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At the end of today's show I'll tell you more about my newsletter for remarkable teachers.

Justin Kamp:

"There's no wrong answers, I give them the tools so they can't play a wrong note."

Vicki Davis:

The Ten-minute Teacher podcast with Vicki Davis. Every week day you'll learn powerful practical ways to be a more remarkable teacher today.

VICKI: Hello remarkable teachers, it's such a joy to bring so many subjects to you. And today we have music teacher, Justin Kamp @[kampmiltonmusic](https://www.instagram.com/kampmiltonmusic) who's doing remarkable thing sin his music classroom. So Justin, you teach K-3 and also 6th grade, tell us about some of the things you're doing with music in your classroom

JUSTIN: First I wanted to thank you for having me on. I try as a teacher that has everybody from the continuum through our primary building to be able to build upon the skills that I know they already know in kindergarten versus when they go from grade to grade you don't always see that whole continuum progression that they make even though they don't always see it and you can't see it day-to-day. But I really try and incorporate all different things into the room whether it's singing, dancing, playing instruments, having fun of course. <http://justinkampmusic.weebly.com/> And then I always like to throw in some sort of technology because we're blessed in Milton to have one-to-one iPads for K8.

VICKI: So when you're having the kindergarteners and the third graders demonstrate, what kinds of things are they demonstrating? So are they performing?

JUSTIN: Yes, they perform. Every year, the kindergarteners have a program that's paired up with the third graders and I try at the concert to have – I've had people doing the dance in the middle a song, they play instruments to accompany a song, we've played compositions that the students have written in class. .

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And then, of course, then there's the singing of the holiday music that they show kindergarten singing local abilities compared to the third grader nine-year-old vocal abilities and the whole gamut that follows along with that.

VICKI: So you also said you're using technology and iPads, how are you using those in your music classroom?

JUSTIN: Bunch of different projects because the kids know so much about things and aren't afraid to try. Unlike all these grownups at school. In elementary level I do a composer of the month every month that we are at school so we've talked

about Beethoven, Mozart, Bach, and at the end of the month with my second and third graders, they make a composer pic collage using the app Pic Collage <https://pic-collage.com/> where they have to come up and brainstorm with idea of single words that will be beneficial to that composer that aren't going to be so vague that, "Oh, it's only a music theme thing." But maybe it's Bach had 20 kids so they're going to search for the number 20 or Bach played the organ so they're going to find nice pictures of the organ and then they make a collage that shows everything that they can remember and have learned about that composer.

And then 6th graders can really jump and I get a ton more ability-wise. So we do projects in Garage Band, (Mac: <http://www.apple.com/mac/garageband/> right now we're currently making a techno tune using the laptops in the lab and they're making a two and a half minute techno tune. We've done a silent movie project, they're doing C Jam Blues <http://www.jwpepper.com/C-Jam-Blues/2470818.item> using the blue scale on the keyboard function in Garage Band.

VICKI: So what's a techno tune? Explain that.

JUSTIN: They use the built-in loops, there's about 25GB worth of content that the laptop version of Garage Band has and there's, I think about 2400 different sounds that they can choose for. And they make an ABA form, so the beginning and the end are sandwiched around a new different B section so it's like an Oreo.

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And they make a certain duration of an A section where they have to layer, they learn about cutting, copying, looping, all these different sounds to create one whole techno project and then we have a little techno dance party at the end of the project. *VICKI DAVIS @COOLCATTEACHER*

VICKI: That sounds like so much fun. So what's your student's favorite things to do with the devices in music?

JUSTIN: With kindergarten they just love being able to explore it. We've got some great apps just to do sound exploration because they're learning about high and low and fast and slow and to be able to use something that can help show that, like Chrome Music Labs <https://musiclab.chromeexperiments.com/>, they created that last year or the year before to go along with Music in Our Schools month which is March. And then there's an app called Moozart <http://www.moozartapp.com/> and TuneTrain <https://itunes.apple.com/us/app/tunetrain/id702713073?mt=8> where they can create music by dragging things around – different animal sound – and then play it back and hear. High, low, fast, slow, different styles. They just get so lit up by being able to make something and then erase it and start all over again.

VICKI: Now how about the older kids? The 2nd and 3rd graders, what are they like?

JUSTIN: They really like digging into garage band whether I give them a little bit of free choice to figure out what's going on in here. Are they recording something in garage band and then running up how me, "Mr. Kamp, look at what I just mad." And to them they have just made a masterpiece, they made a Brahms Symphony. And so somebody else that maybe doesn't understand what knowledge they have it might sound like they just randomly played on the piano by just seeing how excited they can get even though it wasn't, "Okay, we're going to press this and this and this."

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But they could be creative on their own outlet.

VICKI: Really, it's almost like every single student has an instrument, isn't it?

JUSTIN: Exactly. And they could have headphones in, so I can work one-on-one with a student who, maybe, isn't understanding exactly what we're doing and there isn't all of that other noise distracting somebody or somebody that has issues with hearing a ton of different sound to be able to think about what they're doing. They can throw those headphones on and tune everybody else out and all you hear every once in a while will a giggle because they just excitedly found something on their iPad.

VICKI: So what about the classical musicians who might turn their nose up at this? What do you say?

JUSTIN: I would hope that they would be able to understand that you have to start and ignite that spark of creativity. Because if you stifle that and make it so rigid that they're going to want to turn off on that. So I try and set them up for success that if we're doing improv, there's no wrong answers. I give them the tools so they can't play a wrong note. I might give them two note son the xylophone or on the Garage Band keyboards or anything and then slowly we could add to it rather than saying, "Here, you can do anything you want." And yes, there are consequences for making wrong mistakes in here. I try and set them up for success from the start.

VICKI: I love it. There's so many fantastic things that you can do with music and technology. And March is Music in Schools month <http://www.nafme.org/programs/miosm/> so I hope, educators, you've got lots of ideas for all of your classrooms of things that you can do to bring music in using technology.

Hello remarkable teachers, I have a newsletter just for you. Twice a week I send out lesson plans, freebies and links. You can sign up by texting the word Coolcat to 444999. Again, if you're in the U.S. you can text C-O-O-L-C-A-T to 444999. If you're not in the U.S, just go to coolcatteacher.com/newsletter.

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