

Course: Sound Bites

Lesson Three: Create a Rhythm Track

Learning Area: The Arts **Strands:** Music

Time: 60 Minutes

Year Level: 7-10

Content Descriptors 7-8:

- Experiment with texture and timbre in sound sources using aural skills (ACAMUM092).
- Develop musical ideas, such as mood, by improvising, combining and manipulating the elements of music (ACAMUM093).
- Structure compositions by combining and manipulating the elements of music using notation (ACAMUM095).

Content Descriptors 9-10:

- Improvise and arrange music, using aural recognition of texture, dynamics and expression to manipulate the elements of music to explore personal style in composition and performance (ACAMUM099).
- Manipulate combinations of the elements of music in a range of styles, using technology and notation (ACAMUM100).

Learning Focus:

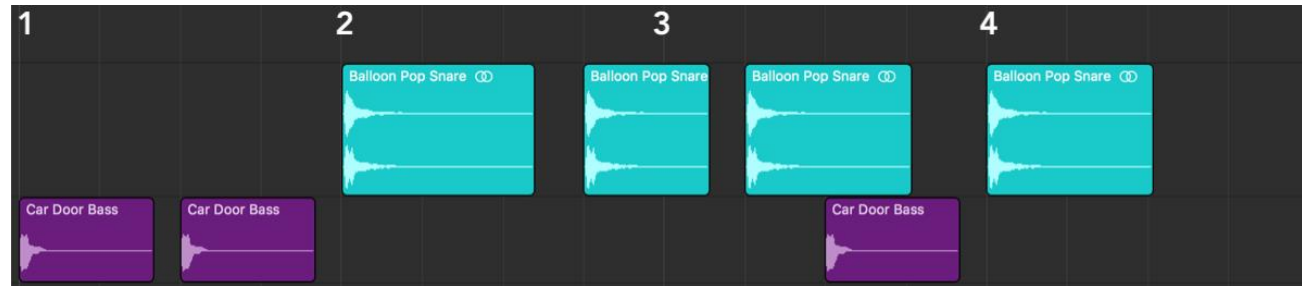
- Students create a rhythm track using sound effects.

Time	Teaching and Learning Strategies	Preparation and Resources:
5 minutes	Introduction As well as audio and MIDI loops, many DAWs come with sound effects. Instead of using drum sounds to create a rhythmic pattern for a song explain that students will create a rhythmic pattern using sound effects. Discuss this with students and ask them to think of songs they know where sound effects are used to create a rhythm to share with the class.	Relevant online resources • Create a Rhythm Track Using Sound Effects activity sheet • Sound Effects Beat audio track • Sound Effects Beat with EQ audio track Additional resources required • DAW (Digital Audio Workstation) • Audio interface – to record any live vocals or instruments. • Royalty Free Drum Loops • MIDI controller
45 minutes	Create a rhythm track Hand out the Create a Rhythm Track Using Sound Effects activity sheet. You might like to demonstrate the process to students before they begin to create their own rhythm track. To begin, encourage students to think about the qualities of each instrument in a drum kit. For example, the bass drum keeps a steady beat, has a short attack and has a low sound. Challenge students to identify low sound effects in their DAW. For example, closing a car door can be a low sound. Next, students need to find a low sound like that and place it on the grid where the bass drum would usually go.	

The snare is a higher sounding instrument, which also has a short attack so students will need to select a quick, high sound effect for this such as the sound of a balloon popping.

Here is a version of Mo's simplified beat using a car door slam and a popping balloon:

Play the Sound Effects Beat audio track as an example.



Here is what the audio sounds like in the DAW

Remind students that they can filter out the higher frequencies using an EQ plug in. Play the Sound Effects Beat with EQ audio track as an example.

If students don't have the sounds that they want in their DAW encourage them to record them around the classroom. For example a snare sound could be made by tapping your desk with a ruler. The bass drum part could be a recording of a book slamming down on a table.

Making drum beats out of sound effects ensures that students get a lot of practise editing audio files in their DAW.

- Electronic music examples

10 minutes

Share and reflect

Using the below questions as a guide, ask students to reflect on their creative process and consider playing back any recordings that they have created.

- What do they like about the music they created?
- Discuss with the students what they think makes a good drum beat – i.e. where to place the bass drum, high hats and snare?
- What was challenging about it manipulating the audio and playing MIDI drums?