

Module / Unit:	Module 3: The Creative Final Project	Estimated Time:	45–60 Minutes
Lesson Title:	Lesson 3: Starting the Personal Project	Target Audience:	Elementary Music Students

TEACHER PREP CHECKLIST (BEFORE STUDENTS ENTER)

- ✓ **Audit Prior Lab-Work:** Check student progress on Assignment 2 to identify individuals needing 1-on-1 support. (Critical: Students who missed completion cannot advance smoothly without help).
- ✓ **Create "Final Project" Blueprint:** In your own "Personal Project" library, build a structure with 4 specific blank BandLab Sounds Tracks. Name the tracks: Drums, Bass, Other Instrument 1, Other Instrument 2, Sound Effects.
- ✓ **Deploy Assignment:** Create a new assignment in your BandLab Classroom and paste the "BandLab Assignment Template." ****DO NOT attach your personal project file.**** Students must start independently.

LESSON OVERVIEW & OBJECTIVES

Overview: This module marks a transition into independent creative project management. Students initiate a multi-week "Personal Project" inspired by visual storytelling using an album art cover. They will configure their own studio timeline architectures and brainstorm lyrical conceptual elements.

Learning Objective: By the end of this lesson, students will create an autonomous Personal Project template, assign 5 custom instrument tracks, source and match complementary loops to establish a project "Vibe," lock boundaries to measure 21, and log conceptual words into the internal Lyrics drawer.

REQUIRED MATERIALS & TECHNOLOGY HARDWARE

- **Teacher Requirements:** Projector/Display system, designated Album Artwork cover asset, whiteboard for visual brainstorming.
- **Student Requirements:** Classroom device, headphones, internal lyric pad opened within the session interface.



LESSON SEQUENCE & IMPLEMENTATION TIMELINE

TIME ALLOCATION	ACTIVITY FOCUS	TEACHER ACTIONS & STEPS	STUDENT ACTIONS & ROLE
00 – 10 min	Concept Hook & Art Analysis	Introduce external inspiration in the creative process. Display the selected song Album Cover art. Lead a discussion analyzing the picture: *What do they see? What is the character's backstory?* (<i>Tip: Avoid modeling a personal story to prevent imitation and maximize student originality</i>).	Analyze the visual art cue, collaborate with peers to develop imaginative storylines, and map visual details to musical contexts.
10 – 20 min	Building a Personal Template	Demonstrate initiating an independent project: Navigate to **Library → Studio → Voice/Audio**. Model clicking the 3 dots to rename a track. Show how to hit ***"Add Track"*** to build 5 labeled tracks: *Drums, Bass, Other instrument 1, Other instrument 2, Sound effects.* Explain home access availability.	Follow the interface steps on their devices to build their own multi-track session framework with correct label names.
20 – 30 min	Curating a Musical "Vibe"	Demonstrate how matching beats and bass tracks sets the track's mood. Randomly select drums to show contrasting feels. Guide the class to pick one drum/bass pairing for a board example. Note how BandLab sets the master BPM/Key and transposes subsequent loops automatically.	Examine loop choices, analyze cohesion, and research distinct, well-matched Drum and Bass loops on their own devices.

TIME ALLOCATION	ACTIVITY FOCUS	TEACHER ACTIONS & STEPS	STUDENT ACTIONS & ROLE
30 – 40 min	Loop Boundaries & Lyrics Prep	Review looping movements. Warn against empty border extensions. Instruct students to group-loop or single-loop their Drum and Bass sections to end precisely at Measure 21 . Introduce the "Lyrics/Notes" panel icon next to BandLab Sounds. Map ideas onto the whiteboard (e.g., <i>Compass, Dust, Cowboy, Star, City, Robot, Running</i>).	Extend audio boundaries to measure 21, toggle open the note tab interface, and type descriptive words into their text drawer.
40 – 45 min	Workspace Saving & Submission	CRITICAL TRANSITION: Because this is an independent personal project file, it will not auto-sync to the stream. Model saving the project, navigating back to the assignment panel, and choosing: Start Assignment → Personal Project → Next to link their file.	Save their studio timeline, open the classroom submission screen, manually attach their project file, and submit.



CURRICULAR PRO-TIPS & TACTICAL TROUBLESHOOTING

The "Personal Project" Missing Attachment Link


This lesson changes how projects are turned in. Since students start with a blank canvas rather than an automated attachment template, their work is hidden from your grading view until they manually link it. Ensure you visually verify every student selects **Start Assignment → Personal Project → Next** before they close their browsers.

Clashing Trax & Chaotic Sound Pairings

Students frequently pick independent loops that clash harshly with each other (e.g., a heavy metal drum loop paired with a smooth jazz bass line). If a student's session sounds messy, don't tell them it's wrong. Ask: **"Which of these two sounds do you like better?"** Keep that loop, mute the other, and help them search for a complementary track.

Familiar Pitfalls & Track Alignment Blocks

Expect the recurring issues from past modules: dragging empty dead space instead of hitting the looping circle, launching the MIDI grid editor via rapid double-clicks, or letting playheads drift into empty space. Watch for a new mistake: dropping audio clips onto mismatched rows (e.g., placing bass lines inside the sound effects lane).

 **Pedagogical Insight:** *Leaving your personal example hidden encourages a wider variety of unique student projects across the computer lab!*