RADIO PLAY ASSIGNMENT   **CREATING YOUR *OWN* TUNE**

Task
Create an original song using the "GARAGE BAND" app, and present your work to the class. This presentation will demonstrate your understanding of a specific type of musical form and genre using available technology to this composition.

Curriculum Expectations

A1. The Creative Process: apply the stages of the creative process when performing notated and/or improvised music and composing and/or arranging music;

A2. The Elements of Music: apply elements of music when performing notated and improvised music and composing and/or arranging music;

A3. Techniques and Technologies: use a variety of techniques and technological tools when performing music and composing and/or arranging music.

C2. Characteristics and Development of Music: demonstrate an understanding of the history of various musical forms and of characteristics of music from around the world.

Content

- You will decide on a form for your composition (Rondo [ABACADAetc], Binary [AB], Ternary [ABA], verse/chorus/verse)
- You will create a piece of music, in the form you've chosen, using the app "Garage Band"
- Your composition must be LESS than **1.5 minutes** in length
- During the creation process, you will completing a **reflective journal** outlining your creative process and your experience using "Garage Band" to create a composition (how you decided on the form you chose, step-by-step recount of how you went about creating your piece, likes/dislikes of the software, overall feelings on the creation process, etc.)
- You will present your song, along with your reflections, in an organized and creative manner to the class.

* Take Note *

You will receive *some* class time to work on this – but since we don't have a class set of iPads you will need to use your time wisely and might need to invest time outside of class to complete it

You are responsible for ANY learning that occurs WHILE you are working on this project.

PART ONE   *The RESEARCH*

After doing a little bit of research, answer the following questions:

1. What is YOUR favourite style/type/genre of Music?

2. Why do you like this style?

3. Define/describe this style/genre of music [don't forget to cite your sources]

4. Describe each of these musical forms *in your own words.*

BINARY	
TERNARY	
RONDO	
VERSE/CHORUS	

PART TWO   *The Creative WORK*

The composition is to be organized into a proper musical form. It needs to be LESS than 1.5 minutes in length. Your composition needs to show creativity and originality.

> What musical form did you select? Why?

> What style of music did you select for your song? Why?

Be sure to complete the REFLECTIVE JOURNAL (see below) each time you do work on this project.

Items to consider for the Reflective Journal:
- Completed reflective journal following **EACH** time using the program (date your entries)
- Included the following topics in my journal:
    - How the form was selected
    - Why this form was selected
    - What form you selected
    - What style you selected
    - Why you selected this style of music
    - How does the composition FIT in this style of music
    - How does the composition FIT into the selected form
    - Step-by-step recount of how you went about creating your piece
    - Likes/dislikes of the music production software
    - Overall feelings on the creative process
    - Ease/difficulty with working with a partner (will only apply to some of you)
    - Ease/difficulty of working on this assignment
    - Other topic(s) that is relevant to the assignment
- The journal is completed each time you work on this project

Presentation
- Student presented song and their creative process in an organized and creative manner
- Student makes eye contact with the class
- Student shows understanding of their composition and their creative process/experience

JOURNAL #___   **DATE of WORK SESSION: _____**

What are you likes/dislikes of this software:

_____

_____

_____

_____

What did you accomplish today?:

_____

_____

_____

What do I still need to do?

_____

_____

_____

JOURNAL #___   **DATE of WORK SESSION: _____**

What challenges are you facing:

_____

_____

_____

_____

What did you accomplish today?:

_____

_____

_____

What do I still need to do?

_____

_____

_____

ASSESSMENT / EVALUATION ITEMS   **RESOURCES**

1. **Student checklist** [to be completed during the 2nd last work period session]
2. **Triangulated Assessment Teacher Tracking Sheet** [to be completed each work period]
3. **One Point rubric or Single Point rubric (using TTOG philosophy … Teachers Throwing Out Grades)** [to be completed at the end]

STUDENT CHECKLIST

Did I …

❑ YES	❑ NO	Create an original song (using pre-existing samples or original recordings)
❑ YES	❑ NO	Select a form
❑ YES	❑ NO	Describe the form selected
❑ YES	❑ NO	Complete my reflective journal EACH time I work on this project
❑ YES	❑ NO	Provide specific and insightful comments/feedback in my journal
❑ YES	❑ NO	Ask questions along the way to assist me with my project
❑ YES	❑ NO	Complete the *research*
❑ YES	❑ NO	Complete the assignment by due date
❑ YES	❑ NO	Plan my presentation for the class
❑ YES	❑ NO	Selected a STYLE for song and describe HOW created song fits within the selected style

What is it?

Triangulation is the process by which the teacher collects evidence about student learning. The evidence is collected from three different sources. The sources are the students, teacher, and sample work or conversations, observations, and products, respectively. See information below from the Ontario Ministry of Education
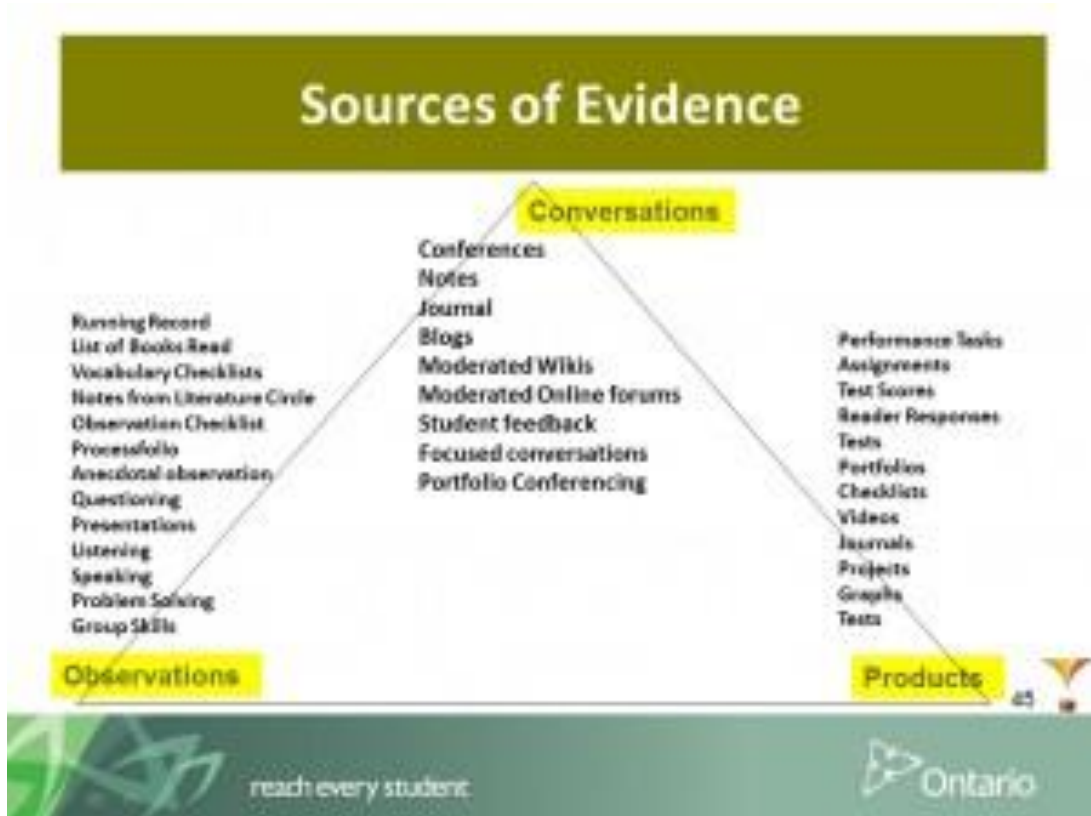
To assist teachers with gathering/tracking the sources of evidence, try using this tracking sheet.

STUDENT NAME	DATE	DATE	DATE
	❑ is ON task / ❑ needs reminders to GET on task / ❑ focused on task ❑ ready to conference / ❑ Provides lots of detail of their work / ❑ asks questions **General Conference Comments**	❑ is ON task / ❑ needs reminders to GET on task / ❑ focused on task ❑ ready to conference / ❑ Provides lots of detail of their work / ❑ asks questions **General Conference Comments**	❑ is ON task / ❑ needs reminders to GET on task / ❑ focused on task ❑ ready to conference / ❑ Provides lots of detail of their work / ❑ asks questions **General Conference Comments**
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What is TTOG [Teachers Throwing Out Grades]?

This is a movement of teachers who are trying to develop and evoke *growth* with their students by providing descriptive feedback rather than a mark for student work. Students complete work and receive a combination of verbal and written feedback to provide information to the student as to how they can/could improve their work. This feedback is not just provided at the END of a unit/project, but rather throughout the entire learning process. So during and following the learning process the students DO NOT receive any grades. Grades are ONLY provided on the report cards during reporting time, the rest of the time they receive feedback on their next steps and what went well.

What is a One Point Rubric AKA Single Point Rubric?

A *single* or *one point* rubric provides the criteria and then an opportunity for the teacher to provide descriptive feedback to the student based on their achievement in terms of successes and next steps or areas to improve. The Criteria will typically be based upon the mastery level of achievement.

SINGLE-POINT RUBRIC

Areas of Success	Criteria	Areas That Need Work
	Form Selection & accuracy in adhering to selected form	
	Considerable insight in each reflective journal entry which provided specific comments	
	Thorough Research for this project	
	Demonstrated ability to use Technology for project	
	Demonstrated an understanding of the creative process	
	Demonstrated an understanding of their selected style	