Background Information on students:
The classes are co-ed with students aged 13-17. There is a variety of students, with some being rural, urban, and other indigenous. This presents an issue as their abilities will be wider than a normal classroom, therefore, we will differentiate and scaffold each activity. We will have cultural customs to take into consideration also.

Objectives:
This lesson will provide opportunities for students to:

Aural
- Analyse a hip-hop track to uncover the functions of the layers

Composition
- Work in groups to compose a hip-hop song using set scaffolded steps
- Use technology to compose music

Performance
- Perform in ensembles
- Improvise using instruments and technology

Outcomes: (outcome focus)
4.2 performs music using different forms of notation and different types of technology across a broad range of musical styles
4.6 experiments with different forms of technology in the composition process
4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
5.6 uses different forms of technology in the composition process
5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
5.10 demonstrates an understanding of the influence and impact of technology on music

Stage 6:
P3, P8, P10, H3, H8, H10.

Resources:
iPads (With GarageBand)
Percussion instruments
Guitars and Basses
Laminated GarageBand visual instructions sheets.
Speaker

Curriculum Links: N/A

Lesson Sequence:
Introduction (15 mins)
- Introduction of workshop leaders and ice breaker activity to introduce the students (Students to introduce themselves and to say: their favourite song/artist, the instruments they play, their favourite instrument).
- Watch How To Make a Beat and analyse
  - What are the main layers in the video?
  - What instruments could you used?
Body (60 mins)

Note: Discuss instrumentation at each step, so that students are using instruments appropriate to the style. Specifically, synth keyboards, Hip-Hop or House drum machines/kits and electric guitars. It is also important that the functions of GarageBand are taught at the beginning of each step.

1. **Beat (15 mins):** Students partake in a percussion circle (5x cymbal shakers, 1x maracas, 1x egg shakers, 1x rasp, 1x clap sticks, body percussion). Keep a communal pulse and have students improve a beat around the circle. From this, students will form ensembles and grab and ipad to open up Smart Drums in GarageBand. Students work and experiment and show the class their groups’ beat at the end of the activity.

2. **Chords and Bass (30 mins):** Students will start on Smart Chords and come up with 4 chords that they like, covering 8 bars (4 bars looped or a full 8 bar progression). Students who play guitar could also use an iRig to record the chord progression.
   i. There will be a station dedicated to guitar and bass, where students can come to record when they have finished their smart chords on piano.
   ii. If students don’t want to play guitar, or have someone play for them, they can use smart Bass and Smart Guitar to add to the track.

3. **Melody/Riff (20 mins):** Show the class an example of a melody/riff over a chord progression (Em Am Em Am). Students break off into their groups again and improvise a short melody/riff that works over their chord progression. Students can either sing, sample their voice/sound, use a guitar/bass.

Conclusion (10 mins)

Groups present their tracks using the speaker.
Concluding message: Music can be made with consumer technology without the need for expensive studios.