Musical Futures
INTERNATIONAL

Soundtrap®

Collaborative Songwriting in Soundtrap

Collaborative Songwriting In Soundtrap
10 Week Course Overview

Descriptor:
Students will learn songwriting and electronic music production, with a particular focus on collaboration, analytical thinking and respectful communication within a creative environment.

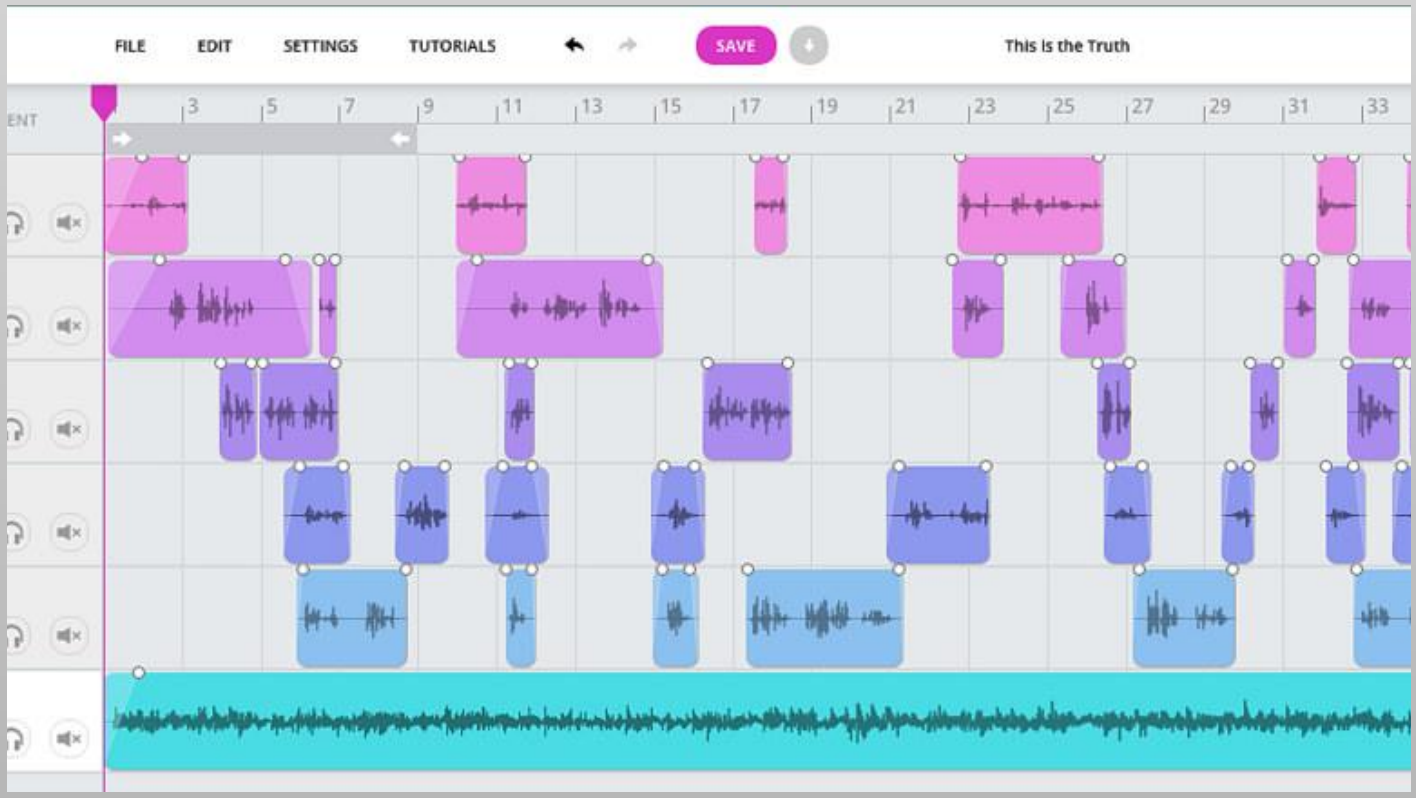
The course has been developed for students with little to no musical literacy, and encourages better understanding of some of the modern genres of western music.

Rationale:
Students will work to identify, replicate and originate features of modern genres of western music, using Soundtrap. Once students are able to utilise the tools within Soundtrap, they will produce 2-4 short pieces of music in groups, demonstrating a knowledge of modern musical genres. Using an analytical approach, students will respectfully communicate within the creative environment and make collaborative decisions.

Resources:
Pre-Lesson Setup Guide

Musical Characteristics of Modern Musical Genres

Let's Make A Hip-Hop Beat!



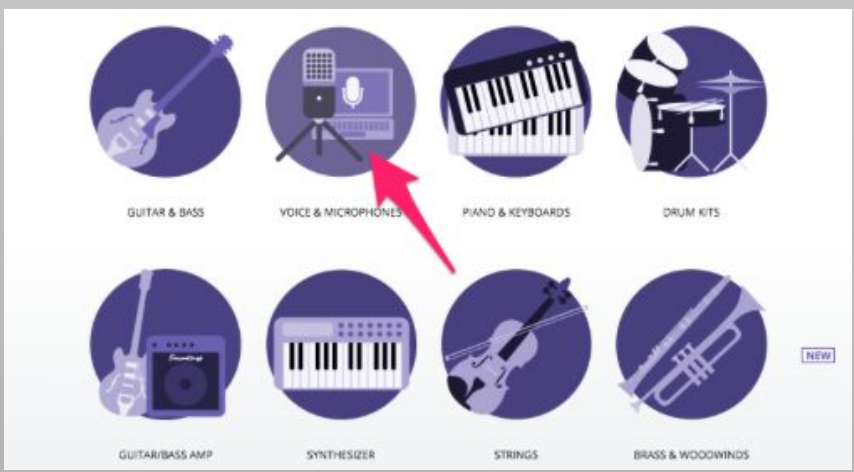
Assessment

Formative Assessment:

Formative assessment will be conducted week to week, and is included in each lesson plan.

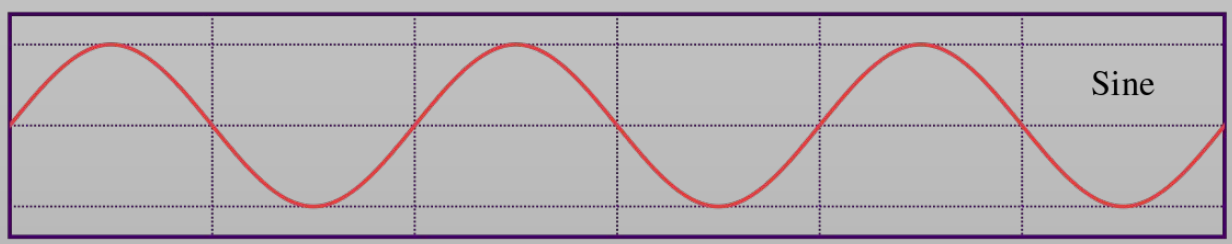
Summative Assessment Rubric:

Awareness Of Style	**Needs Work** Student demonstrates minimal knowledge of the elements of music and how they are used in different styles. Student ineffectively uses examples/details or uses no supporting details/examples.	**Acceptable** Student demonstrates basic knowledge of the elements of music and how they are used in different styles. Student uses	**Very Good** Student demonstrates broad knowledge of the elements of music and how they are used in different styles. Student uses adequate details/examples.	**Excellent** Student demonstrates extensive knowledge of the elements of music and how they are used in different styles. Student uses insightful details/examples.
Participation	**Needs Work** Student does not contribute to group collaboration or give constructive, respectful feedback	**Acceptable** Student participates in group task, but does not give ideas or feedback	**Very Good** Student participates in group work, and gives some constructive feedback, is mostly respectful to fellow members ideas.	**Excellent** Student collaborates with group members to refine creative work for sharing. Student gives constructive feedback and is very respectful towards other group members.
Arrangement	**Needs Work** One instrument plays an important part. Simple, but only somewhat effective.	**Acceptable** Most parts work together well. Some interesting fills for instrument parts. Instruments provide some support for the melody	**Very Good** Instrument choice and placement of interesting riffs and fills are well structured, clear and organised. The parts help to support the melody.	**Excellent** All instruments match the chosen style. All voice and instrument parts have distinct and important roles which help to create a well structured and stylistic song



Week 1	Explore Soundtrap and learn navigation tools ● Logging in, messages and approving collaboration invitations ● Explore Loops ● Editing Loops in session ● Saving/Updating Session for collaboration ● Communicate with other users using the chat window and video chat	Student can log in, navigate Soundtrap loops and use basic editing features Y/N
Week 2	Understanding songwriting and the need for correct structuring ● In small groups, students are to follow a basic song structure provided by teacher (Resource: "Let's Make A Hip-Hop Beat!") to map out a project ● Play the resulting song together and reflect ● Discuss outcomes, emphasising the need for critical thinking, respectful communication and awareness of musical genres	Student shows awareness of need for song structure, can identify more than one section in songs, used unique loops to emphasise different sections of song Y/N
Week 3	Recording, Quantize and MIDI editing ● Demonstrate to students how to record instruments using MIDI keyboards ● Students are to record an 8 bar melody/chord progression over a provided song project ● Show students “piano roll” feature to edit recordings and correct mistakes ● Utilise Quantize feature to correct timing ● Students are to record a second 8 bar progression, to harmonise over first	Student recorded two 8 bar sections Y/N
Week 4	Beginning First Summative Assessment Project ● Split into small groups and allocate roles (Percussion/Melody/Producer) ● Students choose a genre to explore, identify features of that genre ● Students to introduce different loops for each section as a base to work from (verse/chorus to have corresponding loops) ● Students to introduce original recordings to project ● Communicate via chat function to negotiate complementary elements. Emphasis on respectful communication	Student observed song structuring, features of genre and communicated with respect for other group members creativity Y/N
Week 5	Working on project to present to class ● Students are to continue project from last week, adding detail, continuing to observe features of chosen genre ● Focus on communicating through chat feature ● Students to edit/record at least one original track for each section	Student added at least one original element, and displays respectful and constructive feedback Y/N

Week 6	Introduce vocal element • Record vocal for chorus (can be in an unwritten freestyle format) • Add Auto Tune and 1 effect	Student recorded a vocal Y/N
Week 7	Beginning Second Summative Assessment Project • Allocate students to groups of 2/3; Melody/Rhythm, Melody/Melody/Rhythm • Students choose a genre to explore, identifying features of that genre • Students to introduce different loops for each section (verse/chorus to have corresponding loops) • Communicate via chat function to negotiate complementary elements. Emphasis on respectful communication	Student observed song structuring, features of genre and communicated with respect for other group members input Y/N
Week 8	Working on project to present to class • Students are to continue project from last week, adding detail, continuing to observe features of chosen genre • Focus on communicating through chat feature • Focus on finishing song structure • Students to edit/record at least one original track for each section	Student added at least one original element, and displays respectful and constructive feedback Y/N
Week 9	Introduce vocal element • Groups to gather around one computer • Record vocal for chorus (can be in an unwritten freestyle format) • Add Auto Tune and 1 effect	Student recorded a vocal Y/N
Week 10	Performance/Exhibit Work • Students share their work with their peers • Students explain outline the processes followed in the creation of their music	Student explained method/purpose /collaborative outcomes and presented group songs Y/N



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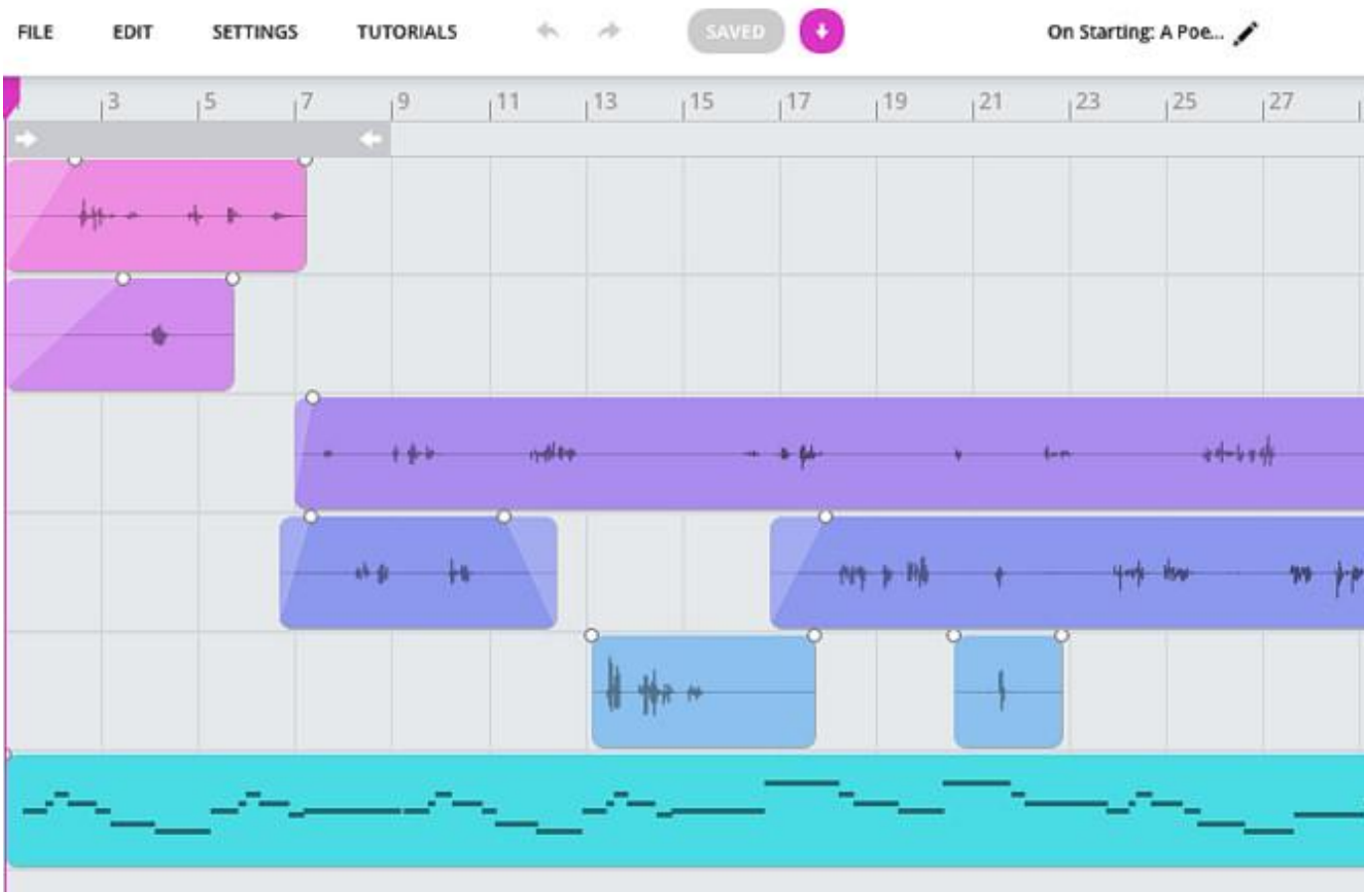
Lesson Plans

Doveton College LIVE

This project, materials and resources were developed by Jason Holmes for the Doveton Live program at Doveton P-9 College in Melbourne



Lesson One Class Plan

1 Hour Session

Outcome:

Sign up to Soundtrap and join class/team groups, explore Soundtrap loops and learn navigation tools, understand basic editing features.

Login Procedures

Provide students with login credentials, including unique Edu group code for students to join school Soundtrap account and groups (*See **Pre Lesson Set Up** Resource*)

1. Share the code or the link with your students
2. Students then go to www.soundtrap.com/edu and click **"Join Now"**
3. Select **"Educational Use"**
4. Type in the code in the **"Join A School"** section
5. Enter email address and password
6. Edit username (clicking on **cog** icon in the top right of the screen), navigate to **"About"**

15 mins

Visualise studio and explore loops

Gather students around one computer and enter the studio, select a demo song (Dubstep or Pop) and listen.

Features to point out and briefly explain	
Track lanes	Loop Library Button
Loop Regions	Collaborators Button
Playback functions	"Add New Track" section

15 mins

Students Explore Soundtrap

Students to return to their computer and explore Soundtrap, and become comfortable with navigating loops and playback, and experimenting with combinations of sounds.

20 mins

Reflection

Select 2-3 students to show their work, discuss.

10 mins

Formative Assessment	
Student can log in, navigate Soundtrap loops and use basic editing features	Y/N

Differentiation Strategies

Students Pushing Ahead

- Add more loops
- Focus on a specific genre
- Editing Loop lengths to create more unique loops

Students finding the task challenging

- One on one assistance is suggested
- Peer support

Lesson Two Class Plan

1 Hour Session

Outcome:

Understanding the need song structure, working with the constraints of a specific genre, successfully edit loop lengths, understand challenges of working in groups, understand successful communication for creative projects.

Pre Class Planning

- Split class into groups of 2-4
- Enter studio and using collaboration window, invite students to group project (they will receive a notification to accept the invitation when they sign in)
- Select a tempo and key in each project if students are not musically literate
- Print - *Week Two Resource "Let's Make A Hip Hop Beat!"* for each student

Class Schedule

Student Sign In

5 mins

Example Of Musical Genre Being Explored Today

Play song as a reference, discuss common elements of Hip Hop music (as listed on “Let’s Make A Hip Hop Beat” resource

https://www.youtube.com/watch?v=J6kPtxHzUfg

5 Mins

Explaining the elements of song structure

Discuss the purpose of song sections - Intro, Verse, Chorus, Bridge, Outro

A fantastic resource:
https://ledgernote.com/columns/music-theory/basic-song-structure-essentials/

5 Mins

Student Task 1

Distribute Week Two Resource "Let's Make A Hip Hop Beat!" Students are to select or be allocated an instrument to focus on (Beats/Drums, Bass, Melody Instruments, Producer - fills, effects and uplifters). Allocate 15 Mins for the task. Include a 5 Min brainbreak to discuss challenges and highlight the common features of Hip Hop music listed on the resource.

20 Mins

Student Task 2

Using the chat feature, groups are to respectfully discuss the input of each other's work, and whether it “fits” in the song. Students are expected to respectfully identify what will make for a better overall outcome and make compromises.

10 Mins

Reflection

Once all students have saved and synced, gather the class and discuss challenges of working on collaborative projects, mentioning some of the following examples:

- Varying tastes
- Opinions are fluid
- Varying levels of understanding about features of a musical genre
- People can be reactive and spontaneous
- People have varying levels of communication and social skills
- Understanding the need for honest but respectful feedback
- Compromising on individual needs for the overall group outcome

Choose 2 pieces of work to play and discuss with whole group. What went well? Does the piece stay true to the style? What could help improve the piece?

10 Mins

Formative Assessment	
Student communicated with respect for other group members input	Y/N
Student shows awareness of need for song structure, can identify more than one section in songs, used unique loops to emphasise different sections of song	Y/N

Differentiation Strategies

Students Pushing Ahead

- Add more loops that will compliment the genre
- Create fills
- Editing Loop lengths or patterns (using roll feature) to create more original loops

Students finding the task challenging

- One on one assistance is suggested
- Peer support

Lesson Three Class Plan

1 Hour Session

Outcome:

Students will learn to utilise the record feature of Soundtrap, and record 2 original loops using a MIDI keyboard (or the computer keyboard). Students will understand that getting a "perfect take" isn't necessary, using the Quantize and Piano Roll features to edit their recordings - which creates a safe creative environment to experiment within.

Pre Class Planning

- Students are to work independently
- Enter Soundtrap and familiarise yourself with recording functions

How To Record Soundtrap Instruments

Additional Tools Required

- MIDI Keyboard (optional)

Hook/Class Milestone

The object of the class is to learn how easy it is to record, and edit original music. It's important to realise the recordings don't need to be perfect, as we will be using the Quantize and Piano Roll editing features to fix up any mistakes.

Mini-lesson/Demo

- Follow the "Musical Backbone" steps below and record a four or eight bar loop in front of the students. It doesn't need to be complicated, only a few notes are needed.

5 mins

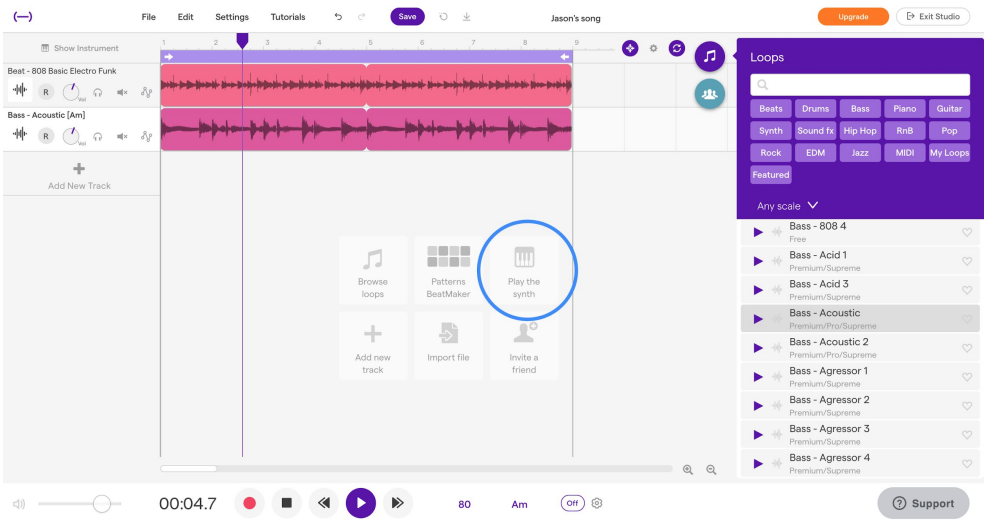
Student Sign In

5 Mins

Musical Backbone

- Students are to enter the studio and create a blank project.
- Adjust tempo to 80 BPM (at the bottom next to playback buttons)
- Search Loops for "808 Electro Funk Beat" and add
- Search Loops for "Bass - Acoustic" and add
- Press "Play The Synth" button in the centre of the screen and a keyboard will appear.

10 Mins



Student Task

- Students to experiment with melody and record an 8 bar section

10 Mins

Quantize and Piano Roll Editing

- Gather students around a demo project
- Hover mouse above newly recorded section and click *Edit, Quantize, 1/16*

The Quantize feature locks notes to the grid, rectifying any timing issues

- Again, hover mouse above newly recorded section and click on *Piano Roll*
- By clicking and dragging the start or end of the bars on the grid that appears, you can edit the length of each note
- By clicking and dragging from the centre of the bars on the grid, you can edit the position of the note - dragging left and right will alter the timing of when the note plays, dragging up and down changes the pitch of the note
- By clicking and dragging over all of the notes, all notes will be selected and can be edited at the same time

10 Mins

Student Task

- Students to edit first recording so the timing is smooth, and any recording mistakes are easily fixed
- Students to record a second 8 bar section, using Quantize and Piano Roll to ensure a perfect harmony to the first recording
- Save project and exit the studio

15 Mins

Reflection

You could use this time to showcase a couple of students work, or further reflect on the benefits of these editing tools. Many students find it so difficult to get the first recording done, because they expect it needs to be perfect the first try. This is an important mindset we need to overcome as songwriters. Music is all about experimenting and allowing yourself the freedom to fail and try again.

5 Mins

Formative Assessment	
Student recorded two 8 bar sections, timing and harmony was achieved using the Quantize and Piano Roll Features	Y/N

Differentiation Strategies

Students pushing ahead

- Record more layers of instrumentation
- Experiment with different instruments

Students finding the task challenging

- Teacher to work one on one with the student to identify 2 or 3 harmonious notes, and record a section together - using a “I’ll play a note, then you play a note” strategy
- Peer support - students could use the “I’ll play a note, then you play a note” strategy in pairs

Lesson Four Class Plan

1 Hour Session

Outcome:

Students will begin their first summative assessment project. In small groups, students will choose a genre, observe an example, identify structure and characteristics, and collaboratively replicate. Students can be guided with the "Characteristics of Modern Musical Genres" resource

Pre Class Planning

- Split class into groups of 2-4
- Allocate melodic/percussive roles in the groups
- Have examples of different genres prepared, so students can identify characteristics to use
- Depending on the class, teachers might find limiting options useful, as to how many genres students have to choose from

Beginning An Original Project

Hook/Class Milestone

The object of the class is to choose and explore a genre to use in their summative assessment, then begin the project. Working in small groups, students will use loops to structure a song, and record elements to replace pre-recorded Soundtrap loops.

Mini-lesson/Demo

- Students are to independently conduct mini-lessons once groups have been split up, melodic/rhythmic responsibilities have been allocated, and genre decided upon.
- Students are to individually listen to an example of their genre, and identify characteristics associated with their melodic/rhythmic responsibilities, noting at least 3 (instruments used, loudness/softness, busy/calm, heavily effected/clean, layered/solo)

Student Sign In

5 Mins

Split groups and allocate roles (Percussion/Melody/Producer)

- Students are to discuss and agree on a genre to work within

5-10 mins

Mini-lesson/Demo

See above

15 mins

Start Project and Create a Musical Backbone

- One student in each group is to create a blank project and invite other group members and teacher
- Students to introduce different loops for each section (verse/chorus to have corresponding loops)
- Save & Sync
- Communicate via chat function to negotiate and agree on complementary elements. Emphasis on respectful communication

20 mins

Reflection

Choose two examples of work for class to listen to and discuss

Are characteristics of chosen genres being observed?
Are all members contributing to the success of the project?
What are some ideas for introducing original recordings to replace loops in the coming weeks?

10 mins

Formative Assessment	
Student communicated with respect for other group members input	Y/N
Student observed song structuring, features of genre and communicated with respect for other group members creativity	Y/N

Differentiation Strategies

Students pushing ahead

- Students to begin introducing original recordings to project to replicate/emulate Soundtrap loops, add harmony and preferably entirely replace Soundtrap loops

Students finding the task challenging

- Work at identifying at least 3 characteristics of chosen genre
- Work at replicating song structure for chosen genre

Lesson Five Class Plan

1 Hour Session

Outcome:

Students are to continue work on their summative assessment, with a focus on replacing pre-recorded Soundtrap loops used in project.

Mini-lesson/Demo

- Students are to conduct mini-lesson to refresh their perspective on chosen project genre
- Students are to individually listen to an example of their genre, and identify characteristics associated with their melodic/rhythmic responsibilities, noting at least 3 (instruments used, loudness/softness, busy/calm, heavily effected/clean, layered/solo)

10 mins

Student Sign In

5 Mins

Group Discussion

- Listen to group project individually and use chat feature to discuss and allocate tasks for the day's session, with a focus on replicating, emulating and replacing pre-recorded loops

5mins

Student Task

- Enter project and use notes from Mini Lesson to replicate, emulate and replace pre-recorded loops
- Communicate via chat function to negotiate outcomes. Emphasis on respectful communication

20 mins

Brain Break

- Optional

5 mins

Student Task

- Enter project and use notes from Mini Lesson to replicate, emulate and replace pre-recorded loops
- Communicate via chat function to negotiate outcomes. Emphasis on respectful communication

10 mins

Reflection

Class discussion on group progress

Are characteristics of chosen genres being observed?
Are all members contributing to the success of the project?
What are some ideas for introducing original recordings to replace loops in the coming weeks?

10 mins

Formative Assessment	
Student communicated with respect for other group members input	Y/N
Student added at least one original element, and displays respectful and constructive feedback	Y/N

Differentiation Strategies

Students Pushing Ahead:

- Record additional harmonies
- Explore FX, use at least 3 to smooth overall result
- Add fills and transitions
- Add an instrumental solo
- Mix track levels

Students finding the task challenging

- Work at recording an original loop for each song section, focusing on harmonising with pre-recorded loops, and entirely replacing at least one pre-recorded loop
- Edit pre-recorded loops to create original elements
- Explore FX to smooth overall result
- Mix track levels

Lesson Six Class Plan

1 Hour Session

Outcome:

Students are to add a vocal take, and complete the project they have been working on to present it to class.

Pre Class Planning

- Enter Soundtrap and familiarise yourself with functions of recording with a microphone - namely, “Add New Track/Voice & Microphone” and doing the microphone setup “Settings/Sound Setup”
- Be prepared for students with low musical literacy to find this task challenging. There are a few methods to help get a recording from shy students - Call and response, students recording as a group and even just recording students counting along with the beat. The important message to convey is that using tools in Soundtrap, vocal takes don’t have to be “perfect”. As with recording MIDI instruments and editing with Quantise and Piano Roll, the important thing is to have something to work with.

How To Record Soundtrap Instruments

Additional Tools Required

- USB Microphone (optional)

Mini-lesson/Demo

- Students are to individually listen to an example of their genre, and identify characteristics associated with their melodic/rhythmic responsibilities, noting at least 3 (instruments used, loudness/softness, busy/calm, heavily effected/clean, layered/solo)

10 mins

Student Sign In

5 Mins

Introduce vocal element

- Student groups to gather around one computer
- Record at least 4/8 bar vocal individually. Or, if students are shy to sing on their own, a call and response approach is useful - using the metronome feature so the song isn't recorded as well as the vocals

10 mins

- Add Auto Tune and 1 effect
- Edit recording and align to grid

15 mins

Completion of project to present to class

- Students are to complete project from previous weeks, without adding any more original elements, using the editing tools - piano roll, pitch (harmonies), record, effects, cutting loops
- Focus on communicating through chat feature to identify elements that require attention
- Have every student contribute at least one original element in the post production realm (adding effects, mixing track volumes, editing tracks to enhance feel/impact)

20 mins

- Present and discuss with full class

10 mins

Formative Assessment	
Student communicated with respect for other group members input	Y/N
Student recorded a vocal	Y/N

Differentiation Strategies

Students Pushing Ahead

- Record additional harmonies
- Include additional effects
- Edit vocal takes into more complex structures

Students finding the task challenging

- Focus on singular tracks in the project, determine whether volume is correct in relation to the rest of the song and adjust
- Explore and identify areas of the track that might need more attention
- Additional 1 on 1 assistance may be required in editing and placing vocal recording

Lesson Seven Class Plan

1 Hour Session

Outcome:

Students will begin their Second summative assessment project. In small groups, students will choose a genre, observe an example, identify structure and characteristics, and collaboratively replicate. Students can be guided with the "Characteristics of Modern Musical Genres" resource

Pre Class Planning

- Split class into groups of 2-4
- Allocate melodic/percussive roles in the groups
- Have additional examples of different genres prepared, so students can identify characteristics to use
- Depending on the class, teachers might find limiting options useful, as to how many genres students have to choose from

Beginning An Original Project

Hook/Class Milestone

The object of the class is to choose and explore a genre to use in their second summative assessment, then begin the project. Working in small groups, students will use loops to structure a song, and record elements to replace pre-recorded Soundtrap loops.

Mini-lesson/Demo

- Students are to independently conduct mini-lessons once groups have been split up, melodic/rhythmic responsibilities have been allocated, and genre decided upon.
- Students are to individually listen to an example of their genre, and identify characteristics associated with their melodic/rhythmic responsibilities, noting at least 3 (instruments used, loudness/softness, busy/calm, heavily effected/clean, layered/solo)

Student Sign In

5 Mins

Split groups and allocate roles (Percussion/Melody/Producer)

- Students are to discuss and agree on a genre to work within

5-10 mins

Mini-lesson/Demo

See above

15 mins

Start Project and Create a Musical Backbone

- One student in each group is to create a blank project and invite other group members and teacher
- Students to introduce different loops for each section (verse/chorus to have corresponding loops)
- Save & Sync
- Communicate via chat function to negotiate and agree on complementary elements. Emphasis on respectful communication

20 mins

Reflection

Choose two examples of work for class to listen to and discuss

Are characteristics of chosen genres being observed?
Are all members contributing to the success of the project?
What are some ideas for introducing original recordings to replace loops in the coming weeks?

10 mins

Formative Assessment	
Student communicated with respect for other group members input	Y/N
Student observed song structuring, features of genre and communicated with respect for other group members creativity	Y/N

Differentiation Strategies

Students pushing ahead

- Students to begin introducing original recordings to project to replicate/emulate Soundtrap loops, add harmony and preferably entirely replace Soundtrap loops

Students finding the task challenging

- Work at identifying at least 3 characteristics of chosen genre
- Work at replicating song structure for chosen genre

Lesson Eight Class Plan

1 Hour Session

Outcome:

Students are to continue work on their second summative assessment, with a focus on replacing pre-recorded Soundtrap loops used in project.

Mini-lesson/Demo

- Students are to conduct mini-lesson to refresh their perspective on chosen project genre
- Students are to individually listen to an example of their genre, and identify characteristics associated with their melodic/rhythmic responsibilities, noting at least 3 (instruments used, loudness/softness, busy/calm, heavily effected/clean, layered/solo)

10 mins

Student Sign In

5 Mins

Group Discussion

- Listen to group project individually and use chat feature to discuss and allocate tasks for the day's session, with a focus on replicating, emulating and replacing pre-recorded loops

5mins

Student Task

- Enter project and use notes from Mini Lesson to replicate, emulate and replace pre-recorded loops
- Communicate via chat function to negotiate outcomes. Emphasis on respectful communication

20 mins

Brain Break

- Optional

5 mins

Student Task

- Enter project and use notes from Mini Lesson to replicate, emulate and replace pre-recorded loops
- Communicate via chat function to negotiate outcomes. Emphasis on respectful communication

10 mins

Reflection

Class discussion on group progress

Are characteristics of chosen genres being observed?
Are all members contributing to the success of the project?
What are some ideas for introducing original recordings to replace loops in the coming weeks?

10 mins

Formative Assessment	
Student communicated with respect for other group members input	Y/N
Student added at least one original element, and displays respectful and constructive feedback	Y/N

Differentiation Strategies

Students Pushing Ahead:

- Record additional harmonies
- Explore FX, use at least 3 to smooth overall result
- Add fills and transitions
- Add an instrumental solo
- Mix track levels

Students finding the task challenging

- Work at recording an original loop for each song section, focusing on harmonising with pre-recorded loops, and entirely replacing at least one pre-recorded loop
- Edit pre-recorded loops to create original elements
- Explore FX to smooth overall result
- Mix track levels

Lesson Nine Class Plan

1 Hour Session

Outcome:

Students are to add a vocal take and complete the project they have been working on to present it to class.

Pre Class Planning

- Enter Soundtrap and, if necessary, re-familiarise yourself with functions of recording with a microphone - namely, “Add New Track/Voice & Microphone” and doing the microphone setup “Settings/Sound Setup”
- Be prepared for students with low musical literacy to find this task challenging. There are a few methods to help get a recording from shy students - Call and response, students recording as a group and even just recording students counting along with the beat. The important message to convey is that using tools in Soundtrap, vocal takes don’t have to be “perfect”. As with recording MIDI instruments and editing with Quantise and Piano Roll, the important thing is to have something to work with.

How To Record Soundtrap Instruments

Additional Tools Required

- USB Microphone (optional)

Mini-lesson/Demo

- Students are to individually listen to an example of their genre, and identify characteristics associated with their melodic/rhythmic responsibilities, noting at least 3 (instruments used, loudness/softness, busy/calm, heavily effected/clean, layered/solo)

10 mins

Student Sign In

5 Mins

Introduce vocal element

- Student groups to gather around one computer
- Record at least 4/8 bar vocal individually. Or, if students are shy to sing on their own, a call and response approach is useful - using the metronome feature so the song isn't recorded as well as the vocals

10 mins

- Add Auto Tune and 1 effect
- Edit recording and align to grid

15 mins

Completion of project to present to class

- Students are to complete project from previous weeks, without adding any more original elements, using the editing tools - piano roll, pitch (harmonies), record, effects, cutting loops
- Focus on communicating through chat feature to identify elements that require attention
- Have every student contribute at least one original element in the post production realm (adding effects, mixing track volumes, editing tracks to enhance feel/impact)

20 mins

- Present and discuss with full class

10 mins

Formative Assessment	
Student communicated with respect for other group members input	Y/N
Student recorded a vocal	Y/N

<u>Differentiation Strategies</u>

Students Pushing Ahead

- Record additional harmonies
- Include additional effects
- Edit vocal takes into more complex structures

Students finding the task challenging

- Focus on singular tracks in the project, determine whether volume is correct in relation to the rest of the song and adjust
- Explore and identify areas of the track that might need more attention
- Additional 1 on 1 assistance may be required in editing and placing vocal recording

Lesson Ten Class Plan

1 Hour Session

Outcome:

Students are to present their work to class, highlighting features they worked on to create an authentic representation of the selected genres, and discuss working as a team.

Pre Class Planning

- Work out a time strategy so that each group presents a piece of their work, and every individual member has an opportunity to discuss an aspect of their project.
- Decide whether it's easier for you to play the music back from your computer, or have the students connect their devices

Additional Tools Required

- Speakers
- Correct cabling to connect to speakers

Questions that could be discussed:

- *What role did each individual play in creating this work?*
- *Are there moments you feel particularly proud of, or feel that you really captured the sound of your chosen genre? What tools did you use to achieve this?*
- *Are there moments you can identify that could be improved? How would you go about doing so?*
- *What were some challenges you faced, working on this as a group? How did you overcome them?*

Formative Assessment	
Student communicated with respect for other group members input	Y/N
Student contributed to discussion on project. Was able to give detailed answers regarding method, purpose and collaborative outcomes	Y/N