<http://gsn.k12.oh.us/Westfall/HS/ITL/Mashup/lesson.htm>

|  |  |
| --- | --- |
|   Mashups Using AudacityWhat is a mashup?Define:[Wikipedia](http://en.wikipedia.org/wiki/Mashup)Explore:[Mashup.podcast](http://www.tbr.pwp.blueyonder.co.uk/mashup/)[Mashup of the Week Podcast](http://viprhealthcare.typepad.com/mashup_of_the_week_podcas/)Examples:[Santa's Wonderful Night](http://gsn.k12.oh.us/Westfall/HS/ITL/Mashup/audio/Santa%20Night.mp3) (352kb mp3)[Ooh La La Summer Nights](http://gsn.k12.oh.us/Westfall/HS/ITL/Mashup/audio/PartyBen-OohLaLaSummerNights.mp3) (7.67 MB mp3)**Directions:**We will be using the Audacity tutorial information to learn how to use this audio editing application.  You will be asked to navigate between Blackboard and the Audacity tutorial.  To select links use **Right Mouse>Open in New Window** so you are able to keep windows open that you will return to later.You may have to download and install the program if so please go to the [download site](http://audacity.sourceforge.net/download/).**In the lesson you will be able to:*** Cut,copy and paste audio in your mashup.
* Silence, duplicate and split audio files
* Splitting audio and using submixes.

**Materials:*** 2 Audio files saved in your Zip Drive/Audio folder
* Audacity software loaded on your PC ([download here](http://audacity.sourceforge.net/download/))
* Creativity!

**Procedures:**1. Read the Audactiy [Introduction](http://audacity.sourceforge.net/manual-1.2/tutorial_ed_beginner1.html)
2. Open Audacity
3. In Audacity Click **File/Open** and open your mp3 file
4. Read and follow the directions in [Cut,Copy and Paste](http://audacity.sourceforge.net/manual-1.2/tutorial_ed_beginner2.html)
	* Choose excerpts in your mp3 file to complete al three tasks (Cut, Copy and Paste)
5. Read and follow the directions in [Silence, Duplicate and Split](http://audacity.sourceforge.net/manual-1.2/tutorial_ed_beginner3.html) your mp3 file.
	* Choose excerpts in your mp3 file to use the Envelope Tool, the Copy function, and the Split function.
6. Read and follow the directions in [Splitting and Submixes](http://audacity.sourceforge.net/manual-1.2/tutorial_ed_beginner4.html)
	* You have the idea now-follow the directions and start coming up with the mashup possibilities.
	* Try taking a portion of another song and making a submix to experiment with mashups.
7. In audacity click **File/Save Project As** and name you file **firstinitiallastameAudioDoodle.aup**
8. **Call your instructor over to your work station to receive credit for this assignment.**
9. **Create your mashup!**

|  |
| --- |
| **Music Tech 1 Project : Mashup Song using Audactiy**Instructor Name: **John Rosner** |

 |
| **Requirements*** Mashup must contain a minimum of 2 songs.  The smallest portion of the song is 10% (calculate using time)
* Mashup must not exceed 4 songs included in the mix.
* Mashup must be school appropriate.  These will be presented publicly
 |

Rubric for grading Mashup:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **4** | **3** | **2** | **1** |
| **Ability to use Audacity** | Student understands most of the tools in Audacity and can apply them to his/her project. | Student has a basic knowledge of the tools in Audacity can apply them to his/her project. | Student understands most of the tools in Audacity but has difficulty applying them to his/her project. | Student has only a general knowledge of Audacity and cannot apply it to his/her project. |
| **Originality** | Product shows a large amount of original thought. Ideas are creative and inventive. | Product shows some original thought. Work shows new ideas and insights. | Uses other people's ideas (giving them credit), but there is little evidence of original thinking. | Uses other people's ideas, but does not give them credit. |
| **Cohesiveness** | The song is seamless and appears to be it's own new song | The song is somewhat seamless and appears to present a new song with this combination. | The song is somewhat disjointed but works as an entertaining experiment | The song is disjointed and does not make musical sense. |
| **Requirements** | All requirements are met and exceeded. | All requirements are met. | One requirement was not completely met. | More than one requirement was not completely met. |
| **Work/Time** | Student used all of the time that was given to them and was on task during the entire class time. | Student used the time wisely and was on task during for the majority of the class time. | Student was off task during part of this assignment and did not use their time wisely. The student seemed to rush through the project to just get it done. | Often the student was found off task. The student did not use their time wisely. The student seemed to rush through the project to just get it done. |