

MUSIC TECH FOR KIDS

Standard Curriculum Framework • Lesson Plan

Module / Unit: Module 4: The Creative Final Project

Estimated Time: 45-60 Minutes

Lesson Title: Lesson 4: Finding your Samples

Target Audience: Elementary Music Students

TEACHER PREP CHECKLIST (BEFORE STUDENTS ENTER)

- **Audit Prior Lab-Work:** Check student progress from the previous lesson to make sure they have their Drums and Bass tracks filled with exactly one clip each, looped perfectly to measure 21.
- **Deploy Assignment:** Create a new assignment in your BandLab Classroom titled "*Assignment 4: Finding your Samples*" using the lesson template sequence detailed below.

LESSON OVERVIEW & OBJECTIVES

Overview: In this lesson, students continue developing their multi-week independent Personal Project. They will transition from their basic rhythm foundation into defining an explicit musical genre style, selecting and renaming instrument tracks to match their vision, and creating structural contrast by designing their song's very first chorus section.

Learning Objective: By the end of this lesson, students will identify instrument configurations across various musical styles, rename timeline tracks to build a customized layout, insert and align new instrument loops to measure 21, and establish an 8-measure chorus starting at measure 21.

REQUIRED MATERIALS & TECHNOLOGY HARDWARE

- **Teacher Requirements:** Projector/Display system, designated Album Artwork cover asset, Music Tech for Kids edu.bandlab classroom Final Project audio example.
- **Student Requirements:** Classroom hardware device, headphones, internal "lyrics and notes" pad opened within the session interface.

LESSON SEQUENCE & IMPLEMENTATION TIMELINE

TIME	ACTIVITY FOCUS	TEACHER ACTIONS & STEPS	STUDENT ACTIONS & ROLE
00-10 min	Concept Hook & Style Analysis	<p>Briefly review the previous class. Display the selected Album Cover art. Share a few student submissions on-screen to highlight their classmates' beats.</p> <p>Discuss different musical styles and their core instrumentation:</p> <ul style="list-style-type: none"> • Pop: Drums, bass, keyboards/ synths • Rap: Drum machines (Roland TR-808), samplers, synths, turntables • Country: Acoustic/electric guitar, pedal steel guitar, banjo, fiddle • EDM: Synthesizers, drum machines, samplers 	Analyze the album artwork, review peer examples, and decide which musical style they want to emulate based on the available instrument pairings.
10-20 min	Deciding Instruments & Custom Tracking	<p>Instruct students to open their "lyrics and notes" section and write down their chosen song style and the specific instruments they will use.</p> <p>Demonstrate how to rename tracks in the studio workspace:</p> <ol style="list-style-type: none"> 1. Click the 3 dots next to the Solo and Mute buttons. 2. Select the top option, "Rename". <p>Instruct students to rename "Other instrument 1" and "Other instrument 2" to match their choices.</p>	Log their chosen musical genre and instruments in the text notes panel. Execute the renaming steps to properly update track labels on their individual timelines.

TIME	ACTIVITY FOCUS	TEACHER ACTIONS & STEPS	STUDENT ACTIONS & ROLE
20-35 min	Inserting & Aligning New Clips	<p>Release students to work independently finding loops for their 2 new instruments. Direct them to choose exactly 1 clip per instrument and place it precisely at Measure 5.</p> <p>Circulate the room to check that clip placements are perfectly aligned with the beat grid and looped to stop clean at Measure 21.</p>	<p>Search through public access samples, select 2 clips, place them precisely on the grid at Measure 5, and extend loop boundaries to stop exactly at Measure 21.</p>
35-42 min	Contrast Concept: Verse vs. Chorus	<p>Gather student attention for a quick computer break. Introduce the concepts of "Verse" and "Chorus," explaining that musical sections need contrast.</p> <p>Play the teacher Final Project example from the edu.bandlab classroom. Have students raise their hands when they hear the music change. Explain that they will find 4 brand-new samples starting at measure 21 to create their own chorus.</p>	<p>Participate in the listening activity, raise hands to identify structural arrangement changes, and grasp the concept of section contrast.</p>
42-45 min	Creating Their First Chorus	<p>Send students back to work. Instruct them to find 4 new samples (one for each active track: Drums, Bass, OI 1, OI 2) and position them at Measure 21.</p> <p>CRITICAL WARNING: Remind students not to drop new clips directly over old clips to avoid accidental deletions. Guide them to loop these new chorus samples to stop at Measure 29.</p>	<p>Search for 4 contrasting loops, place them carefully at Measure 21 without overwriting previous work, and group-loop or single-loop them out to Measure 29.</p>

CURRICULAR PRO-TIPS & TACTICAL TROUBLESHOOTING

THE OFF-BEAT PLACEMENT TRAP

During independent workspace time, expect many elementary students to accidentally drop their new measure 5 clips slightly off-center from the structural grid lines. This makes the song sound messy and out of time. Visually audit timelines closely and show them how to snap the clip perfectly to the beginning of the measure.

ACCIDENTAL CHORUS OVERWRITES

When building the first chorus at Measure 21, students frequently misjudge their mouse drops and overlap new clips onto their existing verse tracks. Remind them that dragging a new sample block over an old one will delete the hidden portion. Keep the Undo shortcut visible on your board for quick recoveries!

KEEPING THE PROJECT SAFE

Because students are working within their independent Personal Project files, remind them to save their studio timelines regularly before exiting their web browsers.

***Studio Reminder:** Leaving your personal final project example hidden or using it strictly as a temporary listening reference encourages a wider variety of unique student creative choices across the computer lab!*