Music Makers 101

Students record original songs from previous lessons and document their recording experiences through blog posts discussing industry distribution and advertising.

Overview

Throughout this lesson, students will learn about recording, distributing and advertising in the music industry. Students will record the original songs they created in the previous lesson and create a blog post detailing their experience.

Duration

4-5 Hours

Materials

- Music Recording equipment (a microphone at least)
- Garage Band Application (or other recording application)
- Computers/devices with internet and internet access
- "Blog Post Rubric"

Activate: Breath Control Warm-Up

Inform students that breath control training is an important step prior to recording a song as breath control helps control breathing in order to be able to pronounce words correctly and get through verses on beat, without being exhausted. There are a variety of breath control warm-ups to try with the class, and below are a few examples!

Lip Trills and Flutters: To do this exercise, your mouth should be almost closed, and you make your lips "buzz" or flap like you are making the sound of horse as you release air. Lip trills and flutters help activate your facial muscles and get your vocal cords ready!

The Hissing Exhale: To do this exercise, inhale as much air as you can and then as you exhale, produce a "hssss" sound until you run out of breath. See who can hiss the longest! This exercise helps with breath control and if done consistently, might even improve lung capacity.

Tongue Twisters: Tongue twisters are alliteration phrases that sound the same and are difficult to pronounce quickly. This exercise develops articulation and enunciation. To do this exercise, say the following phrases as quickly and as accurately as possible:

She sells seashells by the seashore.
Peter Piper picked a peck of pickled peppers.
Black bug's blood.
How much wood could a woodchuck chuck if a woodchuck could chuck wood?

Have students practice each of the above exercises until they feel they have mastered them.

Acquire: Music Makers 101 (Dakota Bear)

Have students read "Music Makers 101" by Dakota Bear found on pages 34 - 55 of the Create to Learn textbook. Alternatively, students can watch his lessons here: https://www.createtolearn.ca/tutorial-episodes/music-makers-101-introduction

To debrief the reading, ask the class the following questions:

1. How did Dakota learn about the music business?
2. What new information did you learn about song writing from Dakota?
3. What program does Dakota use to record his music?
4. What does Dakota recommend for overcoming writer's block?
5. What does Dakota say about Indigenous peoples and song writing?
6. What is the difference between internal rhymes and end rhymes?
7. What is the purpose of the artwork on an album cover?

8. What is involved in the distribution process?
9. What does Dakota say you need to get noticed?
10. What is an electronic press kit?
11. How do artists get paid?

Apply: Song Recording

Have students find a suitable beat for their songs (if they didn't do so already in lesson 2). There are many websites to find beats from that can be used royalty-free (although some are only free for a trial period and users have to create an account).

Examples of places to find free beats:
- Epidemic Sounds at www.epidemicsound.com
- Free Music Achieve at https://freemusicarchive.org/genre/Hip-Hop_Beats
- Soundcloud at https://soundcloud.com/freehiphopbeatsforyou

Next, have students record their songs using Dakota's Garage Band Tutorial (or other free application).

Remind students to practice their breath control warmups prior to recording. Typically, it will take a few tries (and lots of practice) to get the recording just right!

Assess: Blog Post

Once students have recorded their songs, encourage them to write a blog post detailing their experiences during the process. Remind students about the features of a blog post and how they will be assessed.

Use the "Blog Post Rubric" to assess students' writing. Teachers have the option of setting up a free website to officially publish the blog posts, using their school website, or simply having students' hand in their blog reflections privately.

Take Learning Further

Once students have recorded their songs, hold a listening party! Invite other classes, organizations and community members to celebrate students' achievements so far.

Assessment Rubric

BLOG POST RUBRIC

Category	EXCELLENT (5)	GOOD (4)	SATISFACTORY (3-2)	NEEDS IMPROVEMENT (0-1)
Title	The title is attention-grabbing, memorable and unique	The title is attention grabbing	The title is somewhat attention-grabbing, memorable or unique	The title does not grab attention
Hook	The hook catches the reader's attention, provides background info on the topic, has a clear thesis statement.	The hook catches the reader's attention and has a clear thesis statement. Background info is missing	The hook does not catch the reader's attention and/or the thesis statement in unclear	The hook is missing.
Body Paragraph(s)	There is one clear, well focused topic. Main ideas are clear and are well supported by details and examples from personal experience	There is one clear, well focused topic. Main ideas are clear but are not well supported by detailed information or examples from personal experience	There is one topic. Main ideas are somewhat clear, but are lacking detail and examples	The topic and main ideas are not clear; detail and support are missing
Conclusion	The conclusion is effective and provides the reader with a sense of closure	The conclusion is somewhat effective and provides the reader with a sense of closure	The conclusion is unclear and does not provide the reader with a sense of closure	The conclusion is missing

Voice	Writing shows personality and reflects a deep commitment to the topic	Writing shows personality and that author cares about the topic	Writing sometimes shows personality and some connection to the topic	Writing is lacking personality and connection to the topic

Total = /25 marks

Curriculum Connections

British Columbia and Yukon

- Entrepreneurship and Marketing 10
- English Language Arts Composition Grades 10, 11, 12

Alberta, Northwest Territories and Nunavut

- Grade 11 and Grade 12 Entrepreneurship course
- English Language Arts Grades 10, 11, 12: Uqausiliriniq Strand

Ontario

- Business Studies Grade 9 and 10
- English Language Arts Grades 9-10
- English Language Arts Grades 11-12