National Music Standards					Area(s) of Focus				
Creating					Composition, Form				
1	Imagine Plan and Make	√ √	Evaluate and Refine Present	]		Materials	Need	ed	
Performing					Boomwhackers or other melodic				
* * *	Select Analyze Interpret	✓ ✓	Rehearse, Evaluate and Refine Present		:				
Responding					<ul> <li>be preferred)</li> <li>Student chord progression workshee</li> </ul>				
0	Select Interpret	0	Analyze Evaluate	]	•	+ pencils Student composition guide worksheet			
Connecting						CAMD	Laval		
1	Connect #10	1	Connect #11	]	0	SAMR Substitution Augmentation	v ∠	Modification Redefinition	

# Behavioral Objectives for the Lesson:

- Students will perform the chord progression of the 12-bar blues either through instrument performance or singing on solfège.
- Students will demonstrate understanding of the 12-bar blues progression through chord analysis.
- Students will create a song in the style of the 12-bar blues using pre-made audio loops in GarageBand.

### Procedure:

- Teacher will lead a class discussion reviewing the 12-bar blues progression including concepts of form; chord progression; and I, IV, and V chords. See the student worksheet on blues progression for a visual, if preferred.
  - Students will demonstrate understanding through performing the 12-bar blues progression in C using Boomwhackers or solfège (see link). Note: the root of each chord is circled for the solfège visual, so students can sing just the root, arpeggiate the chord as a class, or split into three parts depending on skill level.
    - Link to visual for performing blues
    - Safeshare link to backing track for 12-bar blues in C
- Students will complete 12-bar blues progression chart in the key of C using worksheet. This can be done as a class or in groups if preferred, but each student will need a copy for the later activity.

- Link to student worksheet on blues progression
- Teacher will demonstrate how to create a song in the key of C in the style of the 12-bar blues the composition worksheet using guided worksheet. Students will use devices and worksheet guide to create composition.
  - Link to student composition guide worksheet
  - Note: This may be easiest done in smaller pieces throughout several lesson days or weeks. There are checkpoints throughout the guided worksheet that would work as natural stopping points throughout the composition project.
- Students will present their final product to the class following the prompts at the end of the composition guide.

# Possible Extensions:

- Students can evaluate others' compositions and discuss preferences.
- Students can compose lyrics in AAB form to add to their composition as part of a larger study on the structure of Blues.
- Students can improvise on instruments over their composition while playing the audio on a loop.

	Method of Assessment					
•	Individual Group	\$	Written Performance			

# Assessment:

- Students can be assessed at each checkpoint in the guide and given the opportunity to make any necessary changes before adding the next layer to their composition.
- Students are assessed on their composition following the 12-bar blues progression. It would be helpful to assess their original progression worksheet as a prerequisite to beginning the GarageBand project.

# Technology Tips for this Lesson:

- There are many opportunities for more in-depth composition in GarageBand. This lesson guide relies on Smart Instruments to allow students to create their songs relatively quickly, but if preferred, there are options for students to manually create drum loops or tap the bass or guitar strings in the correct fretboard position. Additionally, students can connect an electric guitar or electric bass to the app and record audio through this method.
- Songs can be shared via email, AirDrop, Google Drive, and many other compatible apps.