

MUSIC TECH FOR KIDS

Standard Curriculum Framework • Lesson Plan

Module / Unit: Module 5: Arrangement & Song Form

Estimated Time: 45-60 Minutes

Lesson Title: Lesson 5: Arranging Your Song Form

Target Audience: Elementary Music Students

TEACHER PREP CHECKLIST (BEFORE STUDENTS ENTER)

- **Audit & Repair Prior Lab-Work:** Verify that students have completed their sample searches, their loops are organized with just drums/bass at the intro, and new chorus tracks are established from measures 21-29. Individually patch any straggler work by going to Assignment 4, selecting the student, clicking "Studio", editing, and saving.
- **Slide & Asset Management:** Ensure you have access to the instructional Google Slides for this lesson. Secure your own localized copy to edit, preview, and host the completed project reference videos.
- **Deploy Assignment:** Create a new task in your BandLab Classroom titled "*Assignment 5: Arranging Your Song Form*" using the timeline curriculum below.

LESSON OVERVIEW & OBJECTIVES

Overview: Students move into full arrangement production. Having created individual song blocks, they will learn the baseline architecture of structural music forms. Using multi-track timeline selection and core system hotkey commands, students will build out extended section progressions and engineer a professional dynamic volume fade-out.

Learning Objective: By the end of this lesson, students will map structural arrangement changes by ear, apply group click-and-drag track selection, execute multi-step clipboard shortcuts (Ctrl+C / Ctrl+V), employ region split utilities (S-Key), and design an automated outro fade-out.

REQUIRED MATERIALS & TECHNOLOGY HARDWARE

- **Teacher Requirements:** Projector/Display system, updated instructional Google Slides deck with embedded completed final project example videos.
- **Student Requirements:** Classroom workstation device, stereo headphones, active BandLab session opened to their personal project file.

LESSON SEQUENCE & IMPLEMENTATION TIMELINE

TIME	ACTIVITY FOCUS	TEACHER ACTIONS & STEPS	STUDENT ACTIONS & ROLE
00-10 min	Song Form Concepts & Active Listening	<p>Introduce the concept of musical form as an organized arrangement framework. Use the presentation slide to map the target structure graphic. Play the finished audio project video via the slideshow.</p> <p>Instruct the class to raise their hands whenever they detect a section boundary shift (e.g., transitions from Verse to Chorus or Chorus back to Verse).</p>	<p>Observe structural slides, actively listen to the project reference video, and identify section contrast boundaries by raising their hands on dynamic changes.</p>
10-20 min	Multi-Track Selection & Clipboard Shortcuts	<p>Introduce system hotkeys before students enter their workspaces. Explicitly model clicking and dragging a selection boundary box over multiple tracks simultaneously.</p> <p>Demonstrate slowly, via on-screen modeling, using the double-keystroke combinations Ctrl+C (Copy) and Ctrl+V (Paste). Run guided group practices to check execution.</p>	<p>Practice executing Ctrl+C and Ctrl+V hotkey sequences as a group, master dragging bounding boxes over multiple mock regions, and track the playhead.</p>
20-30 min	Organizing Verse 2 & Split Actions	<p>Guide students through building Verse 2 (Measures 29–36). Detail that the original verse drums/bass are fused to the song intro, requiring structural alignment. Present two procedural choices:</p> <ul style="list-style-type: none"> • Choice A (Preferred): Place playhead at measure 5, tap "S" to split regions, and copy clean verse files. • Choice B: Copy the whole section, paste, and shuffle tracks manually to start together at measure 29. 	<p>Apply selection boxes, isolate verse regions using the S-key split tool or manual clip shuffling, and position Verse 2 cleanly to run from measure 29 to the end of measure 36.</p>

TIME	ACTIVITY FOCUS	TEACHER ACTIONS & STEPS	STUDENT ACTIONS & ROLE
30-40 min	Choruses 2, 3, & 4 Generation	<p>Direct students to copy the 4 original chorus tracks (from measures 21-29). Show them how to position their playhead precisely at the next destination targets to paste consecutive blocks.</p> <p>Map out the structural destinations for the remaining blocks:</p> <ul style="list-style-type: none"> • Chorus 2: Measures 37 to the beginning of 45. • Chorus 3: Measures 45 to the beginning of 52. • Chorus 4: Measures 52 to the beginning of 61. 	Select all 4 distinct tracks from Chorus 1, copy via shortcut, align the playhead sequentially, and paste to establish the 2nd, 3rd, and 4th chorus sections.
40-45 min	Outro Arrangement & Volume Automation	<p>Instruct students to loop only their primary Drums and Bass tracks forward to finish at the start of Measure 65.</p> <p>Demonstrate how to access automation lines by tapping the "A" key. Show them how to click on the track lanes at Measure 61 and Measure 65 to create control nodes. Drag the final nodes at measure 65 down to zero volume to engineer a fade-out. Tap "A" to close the view.</p>	Extend drum and bass regions to Measure 65. Toggle automation overlays via the "A" key, place control nodes at measures 61/65, draw a fade-out curve, and review the final form.

CURRICULAR PRO-TIPS & TACTICAL TROUBLESHOOTING

THE DOUBLE-KEYSTROKE HURDLE

For most 4th and 5th-grade music labs, using independent computer keyboard hotkeys simultaneously is completely foreign. Expect widespread confusion between holding vs. tapping keys. Dedicate substantial modeling time before letting them touch their tracks, and visually confirm they aren't accidentally hitting mismatched keys that warp their workspaces.

PLAYHEAD POSITION MISALIGNMENTS

When pasting with Ctrl+V, BandLab drops the clip wherever the timeline playhead is currently sitting. If a student forgets to align their playhead to the exact start bar line (e.g., measure 37, 45, or 52), their pasted sections will overlap out of time or create gaps. Keep the grid snap active and reinforce resetting the playhead before pasting.

AUTOMATION OVERLAY LOCKOUTS

Remind students of historical modules: when the automation view is active (A-key toggled on), normal region movements and trimming tools are locked out. If students panic because their blocks look greyed out or unmovable during the outro phase, check if their automation view is still open and have them tap the "A" key once more to clear it.

***Pacing Strategy:** Depending on the physical tech aptitude and timing dynamics of your particular student cohort, the Outro Organization and Automation phase can be easily migrated to serve as the structural framework for the next module.*