Making One Song Accessible To Everyone

Presented by Jerry Trzeciak and

iROCK MUSIC SCHOOL

A presentation assisting teachers to better understand how to cater for different levels of learning and instrument choice in a Modern Band program using the **1234 iROCK Method**.

Key Pedagogical Themes

Approximation | Differentiation | Scaffolding | Personalised and student centered learning

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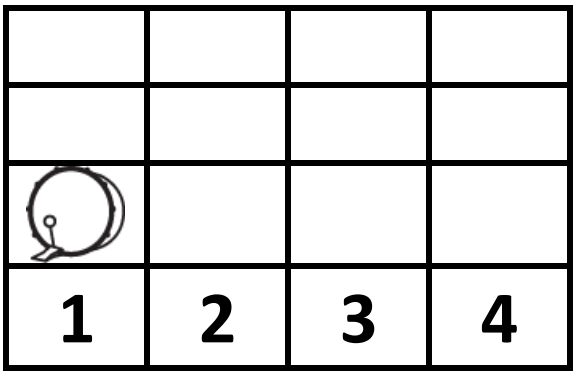
iROCK at PLAYING DRUMS

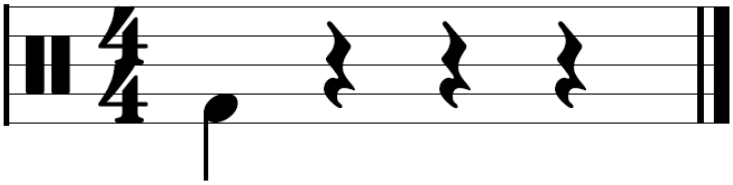
In the style of Billie Jean by Michael Jackson

Level 1

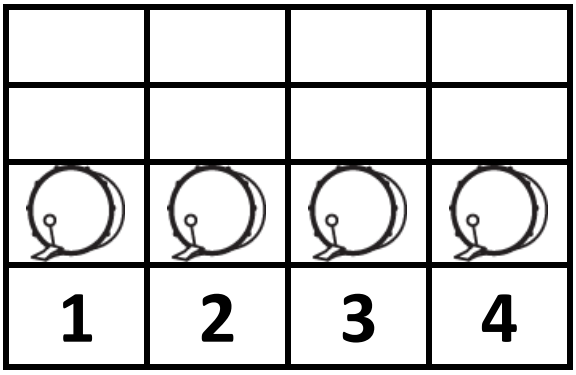
Structure: Intro | Verse | Pre Chorus | Chorus | Verse | Pre Chorus | Chorus | Chorus | Solo (Verse) | Chorus

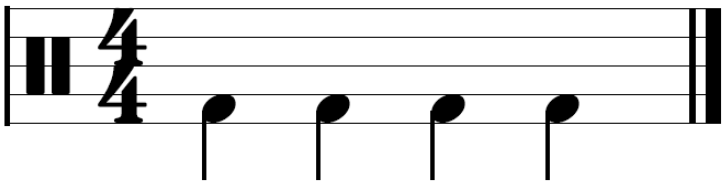
Intro, Verse and Chorus





Pre Chorus





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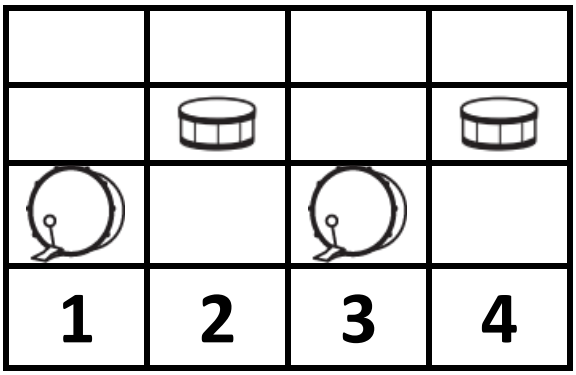
iROCK at PLAYING DRUMS

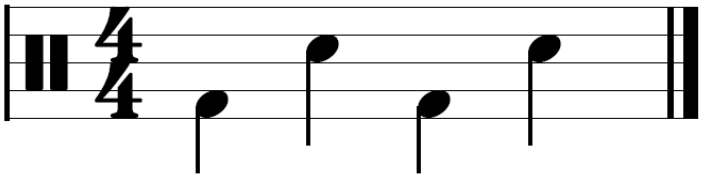
In the style of Billie Jean by Michael Jackson

Level 2

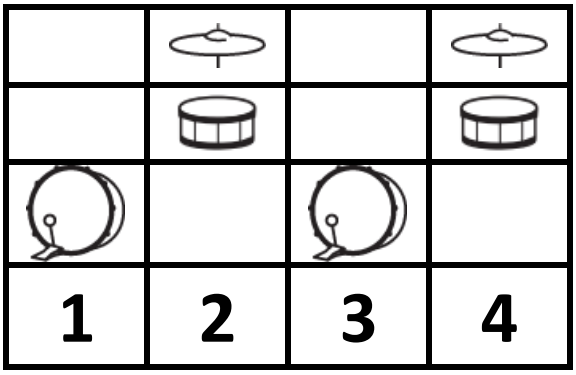
Structure: Intro | Verse | Pre Chorus | Chorus | Verse | Pre Chorus | Chorus | Chorus | Solo (Verse) | Chorus

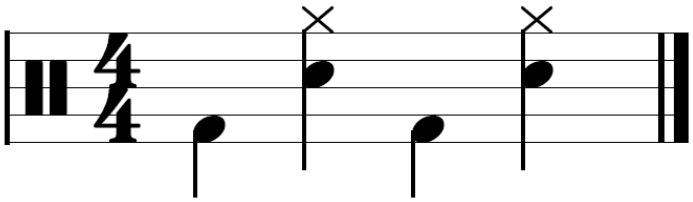
Intro, Verse and Chorus





Pre Chorus





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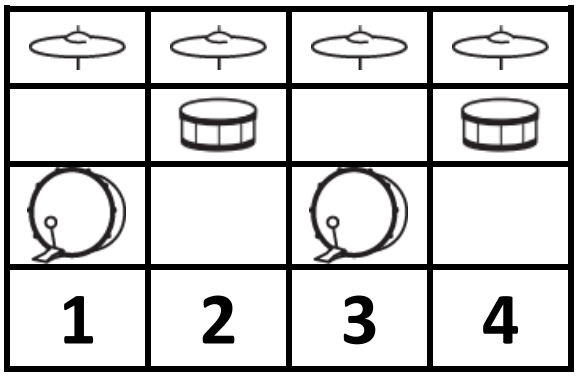
iROCK at PLAYING DRUMS

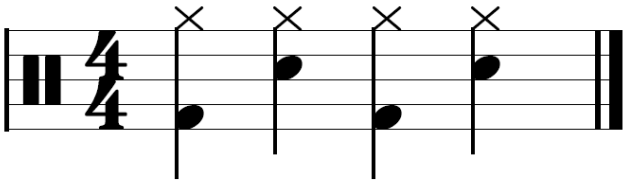
In the style of Billie Jean by Michael Jackson

Level 3

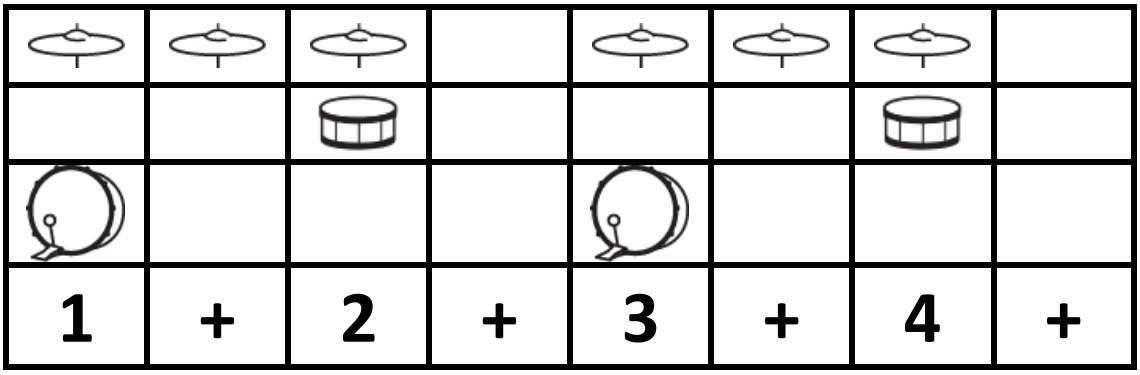
Structure: Intro | Verse | Pre Chorus | Chorus | Verse | Pre Chorus | Chorus | Chorus | Solo (Verse) | Chorus

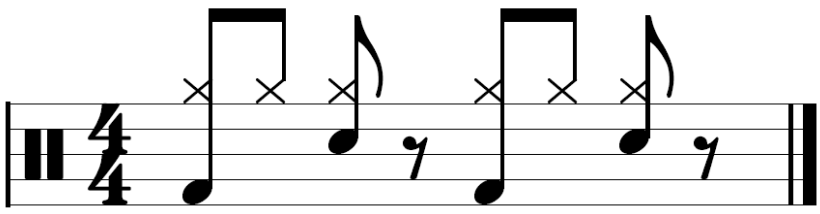
Intro, Verse and Chorus





Pre Chorus





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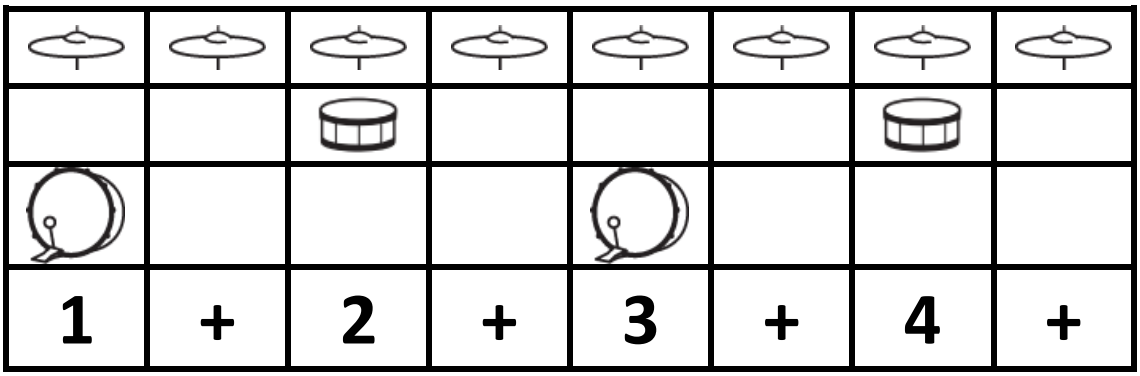
iROCK at PLAYING DRUMS

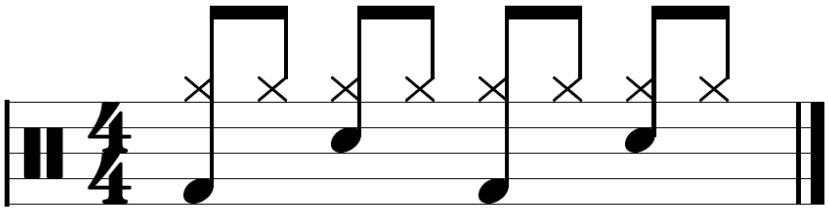
In the style of Billie Jean by Michael Jackson

Level 4

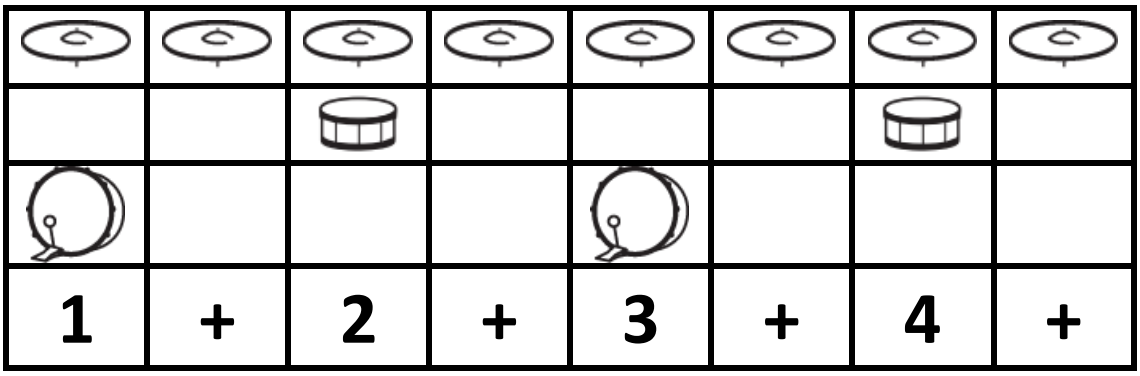
Structure: Intro | Verse | Pre Chorus | Chorus | Verse | Pre Chorus | Chorus | Chorus | Solo (Verse) | Chorus

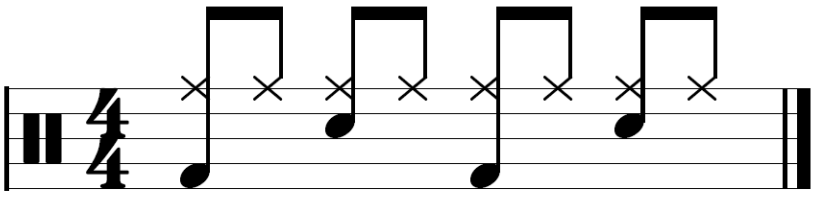
Intro, Verse and Chorus





Pre Chorus





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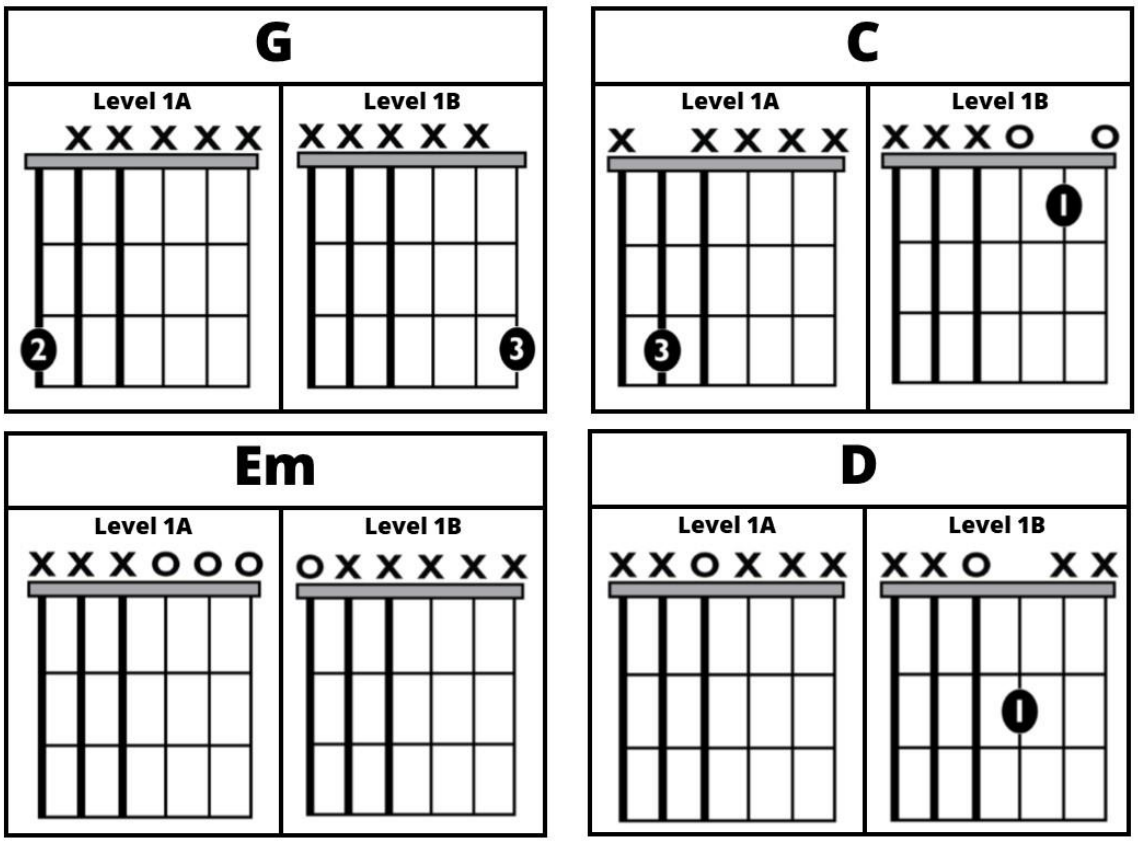
In the style of

Madness

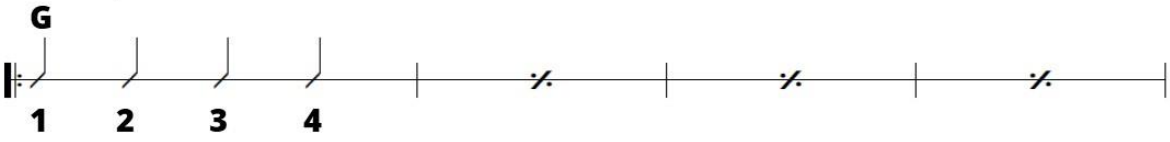
By Muse

Level 1

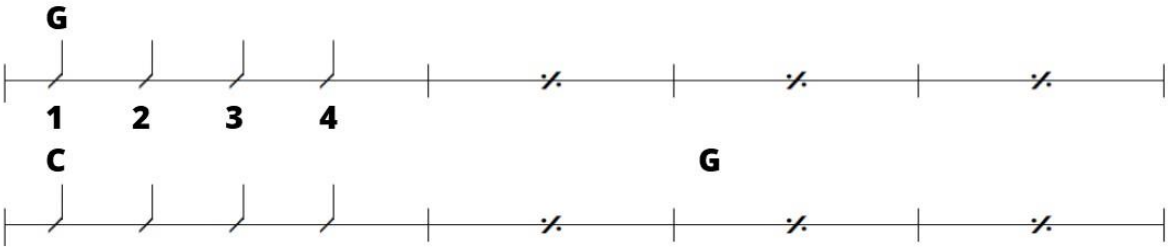
Structure: Intro | Verse | Chorus | Intro | Verse | Chorus | Intro | Solo (Verse)| Chorus | Intro



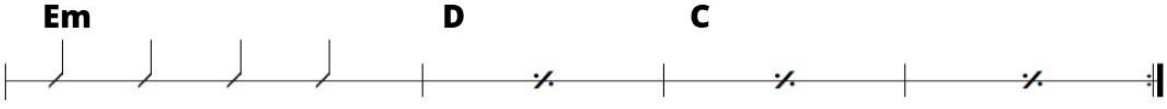
Intro x 1 | x 1



Verse x 2 | x 2 | x 1 (Solo)



Chorus x 2 | x 2 | x 8



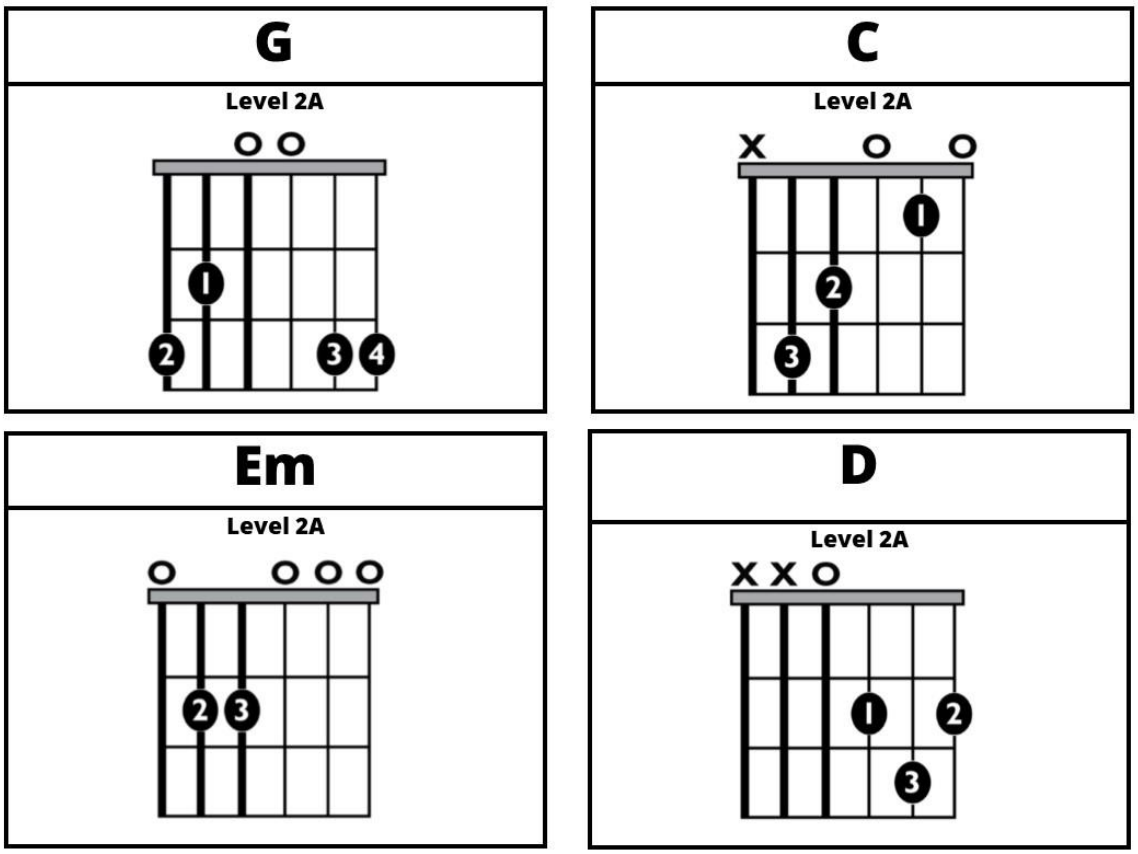
In the style of

Madness

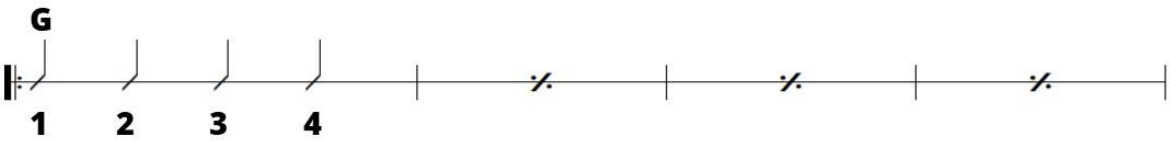
By Muse

Level 2A

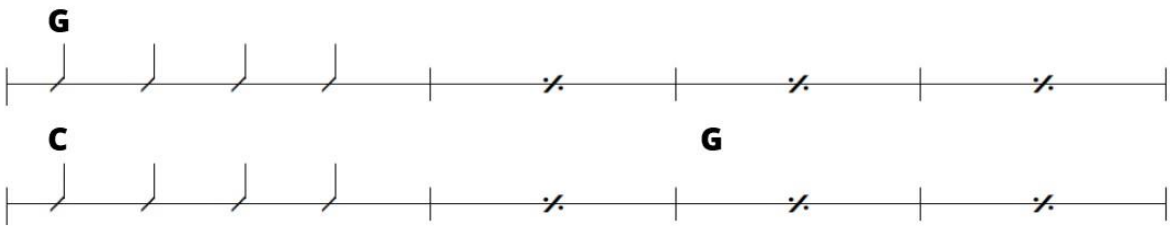
Structure: Intro | Verse | Chorus | Intro | Verse | Chorus | Intro | Solo (Verse)| Chorus | Intro



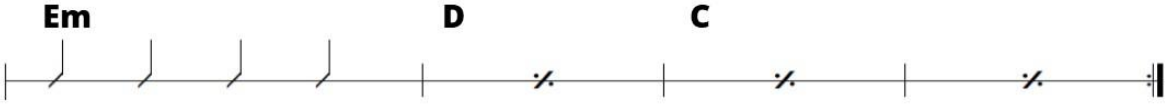
Intro x 1 | x 1



Verse x 2 | x 2 | x 1 (Solo)



Chorus x 2 | x 2 | x 8



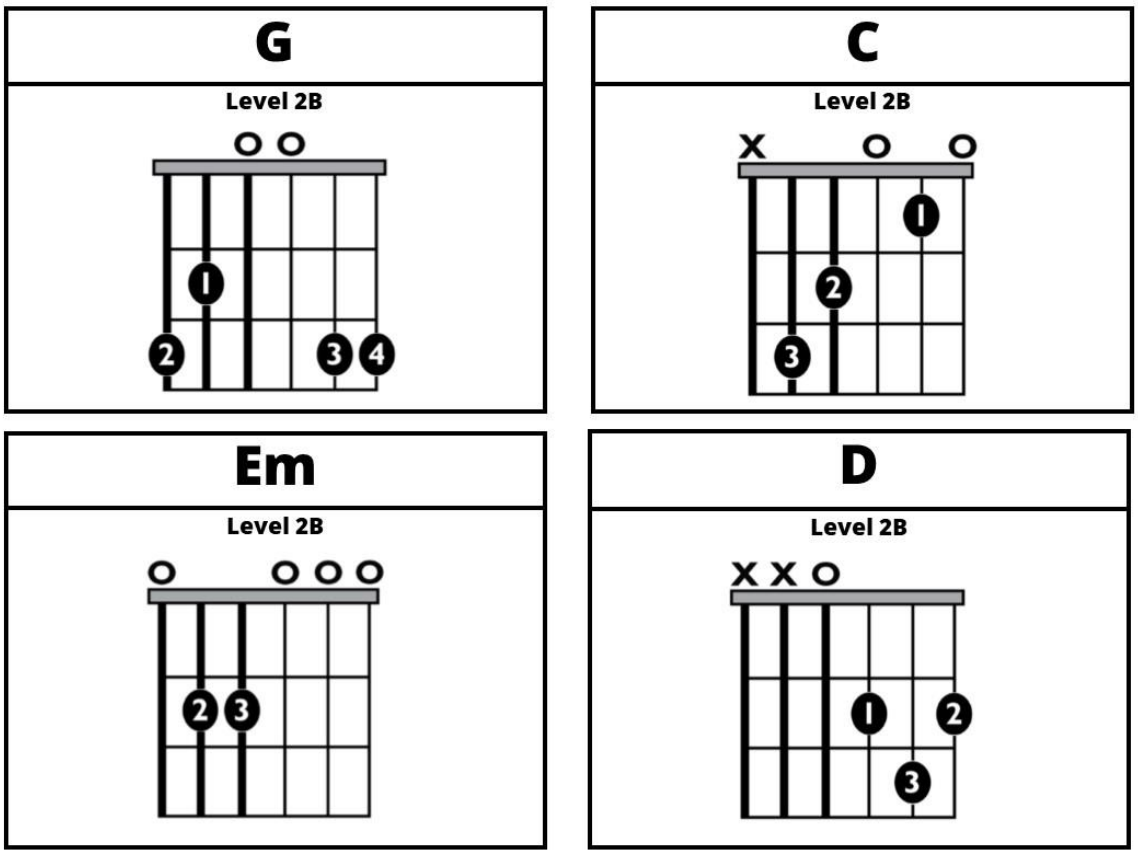
In the style of

Madness

By Muse

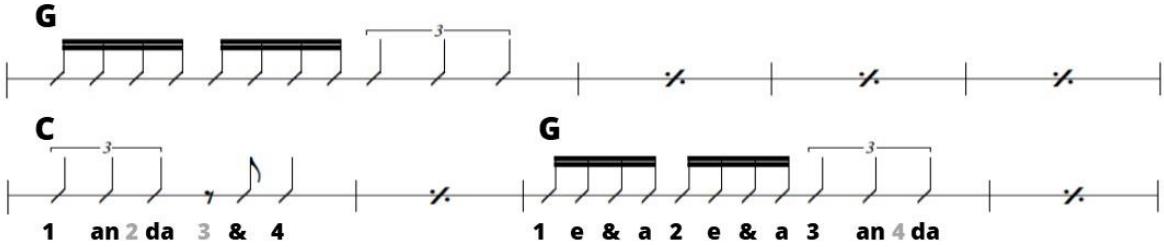
Level 2B

Structure: Intro | Verse | Chorus | Intro | Verse | Chorus | Intro | Solo (Verse)| Chorus | Intro

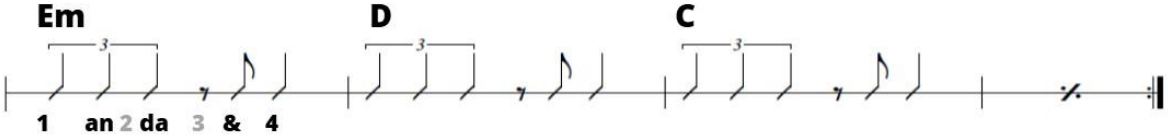


Intro x 1 | x 1

Verse x 2 | x 2 | x 1 (Solo)



Chorus x 2 | x 2 | x 8



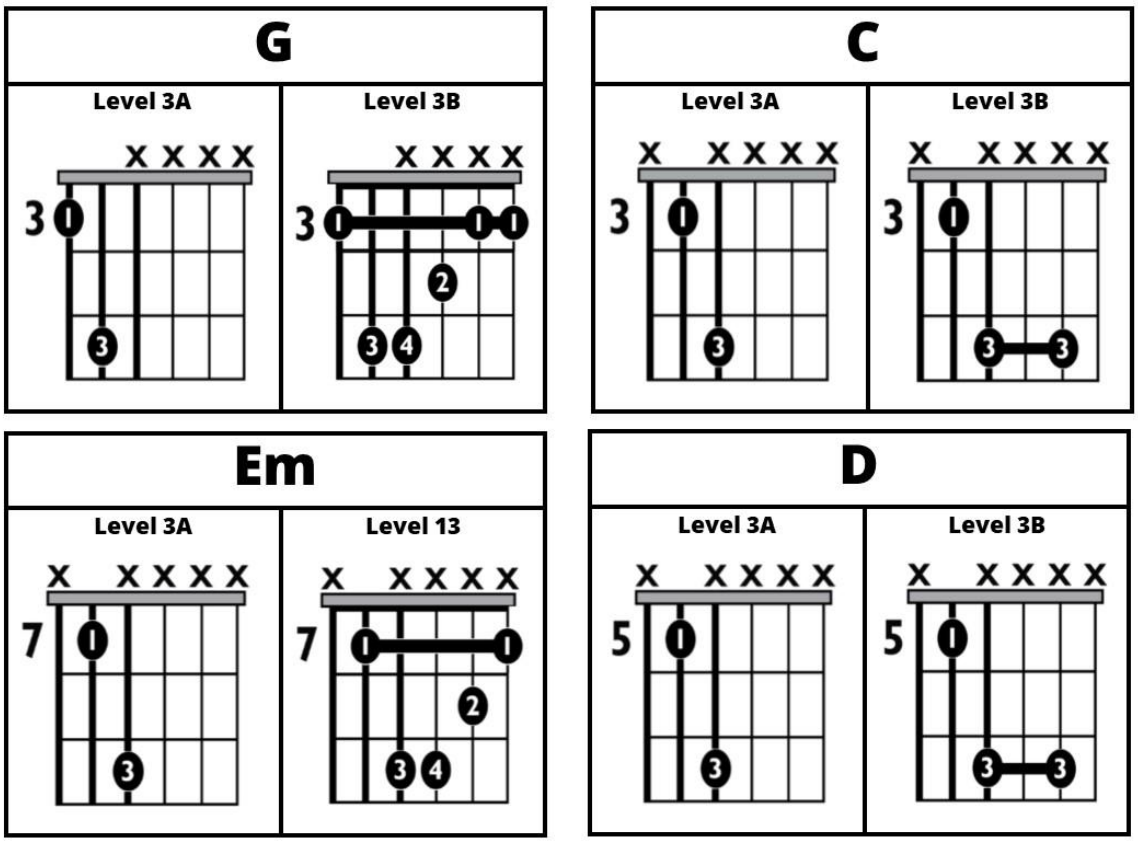
In the style of

Madness

By Muse

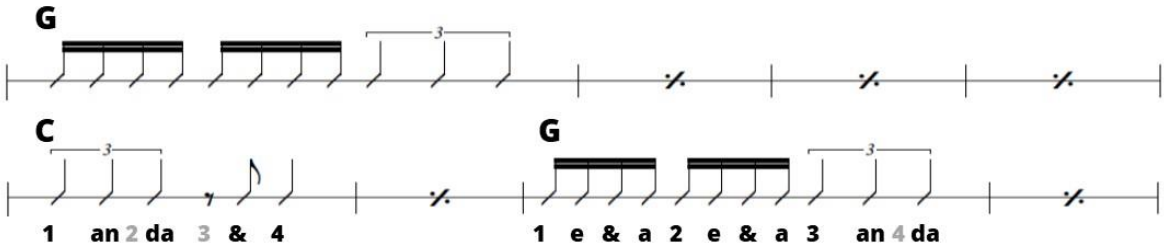
Level 3

Structure: Intro | Verse | Chorus | Intro | Verse | Chorus | Intro | Solo (Verse)| Chorus | Intro

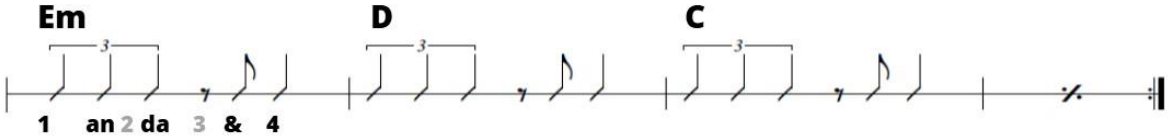


Intro x 1 | x 1

Verse x 2 | x 2 | x 1 (Solo)



Chorus x 2 | x 2 | x 8



In the style of

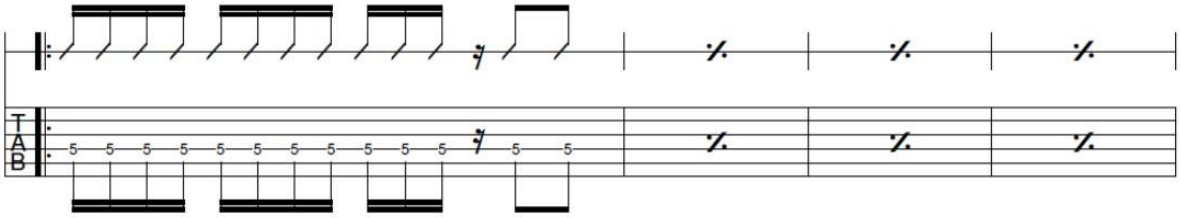
Madness

By Muse

Level 4A

Structure: Intro | Verse | Chorus | Intro | **Verse (2nd half) | Chorus | Intro | Solo (Verse)| Chorus** | Intro

Verse x 1 | x 1 (Solo)



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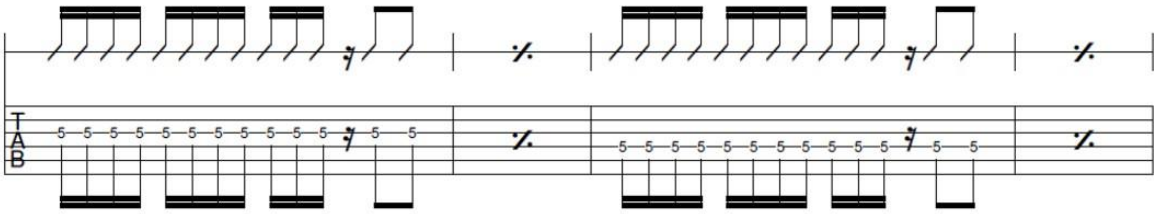
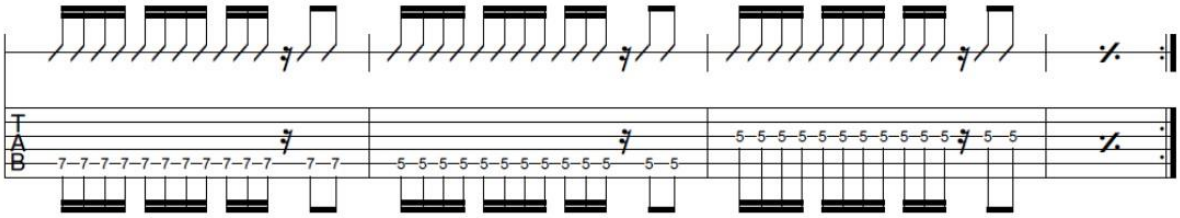
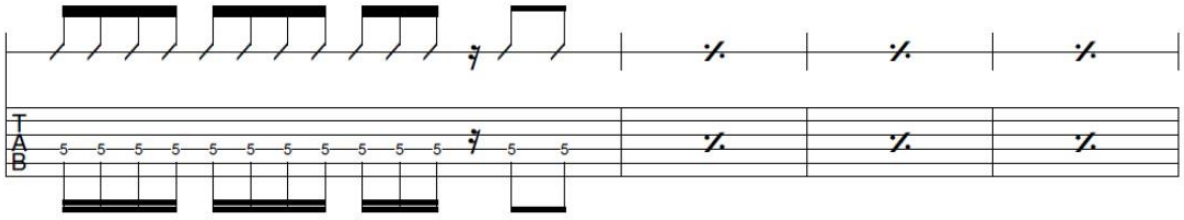


Chorus x 2 | x 8



Intro x 1



In the style of

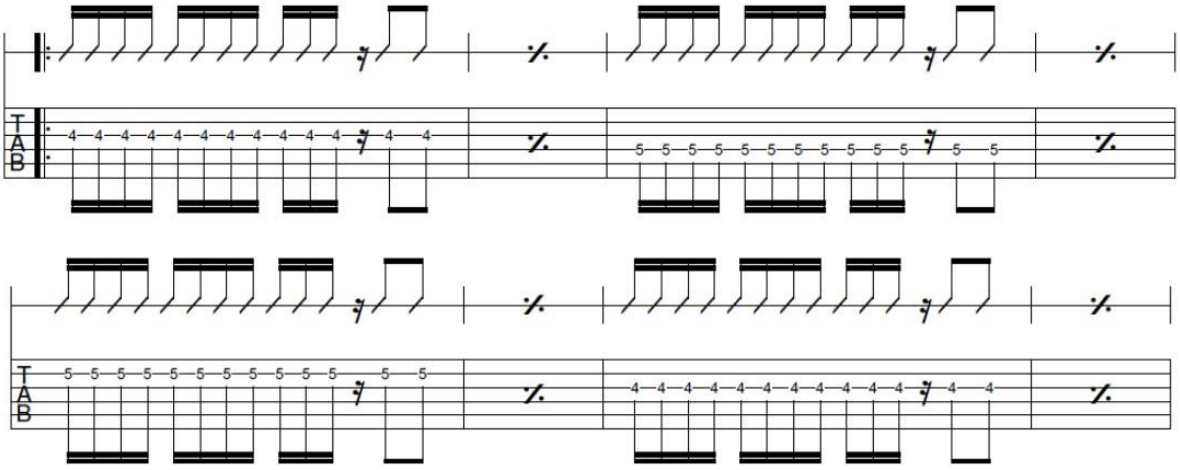
Madness

By Muse

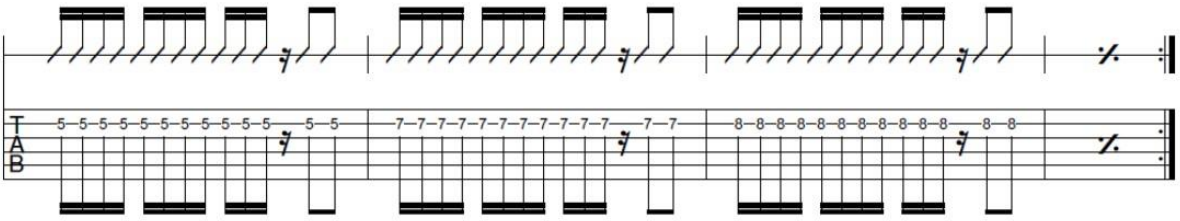
Level 4B

Structure: Intro | Verse | Chorus | Intro | Verse (2nd half) | Chorus | Intro | Solo (Verse)| Chorus | Intro

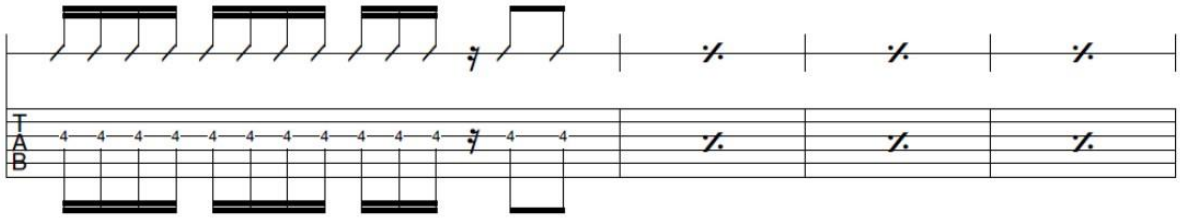
Verse x 1 | x 1 (Solo)



Chorus x 2 | x 8



Intro x 1



What is the 1234 iROCK Method?

Definition:

- The 1234 iROCK Method is a structured approach to differentiating the teaching of instrumental parts, and their increasing difficulty, to students in mixed level ability groups
- The 1234 iROCK Method explicitly targets learning at 4 levels
- The method is presented as both an online video and charted resource
- Each instrument video features a 1234 iROCK video along with a level by level tutorial
- The method has been developed by Jerry Trzeciak at iROCK Music School
- iROCK Music School operates as both an instrumental music school in Melbourne as well as a growing online resource for teachers and students worldwide

Levels explained

Level 1. **Beginner**	**Level 2.** **Intermediate**	**Level 3.** **Advanced**	**Level 4.** **Expert**
Focuses on single root notes / bass notes or simply keeping time.	Moves on to 2 - 3 note chords, power chords, or use of 2 drum parts.	Progresses to 3 - 4 note chords, triads or use of 3 drum parts.	Teaches parts closest to the real song. Open chords, full bar chords, left and right hand keyboard technique or the standard rock beat and/or variations of it, drum fills and cymbal accents

And…

In amongst all of this is another layer of learning in the area of rhythm and improvisation. The 1234 iROCK Method recognises that at any ability group students can also be working at different levels of rhythmic ability and improvisation as well. The method:

- ✓ Structures learning
- ✓ Targets ability level
- ✓ Personalises the lesson
- ✓ Motivates learners
- ✓ Can be used with any song students choose
- ✓ Builds independence
- ✓ Is suitable for classroom and instrumental music

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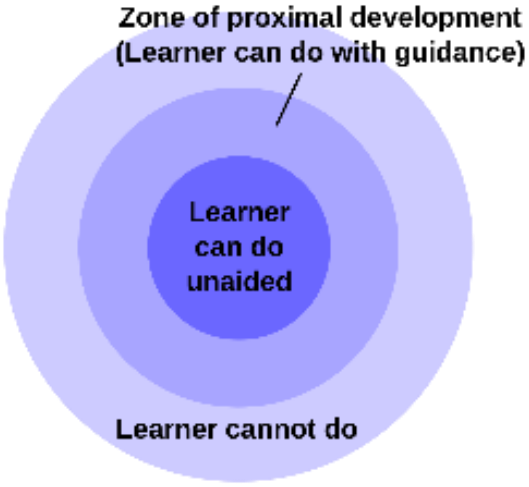
Pedagogical themes behind the thinking

Particularly…



Vygotsky

Broadwell

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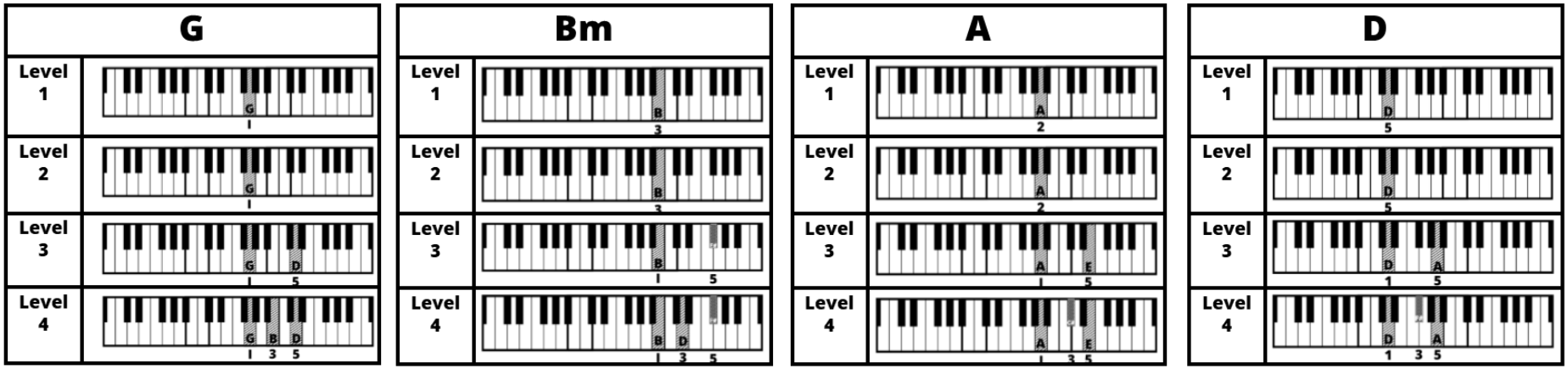
In the style of

There's Nothing Holding Me Back

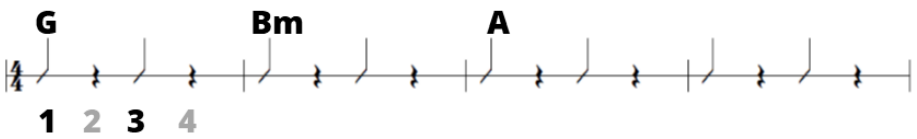
By Shawn Mendes



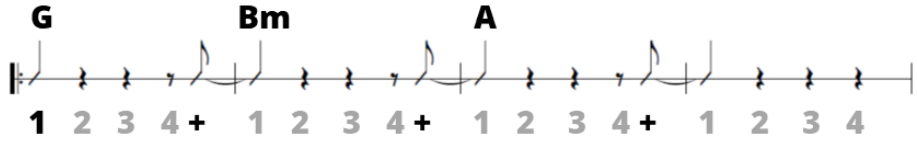
Structure: Intro | Verse | Chorus | Verse | Chorus | Verse (Bridge/Breakdown) | Chorus

Level 1

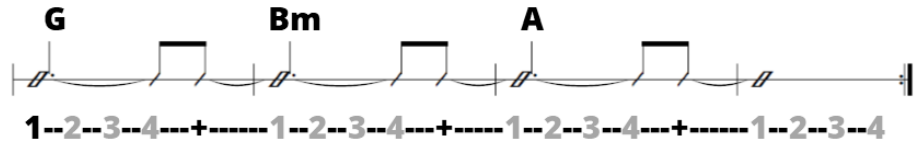
Intro x 1



Verse x 4 | x 4 | x 4

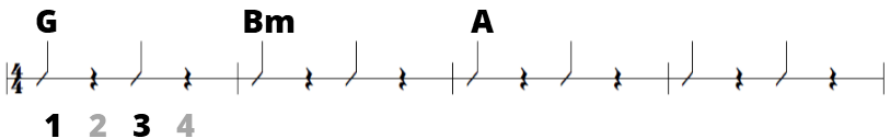


Chorus x 4 | x 4 |

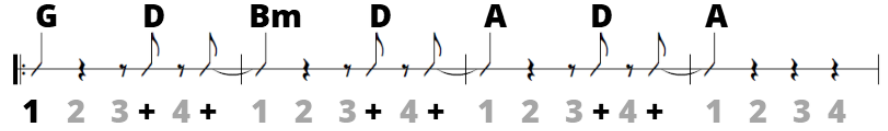


Level 2, 3 & 4

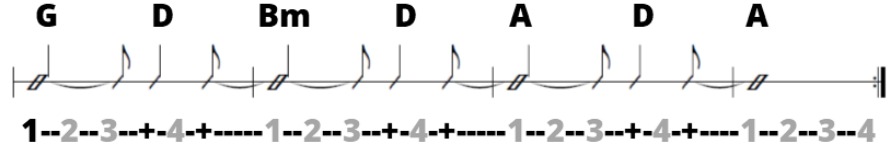
Intro x 1



Verse x 4 | x 4 | x 4



Chorus x 4 | x 4 |



www.irockmusicschool.com.au email: jerry@irockmusicschool.com.au Ph: 0400 445 342

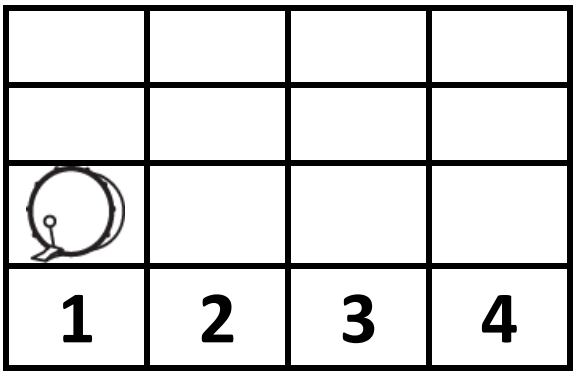
iROCK at PLAYING DRUMS

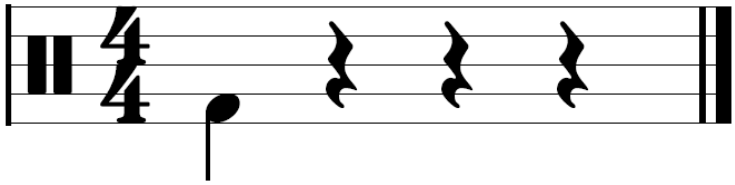
In the style of The Man by The Killers

Level 1

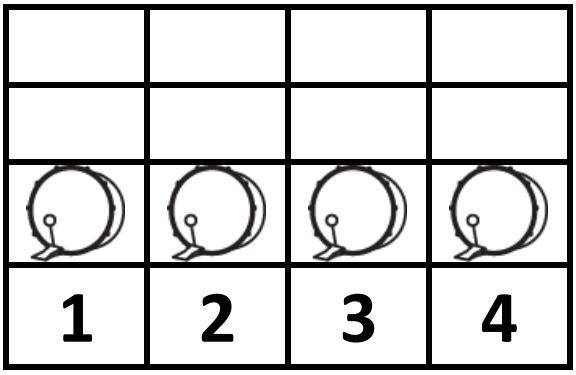
Structure: Intro | Verse | Chorus | Verse | Chorus | Bridge 1 | Solo | Chorus | Bridge 2 | Chorus | Outro

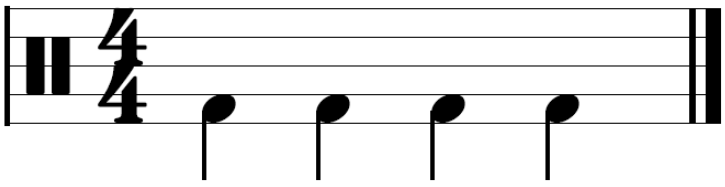
Intro, Verse, Bridge 1, Solo, Outro





Chorus





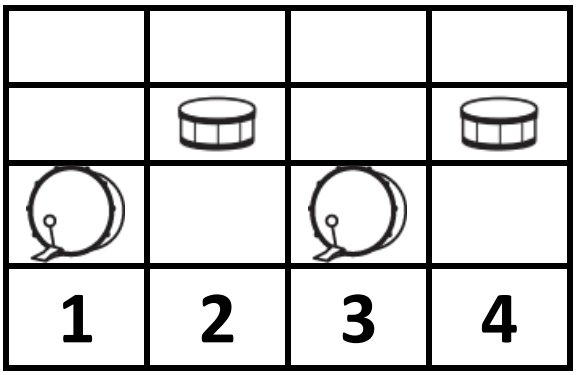
iROCK at PLAYING DRUMS

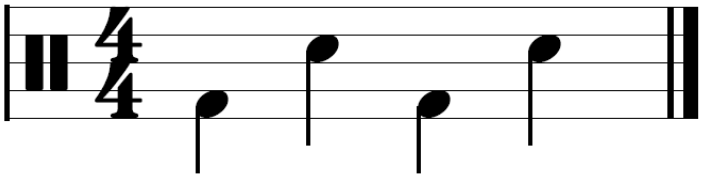
In the style of The Man by The Killers

Level 2

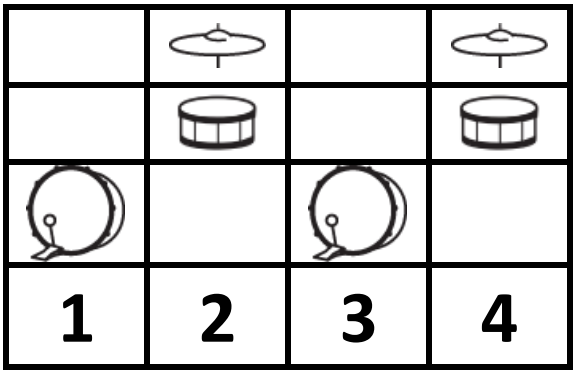
Structure: Intro | Verse | Chorus | Verse | Chorus | Bridge 1 | Solo | Chorus | Bridge 2 | Chorus | Outro

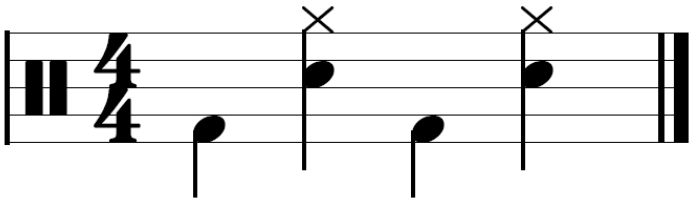
Intro, Verse, Bridge 1, Solo, Outro





Chorus





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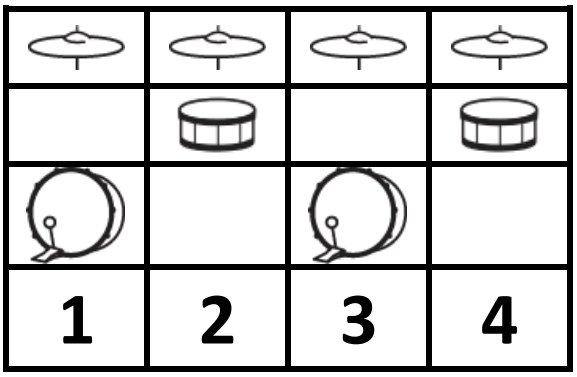
iROCK at PLAYING DRUMS

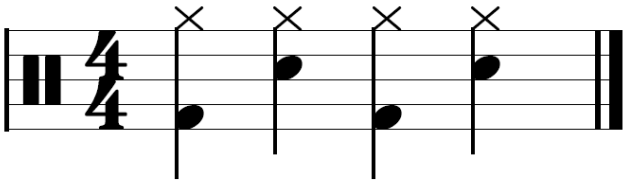
In the style of The Man by The Killers

Level 3

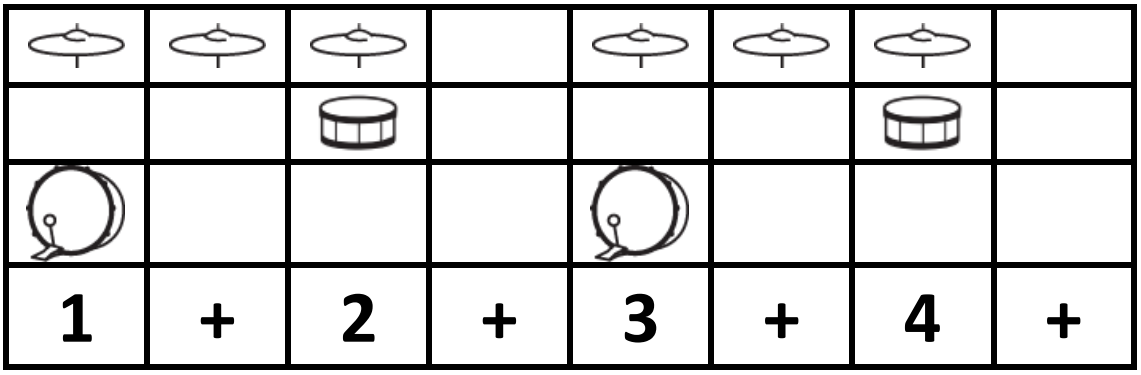
Structure: Intro | Verse | Chorus | Verse | Chorus | Bridge 1 | Solo | Chorus | Bridge 2 | Chorus | Outro

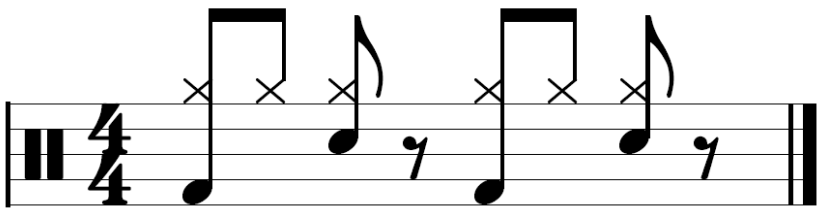
Intro, Verse, Bridge 1, Solo, Outro





Chorus





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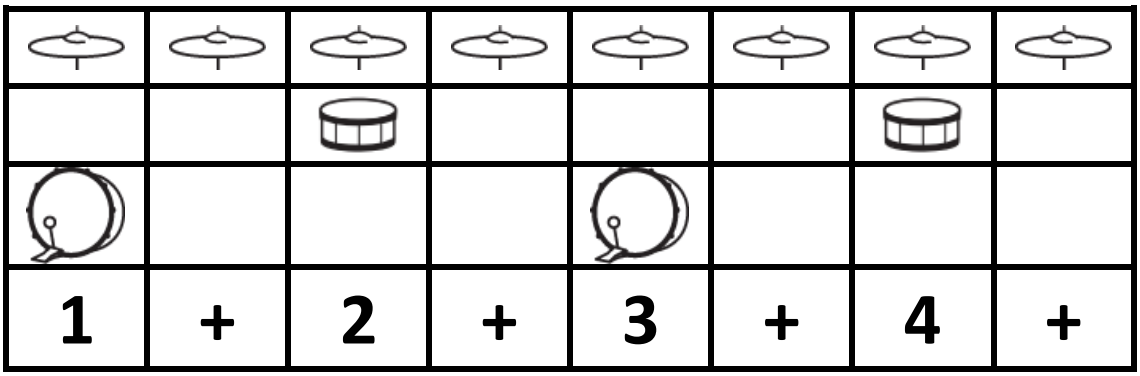
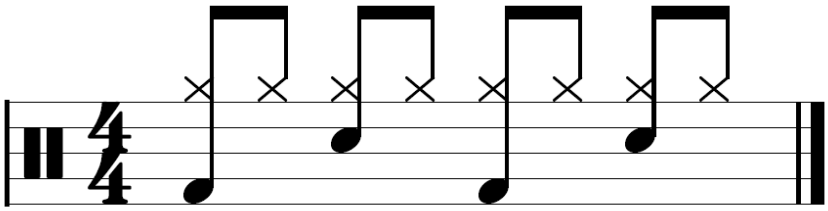
In the style of The Man by The Killers

Level 4

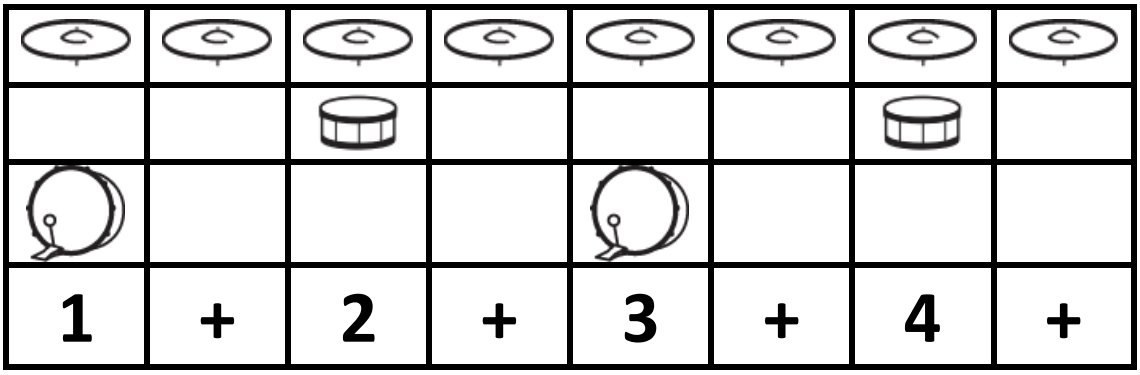
Structure: Intro | Verse | Chorus | Verse | Chorus | Bridge 1 | Solo | Chorus | Bridge 2 | Chorus | Outro

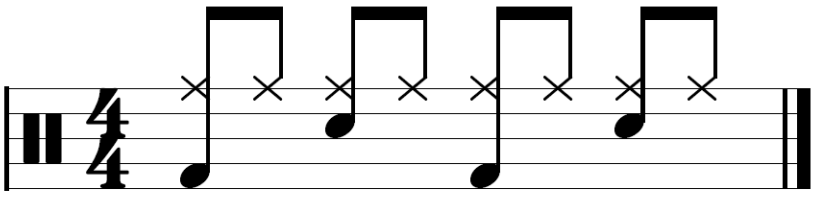
Intro, Verse, Bridge 1, Solo, Outro





Pre Chorus





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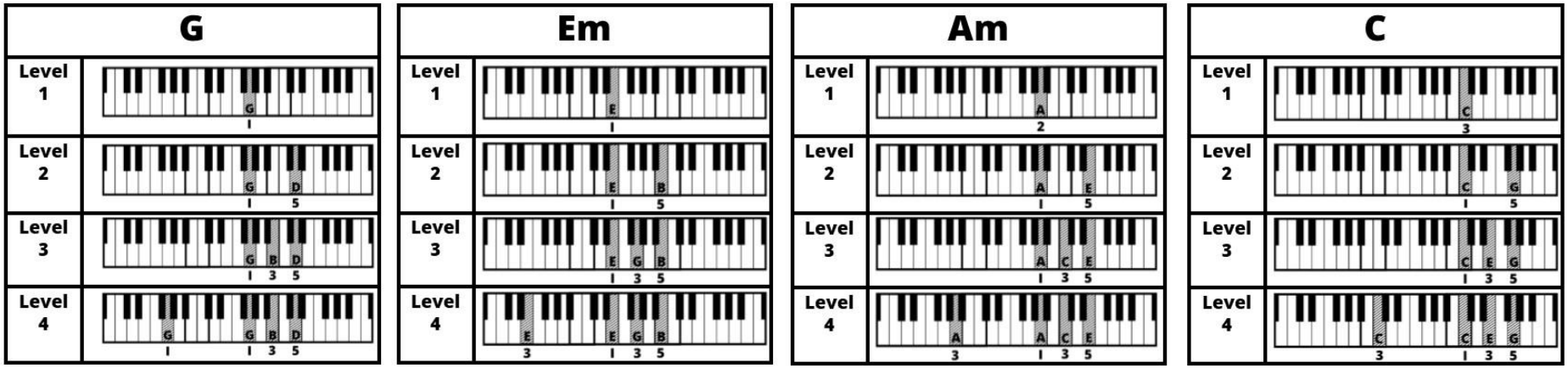
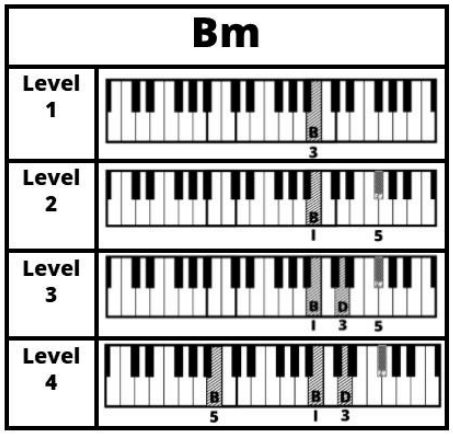
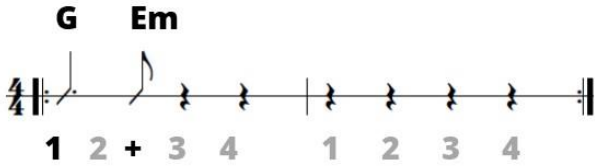




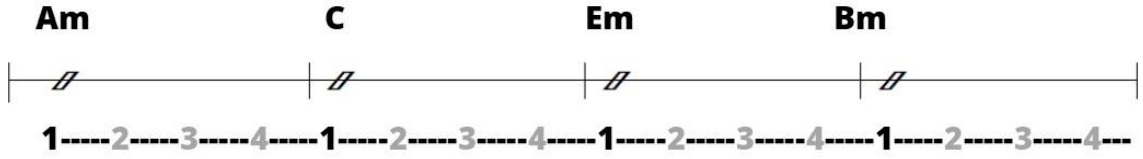
Structure: Intro | Verse | Chorus | Verse | Chorus | Bridge 1 | Solo | Chorus | Bridge 2 | Chorus | Outro

Level 1, 2, 3 & 4

Intro, Verse, Solo, Outro x 16 | x 6 | x 4 | x 4



Chorus, Bridge 1 x 2 | x 4 | x 2 | x 2



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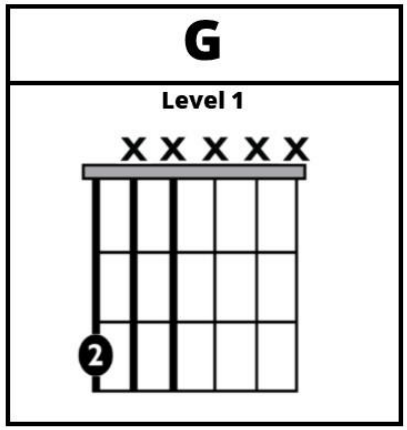
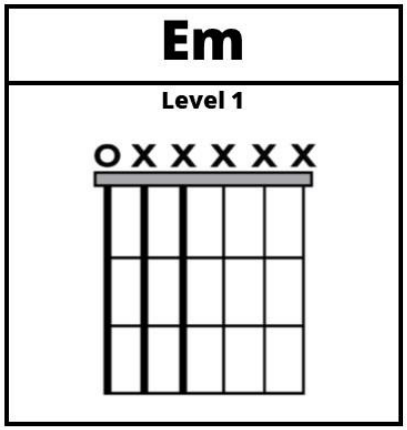
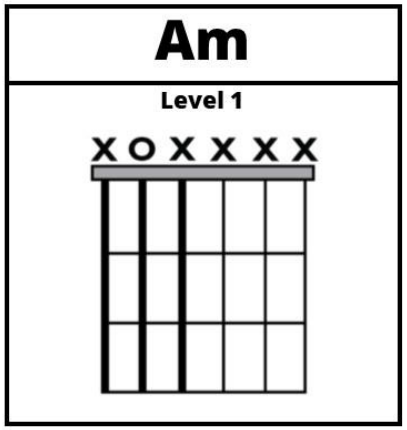
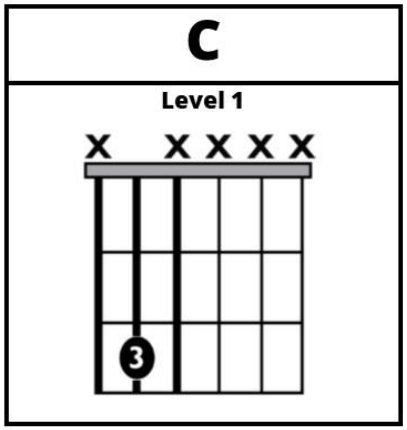
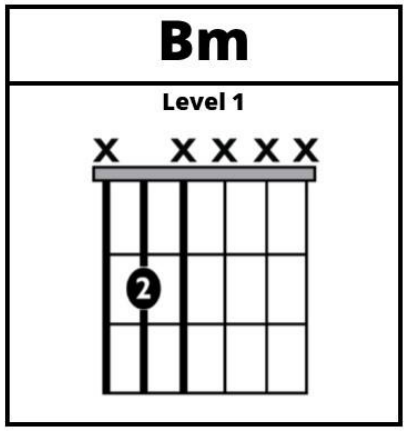






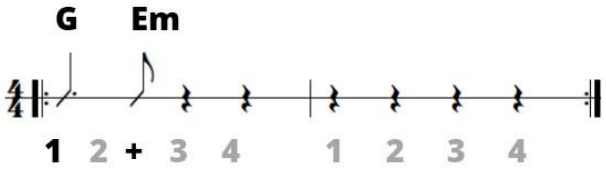


Structure: Intro | Verse | Chorus | Verse | Chorus | Bridge 1 | Solo | Chorus | Bridge 2 | Chorus | Outro

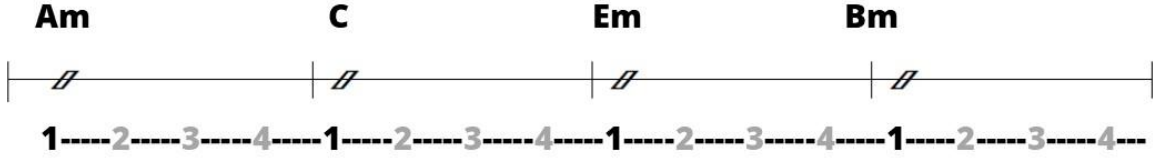


Level 1

Intro, Verse, Solo, Outro x 16 | x 6 | x 4 | x 4



Chorus, Bridge 1 x 2 | x 4 | x 2 | x 2



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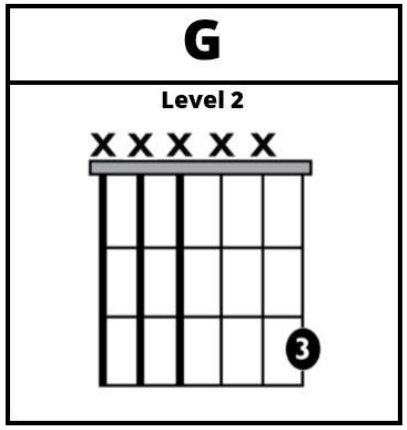
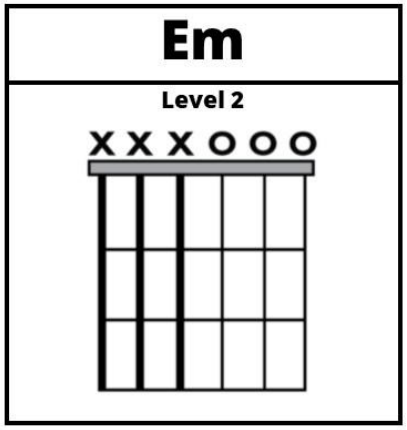
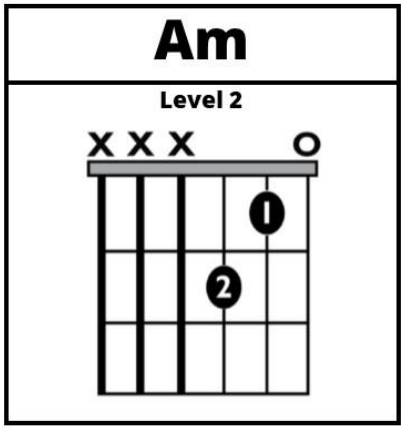
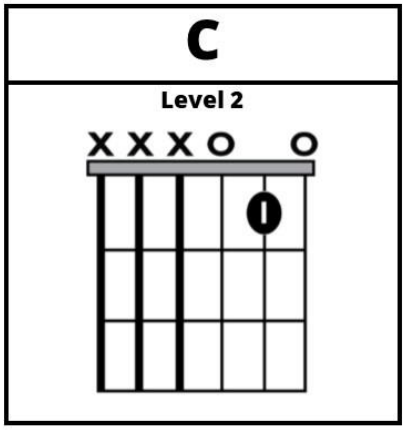
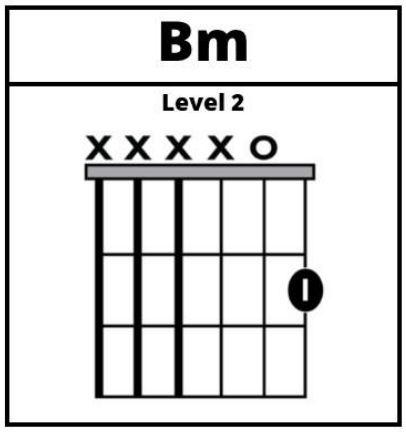






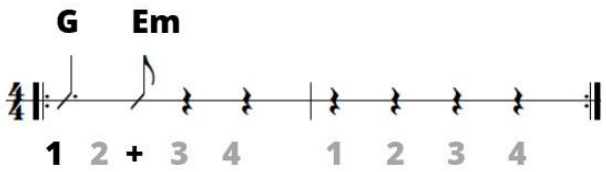


Structure: Intro | Verse | Chorus | Verse | Chorus | Bridge 1 | Solo | Chorus | Bridge 2 | Chorus | Outro

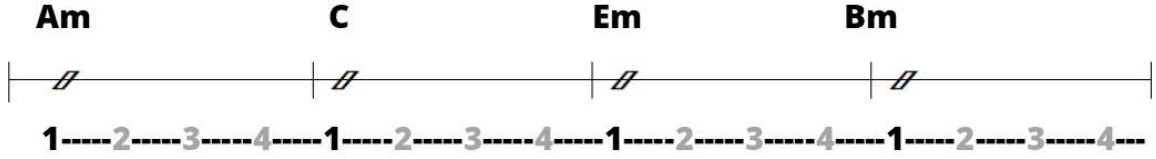


Level 2

Intro, Verse, Solo, Outro x 16 | x 6 | x 4 | x 4



Chorus, Bridge 1 x 2 | x 4 | x 2 | x 2



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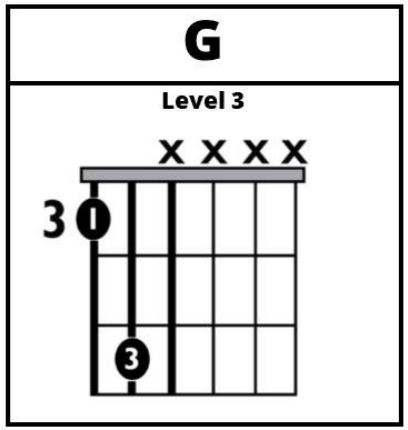
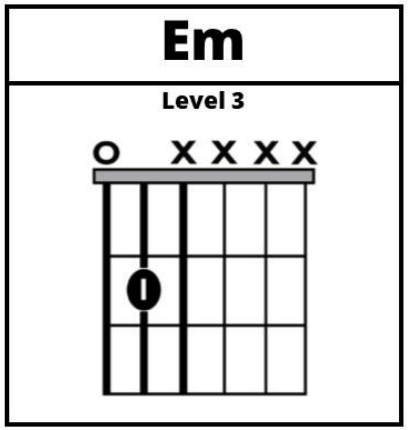
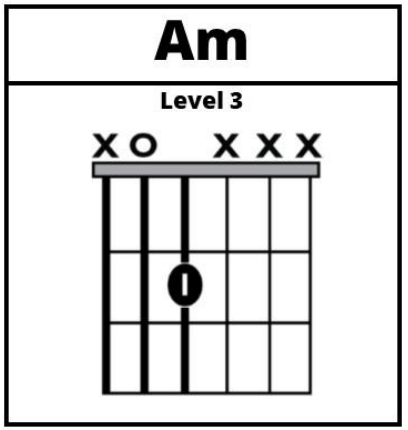
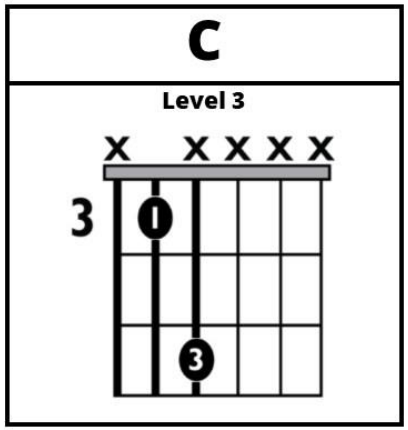
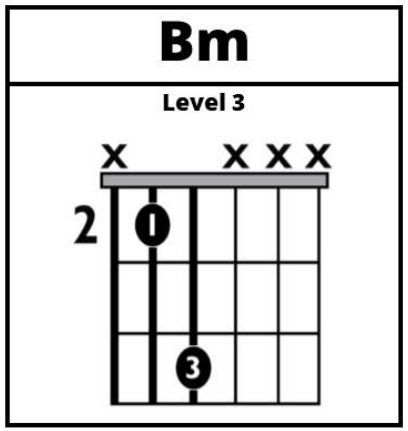






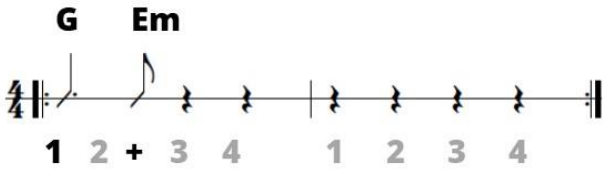


Structure: Intro | Verse | Chorus | Verse | Chorus | Bridge 1 | Solo | Chorus | Bridge 2 | Chorus | Outro

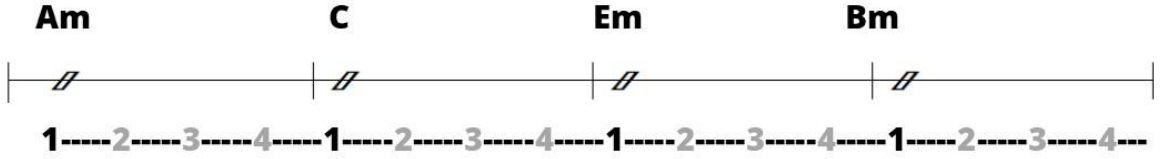


Level 3

Intro, Verse, Solo, Outro x 16 | x 6 | x 4 | x 4



Chorus, Bridge 1 x 2 | x 4 | x 2 | x 2



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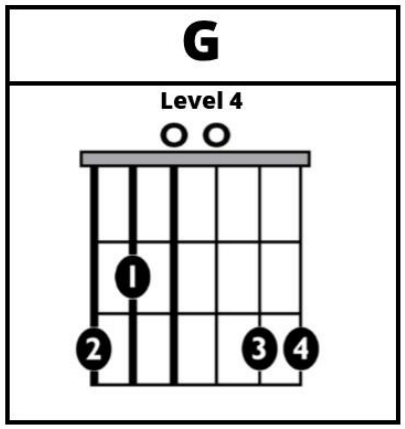
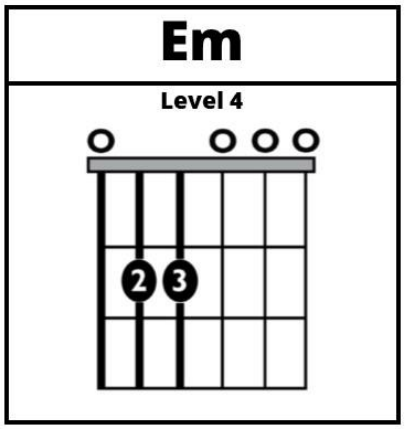
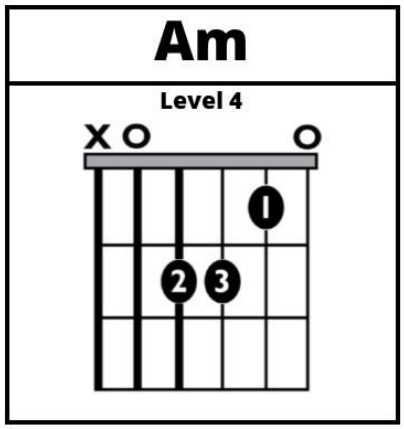
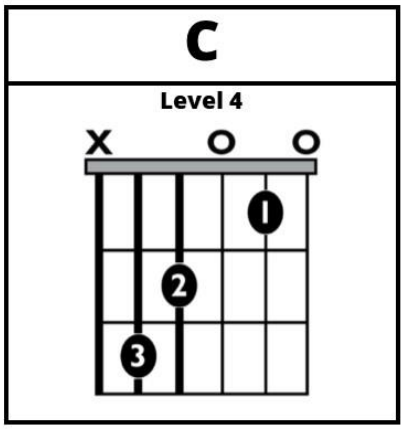
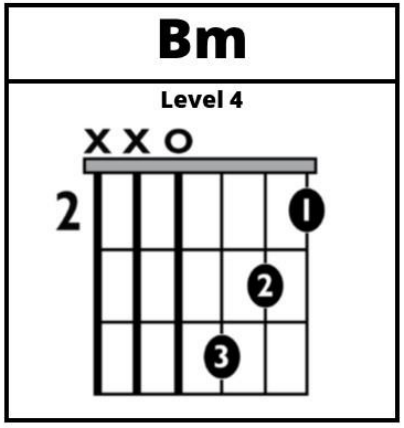






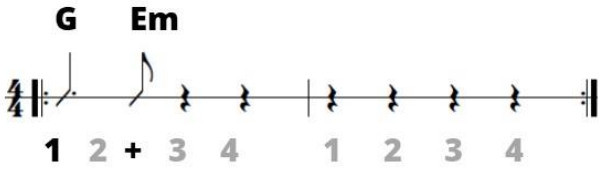


Structure: Intro | Verse | Chorus | Verse | Chorus | Bridge 1 | Solo | Chorus | Bridge 2 | Chorus | Outro

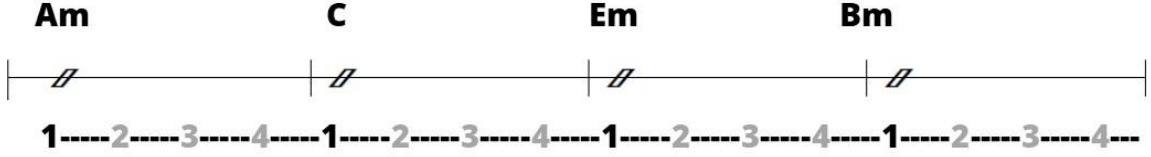


Level 4

Intro, Verse, Solo, Outro x 16 | x 6 | x 4 | x 4



Chorus, Bridge 1 x 2 | x 4 | x 2 | x 2



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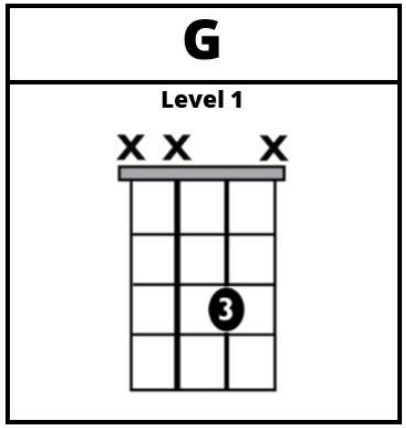
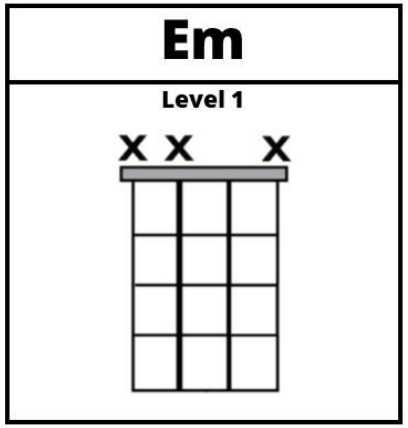
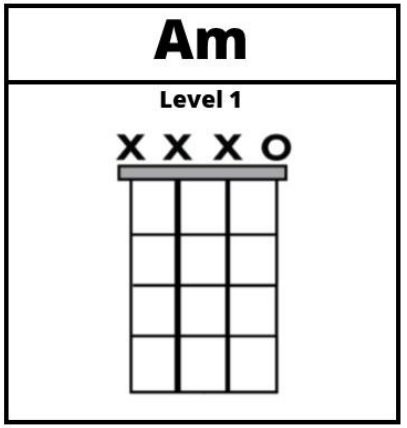
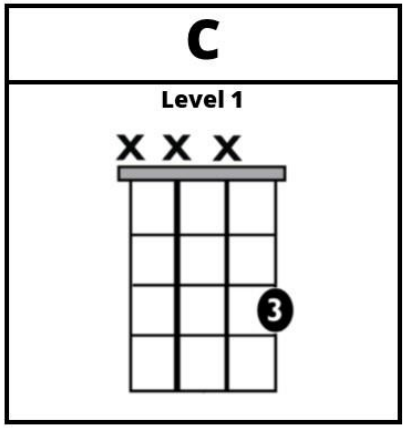
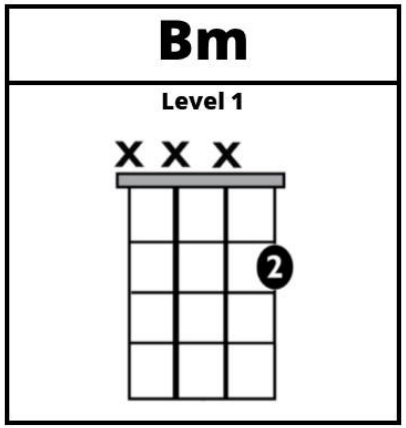








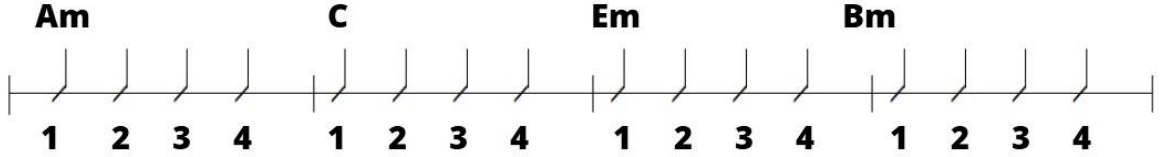
Structure: Intro | Verse | Chorus | Verse | Chorus | Bridge 1 | Solo | Chorus | Bridge 2 | Chorus | Outro



Level 1

Intro, Verse, Solo, Outro x 16 | x 6 | x 4 | x 4

Chorus, Bridge 1 x 2 | x 4 | x 2 | x 2



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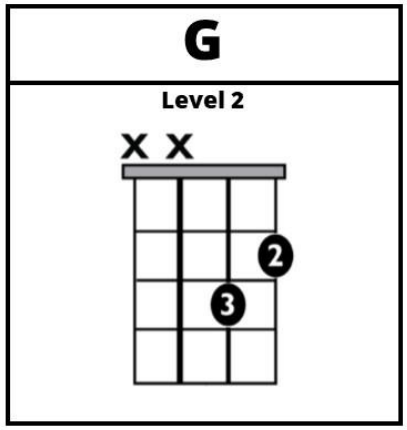
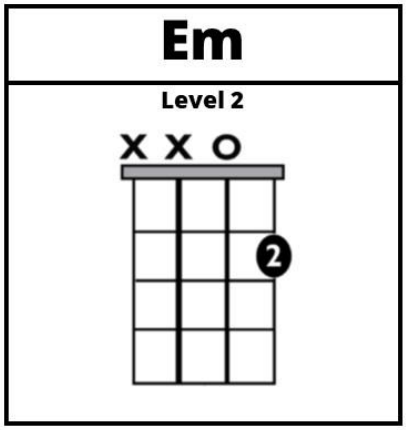
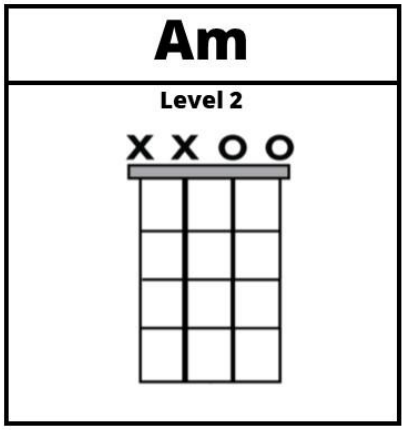
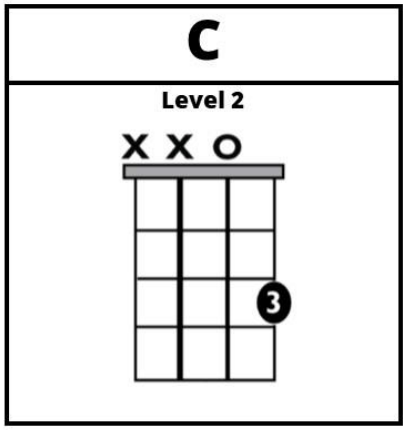
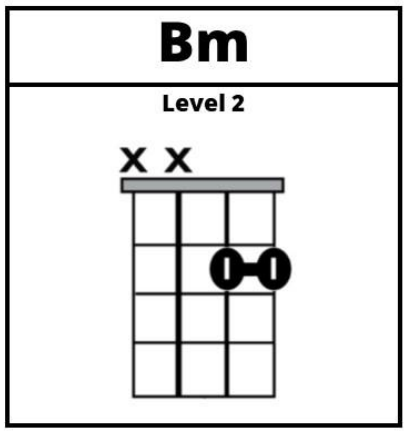








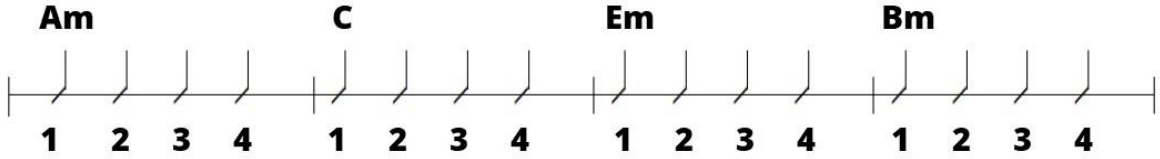
Structure: Intro | Verse | Chorus | Verse | Chorus | Bridge 1 | Solo | Chorus | Bridge 2 | Chorus | Outro



Level 2

Intro, Verse, Solo, Outro x 16 | x 6 | x 4 | x 4

Chorus, Bridge 1 x 2 | x 4 | x 2 | x 2



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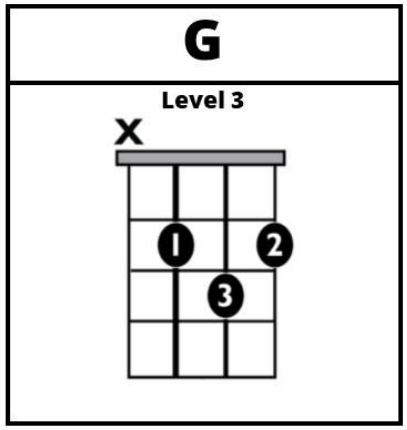
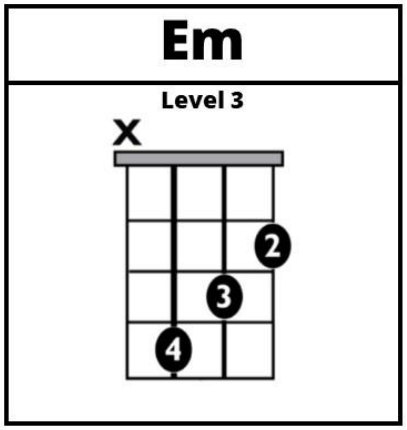
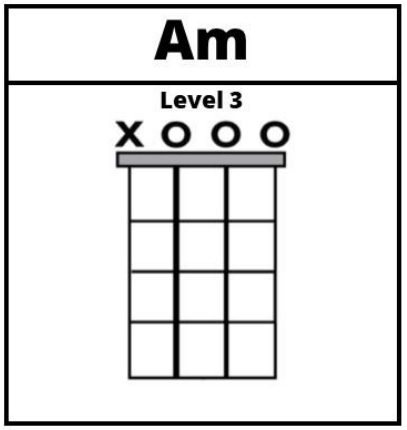
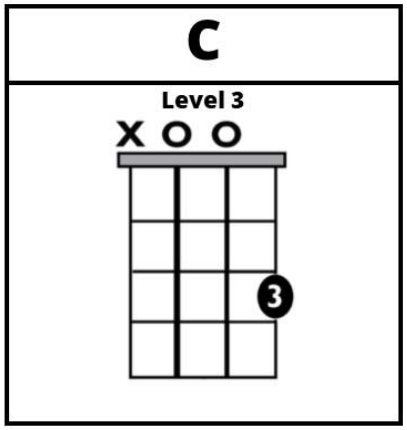
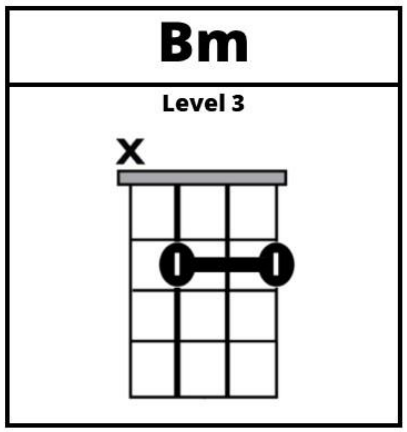






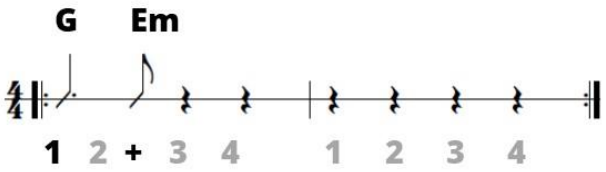


Structure: Intro | Verse | Chorus | Verse | Chorus | Bridge 1 | Solo | Chorus | Bridge 2 | Chorus | Outro

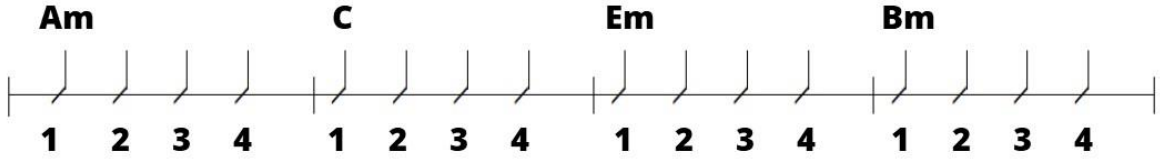


Level 3

Intro, Verse, Solo, Outro x 16 | x 6 | x 4 | x 4



Chorus, Bridge 1 x 2 | x 4 | x 2 | x 2



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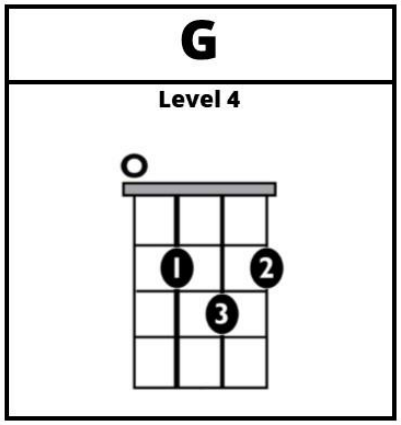
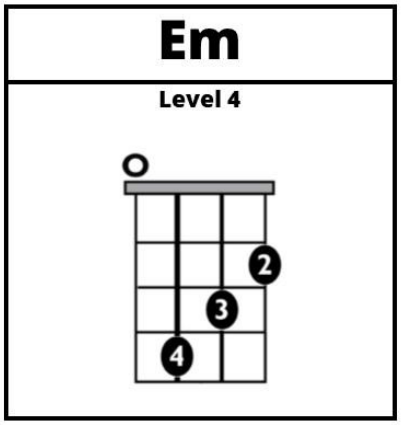
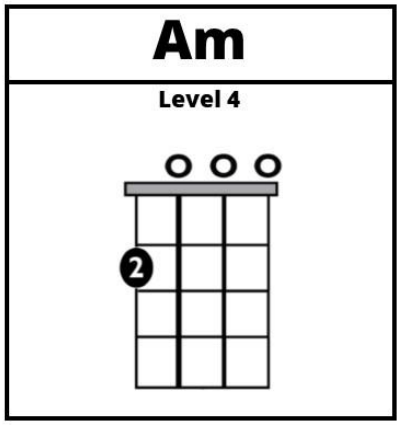
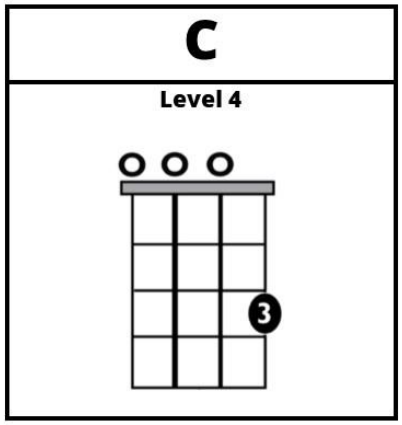
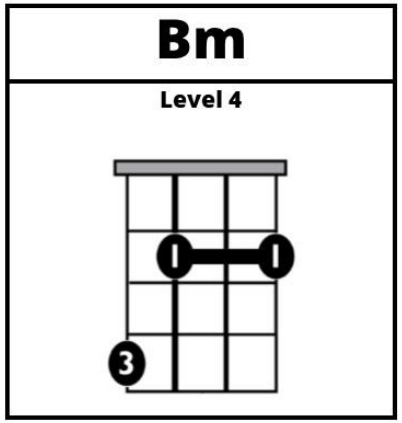






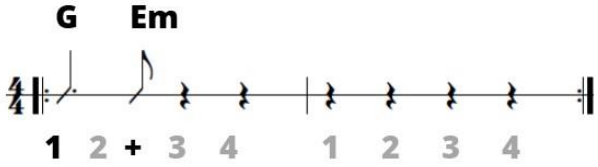


Structure: Intro | Verse | Chorus | Verse | Chorus | Bridge 1 | Solo | Chorus | Bridge 2 | Chorus | Outro

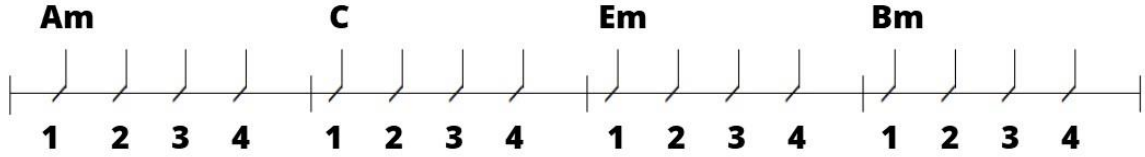


Level 4

Intro, Verse, Solo, Outro x 16 | x 6 | x 4 | x 4



Chorus, Bridge 1 x 2 | x 4 | x 2 | x 2



Practise Diary (enter in how many minutes you practise each day and add up at the end of every month)

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1st												
2nd												
3rd												
4th												
5th												
6th												
7th												
8th												
9th												
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25th												
26th												
27th												
28th												
29th												
30th												
31st												
TOTAL												

Levels 5 and 6 *Music* Summative Assessment Task

Unit Name: Bucket Drums

Students will:

- Explore, practise and rehearse various drum beats and techniques using the bucket drums
- Perform their best level drum beat in time with others and the music provided
- Compose and document their own drum beat using graphic drum notation
- Describe the similarities and differences between your drumbeat and the ones we have learnt in class.

Instructional Rubric:

Music Rubric Level: Levels 5 and 6	Novice	Developing	Proficient	Accomplished	Expert
Rehearse / Explore / Practise	I can use rehearsal time effectively to explore my instrument	I can use rehearsal time effectively to explore and practise my instrumental part	I can model appropriate behaviours and team work during rehearsal	I can help others during rehearsal	I can take on leadership duties during rehearsal
Perform	I can organize myself with my chair, drum and sticks ready for performance	I can participate in a performance	I can perform in time with the music	I can perform at bucket drum level 2.5 and above	I can perform at bucket drum level 3.5 and above
Compose / Create	I can attempt a composition task	I can present an idea of my own	I can compose a short drum composition using graphic notation	I can compose and play a short drum composition using graphic notation	I can make adjustments to my short drum composition to improve it or make it easier to play
Analyse / Evaluate	I can attempt a written analysis task about my composition	I can write about the drum music we have made in class this term	I can explain how we have used one of the following elements of music in our drum unit this term: - Duration (Beat / Rhythm) - Expression (Tempo / Dynamics)	I can explain how we have used one of the following elements of music in our drum unit this term: - Duration (Beat / Rhythm) - Expression (Tempo / Dynamics) using music language to accurately describe it (such us beat 1, hihat, snare, bass drum)	I can describe which element of music identified we should focus on more and why, in order to make our music even better

Link to Achievement Standard

By the end of Level 6, students use the elements of music, their voices, instruments and technologies to improvise, arrange, compose and perform music. They sing and play music in different styles and use music terminology, demonstrating listening, technical and expressive skills, performing with accuracy and expression for audiences.

Students explain how the elements of music are used to communicate ideas and purpose in the music they listen to, compose, and perform. They describe how their music making is influenced by music from different cultures, times and locations, using music terminology.

Composition Task Name: _____

Compose your own drumbeat that you can play using the tables below. You can choose to do option A or B. Ensure you draw pictures of the drum kit parts (bass drum, snare drum, hi-hat) in the correct row. An example has been given to you.

Example

1	2	3	4

Option A

1	2	3	4

Option B

1	**+**	**2**	**+**	**3**	**+**	**4**	**+**

Finally

Explain how we have used one of the following elements of music in our drum unit this term:

- Duration (Beat / Rhythm)
- Expression (Tempo / Dynamics)

_____

_____

_____

_____

Which element of music above should we focus on more in order to make our music even better. Why?:

_____

_____

_____

_____

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