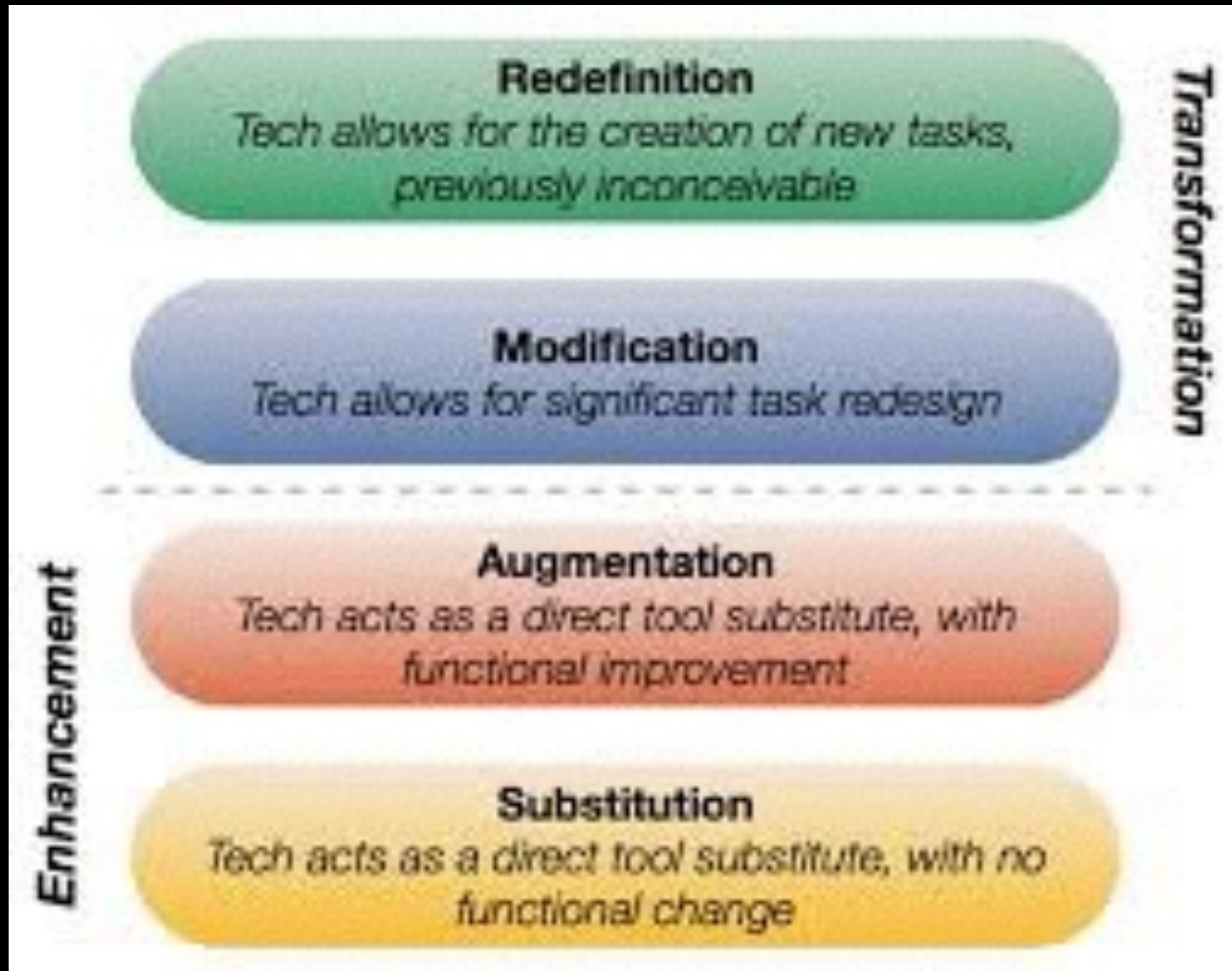
YOU SHOULD PROBABLY TAKE A LOOK AT  
WHAT IS ON THAT IPAD

# Music Standards:

Grade	Strand	Standard	Code	Benchmark
6-8	Artistic Process: Create or Make	Create or make in a variety of contexts in the arts area using the artistic foundations.	6.2.1.3.1 6.2.1.3.2 6.2.1.3.3	<ol style="list-style-type: none"> <li>1. Improvise, compose or arrange a new musical composition using available technology to preserve the creation.</li> <li>2. Revise a musical composition, improvisation or arrangement based on the feedback of others, self- reflection and artistic intent.</li> <li>3. Develop an artistic statement, including how audience and occasion influence creative choices.</li> </ol>
9-12	Artistic Process: Create or Make	Create or make in a variety of contexts in the arts area using the artistic foundations	9.2.1.3.1 9.2.1.3.2 9.2.1.3.3	<ol style="list-style-type: none"> <li>1. Improvise, compose or arrange a new musical composition using available technology to preserve the creation.</li> <li>2. Revise a musical composition, improvisation or arrangement based on the feedback of others, self- reflection and artistic intent.</li> <li>3. Justify an artistic statement, including how audience and occasion influence creative choices.</li> </ol>



# SAMR Model:





# Composing with Garageband:

## “Spooky Music Project”

### Artistic Process:

Create or make in a variety of contexts in the arts area using the artistic foundations.

6.2.1.3.2 1.

Improvise, compose or arrange a new musical composition using available technology to preserve the creation.

6.2.1.2.2

Revise a musical composition, improvisation or arrangement based on the feedback of others, self-reflection and artistic intent



What story do I  
want to tell?

What makes music  
spooky?

Fear  
Suspense  
Trepidation

# Generate Ideas

Scary?  
Eerie?  
Chaos?  
Simple?

What settings  
and  
tools can be  
manipulated to  
create the sounds  
I want?





Melody

Rhythm

Form

Harmony

Tempo

Dynamics

Timbre

The combination of qualities of a sound that distinguishes it from other sounds of the same pitch and volume.



# Create suspense.....

## Smart Strings

- ✦ Choose sounds or instrument
- ✦ Pizzicato or Bowed
- ✦ Background soundtrack in auto play
- ✦ Pizzicato Footsteps
- ✦ Suspenseful Drones
- ✦ Dissonant Drones





# Heartbeats.....

- ✦ Notes on Smart Bass
- ✦ Use kick drum or tom on Smart Drums
- ✦ Change tempo for terrified or? ....





# Keyboard Possibilities for Drama...

Crunchy Chords

Eerie Piano

Diminished 9th

Circus Organ Melody





# Screams, Monsters, Creepy Laughs:

- ✦ Audio Recorder

- ✦ Real sound



- ✦ Use presets to change sound



## Enrichment Ideas:

Have students write a story then orchestrate it

Have students create a story for  
someone else's composition

Add it to iMovie as a soundtrack

Jam Session:

add two or three compositions together



# Notes:

This Project Works best with 1-1 iPads

You will want your students to  
have headphones

Garageband Shares as Audio Files:

I have students take screen shots

I have had students take videos



# Isle of Tune



## Artistic Foundations

### 6.1.1.3.1

Read and notate music using standard notation such as dotted rhythms, clefs, mixed meters and multipart scores, with or without the use of notation software

## Artistic Process

### 6.2.1.3.2

Improvise, compose or arrange a new musical composition using available technology to preserve the creation.

### 6.2.1.2.2

Revise a musical composition, improvisation or arrangement based on the feedback of others, self-reflection and artistic intent



Choose from the library of islands available. Listen and watch the many configurations and possibilities.

Create a one car composition

Choose your instrument tone or keyboard mode

Draw a road and build your city.

Change the tones for each icon to create more melodic interest.

Add tones to create harmony

Add additional roads to create harmony

Place cars on the roads to create a rhythmic pattern

# Composing with Disco Fingers:



## Artistic Foundations

### 6.1.1.3.1

Read and notate music using standard notation such as dotted rhythms, clefs, mixed meters and multipart scores, with or without the use of notation software

## Artistic Process

### 6.2.1.3.2

Improvise, compose or arrange a new musical composition using available technology to preserve the creation.

### 6.2.1.2.2

Revise a musical composition, improvisation or arrangement based on the feedback of others, self-reflection and artistic intent



App Smashing:

use with: Adobe Ideas, NotateMe or  
other handwritten, drawing app

Eight Beat Pattern  
♩ = 1 beat





## In Disco Fingers:



The grid is 8 beats

Purple guys are percussion and play the pattern

Add layers



# Notes:

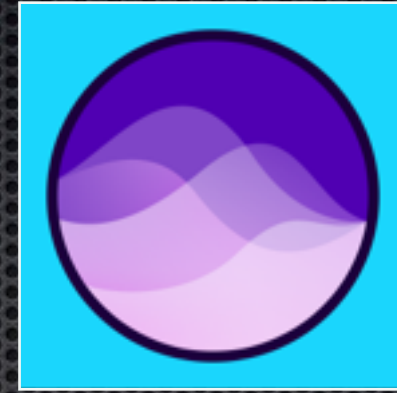
Sharing with Disco Fingers:

Share as an email that creates a link to your composition.

Can see the actual composition - not just an audio file



# Composing with Beatwave



## Artistic Foundations

6.1.1.3.1

Analyze the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.

## Artistic Process

6.2.1.3.2

Improvise, compose or arrange a new musical composition using available technology to preserve the creation.

6.2.1.2.2

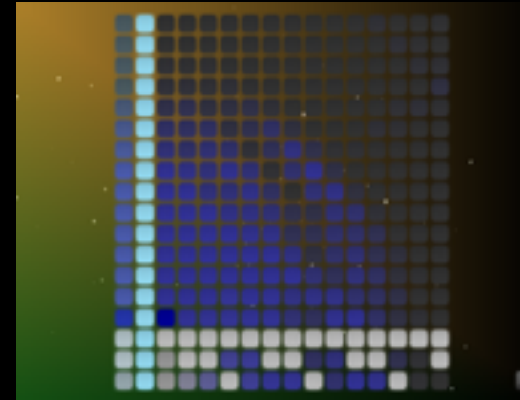
Revise a musical composition, improvisation or arrangement based on the feedback of others, self-reflection and artistic intent



## Layer 1: Measures

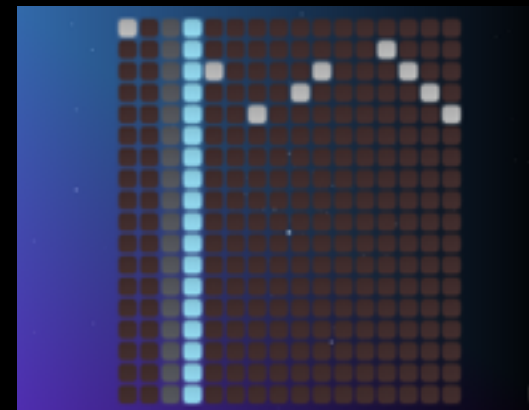
Beats: count out four measures- put a tone on each beat

Rhythm: put quiet drum part on beat one of each measure add sound on beat 4 of each measure



## Layer 2: Melody

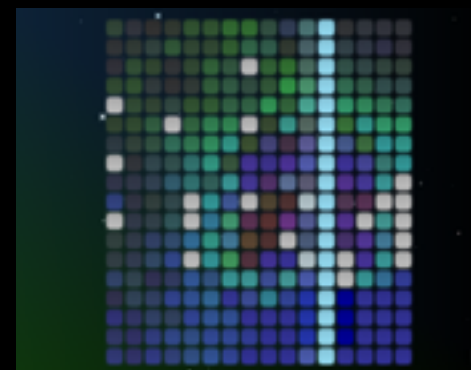
Add one tone on beat 1 of each measure -  
fill in the other beats with other tones



## Layer 3: Harmony

Add tones to beats to create harmony

Add more tones to a beat to create more complex



## Layer 4: Experiment

Change the tempo Change the tone Change the settings



**"TO THINK THAT WE CAN  
PLUCK IDEAS FROM NOTHING  
IS TO BELIEVE IN MAGIC,  
NOT THE CREATIVE PROCESS."**

*—John Amato*