



DAWs in the Music Room



Hello!

We are the
#BlairFinchProject

K-5 General Music in Northbrook, IL
Co-author of Pass the Baton
Full STEAM Ahead
Everyone Loves a Story

PreK-5 General Music in Northbrook, IL
Creator of Beat Blocks
Full STEAM AHead
Everyone Loves a Story

Blog: www.ponderingsfromafinch.com,
www.passthebatonbook.com

Website: www.buildingmusicalminds.com

DAWs: Digital Audio Workstation

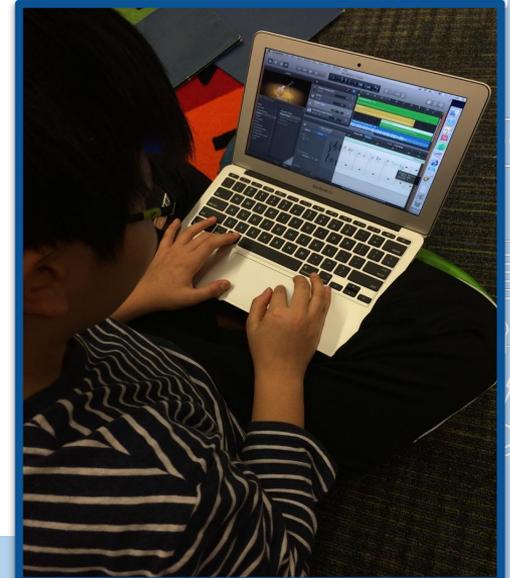
Extend musical concepts with real-life projects and compositions that are easy to share.

(—) Soundtrap®



Why use a DAW?

- Preparing students for future jobs in music
- Extend lessons on musical elements
- Provides immediate feedback when composing
- Easy to publish/share



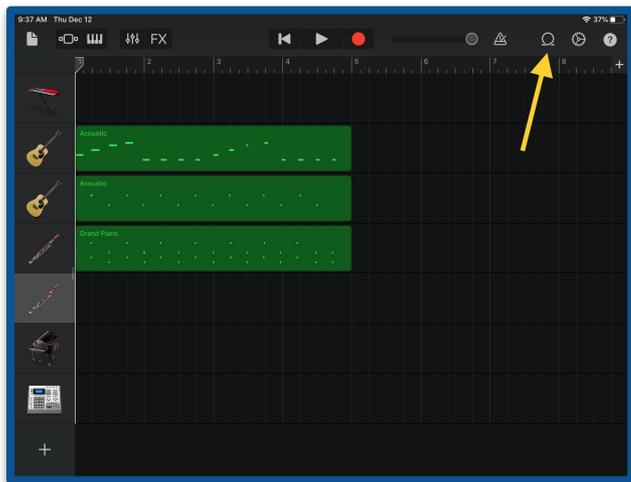
Some things to consider with DAWs

- It should never replace live instruments
- Use DAWs to extend learning experiences
- Reflect on its purpose: are students consuming or creating?
- Check privacy settings for any apps that include collaboration or publishing



DAW Ideas

Practice song form by composing with loops
Play chord progressions on Smart Guitars
Sequence a beat
Compose a melodic ostinato

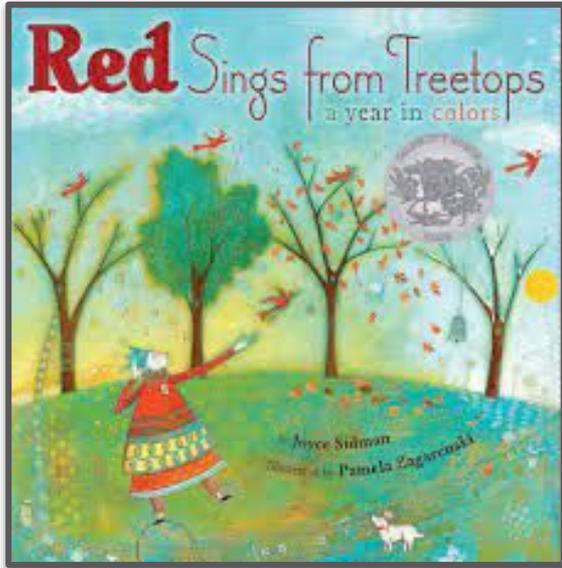


Record soundscapes
Compose a jingle
Build a synthesizer
Record a blues composition



M E L O D I C

O S T I N A T O

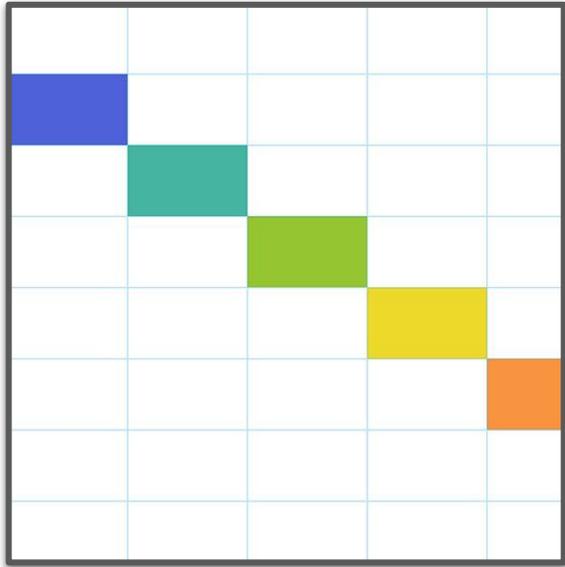


Read the fall section and think about different sounds you hear this time of year.

Can you come up with 2-4 sounds?

M E L O D I C

O S T I N A T O



Think about different sounds you hear this time of year.

Can you come up with 2-4 sounds?

Let's turn your sounds into a rhythm.

M E L O D I C O S T I N A T O

The screenshot shows a digital interface titled "MELODY MAKER". At the top left is a back arrow, and at the top right is a help icon. The main area is a grid with 8 columns and 10 rows. The bottom row of the grid contains five red rectangular blocks of varying lengths, representing a melody. Below the grid is a control bar with a play button, a stop button, a person icon, a volume slider, and a tempo indicator showing a running figure and the number "120".

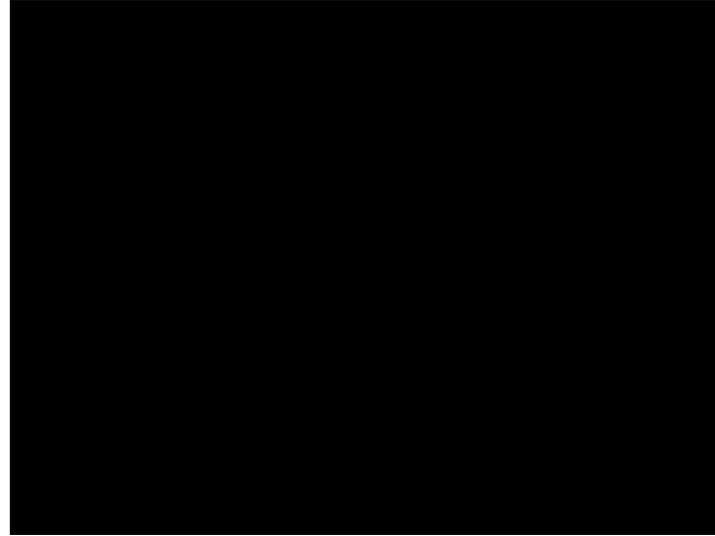
Splash Splash chirping bird

M E L O D I C O S T I N A T O

The screenshot shows a digital piano roll interface titled "MELODY MAKER". The interface features a grid with 8 columns and 10 rows. A red bar is positioned on the bottom line of the first column. A green bar is positioned on the second line of the second and third columns. A yellow bar is positioned on the third line of the fifth and sixth columns. An orange bar is positioned on the fourth line of the sixth and seventh columns. A green bar is positioned on the second line of the eighth and ninth columns. At the bottom of the interface, there is a control bar containing a play button, a stop button, a person icon, a volume slider, and a tempo indicator showing a running figure and the number "120".

Splash Splash chirping bird

M E L O D I C O S T I N A T O



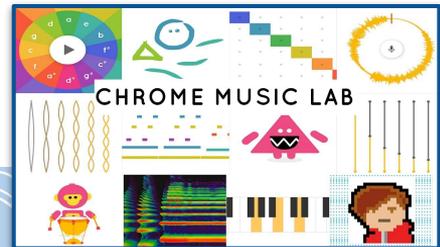
Splash Splash chirping bird

Composing Melodies with DAWs

Make a Melodic Ostinato in Songmaker

1. Open [Chrome Music Lab](#). Click on Melody Maker.
2. The squares represent pitch, high and low (columns) Rhythm is represented by eighth note rhythms (left-right).
3. Create a short word chain.
4. Transfer it to the columns using the lowest note (red, DO)
5. Once rhythm is established, slide pitches up or down to create a melody.
6. Press play

TRY IT



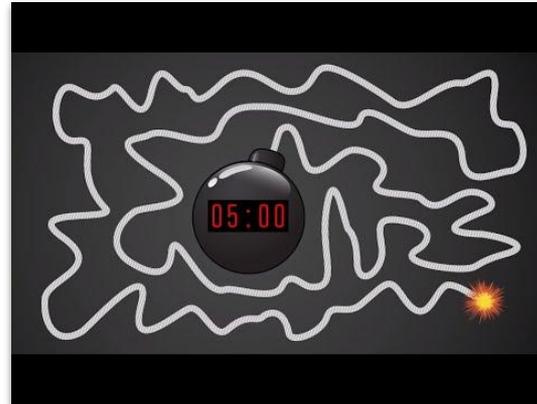
M E L O D I C



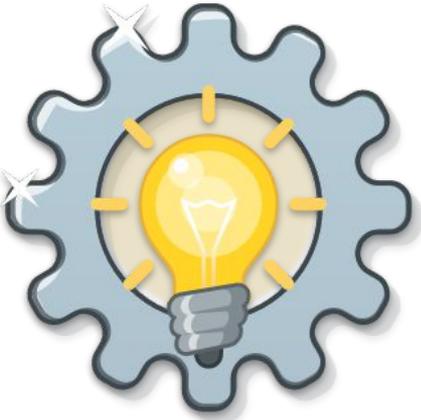
Melody Maker

O S T I N A T O

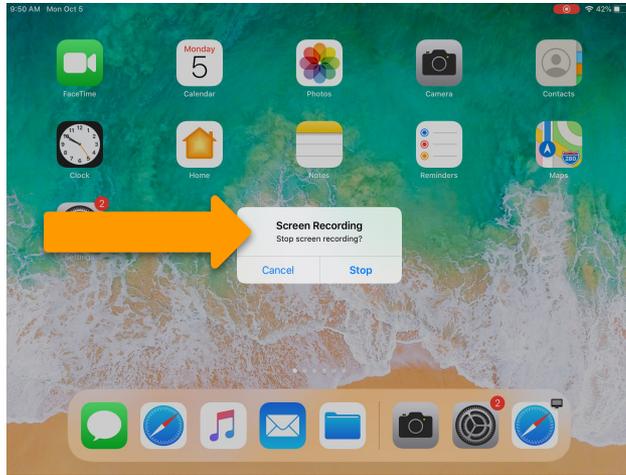
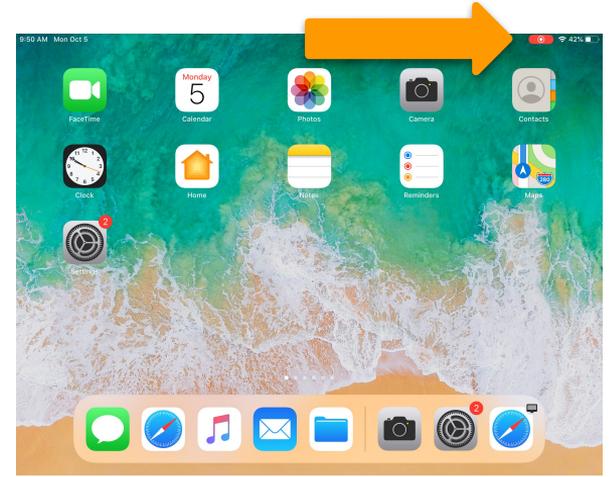
- Add your own words and change the pitch once the rhythm is in place.
- Share a screen recording on Seesaw.



Big Ideas

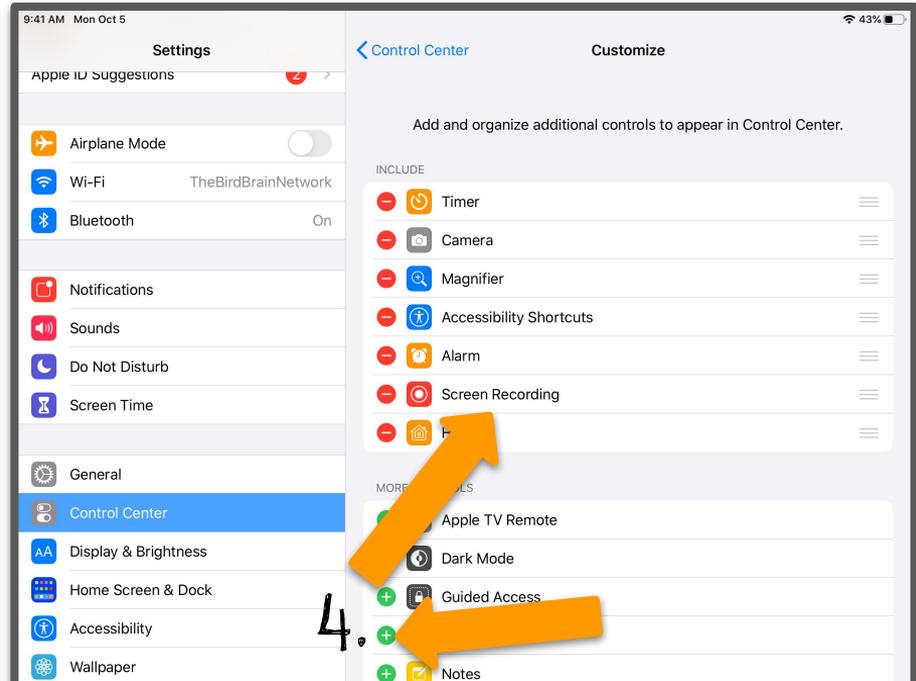
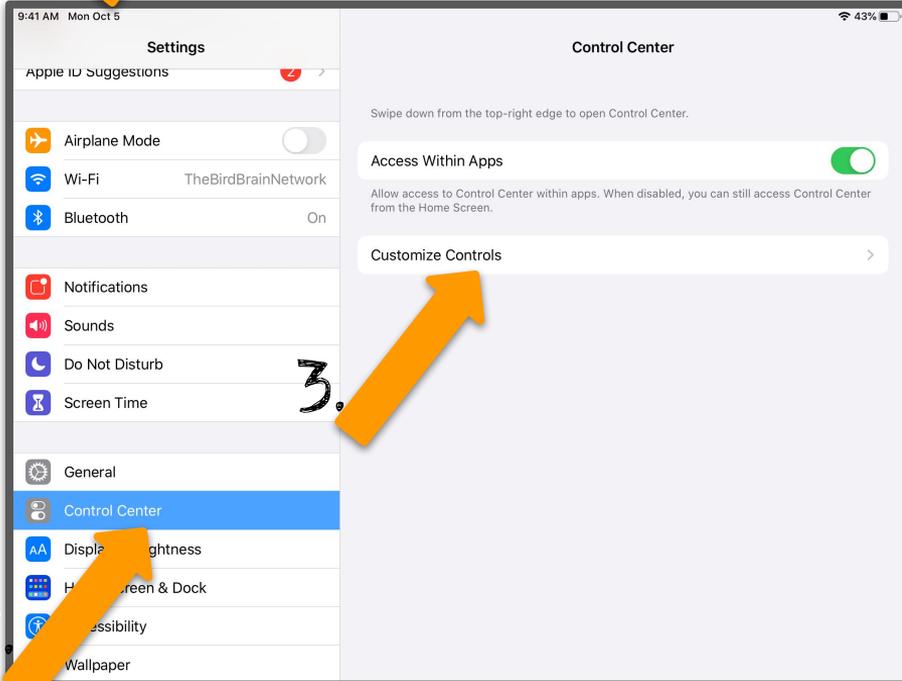


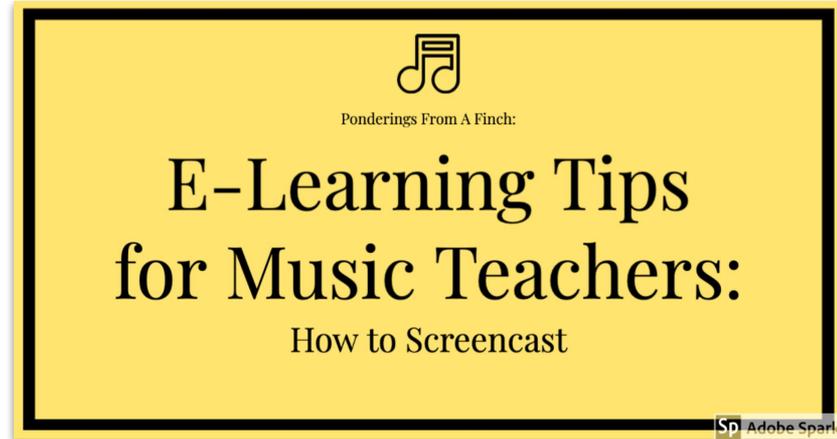
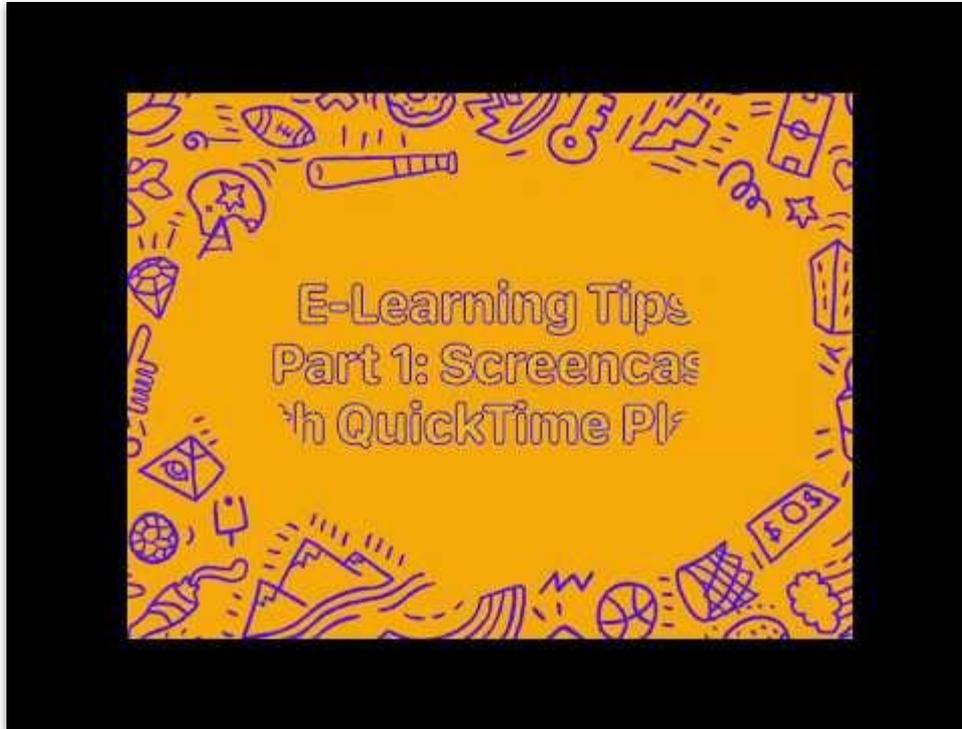
- Students transfer syllables to rhythms
- Students' experiences directly contribute to their work
- Visualization of rhythm and pitch





1.



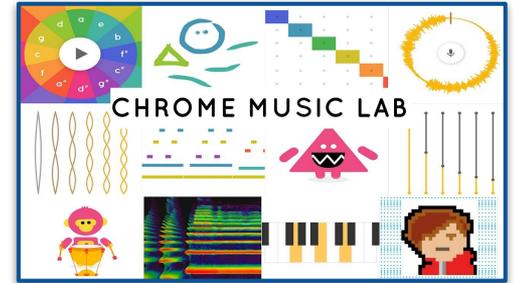


- Save the screencast
- Upload the video to Google Classroom or Seesaw
- Use screen recording on an iPad

Composing Melodies with DAWs

Chrome Music Lab

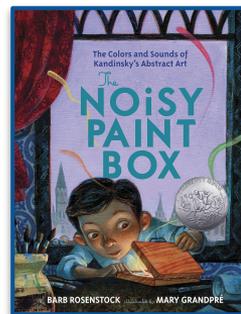
1. Rhythm: play with meter and sequence short ostinati
2. Voice Spinner: record your voice and manipulate the audio
3. Song Maker: compose longer songs in different scales, add rhythm, share.



Chrome Music Lab

1. Read *The Noisy Paintbox*.
2. Show some examples of Kandinsky's art. Talk about Abstract art with the help of the art teacher in your building.
3. Experiment with Kandinsky app in Chrome Music Lab.

<https://musiclab.chromeexperiments.com/>



Garageband Scavenger Hunt

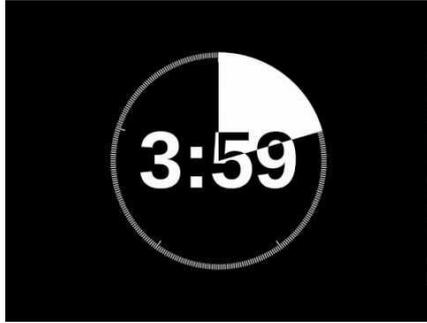


- Play Mary Had a Little Lamb on a Heavy Metal Organ keyboard?
- Bend the strings on a Chinese Pipa instrument
- Record your voice singing the National Anthem as a robot
- Create a song using using Dubstep Live Loops
- Play an epic drum solo on a Vintage Kit
- Save a song and name it after the members of your group
- Change the song's tempo to 5 beats lower than it currently is set?
- Autoplay a Hard Rock Guitar C-F-G7-C
- Find something no one found yet?

3:59



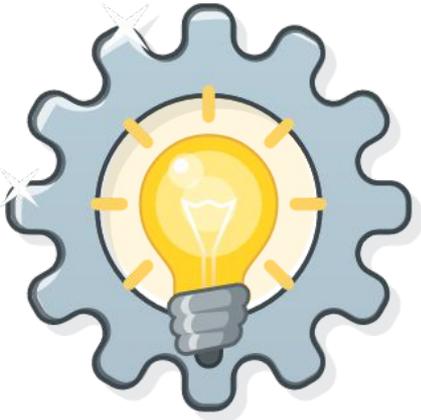
Garageband Scavenger Hunt



Share time!

Which ones could you do?
What did you find along the way?

Big Ideas



- Letting students discover the answers for themselves keeps them in the driver's seat. And they will retain the information better!
- Learning doesn't happen in silos. Crossing subject areas with another teacher helps students see natural connections.

Using Smart Instruments



- Play along with a popular song
- Learning to read chord charts
- Helpful for students unable to play a traditional chord instrument
- Student can write their own chord progressions to record

Mary had a little lamb

Ma - ry had a lit - tle lamb lit - tle lamb lit - tle lamb, Ma - ry had a

lit - tle lamb whose fleece was white as snow and e - very where that Ma - ry went

Ma - ry went Ma - ry went e - very-where that Ma - ry went the lamb was sure to go

The musical score is written on three staves in 4/4 time. The notes C and G are circled in red. The lyrics are: "Ma - ry had a lit - tle lamb lit - tle lamb lit - tle lamb, Ma - ry had a lit - tle lamb whose fleece was white as snow and e - very where that Ma - ry went Ma - ry went Ma - ry went e - very-where that Ma - ry went the lamb was sure to go".

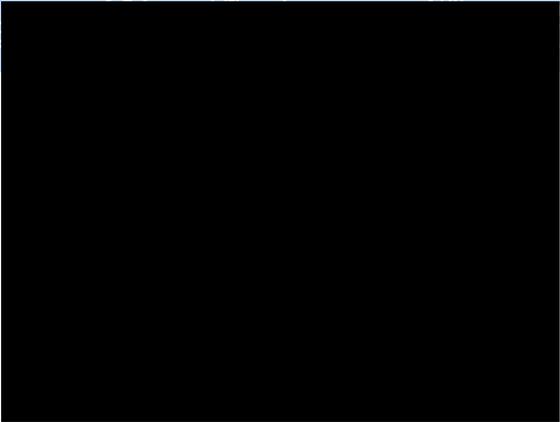
Write Your Own Chord Progression

1. Fill in the yellow boxes with a chord of your choice: **F, G, C, Am**. Use at least 2 different chords.
2. Each measure (box) has 4 slashes which means 4 beats.
3. Practice playing your composition and make changes until you like the way it sounds.

**It's fine to leave a box empty, that just means that you continue to play the last chord for another measure.*

C			
////	////	////	////

			C
////	////	////	////



C	C	Am	Am
////	////	////	////

G	G	C	C
////	////	////	////

Big Ideas



- Application of skills: Transfer from students reading chord chart to creating their own
- Students personalize the timbre of their instrument
- Developing Improvisation vocabulary when exploring with smart instruments (chords, arpeggiated, change rhythmic pattern, etc.)

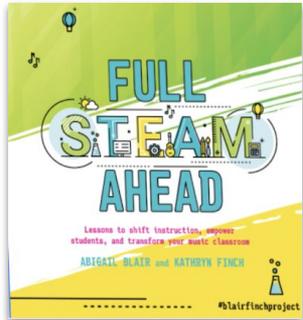
Using Loops to Teach Form



- ❑ Abby add lesson here AB Dance Party
 - ❑ Use laptop edition, but mention how it works on ipad
 - ❑ Do all-class, in small groups (assign roles first), or 1:1 with older students



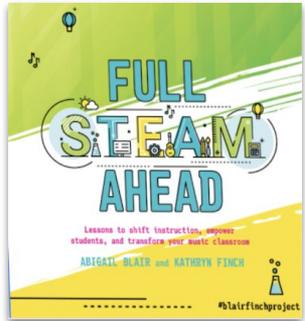
Listen to a song composed by first graders!



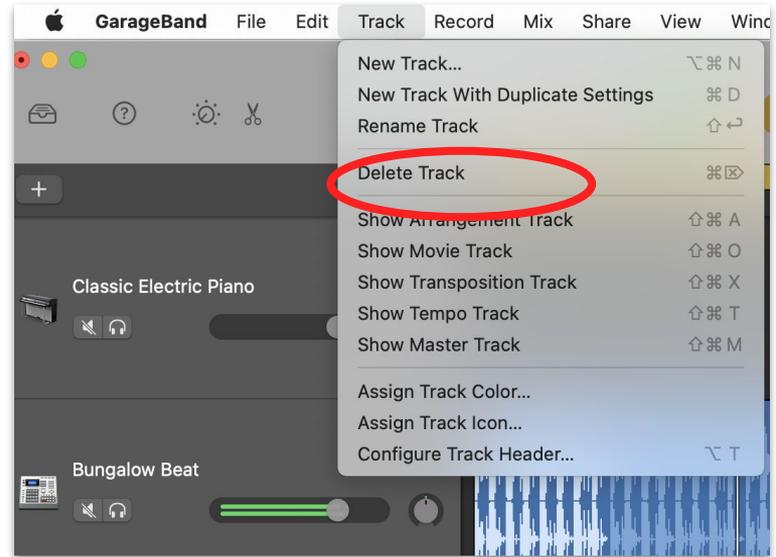
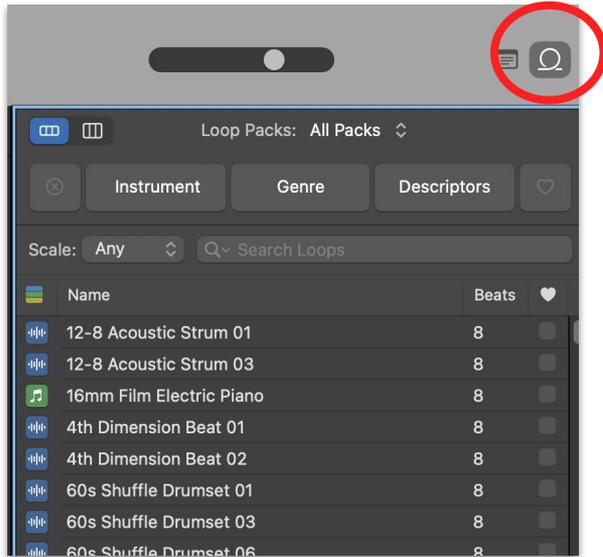
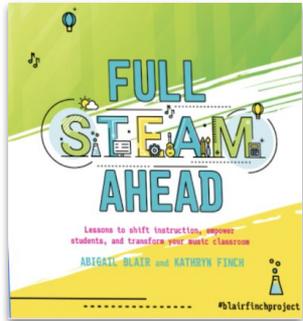
Using Loops to Teach Form



- ❑ Open a new project and click on loops.
- ❑ For the A section, select one bass, one beat, and one melody loop. Audition them to see which sound best together.
- ❑ Drag and drop each loop into a track. You will see three layers of tracks. Pull them to make each 8 measures long.
- ❑ Set your place marker at measure 9. Repeat the process for a new B section, but choose contrasting loops.
- ❑ Encourage students to come up with contrasting dance moves for each section.

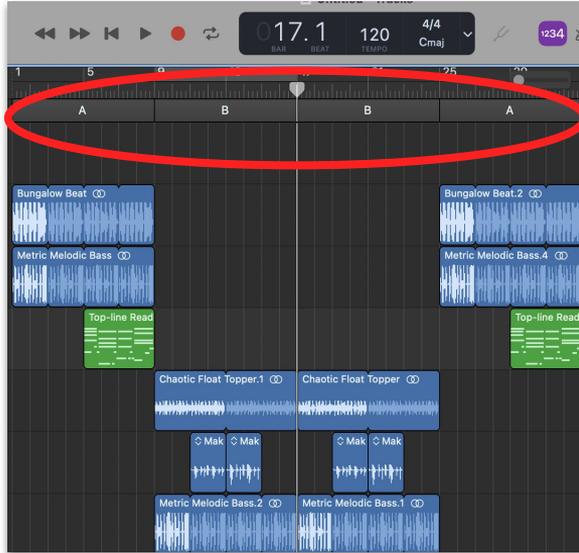
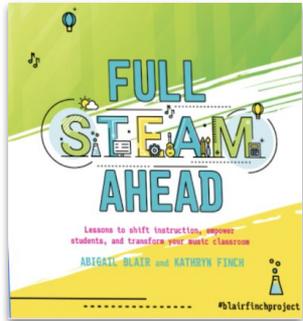


Using Loops to Teach Form



[Click here to learn how to export from desktop Garageband](#)

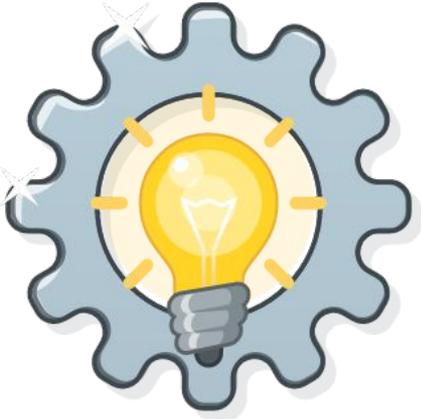
Using Loops to Teach Form



- ❑ Open the Arrangement Track. Choose an AB form (aaba, abab, abba, aaab) and copy/paste sections to make a complete song. **OPTION+drag**
- ❑ Export and publish the finished song.

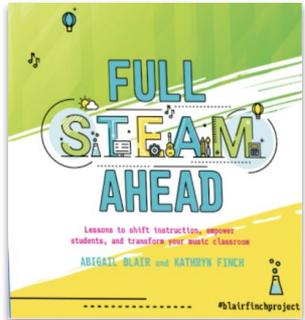
[Click here to learn how to export from desktop Garageband](#)

Big Ideas



- Students focus on form without other distractions or required skills
- Instant gratification
- With loops and guidelines, they are set up for success with guided theory skills.
- Able to publish or use in other projects (commercial, backing track for a slideshow, read a poem over it, etc)

Composing in a Blues Scale



St. Louis Boy



Maple Leaf Rag



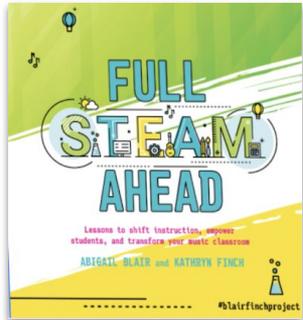
Jazz Entertainer



Joplin, Scott

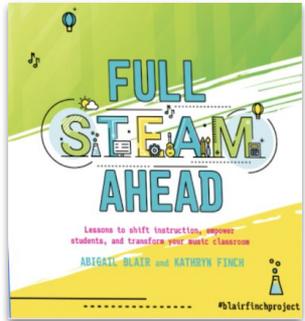


Composing in a Blues Scale



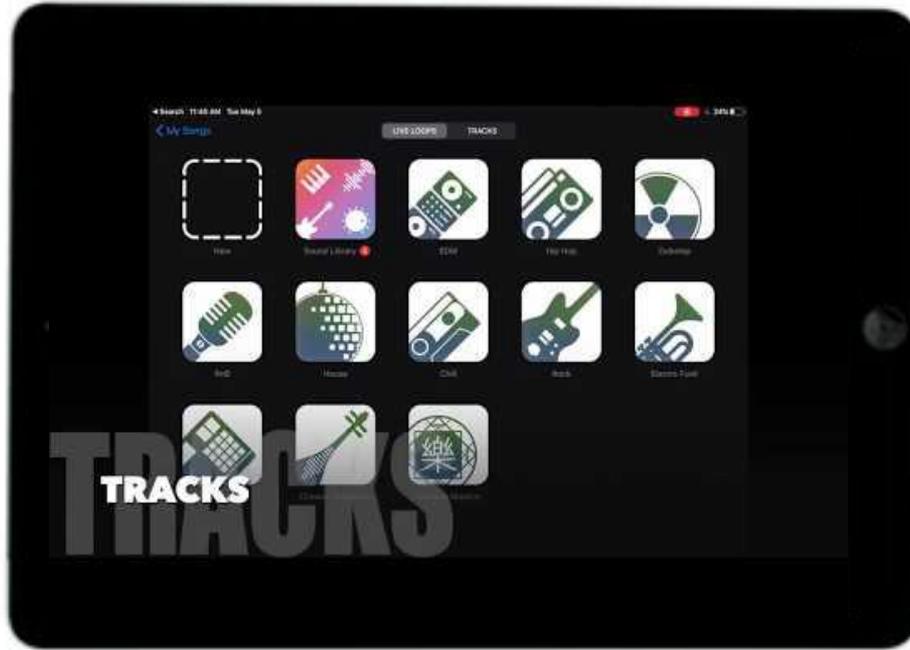
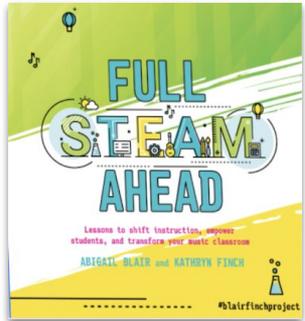
a	St. Louis Boy 	Joplin, Scott 	Jazz Entertainer 	Maple Leaf Rag
b	Joplin, Scott 	Joplin, Scott 	St. Louis Boy 	Jazz Entertainer
b	Joplin, Scott 	Joplin, Scott 	St. Louis Boy 	Jazz Entertainer
a	St. Louis Boy 	Joplin, Scott 	Jazz Entertainer 	Maple Leaf Rag

Composing in a Blues Scale

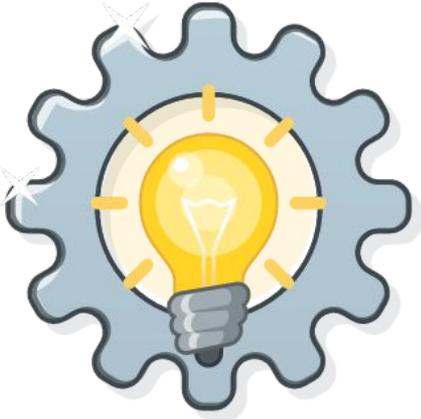


- ❑ Review Scott Joplin's life and music.
- ❑ Transfer key words of his life into rhythms as 2-beat rhythms..
- ❑ Choose a form. Add 4 2-beat word rhythms to an A section and B section. Rehearse the entire rhythm in its form.
- ❑ Open Garageband for ipad. Choose Tracks > Keyboard.
- ❑ Open up the Scales and select Blues.
- ❑ Play the rehearsed rhythm, transferring it to the blues scale. Be sure to start and end on the tonic.
- ❑ Record the song and share it!

Composing in a Blues Scale



Big Ideas

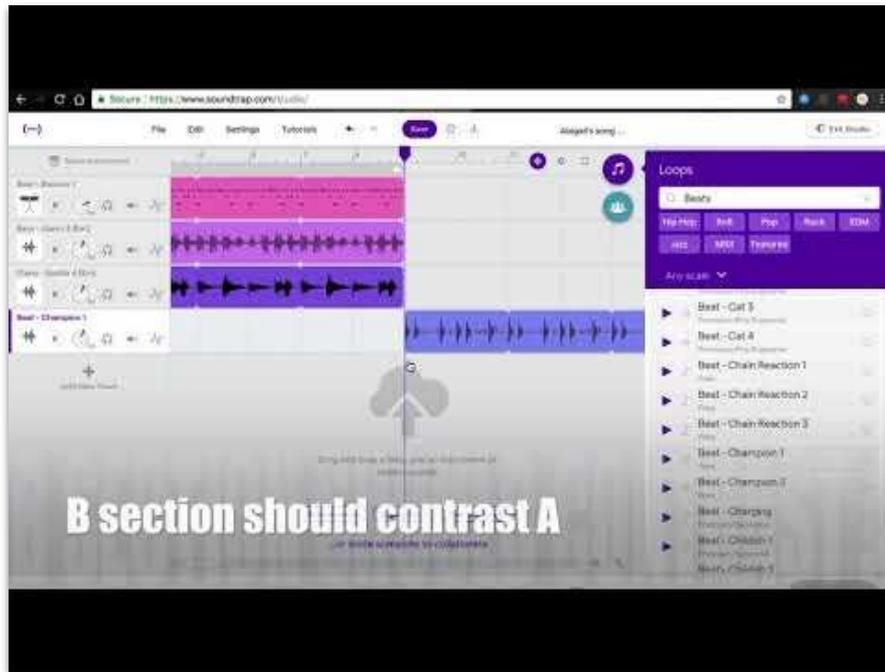


- Students can compose a rhythm with advanced rhythms.
- Students are limited to the blues scale only = guaranteed success
- Students are able to compose focused on only a tonic and the rhythm.
- Improvisation leads to composition

Composing with Form

1. Open the studio.
2. Using free loops, select and drag a bass, beat, and melody loop to the tracks.
3. Repeat with contrasting loops for a B section.
4. Copy/paste A.
5. Create a C section.
6. You have a Rondo!

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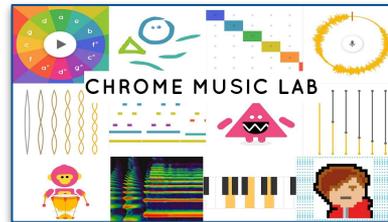


More tutorials and lessons

#BlairfinchProject

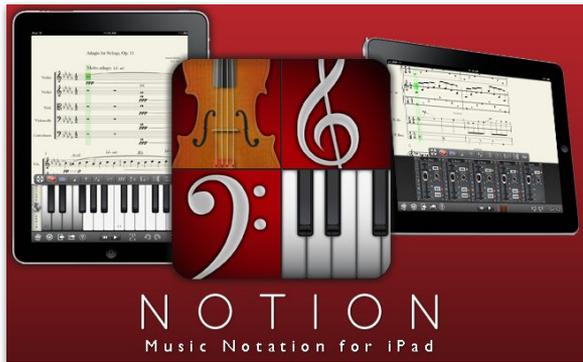
Tap #blairfinchproject above to view our collection of tutorials for Chrome Music Lab, Garageband, and Soundtrap

(→) Soundtrap®

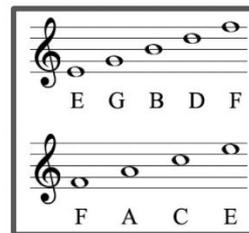


Composing with Music Notation Tech Tools


noteflight



FLAT.io examples



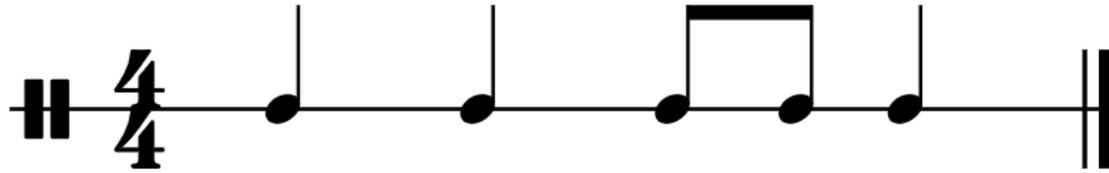
Students, draw anywhere on this slide!

Pear Deck Interactive Slide
Do not remove this bar

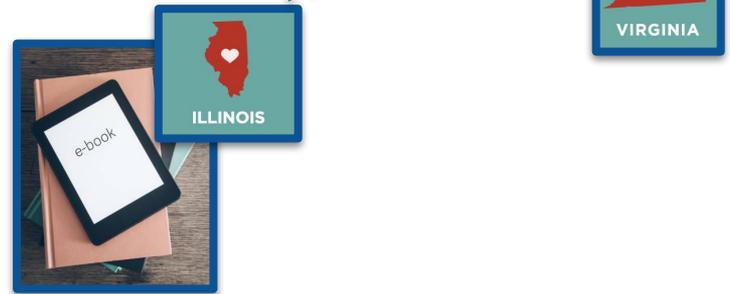
Composing with DAWs



1. Let's try it!



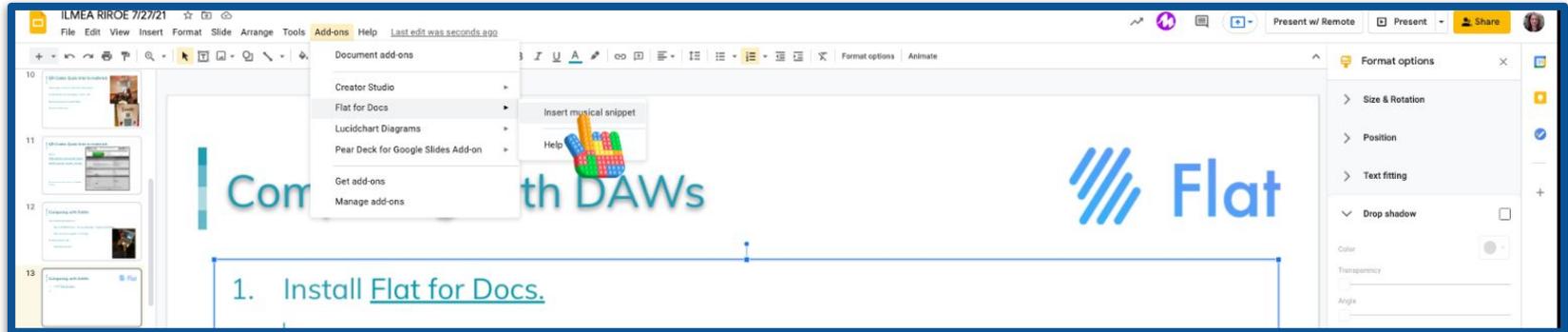
splish splash chirp ing bird



Composing with DAWs

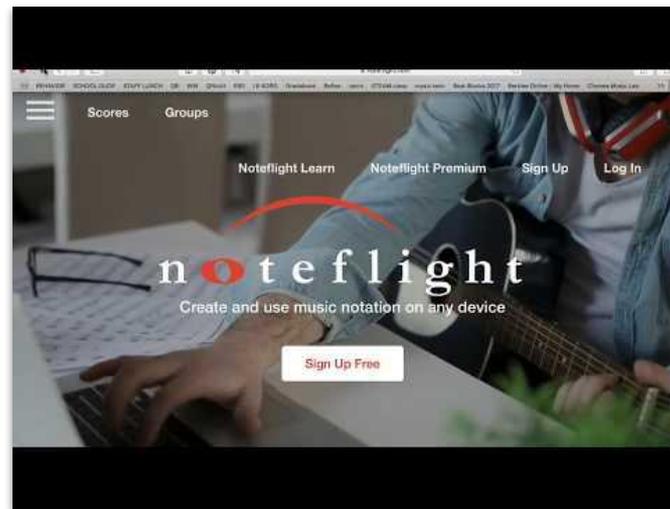


1. Install [Flat for Docs](#).
2. In Google Slides select Add-ons ---> Flat for Docs→ Insert musical snippet.



noteflight

- Free, basic web-based notation
- Sign in with Google
- Share with community
- Check with admin before asking any students to sign in or share music publicly.



noteflight.com

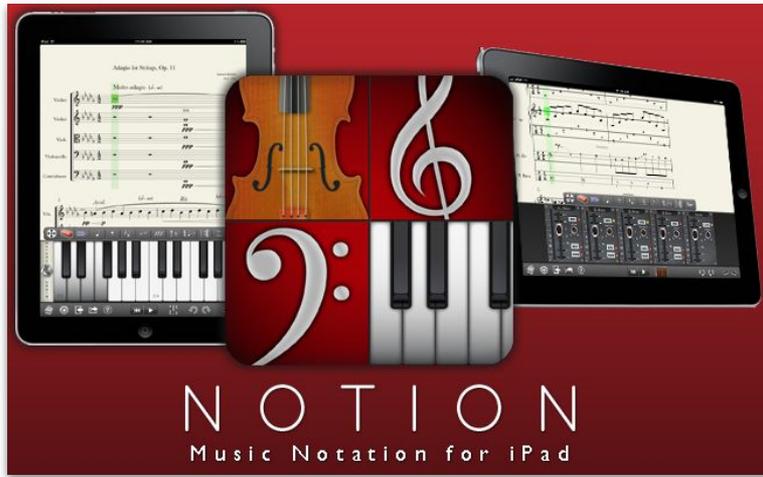


[Incredibox.com](https://www.incredibox.com)

incredibox

- Free website, an app for purchase
- Share your creations with others
- Identify melodic and rhythmic ostinati
- [Steve Giddings Blog Post with ideas](#)





- Paid app
- Robust program for entering and sharing notation
- Very user-friendly
- Not community-based





Challenge Time!



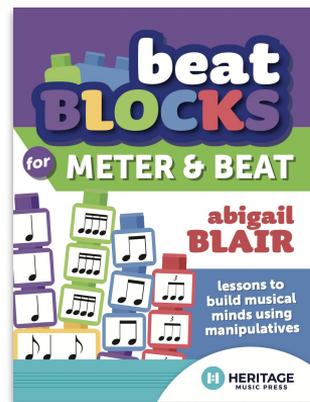
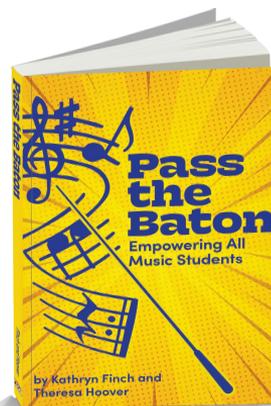
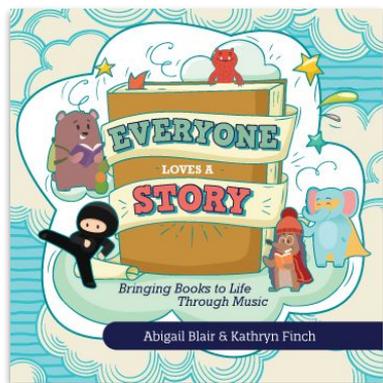
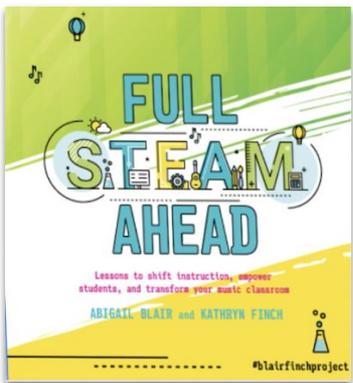
Try a DAW lesson!

Pick something we did tonight and try someone small with one class or a grade level. Get stuck?

Contact us!
blairfinchproject@gmail.com.

Something about STEAM

Grab a Makey Makey! This is something fun to try hands on. Ask around and see if you have one in your district you can use for next week! While you are at it, take a short inventory of what you have access to in your district. (3D printer, Little Bits, Coding programs, craft supplies)



blairfinchproject.wixsite.com/samr

#BlairFinchProject

Youtube: [Blair Finch Project](#)

PasstheBatonBook.com

#PasstheBatonBook

Youtube: [Pass The Baton Book](#)

Buildingmusicalminds.com



Let's Connect!



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www.ponderingsfromafinch.com

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