



Incredibox - Musical Elements



Objective

Students will create different musical sections and textures by adding and/or removing musical samples.

Key Terms

Texture: layers of various musical elements that help to define the overall quality of the sound.

Musical section: A complete, but not independent, musical idea.

A **sample** is the reuse of a portion of a sound recording in another recording or performance.

A **remix** is a song which is a modified or new version of an original.

Procedures

1. Students will access the web version of Incredibox by visiting www.incredibox.com
2. Students will then choose one of the top four versions to begin making music.
3. Students will begin to explore how to activate and deactivate the twenty samples available to them.
4. Students will choose samples of their liking and make creative decisions to establish varying sections and textures in the music.
5. Students will create an original arrangement by defining each musical section with its own unique combination of musical samples.

Extension

Students can use this lesson as an opportunity to research and report back on the origins of sampling and its impact on particular styles of music such as hip hop and EDM (electronic dance music)

Assessment

Students can use the record feature to document their arrangement/remix and share it with their peers and teacher for review.

National Core Arts Standards

MU:Cr2.1.C.IIa Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events, memories, images, concepts, texts, or storylines.



Incredibox - Sample Groups



Objective

Students will create various musical sections by selecting specific sounds from different sample groups.

Key Terms

Sample Groups: a collection of musical samples categorized by its type of sound.

Procedures

1. Students will explore the sounds of each sample group by identifying the four designated groups on Incredibox. (Drums/percussion, Effects, Melodies and Backing Vocals)
2. Students can begin by loading up samples specifically from the drums/percussion section located at the top left of the samples row.
3. If it helps, students can assign numbers or names to each sample in order to differentiate between each one.
4. Students can then start over again and repeat the process of loading up samples specifically from the effects section located at the top right of the icons row. This will allow students to familiarize themselves with the effects sample group.

Assessment

Students can use the record feature to document their arrangement/remix and share it with their peers and teacher for review. This is an opportunity for them to demonstrate their understanding of sample groups and how to best combine sounds from each category.

National Core Arts Standards

MU:Cr1.1.C.1a Describe and demonstrate how sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, or storylines.



Incredibox - Singing Characters



Objective

Students will arrange musical loops by activating specific samples from Incredibox.

Key Terms

Loop: a repeating section of sound material.

Procedures

1. Students will learn how to begin activating loops by clicking and dragging an icon from the two icons rows, onto one of the seven characters.
2. Students will repeat this process and select a different loop from the two icons rows, onto one of the six remaining characters.
3. Students will repeat this process until they load up loops for all seven characters.

Assessment

Students can use the record feature to document their arrangement/remix and share it with their peers and teacher for review. This is an opportunity for them to demonstrate their understanding of how to activate loops from the two icons rows.

National Core Arts Standards

MU:Cr2.1.C.1a Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events, memories, images, concepts, texts, or storylines.



Incredibox - Stopping Singing Characters



Objective

Students will arrange various combinations of musical loops by deactivating specific samples from Incredibox.

Procedures

1. Students will begin activating loops by clicking and dragging an icon from the two icons rows onto the characters until all seven characters have been used.
2. Students will then click on a character and drag it down until it is no longer playing the loop. This can be confirmed by observing that the character is no longer wearing the loop outfit.
3. Students can repeat this process by trying it on the remaining characters until it is completely silent.
4. Students can also deactivate the samples by hovering their mouse over the bottom area of a character until a box with three symbols appears. If you click on the capital X, located towards the right of this box, it will stop the loop and clear the character.
5. Students can now activate and deactivate samples from Incredibox in order to arrange various combinations of musical loops.

Assessment

Students can use the record feature to document their arrangement/remix and share it with their peers and teacher for review. This is an opportunity for them to demonstrate their understanding of how to activate loops from the two icons rows.

National Core Arts Standards

MU:Cr2.1.C.IIa Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events, memories, images, concepts, texts, or storylines.



Incredibox - Muting Characters



Objective

Students will improvise a musical arrangement by muting and unmuting specific loops from Incredibox.

Procedures

1. Students will begin activating loops by clicking and dragging an icon from the two icons rows onto the characters until all seven characters have been used.
2. Students will then mute a loop by clicking directly above a character which should immediately silence the loop. This can be confirmed by observing that the character is now darkened and no longer moving or singing.
3. Students can repeat this process by trying it on the remaining characters until it is completely silent.
4. Students can also mute the loops by hovering their mouse over the bottom area of a character until a box with three symbols appears. If you click on the speaker symbol with an x, located towards the left of this box, it will mute the loop. Clicking on it again unmutes the loop and the music continues playing.
5. Students can now mute and unmute loops from Incredibox in order to arrange various combinations of sounds.

Assessment

Students can use the record feature to document their arrangement/remix and share it with their peers and teacher for review. This is an opportunity for them to demonstrate their understanding of how to mute and unmute loops from each of the characters.

National Core Arts Standards

MU:Cr2.1.C.1a Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events, memories, images, concepts, texts, or storylines.



Incredibox - Soloing Characters



Objective

Students will improvise a musical arrangement by soloing specific loops from Incredibox.

Key Terms

The **solo** function is available for each character and when activated, exclusively routes that character's loop sound to the main output, silencing the other characters.

Procedures

1. Students will begin activating loops by clicking and dragging an icon from the two icons rows onto the characters until all seven characters have been used.
2. Students can solo a loop by hovering their mouse over the bottom area of a character until a box with three symbols appears. If students click on the headphones symbol located in the middle of this box, it will solo the loop. Clicking on it again turns off the solo function and the loop and remaining characters resume playing.
3. Students can now solo loops from Incredibox in order to arrange various combinations of sounds.

Assessment

Students can use the record feature to document their arrangement/remix and share it with their peers and teacher for review. This is an opportunity for them to demonstrate their understanding of how to solo individual loops from each of the characters.

National Core Arts Standards

MU:Cr2.1.C.IIa Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events, memories, images, concepts, texts, or storylines.



Incredibox - Unlocking the Chorus



Objective

Students will choose the appropriate loops in order to unlock specific chorus sections as part of their arrangement.

Key Terms

The **chorus** is the part of the song that contains the “hook” or the main idea. The chorus usually repeats at least once in a song.

Procedures

1. Students will click on one of the three circles located in the center, directly above the characters.
2. If one or more of the circles has a lock symbol, they will not become available until the first circle/chorus section is activated.
3. Once the students click on the circle, it will highlight the specific icons/loops that must be dragged onto the characters in order to unlock the chorus section.
4. Students will drag the highlighted icons onto the characters until a window pops up that says, “Bonus Completed” or the circle begins palpitating.
5. Students will then click on the circle which activates the chorus section.
6. On certain Incredibox versions, this will unlock the other two chorus sections for students to explore the different sounds available to them.
7. Students can now use these chorus sections to add variety and form to their arrangements.

Assessment

Students can use the record feature to document their arrangement/remix and share it with their peers and teacher for review. This is an opportunity for them to demonstrate their understanding of how to solo individual loops from each of the characters.

National Core Arts Standards

MU:Cr1.1.C.IIa Describe and demonstrate how sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, or storylines.



Incredibox - Composition



Objective

Students will create original compositions by using Incredibox as a starter template.

Procedures

1. Students will begin activating loops by clicking and dragging two to three icons from the percussion section onto the characters in order to create a starting template for their composition.
2. Students will then use this as a base for building musical ideas.
3. Students can create their own melodies over the percussion section by singing musical ideas or developing a melodic line on an instrument.
4. Students can also learn how to sing one of the existing loops or musical ideas and begin to modify the part in order to create something original.
5. Students can also build out their starting template by adding in more loops and using this as an instrumental for creating a rap or other lyrical ideas.

Extension

Beyond using Incredibox as a writing tool, students can also use a DAW such as Garage Band or Sound Trap to build their own musical ideas using just their voice. Students can focus on creating 4 to 8 bar loops that they can record and layer in order to build their own original compositions.

Assessment

1. Students can use the record feature to document their arrangement/remix and share it with their peers and teacher for review. This is an opportunity for them to demonstrate their understanding of how to compose musical ideas over the pre-existing music.
2. Students who wrote lyrics and/or a rap can film themselves performing their song or can also perform it live in front of the class.

National Core Arts Standards

MU:Cr3.2.T.1a - Share compositions and improvisations that demonstrate an accomplished level of musical and technological craftsmanship as well as the use of digital and/or analog tools and resources in developing and organizing musical ideas.



Incredibox - Recording



Objective

Students will set up their own original recordings off of the Incredibox platform.

Procedures

1. Once students are ready to record their remix or original composition, they will click on the button which has three lines, located towards the top left of the screen.
2. When selected, it will bring up three buttons: Reset, Auto, and Record.
3. Students will select the record button which will immediately activate the record feature.
4. The recordings must be a minimum of twenty six seconds in order for it to properly process and will record every action taking place until you are ready to stop recording.
5. Once the student is ready to stop recording, they will simply press the record button again which will immediately stop the recording.
6. Students will notice that a window will pop up with three options: Retry, Replay and Save.
7. Retry will simply clear the recording and allow you to try again.
8. Replay will instantly play back the recording along with the visuals of the animated characters.
9. Save will allow students the ability to share their recording via email, social media, or a shareable link. **Please note that students should use an alias when listing their name and composition as the information is publicly viewable.

Assessment

1. Once students have finalized their recordings, they can share them out with the class or with the teacher for assessment purposes. Students can also have a listening party where they take turns listening to each other's remixes and/or compositions.

National Core Arts Standards

MU:Cr3.2.T.1a - Share compositions and improvisations that demonstrate an accomplished level of musical and technological craftsmanship as well as the use of digital and/or analog tools and resources in developing and organizing musical ideas.



Incredibox - Putting it Together



Objective

Students will create original remixes and/or compositions by using the various techniques they have learned on Incredibox.

Procedures

1. Students will demonstrate their knowledge and understanding of the Incredibox platform by utilizing all of the techniques they have learned up to this point.
2. Students will demonstrate how to drop loops/samples onto the characters in order to begin creating their remix/composition.
3. Students will demonstrate how to mute and remove loops/samples from the characters in order to create various sections with different dynamics.
4. Students will demonstrate how to solo characters in order to create moments in the remix/song that highlight one specific loop/sample.
5. Students will demonstrate how to unlock the chorus sections and use each one for providing a different and exciting new part in the remix/song.

Extension

Students who are interested in learning more about loops and samples can look into accessing other DAWs such as, Garage Band or Sound Trap as well as the various apps that have similar features such as, iMaschine 2, FL Studio and more.

Assessment

1. Students can use the record feature to document their arrangement/remix and share it with their peers and teacher for review. This is an opportunity for them to demonstrate their understanding of how to use most of the features provided on Incredibox to create their own unique remix or arrangement of the music.
2. Students can also use this as an opportunity to reflect on their process up to this point. How did they build out different sections? What factors motivated their decision making? How many layers did the student build over the course of the remix?
 - a. Students can share their reflections by writing it down or creating an audio recording of themselves speaking.
 - b. Students can also share their reflections as part of a discussion forum where each member of the class addresses a couple of things they learned throughout the way.

National Core Arts Standards

MU:Cr3.2.T.1a - Share compositions and improvisations that demonstrate an accomplished level of musical and technological craftsmanship as well as the use of digital and/or analog tools and resources in developing and organizing musical ideas.

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