"Performing i-Pad / Keyboard Ensemble" Summer Course Overview:

Week 1 / Day 1

 -**Class Rules and Procedures**
 -**i-Pad fundamentals**
 -**"Find the Icon" Game**
 -**"Tracks" vrs. "Live Loops" / will go into more detail during "Tech. Time"**
 -**How To Use "Air Drop" / Distribute class resource materials**
 -**How to use "My Songs" to save and store projects**
 -**Where and how to retrieve materials for class and independent study.**
     Apple Audio files and "Creative Commons"
 -**A quick overview of "Garage Band" and "keyboard maps" using "Twinkle, Twinkle Little Star".**

"Tech. Time"

 -**Take a "Garage Band" tour around the "Instrument Selection Window"**
 -**Going back and forth between "Tracks" and "Live Loops" (also how they interact)**

Assignment #1: Explore the "Live Loops" side of Garage Band". Students should be ready to share their discoveries with the rest of the class on "Day 2".

Week 1 / Day 2

Featured "Garage Band" Instrument: Drum Set Kits in "Garage Band"

Target Song: "Bad to the Bone"

 -**Play audio file of the song. "What elements to you here?" (describe or sing)**
 -**Aural identification of "Rock" and "Swing" styles. "Rock/Swing" is an unusual genre.**
 -**Triple Meter and the "Blues" feel.**
     Echo Singing and "Rhythm Shapes" notation
 -**Students try to re-create "swing" feel in "Garage Band"/"Tracks"/Classic Drum Kit**
 -**Perform along with "Bad to the Bone" audio file.**
 -**Break down "Body Drum Set" and relate usage to acoustic drum set and mini sets.**
 -**Students rotate from iPad, to mini-set, to drum set, re-creating "Bad to the Bone" feel.**
 -**Re-evaluate student's "processing levels" and "crash points" RH, LH, RF, and LF on drum set.**
 -**(optional/If time) Show and explain basic drum set notation.**
 -**Begin with colored sticks and color code notation, then transition into regular sticks and standard notation.**
 -**Introduce "drum fills" and when to use them.**
 -**Practice "drum set fill" drills. All students will play time and take turns on the "fill" every fourth bar.**
 -**Add acoustic drum set and mini-sets (along with i-Pads) to "Bad to the Bone".**

"Tech. Time":

 -**Students share their "discoveries" from yesterday in "I Loops". The class will rate discoveries as "cool" or "really cool!"**
 -**Review "Garage Band" icons, what they mean and where they are located?**
 -**Show students the iBook "Garage Band for iOS Starter Guide" on smart board.**
     If at all possible see if iBook can be downloaded students iPad.
     Assignment #2: Play around with creating your own "soundscape" following the procedures discussed in the "iOS Starter guide".
 -**As students work on project, I will assign parts and work with students (individually or in small groups) on potential "Keyboard Ensemble" songs.**

Week 1 / Day 3
Featured "Garage Band" Instrument: Smart Guitar
Target Song: "Bad to the Bone"

-How to resource i-Pad audio files from "Garage Band's" iTunes.   Source: My Web Site

-How to set up Smart Guitar for "Bad to the Bone".   Source: My Web Site

-Introduction to improvisation using the "Bad to the Bone" street map overlay sheet on iPad screens.

-Teach students the lead guitar part on the smart guitar screen in "Garage Band".

-Model the bass guitar part and then combine both together.

-Teach students how to set up i-Pads and keyboards for performance through the mixing board and PA systems. Students will take turns being "tech engineers".

-Now set up three iPad groups: smart guitar, bass guitar, and i-Pad drum set kit to run through the mixing board as they perform "Bad to the Bone". Note: Students will take turns on the guitar improvisation solo.

-(option/if time) Add acoustic drum set and mini-sets to the "mix".

"Tech. Time":

-**Teach students to create their own "instrumental mix" by importing short audio files from "Garage Band" Apple "Loops".**

-**Students will transition from the "soundscape" to the "instrument mix" creating a project with at least four different instruments or sounds.**

-**As students work on project, I will assign parts and work with students (individually or in small groups) on potential "Keyboard Ensemble" songs.**

Week 1 / Day 4
Featured "Garage Band" Instrument: Keyboards (piano)
Target Song: "Bad to the Bone"

-Finish Day #3 if needed.

-Teach students to set up "Light Grey Dark Grey" keyboards.

-Teach everyone keyboard parts "A" through "D".

-Assign parts to students and combine all of the previously learned instruments into a full ensemble arrangement of "Bad to the Bone".

-Have student volunteers set up the mixing board, and run "sound" and "balance" checks on the ensemble.

-Show the class how to set up "Pro – Tools" and a "midi interface" for recording and a basic overview on how a "recording studio" works.

-Students will take turns improvising the "solo" vamp in the middle of the song.

Other Options: Add acoustic drum set and mini sets. Record class run-throughs, and play back.

"Tech. Time":

-**In "Live Loops" how to use the Instrument, Genre, and Descriptors, options available on the "Loops" selection window.**

-**Students will use "pre-– set" instrument loops to create a new "instrumental mix".**

Week 1 / Day 5

Featured "Garage Band" Instrument: 5 Key "Light Grey, Dark Grey Keyboards"

Target Song: Improvisation Clinic and "Smackdown" Game

-Review improvisation rules learned with smart guitar in "Bad to the Bone".

-Now add the improvisation "secret weapons" of: variety, velocity, and silence.

-Practice the "Rules of Improvisation" using "Bad to the Bone", "We Will Rock You", and additional songs as needed.

-Students will confirm knowledge of the rules by critiquing the teacher and their peers, rating them, and using the "tiebreaker sequence in case of ties.

-"Smackdown" Single Elimination Tournament

Week 2 / Day 1

Featured "Garage Band" Instrument: 4 & 6 Key "Light Gray, Dark Gray" Keyboards / Garage Band Drum Machine

Target Song: "We Will Rock You"

-Teach six key melody, harmony, and bass line. Practice with "motherboard" sets. Have class sight read

-Have class sight read 4 Key version of "Light Gray, Dark Gray" of "We Will Rock You".

-Set up introduction ("boom, boom, clap" / elongated improvisation solo) for WWRY.

-Rotate solos on the four bar improvisation section (the verses).

-Set up a basic drum set part for "We Will Rock You" using one of Garage Bands""Drum Machines" on the "Track" side.

-Show the class how to set up and use "Jam Sessions".

-Set class up into small teams to collaborate and record their own "We Will Rock You" instrument projects.

-Share student projects with class. Run through performance version of "We Will Rock You.

Week 2 / Day 2
Featured "Garage Band" Instrument: Smart Piano and Bass
Target Song: "We Will Rock You"
        -Teach students how to set up a "Smart Piano and Bass" screen in Garage Band. Use the Garage Band visual aids on the "G.B." website.
        -Master the "A" and "B" sections of the song and focus on "transitions".
        -Combine all instruments learned so far and coordinate a full ensemble arrangement of "We Will Rock You".
If Time:
        -Return to your previous groups/teams and add instruments to your yesterdays "jam session" and revise or edit your instrumental mix. Note: Teacher will work with individuals or small groups on upcoming performance music.
        -Open Reading (new KB & IP ensemble arrangements)
        -Rehearse performance music.
"Tech. Time":
        -Instead of "Tech. Time", students will resume rehearsing ensemble performance materials for site reading you arrangements.
        -This time also debuts to record student's improvisation solos to be considered for website posting.

Week 2 / Day 3
Featured "Garage Band" Instrument: Smart Strings
Target Song: "Pachabel Canon" (Harmony – K8)
        -Counting "whole notes" and not loosing your place.
        -Assign students KB parts 1 – 4 and "easy" bass and read down "Pachabel Canon".
        -Teach students how to set up "Smart Strings" window in "G.B." ".   Source: My Web Site
        -Explore different sounds and effects options in "Smart Strings"(pizzicato, etc…)
        -Pass out and work on "P.C." Advanced Bass Part i-Pad "Screen Overlay" sheet.
        -Audition students on "P.C." Advanced Bass Part (w/wo overlay sheet).
        -Teach class how to set up and use the Yamaha PSR 225 keyboard's (the "motherboard") "Smart Chord" option.
        -Put full arrangement together, adding alternating improvisation solos using both i-Pads and keyboards (white key improvisation)
        -(optional) Record and play back run-throughs of "Pachabel Canon".
"Tech. Time":
        -Explain and give examples of "call and response" using 4 X 4's technique.
        -Select an instrument you have learned about on the "Track" side of Garage Band and record an "improvisation solo" to set up opposite the vocal part in your recently created "rap" project.
        -Teach students how to import the newly recorded instrument track into their "Live Loops" "rap" project as "cells". Then show them how to set up the instrument cells to alternate with your pre-existing "vocal cells".
        -Have students listen to their finished project and share with others.
        -Practice going back and forth from "Tracks" to "Live Loops" on your "Instrument Selection" window in Garage Band.
        -Suggest that students continue to develop i-Pad skills by creating their own "independent project(s)". Selected projects will be posted onto the i-Pad / Keyboard Ensemble web site.

Note: Select student "rap" projects to post on web site.

Week 2 / Day 4
Featured "Garage Band" Instrument: Smart Bass
Target Song: "House of the Rising Sun"
       -Play original CD by "Rage" for students.
       -Assign basic keyboard parts and read down with original audio file. Note: watch me for entrance cues.
       -Show class how to set up "Smart Bass" (same as smart guitar and smart piano) in Garage Band.
       -Add "Smart Bass" and "Special Effects" to the introduction mix.
       -Add two obligato parts (more rhythmically challenging) by audition. First teach both parts using "verbal" rhythmic cues. Then break down the two rhythms using traditional counting and a "music time line". See which students can initially decode each rhythm and then successfully speed it up.
       -Establish "HotRS" introduction sequence including the "motherboard" and "smart chord" settings which will also add harmonization, accompaniment, and drum set parts to the arrangement.
       -Audition students on "main melody" parts 1 & 2.
       -Teacher will rehearse students assigned to both "main melody" parts as the others explore possible "voices" for the "HotRS" that they have been assigned.
       -Run through "House of the Rising Sun" entrance sequence and transition to the "main melody".
       -Put together the "vamp for solos" section, establishing entrance re-sequence of the accompaniment parts.
       -Run through arrangement so far, to include: introduction, transition into "main melody", "main Melody", setting up the "vamp section, solos and accompanying part sequence, and the "recapitulation' of the "main melody".
       -Work on the "fade out" transition to the final ending, including the "ending duet" and original Animal's "tone cluster" (11th chord). Run continuity if time permits.
"Tech. Time":
   -As it gets closer and closer to the "showcase", more time will be dedicated to rehearsing selected performance arrangements. We will probably need this time to "map out" all of the instrument entrance sequencing involved with "Hose of the Rising Sun".
   -One possibility(if time permits) is to work on the "vamp section" giving different students turns at "soloing" as supporting accompaniment parts are rehearsed and cleaned up.
   -A "tendency to rush" problem might be observed by the teacher, in which case practicing keeping a steady beat (cued by the "smart chord" function in the "motherboard") may need to be our temporary rehearsal focus.

Week 2 / Day 5
Target Song: "House of the Rising Sun"
       -Finish up anything not yet covered in the previous day's lesson.
       -Finalize all entrance sequences. Write up a "sequence script" in class. Type up at home and pass out in class, to help aide in our performance of "House of the Rising Sun".
       -Approve all student selected "part voicings". Record data on my score for future reference.
       -Assist student volunteers in setting up for performing (mixing board / PA system) and recording (Pro-Tools) and the "midi-interface".

-Run "continuity" focusing on "transitions".

-Work on improvisation section at the center of the arrangement. Students will take turns soloing, giving as many students as possible a chance to work on their improvisation skills.

-Balance "accompanying parts" underneath student soloists. Have a student(s) run he mixing board.

-Optional; Record "run-throughs" (including student solos) for "play back" and peer assessment of progress level.

-Target Areas:

Work on all transitions, especially before and after each "main melody" entrance.

Review the fade out at the end of the song, transitioning to the "ending duet" and closing "tone cluster". Approve or "double check" the duet and tone cluster "voice" settings.

"Tech. / Performance Rehearsal Time:

-Potential "Showcase" Selections: "Bad to the Bone", "We Will Rock You", "Pachabel Canon" (k-8 "Harmony"), and "House of the Rising Sun".

Week 3 / Day 1

-Open with full class "jam sessions", to work on refining student improvisation skills.

Materials: Selected songs from "K-8 Magazine" for i-pad and keyboard improvisation. Note: Go over where the "improvisation settings" are listed and how to set up both instruments for improvisation.

-Use student volunteers to set up and operate equipment for "performance" and "recording" our "jam sessions". Optional: Show students how to take a "jam session" recording, convert it to an MP3 and how to post (import) an audio file onto a web site.

-Finalize and work on "Showcase" music.

-Optional (it time): Set up equipment and sight read down new i-Pad and keyboard arrangements.

"Tech. Time":

-Help students out with 'independent projects".

-Continue working on performance music.

Week 3 / Day 2

-Open with full class "jam sessions", to work on refining student improvisation skills.

-Use student volunteers to set up and operate equipment for "performance" and "recording" our "jam sessions".

-Finalize and work on "Showcase" music.

-Optional (it time): Set up equipment and sight read down new i-Pad and keyboard arrangements.

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-Help students out with 'independent projects".

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-Finalize and work on "Showcase" music.

-Optional (it time): Set up equipment and sight read down new i-Pad and keyboard arrangements.
"Tech. Time":
-Help students out with 'independent projects".
-Continue working on performance music.

Week 3 / Day 4
-To Be Announced.

Week 3 / Day 5
-SMAART Showcase Performances:
-Overall schedule and report/dismissal times TBA.

By the Week: Week #1

Introductions and "Ice Breakers"
-"Smackdown": A game designed to teach students the basic rules and fundamental concepts of improvisation on the i-Pad.
-Sharing additional Apple resources available for practice and exploration.
Basic Theory:
-Names of notes on the lines and spaces of the staff (treble & bass clef).
-Up and down directionals, as they relate to reading notation on the staff, pitch changes, and the basic principles of sound and physics as they relate to sound waves.
-Basic rhythm associations through learning a variety of different counting systems and other supplemental counting techniques.
-Scales: What are they? What are the different types? What do they sound like? What role do they play in learning to improvise using Garage Band.
-How to read "Garage Band Maps" in order to initially decode the pitch and rhythms that occur in our performance and other songs.
-The importance of targeting one component at a time when breaking down and learning a song.
Technology:
-How to preset and iPad to accept full-length audio tracks by turning off the automatic eight bar default.
-How to control and use the "metronome" and "Count In" options in the "editing window".
-How to transfer files from one iPad to another, from student to teacher, and from the iPad to a storage area (such as "i-cloud").
-How to "lay down tracks" (record audio files) in both "Pro – Tools" and "Garage Band".
-How to set up a song for improvisation in Garage Band using the "scale" and "key" functions In the "editing window".
-Explore the Garage Band "drum set" and how it can be used to create different rhythm patterns and music styles. Also, discuss what a "rhythm section" is and how it influences the performance of most contemporary music.
-How to set up the iPad ensemble through a mixing board for rehearsals, performances, and recording sessions.
-How to use the "volume", "mute", and "solo" options in the Garage Band "editing window".
-How to expand and decrease the length of sound waves and measures in the "editing window".
-How to use Garage Band's "My Songs" in order to save and help organize audio files.

Performance Targets:
-Read down and run through variety of music selections in order to decide upon the songs we will perform for the final "showcase".

-Set up "learning teams" and "player and pointer" partners in order to implement peer tutoring and cooperative learning strategies.

-Establish "set up" and "sound check" procedures and protocols when using the mixing board and power amp.

-How to record using "Pro – Tools" through a midi – interface in order to allow members to "self-access" the progress of our ensemble as it relates to our "showcase" preparation.

Week #2

Basic Theory:

-Gradually transition from "Garage Band Maps" into pitch and rhythm music notation on the staff.

-How to identify note names and note locations on a keyboard using the black and white keys.　　-How to use accidentals, enharmonic spellings, and basic key signatures in reading music.

-Introduce the "Grande Staff" and ledger lines both above and below the treble and bass clef staves.

-Continue to develop rhythm decoding and reading skills as needed.

Technology:

-Compare and contrast the basic "editing tools" available in "Pro – Tools" and "Garage Band".

-How to use the new "jam session" feature in Garage Band to transfer audio data and have fun with friends.

-How to get in and out of the "instrument" and "editing" windows in Garage Band, as well as, how and when to use each one.

-Show the students how to set up their own songs for improvisation in "Garage Band".

-Explore the use of instruments other than the keyboard in Garage Band. This includes the unique features of: smart piano, smart guitar, smart base, smart strings, and smart drums.

-Students will begin to "lay down" their own tracks of the music which we have decided to play for the "showcase". We will record our ensemble using Pro-Tools, but each student will be encouraged to create "their own mix" of that same arrangement in Garage Band.

-Show the students how to use the new "jam session" feature in Garage Band. This will include how to set up being the "Director" or "Recording Capt." of a group and how a group of friends can come together to perform and record their own songs over WiFi.

-How to use Airdrop, e-mail, iTunes, and the other "sharing" opportunities in "My Songs".

-How to set up and use "loops" in Garage Bands "editing window".

-Show students how to use the "acoustic recording" option in Garage Band's instrument menu. Then, experiment with its use and other "special effects" options.

Performance Targets:

-Give students an opportunity to operate the mixing board with "Pro – Tools".

-Establish "set up" and performance responsibilities among the ensemble members.

-Demonstrate acoustic recording with microphones using "Pro – Tools" in order to record and playback rehearsals for student self-assessment purposes.

-Establish a daily "jam session" routine (including recording procedures) to refine and improve student's improvisation skills in preparation for the "showcase".

-Attempt to acquire local jazz musician(s) to participate (and record) with our students in one or more of our "jam sessions".

-Begin assembling audio files of class and individual projects that can be compiled and burned onto a CD, and then given to the ensemble members at the end of the summer session.

Week #3

- Cover any additional "theory" or "technology" topics that may be needed for class instruction.

-As time permits, help out ensemble members with their independent projects.

-Possibly turn over the web site "uploading" responsibilities of student audio files to ensemble volunteers.

-Increase emphasis and the time that will be devoted to interfacing the iPad with "Pro-Tools" to apply newly learned sequencing and editing techniques.

-Additional time will also be spent on recording and playing back the ensemble's performance songs to get student feedback on these recordings to help identify areas of weakness to target in our practices.

-Make all final preparations necessary with the music that will be used in the final "showcase".

Performances/Presentations:

The ensemble will present up to three songs to perform at the showcase event and as many different students will be featured on improvisation solos as possible.