

Garage Band 101

Teacher: Adam Sroka

**September 2021
March**

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
 <p><i>UEQ: What makes some music "good" or better than other music?</i></p> <p>A. Listening</p> <p><i>UEQ: How do we play the various instruments of the rock band?</i></p> <p>B. Instrumental Technique and care</p> <p>B1. Drum set B2. Bass guitar B3. Guitar</p> <p><i>UEQ: How is music constructed?</i></p> <p>C. Theory</p> <p>C1. The staff and clefs C2. Note names C3. Intervals C4. Chords C5. Roman numeral analysis</p>	<p>A. Listening</p> <p>Think critically about the music to which they listen, and will start to think about the music they want to play in class.</p> <p>B. Instrumental Technique</p> <p>B1. Drum set</p> <ul style="list-style-type: none"> Learn proper set-up and care of a 5-piece or 4-piece drumset. Learn a rock beat (Bass drum on beats 1 and 3, snare drum on beats 2 and 4, eighth notes on a closed hi-hat). Learn to incorporate basic 4-beat drum fills. <p>B2. Bass guitar</p> <ul style="list-style-type: none"> Learn proper care of the bass. 	<p>A. Listening</p> <p>I can think critically about the music to which I listen</p> <p>B. Instrumental Technique</p> <p>B1. Drum set</p> <ul style="list-style-type: none"> I can set-up and take proper care of a 5-piece or 4-piece drumset. I can play a rock beat. I can incorporate basic 4-beat drum fills. <p>B2. Bass guitar</p> <ul style="list-style-type: none"> I can take proper care of the bass. I can tune a bass. I can state the letter names of each of the strings and explain how each fret raises the note a half-step. 	<p>9.1.1.3.1 9.1.1.3.2 9.1.1.3.3 9.1.2.3.1 9.1.2.3.2 9.1.2.3.3 9.1.3.3.2 9.2.1.3.3 9.3.1.3.1 9.3.1.3.2 9.3.1.3.3 9.4.1.3.1 9.4.1.3.2</p>	<p>A. Listening</p> <p>CD reviews and listening journals</p> <p>B. Instrumental Technique</p> <p>B1. Visual and aural observations B2. Visual and aural observations B3. Visual and aural observations</p> <p>C. Theory</p> <p>C1. Worksheet 234 C2. Worksheet 234 C3. Worksheets 49-52 C4. Worksheet 57</p>	<p>STMA Curriculum binder and Garage Band book</p> <p>Google Classroom</p> <p>BYOD</p>

	<ul style="list-style-type: none"> ● Learn how to tune a bass. ● Learn the letter names of each of the strings and understand that each fret raises the note a half-step. ● Learn the pattern for a major scale (played in A - start on 5th fret on E string) ● Learn that omitting every other note and lowering the seventh will create a blues progression. (IV chord up one string; V chord up one string and up two frets) ● Use proper i-m and left-hand technique <p>B3. Guitar</p> <ul style="list-style-type: none"> ● Learn proper care of the guitar. ● Learn to tune a guitar. ● Learn the letter names of each string and understand that 	<ul style="list-style-type: none"> ● I can play the pattern for a major scale. ● I can play a blues progression. ● I can use proper i-m and left-hand technique <p>B3. Guitar</p> <ul style="list-style-type: none"> ● I can take proper care of the guitar. ● I can tune a guitar. ● I can state the letter names of each string and describe that each fret raises the note a half-step. ● I can explain the relationship of of the guitar strings and frets to the bass strings and frets. ● I can play the basic open chords - A, E, and D. ● I can play power chords. ● I can plays some basic pentatonic scales. ● I can explain "Drop D" tuning. 		<p>C5. Worksheet 58</p>	
--	--	--	--	-----------------------------	--

	<p>each fret raises the note a half-step.</p> <ul style="list-style-type: none"> ● Learn the relationship of of the guitar strings and frets to the bass strings and frets. ● Learn basic open chords - A, E, and D. ● Learn power chords. ● Learn pentatonic scales. ● Learn "Drop D" tuning. ● Learn proper strumming and left-hand technique. <p>C. Theory C1. Learn about the staff and treble and bass clefs. C2. Learn the lines and spaces of the treble and bass clefs. C3. Learn the concept and order of intervals. C4. Learn to construct chords using major and minor thirds. C5. Learn about scales and scale degrees, and will be able to label I, IV, and V chords.</p>	<ul style="list-style-type: none"> ● I can use proper strumming and left-hand technique. <p>C. Theory C1. I can understand the staff and treble and bass clefs. C2. I can state the lines and spaces of the treble and bass clefs. C3. I can explain the concept and order of intervals. C4. I can construct chords using major and minor thirds. C5. I can explain the concept of scales and scale degrees, and can label I, IV, and V chords within a given key.</p>			
--	--	---	--	--	--

--	--	--	--	--	--

April

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
  <i>What is involved in the performance and recording of rock music?</i> D. Ensemble work D1. Blues D2. Covers D3. Song writing D4. Recording D5. Performance <i>UEQ: How are small pieces of music and lyrics constructed into larger songs?</i> E. Song Form E1. Blues form E2. Essential Lyric Framework E3. Other forms <i>UEQ: What is the background of one band from rock and roll history?</i> F. History	D. Ensemble work D1. Use skills learned on instruments to jam on a blues together. D2. Choose and learn cover songs using resources such as "YouTube", "Guitar Tab White Pages", and "tabs911.com". D3. Write and perform original songs in their bands. D4. Record one song to a CD. D5. Perform a concert for the school during lunch periods. E. Song form E1. Learn the blues form AAB. E2. Learn the concepts of a genuine idea, a memorable title, a strong start, a payoff, and appropriate form E3. Learn about the concept of verse, pre-chorus, chorus, bridge, introduction, interlude, and coda.	D. Ensemble work D1. I can play a blues in a band. D2. I can learn and play cover songs. D3. I can write and perform an original song. D4. I can record. D5. I can perform for an audience. E. Song form E1. I can explain and use blues form. E2. I can describe and use concepts of a genuine idea, a memorable title, a strong start, a payoff, and appropriate form E3. I can explain and use the concepts of verse, pre-chorus, chorus, bridge, introduction, interlude, and coda. F. History I can present information	9.1.1.3.1 9.1.1.3.2 9.1.1.3.3 9.1.2.3.1 9.1.2.3.2 9.1.2.3.3 9.1.3.3.2 9.2.1.3.3 9.3.1.3.1 9.3.1.3.2 9.3.1.3.3 9.4.1.3.1 9.4.1.3.2	D. Ensemble work D1. Visual and aural observations, written evaluations and daily progress forms D2. Visual and aural observations, written evaluations and daily progress forms D3. Visual and aural observations, written evaluations and daily progress forms D4. CD Recording D5. Final performance	STMA Curriculum binder and Garage Band book Google Classroom BYOD Computer or iPad with Garage Band Software, Focusrite interface, microphones

	<p>F. History Learn about one rock band from rock history.</p>	<p>on one rock band from rock history.</p>		<p>E. Song Form E1. Completion of a blues lyric and then a complete blues song. E2. Composition of a song using the form verse, chorus, verse, chorus, verse, chorus and using the Essential Lyric Framework. E3. Composition of a song using those formal structures and the Essential Lyric Framework</p> <p>F. History A research paper on a rock band</p>	
--	---	--	--	---	--

May

Standards					
Content	Skills	Learning Targets		Assessment	Resources & Technology
 <i>What is involved in the performance and recording of rock music?</i>	<p>D. Ensemble work D1. Use skills learned on instruments to jam on a</p>	<p>D. Ensemble work D1. I can play a blues in a band.</p>	<p>9.1.1.3.1 9.1.1.3.2 9.1.1.3.3</p>	<p>D. Ensemble work D1. Visual and</p>	<p>STMA Curriculum binder and Garage Band book</p>

<p>D. Ensemble work D1. Blues D2. Covers D3. Song writing D4. Recording D5. Performance</p> <p><i>UEQ: How are small pieces of music and lyrics constructed into larger songs?</i></p> <p>E. Song Form E1. Blues form E2. Essential Lyric Framework E3. Other forms</p> <p><i>UEQ: What is the background of one band from rock and roll history?</i></p> <p>F. History</p>	<p>blues together. D2. Choose and learn cover songs using resources such as "YouTube", "Guitar Tab White Pages", and "tabs911.com". D3. Write and perform original songs in their bands. D4. Record one song to a CD. D5. Perform a concert for the school during lunch periods.</p> <p>E. Song form E1. Learn the blues form AAB. E2. Learn the concepts of a genuine idea, a memorable title, a strong start, a payoff, and appropriate form E3. Learn about the concept of verse, pre-chorus, chorus, bridge, introduction, interlude, and coda.</p> <p>F. History Learn about one rock band from rock history.</p>	<p>D2. I can learn and play cover songs. D3. I can write and perform an original song. D4. I can record. D5. I can perform for an audience.</p> <p>E. Song form E1. I can explain and use blues form. E2. I can describe and use concepts of a genuine idea, a memorable title, a strong start, a payoff, and appropriate form E3. I can explain and use the concepts of verse, pre-chorus, chorus, bridge, introduction, interlude, and coda.</p> <p>F. History I can present information on one rock band from rock history.</p>	<p>9.1.2.3.1 9.1.2.3.2 9.1.2.3.3 9.1.3.3.2 9.2.1.3.3 9.3.1.3.1 9.3.1.3.2 9.3.1.3.3 9.4.1.3.1 9.4.1.3.2</p>	<p>aural observations, written evaluations and daily progress forms D2. Visual and aural observations, written evaluations and daily progress forms D3. Visual and aural observations, written evaluations and daily progress forms D4. CD Recording D5. Final performance</p> <p>E. Song Form E1. Completion of a blues lyric and then a complete blues song. E2. Composition of a song using</p>	<p>Google Classroom</p> <p>BYOD</p> <p>Computer or iPad with Garage Band Software, Focusrite interface, microphones</p>
--	--	---	---	---	---

				<p>the form verse, chorus, verse, chorus, verse, chorus and using the Essential Lyric Framework. E3. Composition of a song using those formal structures and the Essential Lyric Framework</p> <p>F. History A research paper on a rock band</p>	
--	--	--	--	---	--