

## **Metacognition through Makerspace-Lesson Plan**

Competencies associated with metacognition (learning the process of learning) and a growth mindset have become the core purpose of education in the 21st century. The makerspace is dedicated to hands-on creativity where a digital or physical product is created. While creating the product, students are engaged in creative thinking connected to the subject and learn at a deeper level and they also retain more. The activities of Makerspace provide students with real problem-solving and mind-stretching opportunities that traditional instruction and assessment do not. It also empowers students as it provides autonomy to create a product by own efforts.

Keeping all these points on priority, I have created a lesson plan of creating a music through the technology of BandLab.

[Sampling 101.pdf](#)

### **Sampling 101**

**Learning Objective:** Understand how samples are created, used, and copyrighted  
Teacher Prompt: “How is technology used to create music?”

**Time:** Over 3-4 classes, 40 min sessions

***Gr.9/ Music/ Creating:***

*A1.2 apply the creative process when composing and/or arranging music*

*A3.3 use current technology when practising, performing, composing, and/or arranging music*

***Gr.9/Music/Reflecting-Responding***

*B1.1 listen to selections that represent a variety of musical styles and genres, and identify and reflect on their personal responses to them*

**Prior Knowledge:** No musical background is required.

**Materials:** Computers, Akai MPK mini, BandLab, High fidelity

**Headphones Class Description and Lesson Remarks:**

In the context of a beginning digital music grade 9 class/program, students are given the opportunity to explore different sounds and instruments and apply the creative process to create a piece of music. **No musical background is required.** The strength of this lesson is it applies a Substitution, Augmentation, Modification, Redefinition (SAMR) framework that breaks the mold of traditional music composition, using digital literacy. Substituting and Augmenting the

traditional way instruments are played and listened to, and modifying and redefining the learning task of creating music using

non-traditional notation in the context of tracks and samples. The limitations of the lesson rest within budget as iMacs are an expensive device compared to the standard Chromebooks and office PCs found regularly in schools. On the other hand, iMacs and Garage Band were chosen as Digital Audio Workstations such as Reason and FL studio can cost fortunes to install on existing hardware. Garage Band comes baked in the iMac iOS making it a more economical purchase in a school setting as the iMacs can be used for other lessons and courses. BandLab for Education is a valuable substitute in this learning task, as students can access this free at home as well as the online nature of the DAW allows it to be used on school devices without installation. This lesson has two assessment components with a focus on the:

Creating strand and an assessment before learning in the Reflecting/Responding strand. Creating and composing music is not an individual task but a collaborative effort. This lesson also teaches the sharing of intellectual property/musical ideas through recording samples and sharing samples.

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**Activation/Hook/Guiding Question Learning Tasks:**

**3 marks each**      Listen to the songs indicated and write a short response.

**Listening Card: Oh yeah.**    Name: \_\_\_\_\_    Class: \_\_\_\_\_

How many different sound effects can you identify in the song?

**Listening Card: Under Pressure**    Name: \_\_\_\_\_    Class: \_\_\_\_\_

How is the sample used similarly, what is different?

How does the sample contribute to the overall aesthetic of the piece?

Listening Card: Ice Ice Baby Name:\_\_\_\_\_ Class:\_\_\_\_\_

How is the sample used similarly, what is different?

How does the sample contribute to the overall aesthetic of the piece?

**Resource:**

Queen. (2018, September 4). *Under pressure*. YouTube. Retrieved October 5, 2022, from <https://www.youtube.com/watch?v=FKiBG8y2UsY>

Vanilla Ice (2009, March 4). *Vanilla ice - ice ice baby (official music video)*. YouTube. Retrieved October 5, 2022, from <https://www.youtube.com/watch?v=rog8ou-ZepE>

YelloVEVO. (2016, December 1). *Yello - oh yeah (official video)*. YouTube. Retrieved October 21, 2022, from <https://www.youtube.com/watch?v=6jJkdRaa04g>

**Additional Activation/Minds On: 20mins**

Given a basic understanding on how tracks work on a DAW. Students are to arrange a 15 second piece that includes a drum track, melodically moving track. Students are expected to use the pre-recorded tracks provided by the DAW. The expectations of this activity is to build familiarity with how DAWs work for the culminating assessment.

**Checklist***Musical Idea- Completeness****5 marks***☐ I have created a piece of music that includes a drum track and melodically moving track☐ I have modified existing tracks using at least 2 of the elements of music

Duration      Pitch,      Dynamics,  
timbre      texture/harmony,      form

*Culminating Action:*

EdTech Tool: ***Paid Option: GarageBand***

*(Requires iMac Computers)*

***Free Option: BandLab for Education***

*<https://edu.bandlab.com/>*

Record & Create 3 samples in BandLab or GarageBand in one of each category

1.Sound Effect

2. Melodic

3.Rhythmic

Teacher Task: Provide access to various instruments and everyday objects. Students should experiment with the tools provided to create a sample.

In groups of 3, share the samples and in groups and/or individually create a song (min 30 seconds) using samples

**Students are also expected to not sample copyrighted material.**

Assessment Strategy: Assessment of creative process and use of the elements of music

Assessment Rubric:

		Comments:	
Musical Ideas	Completeness Low 1 2 3 4 High		
Melodic Flow	Connectedness Low 1 2 3 4 High		
Form	Cohesiveness Low 1 2 3 4 High		
Originality	Uniqueness Low 1 2 3 4 High		
Impression	Musicality Low 1 2 3 4 High		
		Total	

*Inquiry:*

Teacher Task: Listen and share student work with the class. Create a class mixtape/CD using collected work.

## **Related Readings**

Andrews, B. W. (2004). Composing music in the classroom: The missing link in music instruction. *The Recorder*, 46 (3), 12-19.

Hamilton, D. (2022). Hip-hop music education: Engaging students in black culture creation and social justice advocacy. *Canadian Music Educator*, 63 (1), 20-28.

## **Citations**

Queen. (2018, September 4). *Under pressure*. YouTube. Retrieved October 5, 2022, from <https://www.youtube.com/watch?v=FKiBG8y2UsY>

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