GEOFFREY WYATT, THIRD GRADE TEACHER, GLACIER VALLEY ELEMENTARY SCHOOL, JUNEAU, AK:
Here it is with all three parts, the bass, the percussion, and the guitar. Here we go.

[Music]

GEOFFREY WYATT:
Raise your hand if you can hear the bass still.

Raise your hand if you can hear the percussion.

And can you hear the guitar in there?

LORRIE HEAGY, PROGRAM DIRECTOR, JUNEAU ALASKA MUSIC MATTERS (JAMM), GLACIER VALLEY ELEMENTARY SCHOOL, JUNEAU, AK):
Glacier Valley’s JAMM club works because of the collaboration at this school. We have Mr. Wyatt, third-grade teacher who teaches GarageBand to our kids.

Kids as young as second grade can create their own music, because GarageBand has these building blocks that make it very accessible for them.

GEOFFREY WYATT:
So that’s my piece. Now, did I have a soft piece or was it kind of a loud piece?

STUDENTS:
Soft.

GEOFFREY WYATT:
Soft.

This purple piece, this is her singing the “zup.” This is zup, this is zup, and this is...

Week by week we put another piece of the music puzzle in there. One week we do a bass setting and then another week percussion.

[Music]

GEOFFREY WYATT:
All right. Was that soft or loud?

STUDENTS:
Loud!
GEOFFREY WYATT:
And then we also put in the melody and we're putting in some vocals.

Okay, so when you go to record your voice you're gonna have to think about that, because if it's soft, you don't want to have a loud voice. And if it's loud, you don't want to have a soft voice.

LORRIE HEAGY:
They can make an A-B-A pattern by choosing loops. And you just drag and drop, drag and drop. So it's foolproof. And it makes any young student feel like a successful musician, because it's built to be successful for kids.

GEOFFREY WYATT:
All right. Are you going to put in a soft sound or a loud sound?

STUDENT:
Loud sound.

GEOFFREY WYATT:
You're gonna do a loud sound. What is your sound gonna be? Let me hear it.

STUDENT:
I wanna hear it.

[Music]

STUDENT:
Ba!

GEOFFREY WYATT:
You're going to go, “Ba?”

STUDENT:
Yeah.

GEOFFREY WYATT:
All right. So what we need to do is…

STUDENT:
Bum!

GEOFFREY WYATT:
Oh, bum! Do it again.

STUDENT:
Bum.
GEOFFREY WYATT:
That sounds good. All right, new track.

STUDENT:
Bum.

[Music]

GEOFFREY WYATT:
How did that sound?

STUDENT:
Good.

GEOFFREY WYATT:
So now we have to repeat it a bunch of times, so I’m going to go ahead and move it to the beginning. And you can paste it as many times as you want and move it out a little bit. And keep listening to the music and make sure it sounds really good as you go. All right?

I can definitely tell that they have skills as musicians because as we look at melodies and some of the structure of music, they already have that understanding in place, and so as they are composing, I don’t really have to do a lot of explaining. They have it already there and they are putting it into their music.

[Music]

STUDENT:
Sounds good.