



16+ creative lessons *for the Chrome Music Lab Song Maker*





about this session



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Midnight Music

digital learning coach for
music teachers, podcaster,
blogger, speaker





housekeeping

- tech issues? refresh/check internet
- copy of slides – provided
- Moderator of chat: **Amy Burns**
- Q&A at end



about this session

what we'll cover



about this session

- tips for success
- lesson ideas for all age groups
- where to find bonus resources



lesson ideas: 6 areas



draw to
compose



listen & solve



transcribe &
arrange



outstanding
ostinati



beyond
Song Maker



share & display
student work

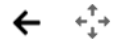
draw to compose

getting started with Song Maker





1. Say my name



SONG MAKER

[Restart](#) [About](#)

The grid shows a sequence of notes across 10 rows and 20 columns. The notes are represented by colored blocks:

- Row 1:** Purple blocks at columns 1, 4, 11, and 14.
- Row 2:** Green blocks at columns 1, 3, 10, 12-15, and 18-21.
- Row 3:** Yellow blocks at columns 1-2, 7-9, 11, 14, and 18-19.
- Row 4:** Orange blocks at columns 1, 3, 7, 11, 14, and 18-21.
- Row 5:** Red blocks at columns 1, 3, 7-9, 11, 14, and 18.
- Row 6:** Purple blocks at column 10 and 18-21.
- Row 7:** Green blocks at columns 4, 10, 14, and 20.
- Row 8:** Empty.
- Row 9:** Red blocks at columns 1, 7, 11, and 18.
- Row 10:** Blue circles and triangles at various positions, including triangles at columns 4, 10, 14, and 18.



Strings



Conga

Tempo 60



Mic



Settings



Undo



Save



draw a word or picture

- it's what kids want to do anyway...!
- use as an intro project
- utilise templates
- pentatonic scale works best

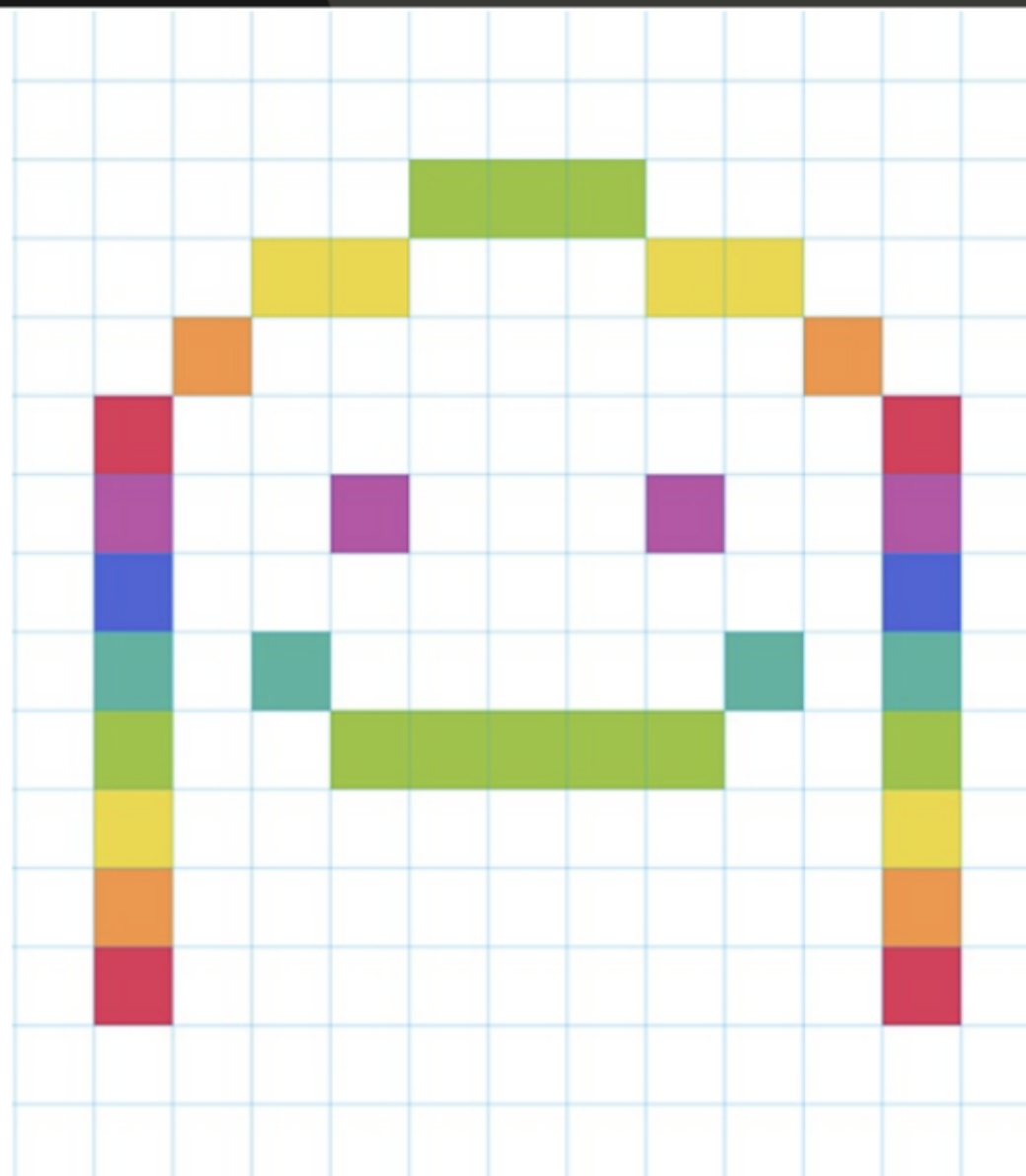


outline

- draw letters (name or initials)
- 2 bars, pentatonic, 4/4, divide beat into 4
- add percussion
- experiment: tempo & instruments



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how to save

- student clicks **Save** when done
- copy the link & send to teacher
- or download WAV file
- other options & ideas later!





listen & solve

mystery songs!





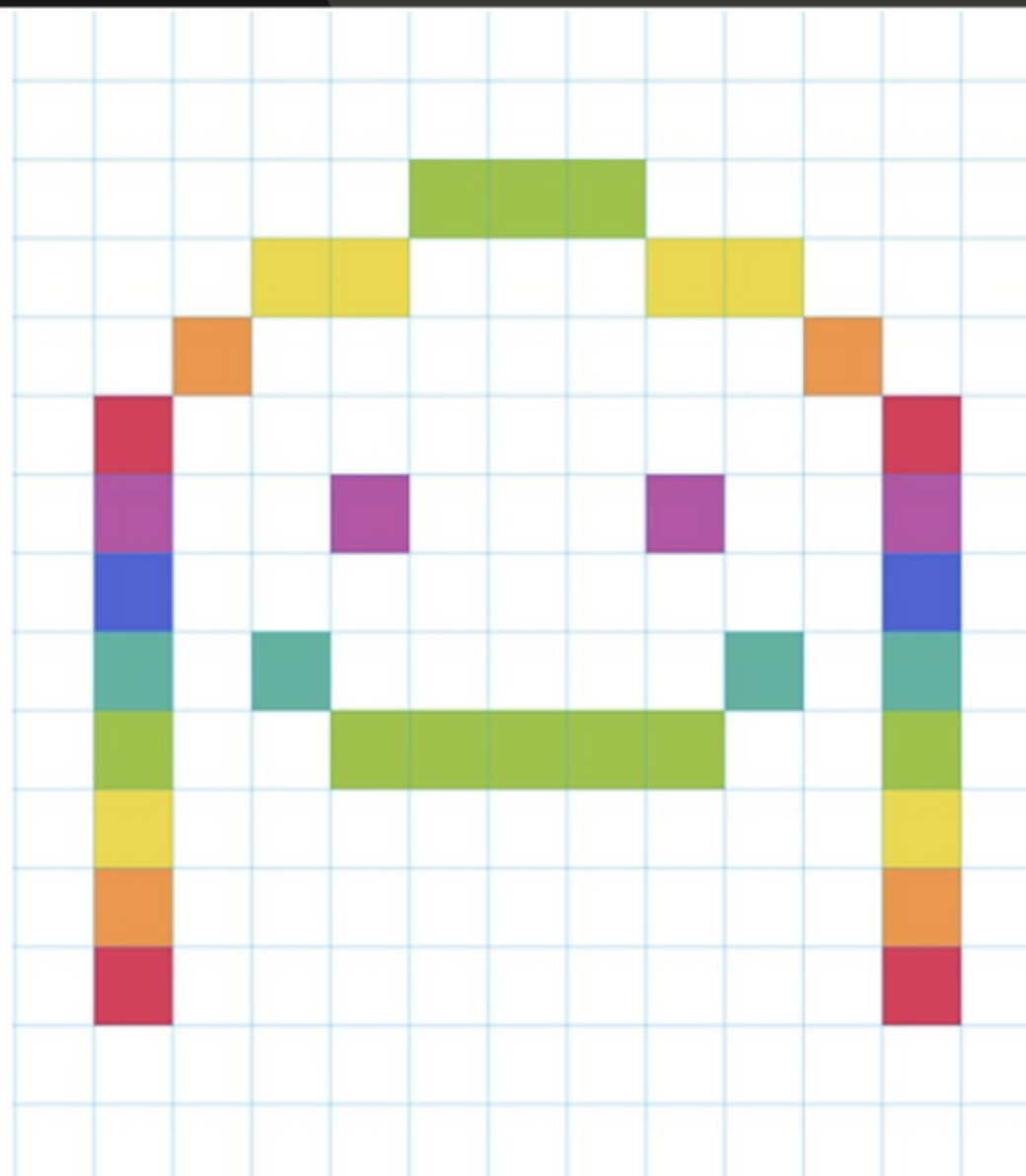
2. Mystery song #1



what's my song?

- provide students with half-done song
- don't tell them what it is!
- students: identify song & finish it off
- add percussion, change instruments

SONG MAKER



extension

- print out the "score" (the Song Maker screen)
- write on note names
- play on Boomwhackers, virtual xylo, other instruments





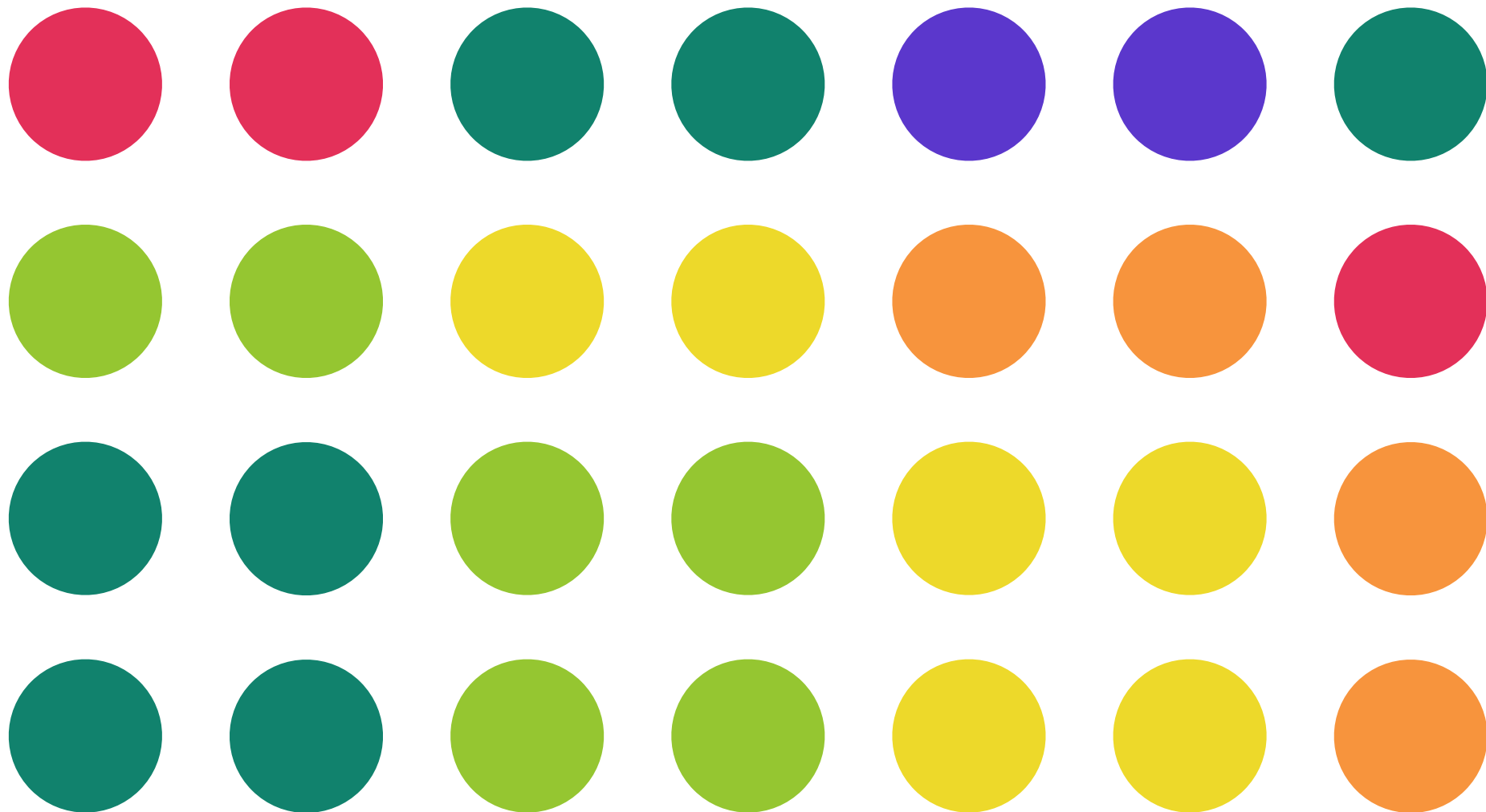
3. Mystery song #2

colour puzzle

- provide "puzzle" (coloured dots)
- optional: some notes are missing from the end of the song
- students play the colours (Playsprout Xylo or Boomwhackers) & decode the song
- recreate the song in Song Maker



solve the mystery song!

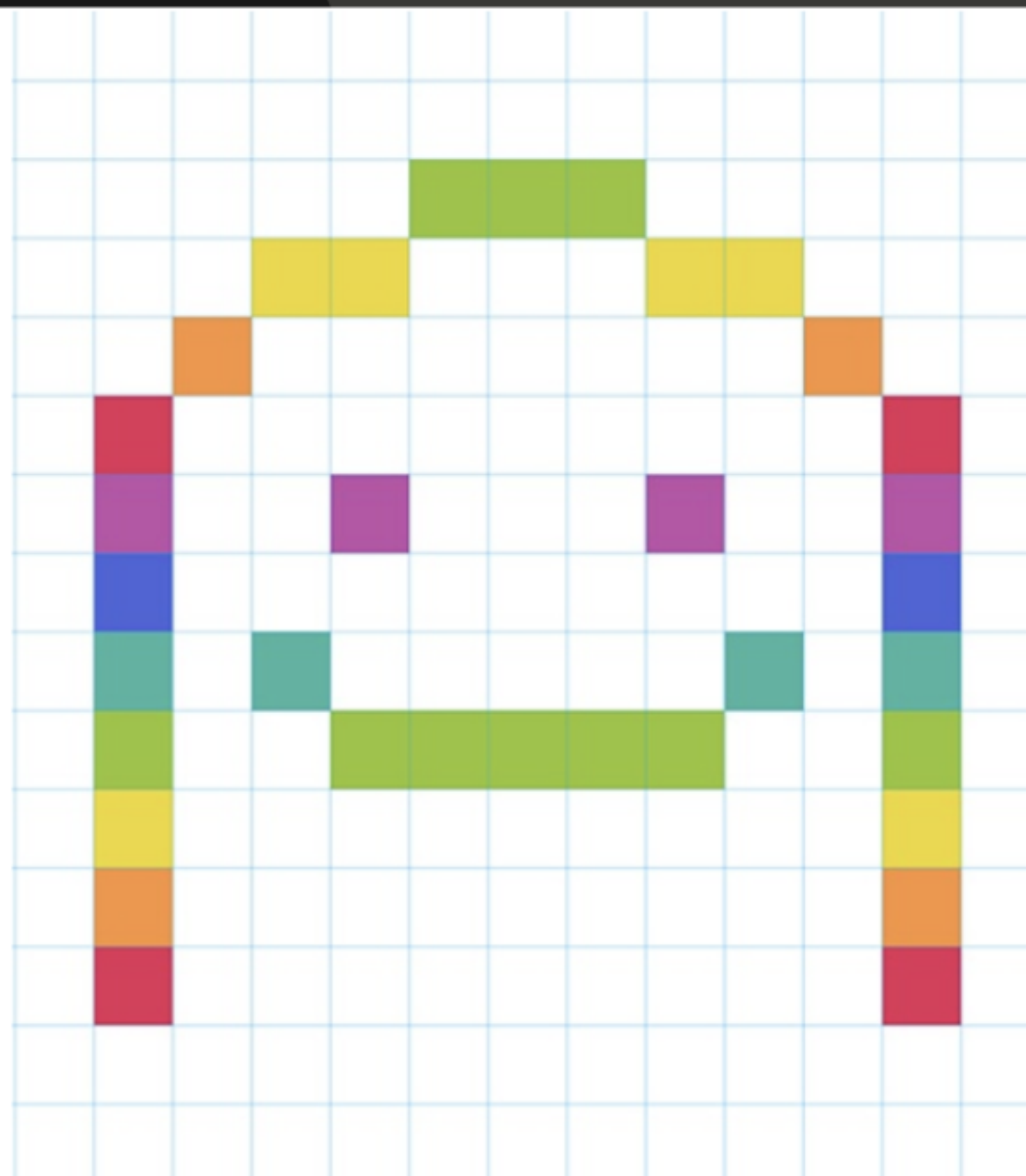


Play these colours on Playsprout Xylo or Boomwhackers

Is the song complete?

Recreate this song using Song Maker and add the missing part

SONG MAKER





4. Mystery song #3








numbers puzzle

- provide song "puzzle" (numbers)
- optional: some notes are missing from the end of the song
- students decode the numbers: match with colours and notes
- recreate the song in Song Maker



1. complete the key

Fill in the note names to complete the key below.
A clue has been provided to get you started!

| | | | | | | | |
|---------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| number: | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| colour: |  |  |  |  |  |  |  |
| note: | | | | | G | | |

2. solve the mystery song

Using the key on the left, match the colours to the numbers below (fill in the box with the correct colour).

Next, write the notes names underneath each colour.

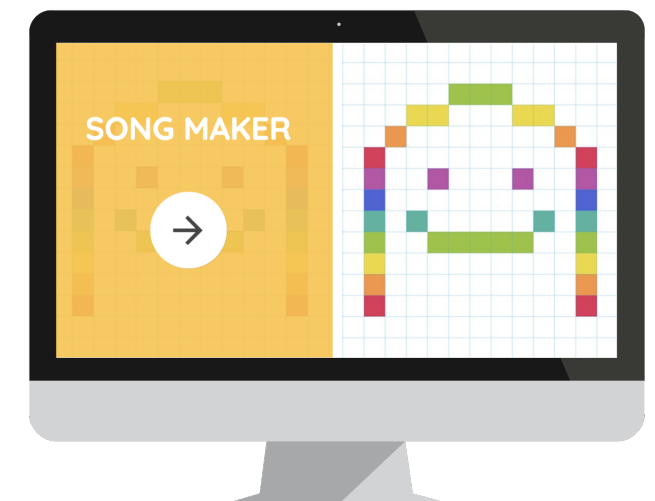
What is the name of the song?

| | | | | | | | | | | | | | | |
|--------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 1 | 5 | 5 | 6 | 6 | 5 | 4 | 4 | 3 | 3 | 2 | 2 | 1 |
| colour | | | | | | | | | | | | | | |
| note | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | |
|--------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 5 | 5 | 4 | 4 | 3 | 3 | 2 | 5 | 5 | 4 | 4 | 3 | 3 | 2 |
| colour | | | | | | | | | | | | | | |
| note | | | | | | | | | | | | | | |

3. create the song in Song Maker

- Click here to open Song Maker and then create the mystery song
- Play your creation – does it sound right? Make adjustments if you need to!
- Add the missing part at the end





transcribe & arrange

cover songs, rounds & more





5. Complete the theme/song



recreate a known theme

- tie in with a unit of work
- provide a template (key, bars, tempo)
- or provide nothing!
- customise to age of your students
- see example: Star Wars Theme



for the teacher

important information #2

How To Send This Handout To Your Students

This presentation file includes a student handout which is in click on an option on the "Choose Your Level" page and the level (the **student instructions are editable** if you would like

- optional: you can edit the student instructions for each
- duplicate this entire presentation (File > Make A Copy)

original version as your teacher copy
to the teacher slides and ren

STAR WARS

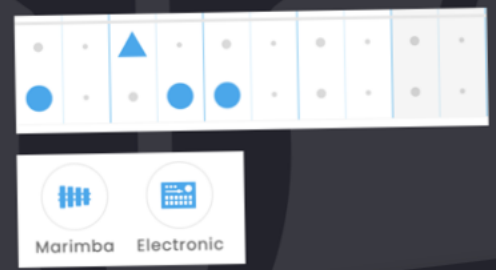


teacher

Padawan I

your training checklist

- open this Songmaker template
- in Songmaker, press Play to listen
- add a percussion part: use the two rows of dots at the bottom of the grid
- choose instruments: select one for the main theme and the percussion part



teacher

teacher
menu

choose your level



Padawan I

about this level

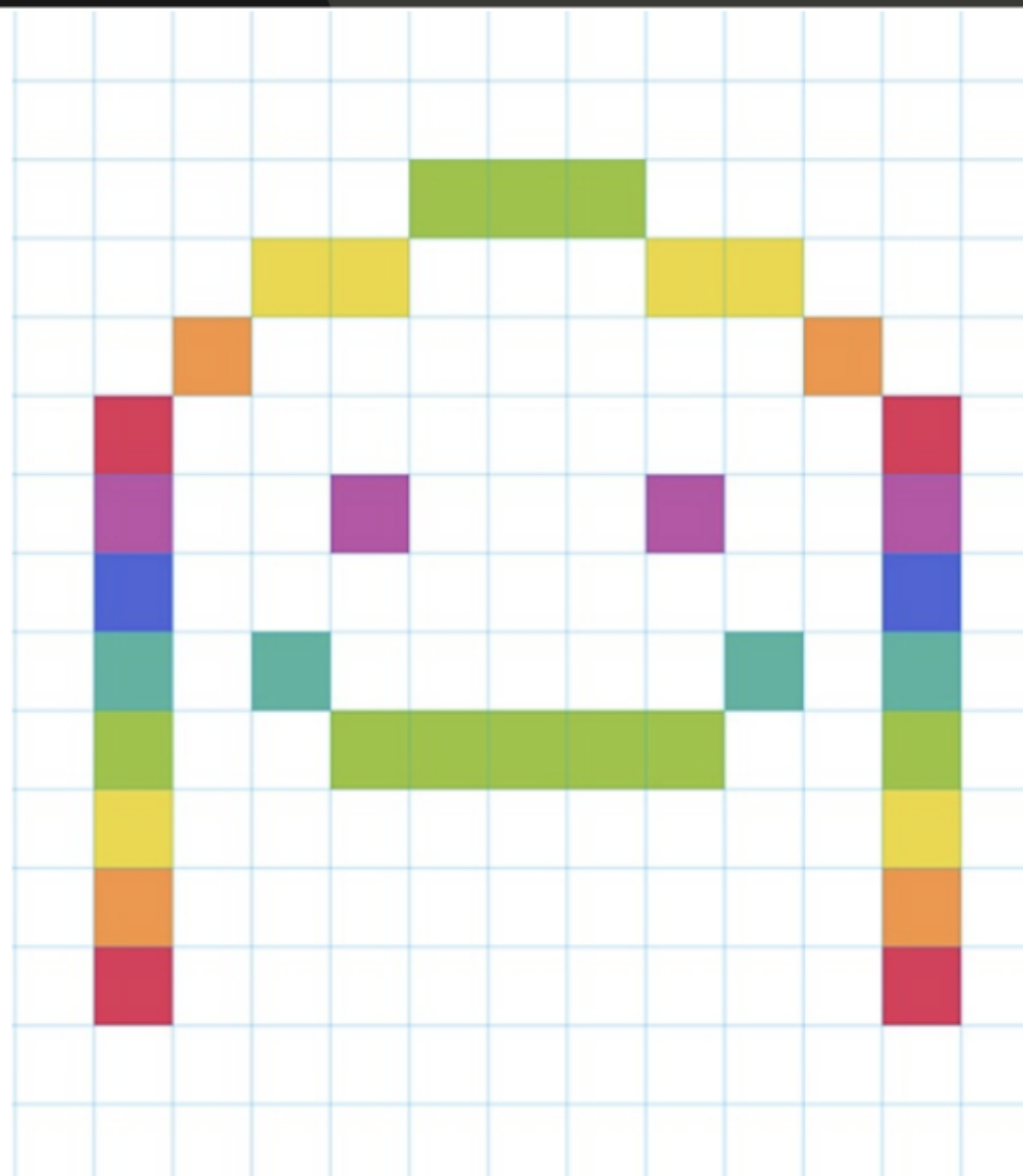
student

you will:
the Star Wars Main Theme
and for the percussion part
and for the main theme

student



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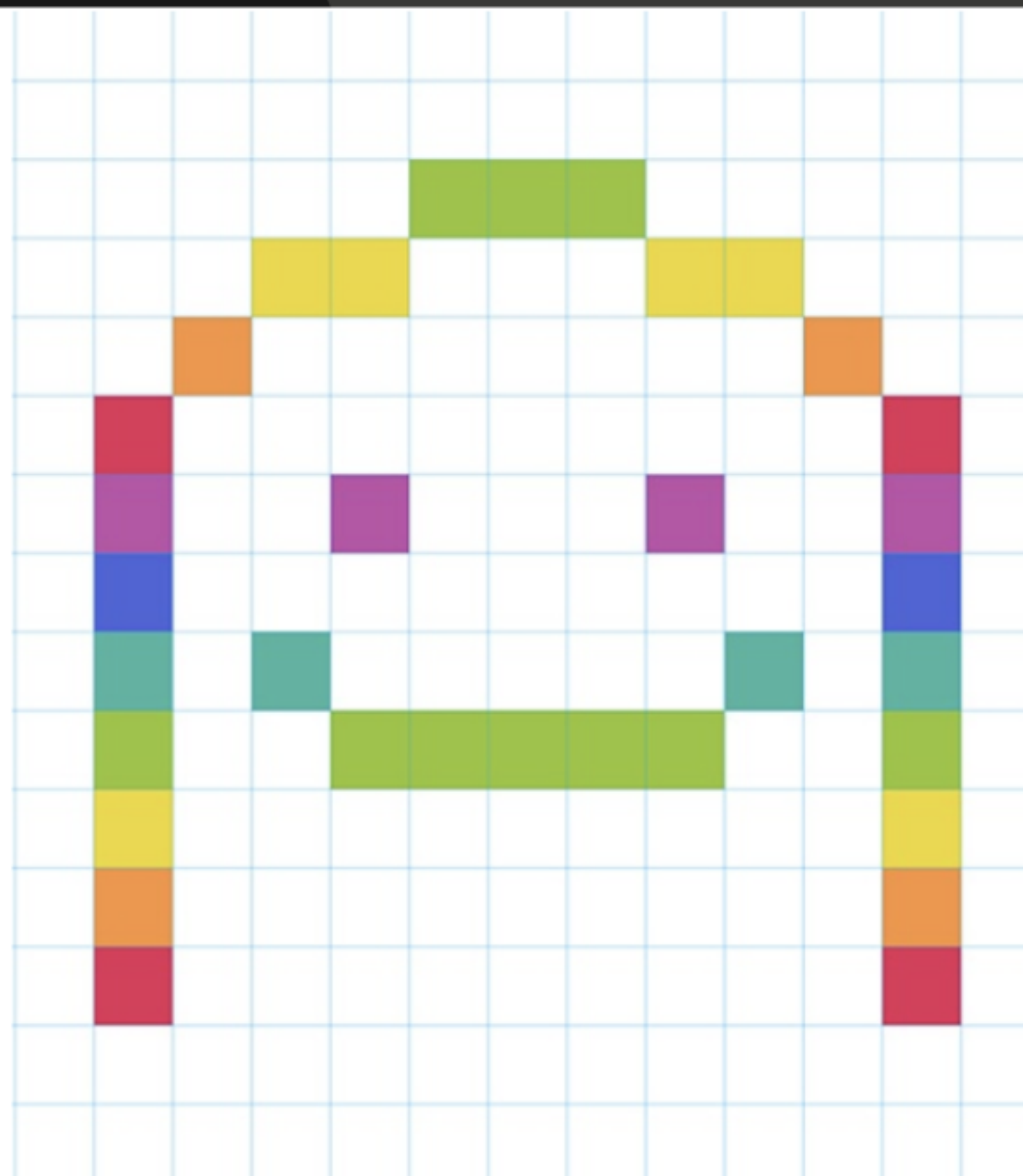
6. Round & round

round & round

- students create a known round in Song Maker
- they then add the second voice
- third voice optional!



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7. The cover song project

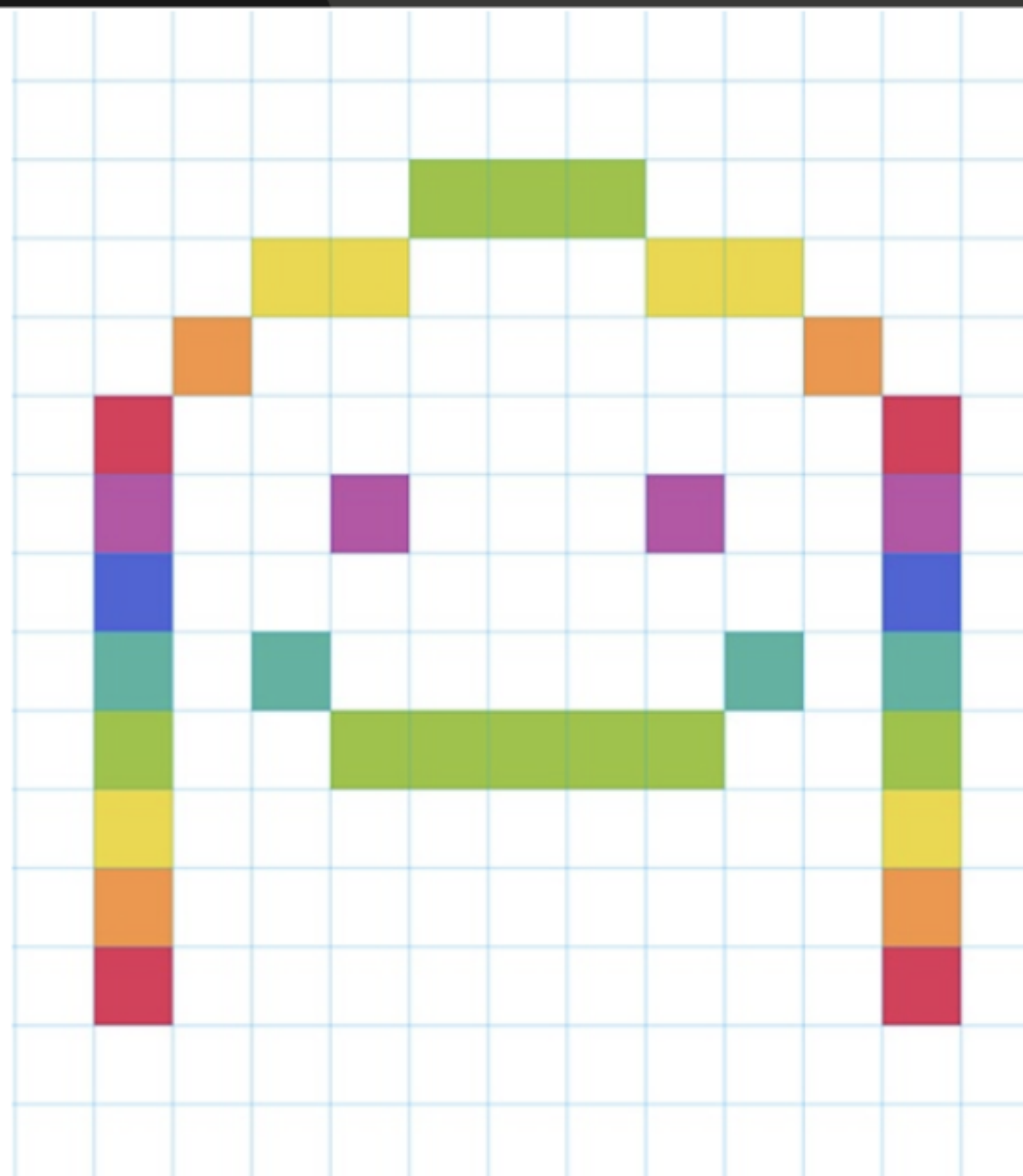


the cover song project

- cover a pop song
- choose one section only
- work out melody then add bass/perc
- warning: Youtube channels (!)



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8. Sing/play to notate



can Song Maker hear me?

- choose a simple song
- set appropriate key for your instrument/voice
- choose mic input option
- enter notes by singing/playing



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Restart About



Sing into your mic to add notes.

Tempo 71

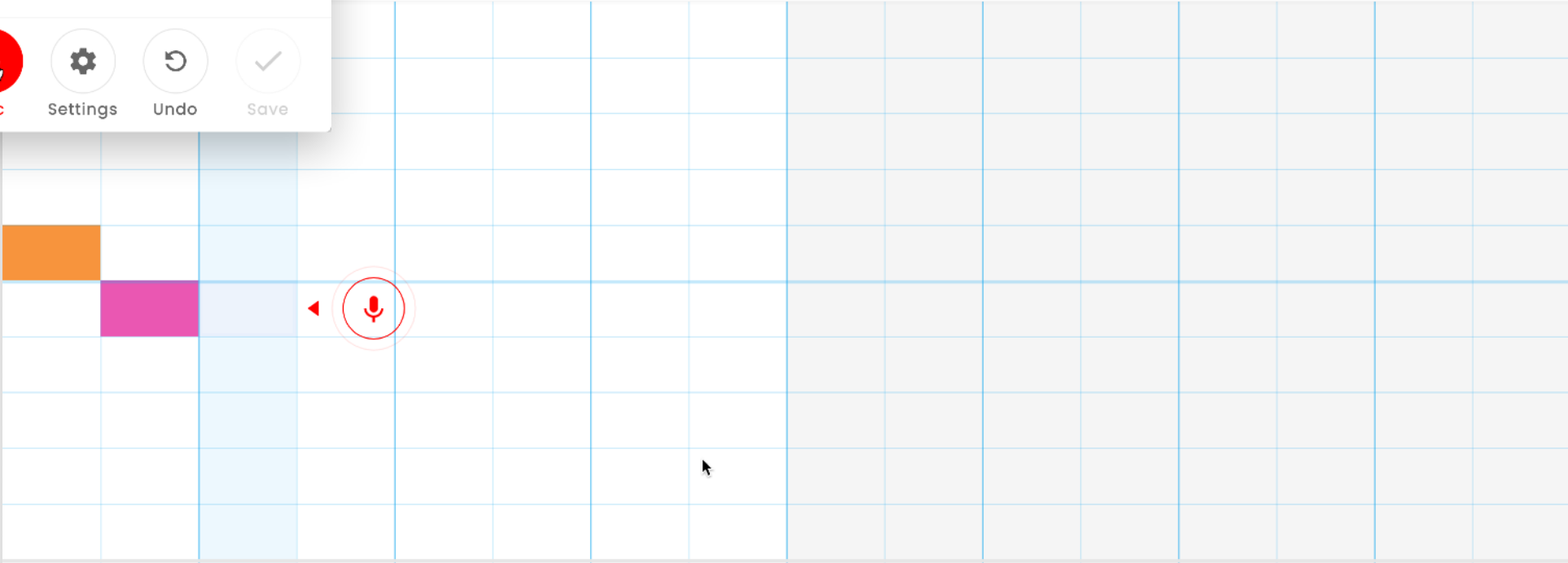
Mic Settings Undo Save

Marimba Electronic

This panel shows the initial state of the Song Maker application. It features a header with a back arrow, the title 'SONG MAKER', and 'Restart' and 'About' buttons. The main area contains a microphone icon and a musical staff with a few colored notes (red, orange, yellow, blue). Below the staff is the instruction 'Sing into your mic to add notes.' The bottom control bar includes a play button, instrument selection buttons for 'Marimba' and 'Electronic', a tempo slider set to 71, and a row of four circular buttons: 'Mic' (red), 'Settings' (gear), 'Undo' (refresh), and 'Save' (checkmark).

SONG MAKER

Restart About



Tempo 71

Mic Settings Undo Save

Marimba Electronic

This panel shows the Song Maker application in progress. The musical staff now contains more notes, including an orange note, a pink note, and a blue note. A microphone icon is positioned over the staff, indicating active recording. The bottom control bar is identical to the first panel, but the 'Mic' button is now red, signifying it is active. The 'Settings', 'Undo', and 'Save' buttons remain grey.



outstanding ostinati

patterns...patterns...patterns...





9. Ostinato #1 tabletop rhythms

tabletop rhythms

- students learn about ostinati
- in pairs: compose a 2-bar rhythmic ostinato (tabletop & clap)
- write rhythm into Song Maker Planner template (or any notation grid)
- create rhythm in Song Maker percussion tracks



Chrome Music Lab Song Maker

| | |
|-------------|------------------|
| song title: | tabletop rhythms |
| your name: | Aaron & Bradley |
| class: | 8G |

| | |
|-------------------|--------|
| length: | 2 bars |
| beats per bar: | 4 |
| split beats into: | 2 |

clap
table

1 2 3 4 | 1 2 3 4

=====
=====

1 2 3 4 | 1 2 3 4

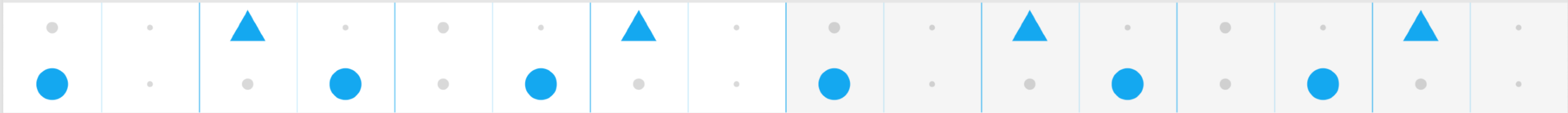
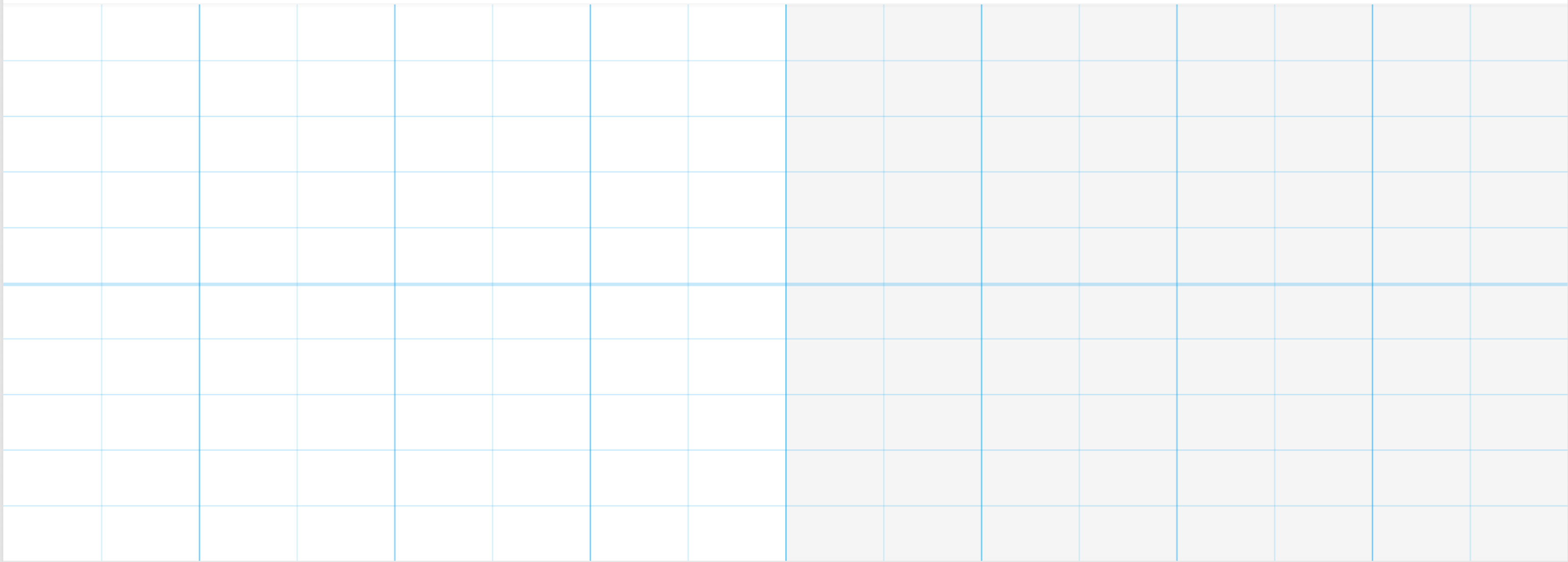
planning template available for MMC members



SONG MAKER

 Restart

 About

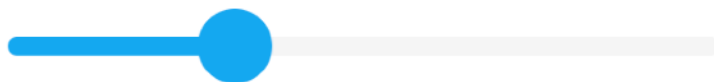


Marimba

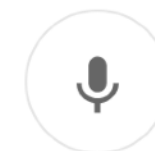


Electronic

Tempo



71



Mic



Settings



Undo



Save



10. Ostinato #2 pass me the bass

pass me the bass

- student A composes a bass line for 1st bar (over the tabletop rhythm)
- save link
- student B opens link & adds a bass line in 2nd bar. Save new link
- extension: both compose a melody

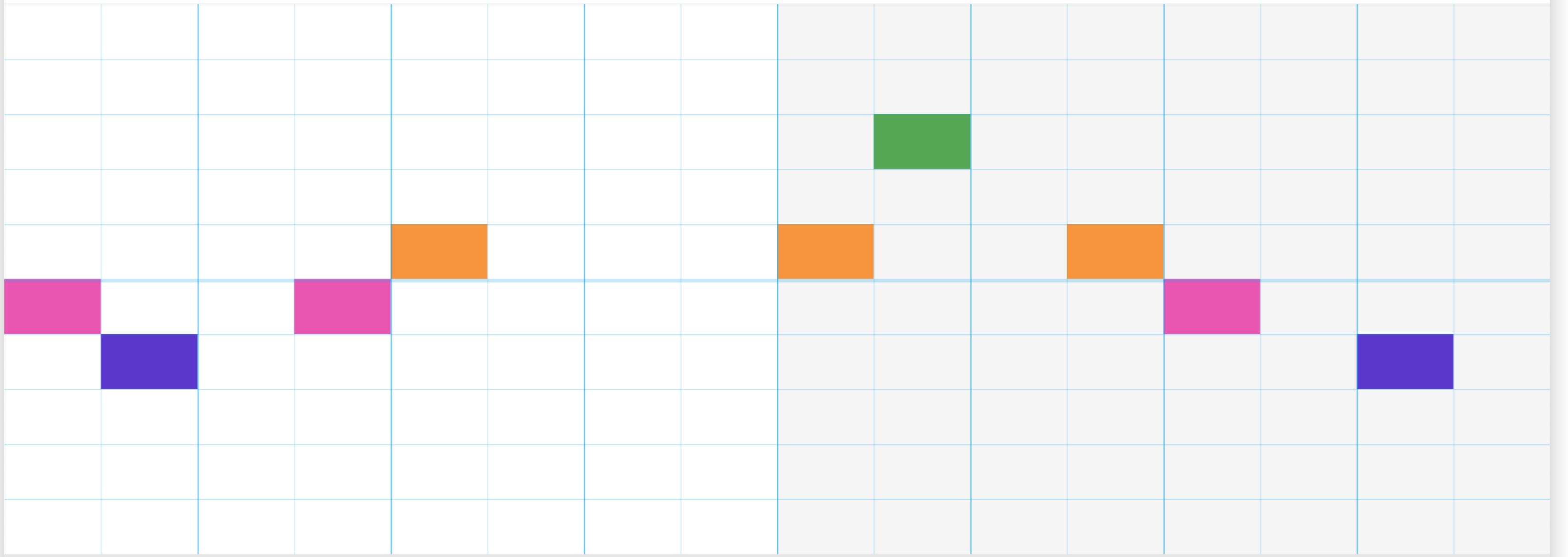




SONG MAKER

 Restart

 About

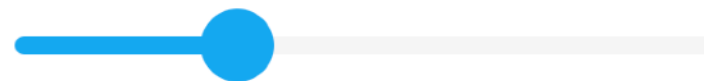


Marimba

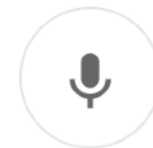


Electronic

Tempo



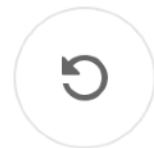
71



Mic



Settings



Undo



Save



11. Ostinato #3 colours



rainbow ostinato

- choose a random sequence of 5–10 colours (Wheel of Names)
- students compose a melody by matching colours with notes in Song Maker
- use colours in order they were chosen
- inspiration: Andrew Huang candy video



Wheel of Names - customisable spinner

wheelofnames.com

New Open Save Share Customize Fullscreen More

English

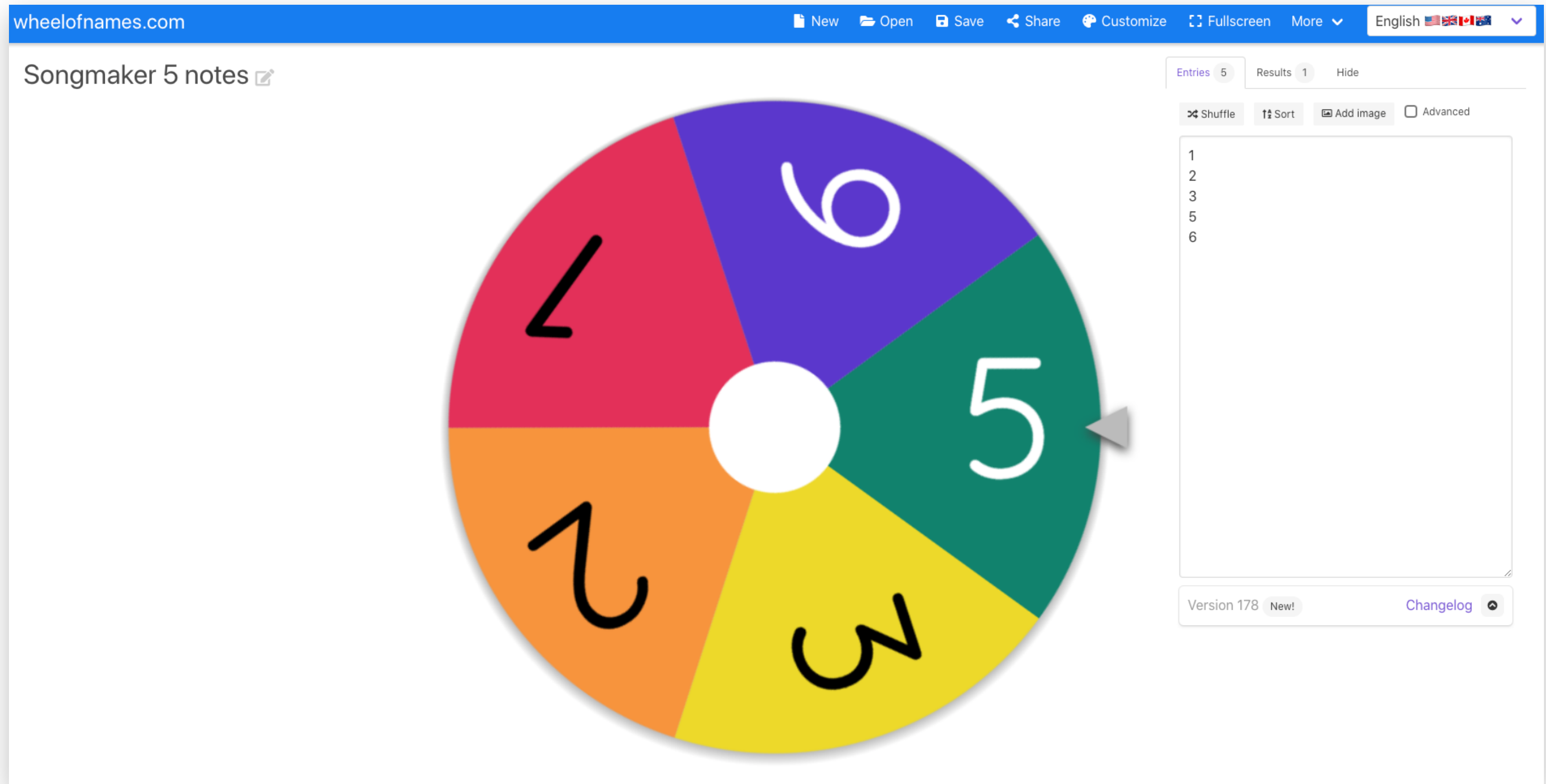
Songmaker 5 notes

Entries 5 Results 1 Hide

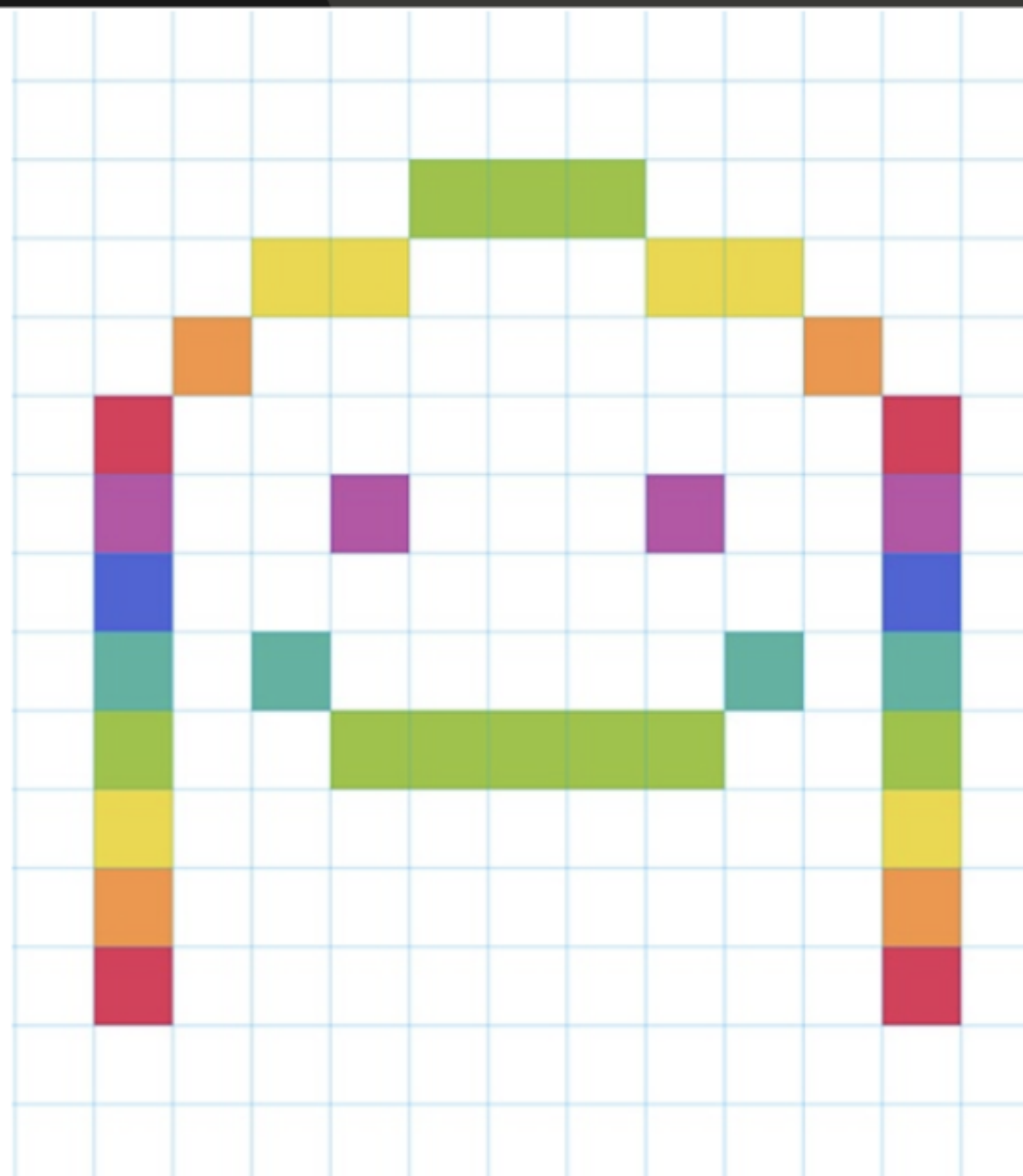
Shuffle Sort Add image Advanced

1
2
3
5
6

Version 178 New! Changelog



SONG MAKER





12. Ostinato #4 Wordsmith

wordsmith ostinati

- brainstorm words that use the letters A B C D E F G
- choose 2–3 words from your list
- compose a song that uses the letters in your words – in order
- experiment with the rhythm
- other students can guess the words



Wordsmith ostinati

- brainstorm a list of words that use the letter A B C D E F G
- you can use each letter more than once in a word
- choose 2-3 words from your list
- write your words in the grid below - one letter in each box
- using the provided key, work out the colour and number for each of the letters in your words

Key

| | | |
|---|---|-------------|
| C | 1 | RED |
| D | 2 | ORANGE |
| E | 3 | YELLOW |
| F | 4 | LIGHT GREEN |
| G | 5 | DARK GREEN |
| A | 6 | PURPLE |
| B | 5 | PINK |

1. Brainstorm your word list

how many words can you make with the letters A B C D E F G?

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

2. Decode your chosen words

- choose 3 words from your list
- write the letters of each word in the **letter row**
- using the provided key, work out the matching number & color for each letter of your 3 words
- you will use these notes to create a Song Maker composition

example word: FACE

| | | | | | | | | | | |
|--------|-------------|--------|-----|--------|--|--|--|--|--|--|
| LETTER | F | A | C | E | | | | | | |
| NUMBER | 4 | 6 | 1 | 3 | | | | | | |
| COLOR | light green | purple | red | yellow | | | | | | |

word 1

| | | | | | | | | | | |
|--------|--|--|--|--|--|--|--|--|--|--|
| LETTER | | | | | | | | | | |
| NUMBER | | | | | | | | | | |
| COLOR | | | | | | | | | | |

word 2

| | | | | | | | | | | |
|--------|--|--|--|--|--|--|--|--|--|--|
| LETTER | | | | | | | | | | |
| NUMBER | | | | | | | | | | |
| COLOR | | | | | | | | | | |

word 3

| | | | | | | | | | | |
|--------|--|--|--|--|--|--|--|--|--|--|
| LETTER | | | | | | | | | | |
| NUMBER | | | | | | | | | | |
| COLOR | | | | | | | | | | |

2. Decode your chosen words

- choose 3 words from your list
- write the letters of each word in the **letter row**
- using the provided key, work out the matching number & color for each letter of your 3 words
- you will use these notes to create a Song Maker composition

Key

| | | |
|---|---|-------------|
| C | 1 | RED |
| D | 2 | ORANGE |
| E | 3 | YELLOW |
| F | 4 | LIGHT GREEN |
| G | 5 | DARK GREEN |
| A | 6 | PURPLE |
| B | 5 | PINK |

example word: FACE

| | | | | | | | | | | |
|--------|-------------|--------|-----|--------|--|--|--|--|--|--|
| LETTER | F | A | C | E | | | | | | |
| NUMBER | 4 | 6 | 1 | 3 | | | | | | |
| COLOR | light green | purple | red | yellow | | | | | | |

word 1

| | | | | | | | | | | |
|--------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--|--|--|
| LETTER | C | A | B | B | A | G | E | | | |
| NUMBER | 1 | 6 | 7 | 7 | 6 | 5 | 3 | | | |
| COLOR |  |  |  |  |  |  |  | | | |

word 2



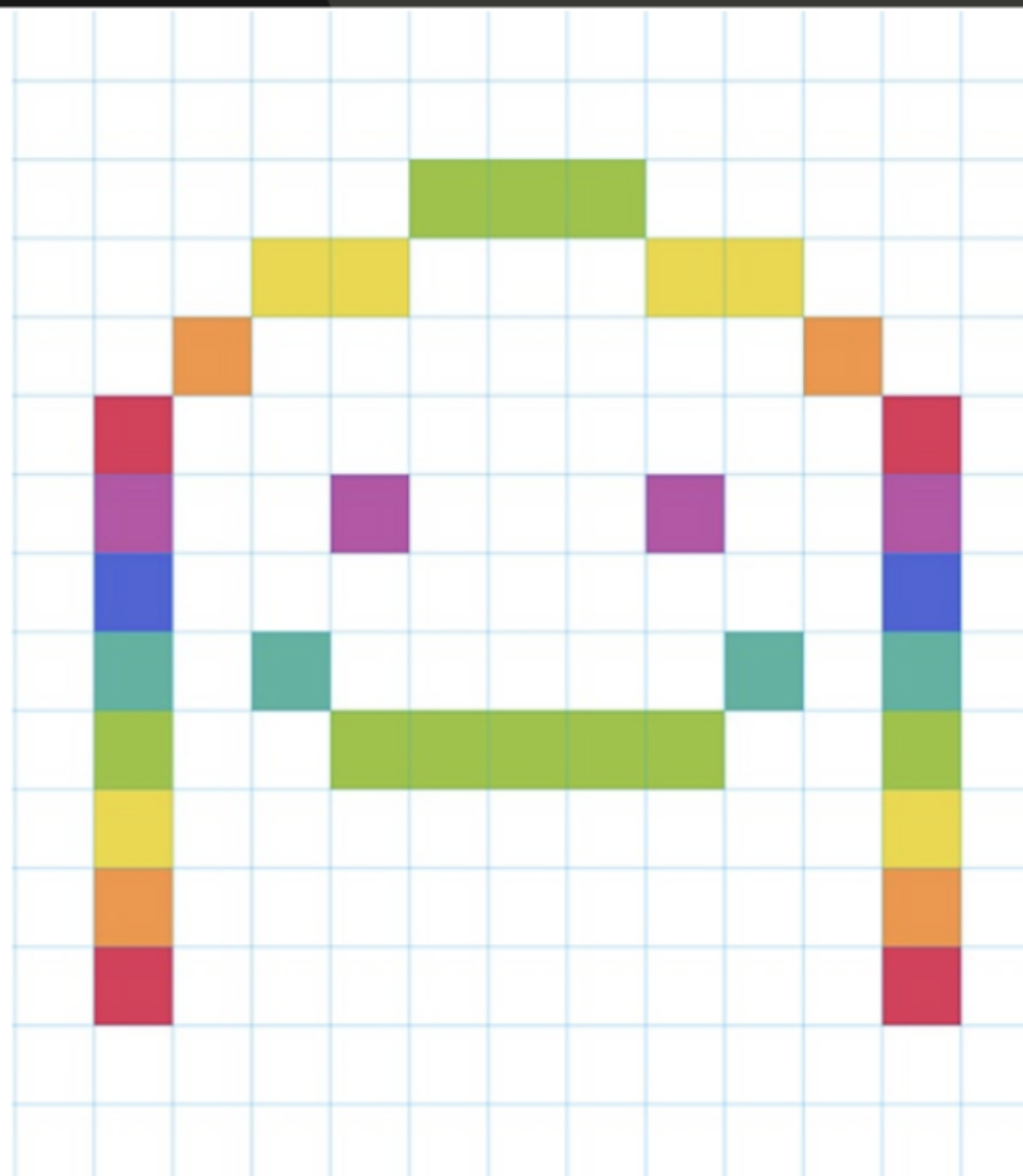
13. Ostinato #5 4-chord song

four-chord song

- listen to songs with I V vi IV progression (ie. Axis of Awesome)
- identify notes of each chord
- create bass line in Song Maker
- add chords above bass
- add melody & percussion



SONG MAKER



beyond Song Maker

extend the possibilities





14. Remix your track



save as MIDI

- save song as MIDI file
- open in Soundtrap/Bandlab/GarageBand or another DAW
- change instruments, add effects, add loops or drum part
- add audio track & record voice or instrument



Soundtrap

The screenshot displays the Soundtrap music production software interface. At the top, a navigation bar includes a home icon, menu items for File, Edit, Settings, and Tutorials, a Save button, and the project name 'Iko Iko'. On the right side of the top bar are buttons for Share, Upgrade, and Exit Studio.

The main workspace is divided into two primary sections. The upper section is a multi-track session view with a timeline at the top. It features four tracks: 'Song Maker' (purple), 'Copy of Song Maker' (green), 'Perc from Song Maker' (orange), and 'Vocals' (yellow). Each track has a corresponding colored bar representing audio or MIDI data. Below the tracks is an 'Add New Track' button. The lower section is a piano roll view for the selected instrument, showing a keyboard layout on the left and a grid of notes on the right. The piano roll is currently in 'Piano Roll' mode, as indicated by the tabs at the top of the view.

At the bottom of the interface is a control bar containing a volume slider, a time display showing '00:10.0', a red record button, and playback controls (stop, play, next). To the right of these controls are a volume knob set to '100', a mute button labeled 'Off', and a 'Support' button.



15. traditional notation \rightarrow Song Maker

traditional notation

- provide a rhythm in traditional notation (or students write one)
- transfer rhythm into grid notation
- recreate the rhythm in the Song Maker percussion line/s
- can also do with notated melody

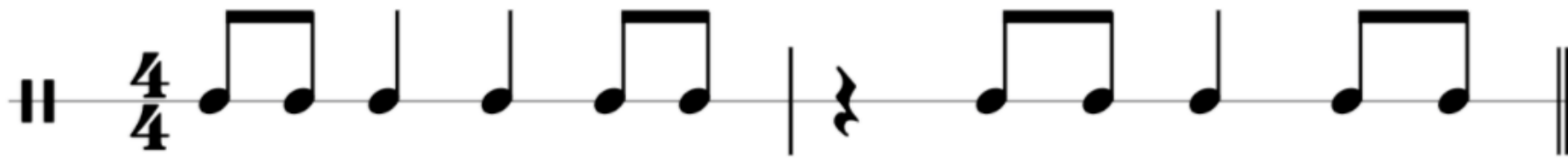


Song Maker rhythms 1

your name:

class:

1. Divide the rhythm below into beats by drawing a line at the end of each beat

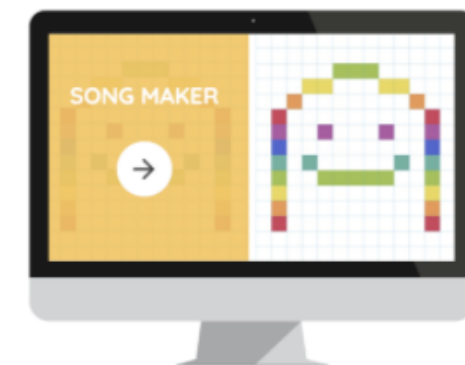


2. Now write the rhythm in the grid below by drawing dots in the correct boxes



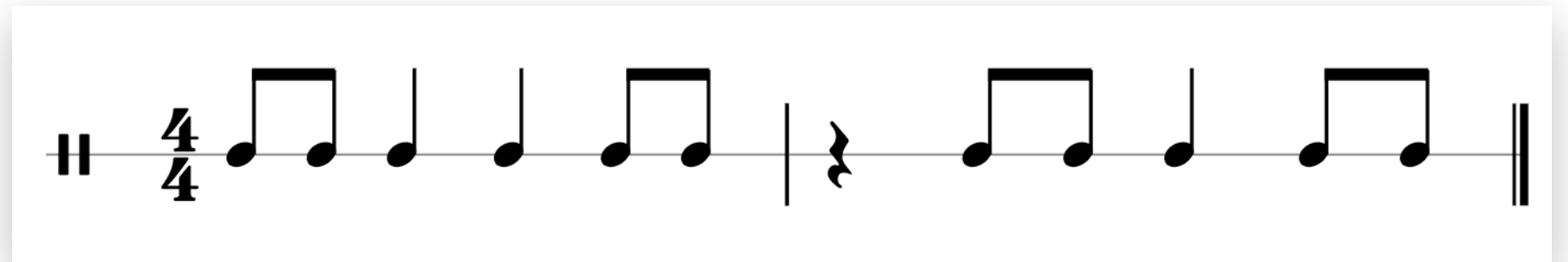
3. [Open Chrome Music Lab Song Maker](#) and copy your rhythm into the bottom percussion line

4. If you finish quickly, add some melody notes in the top section

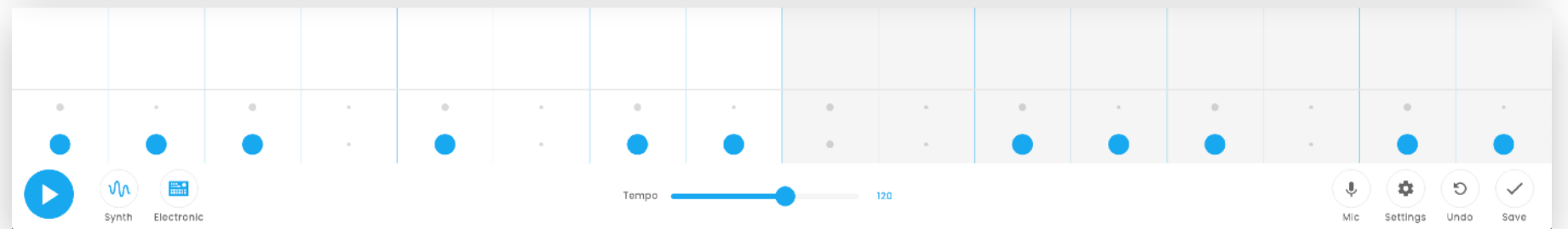


notation => Song Maker

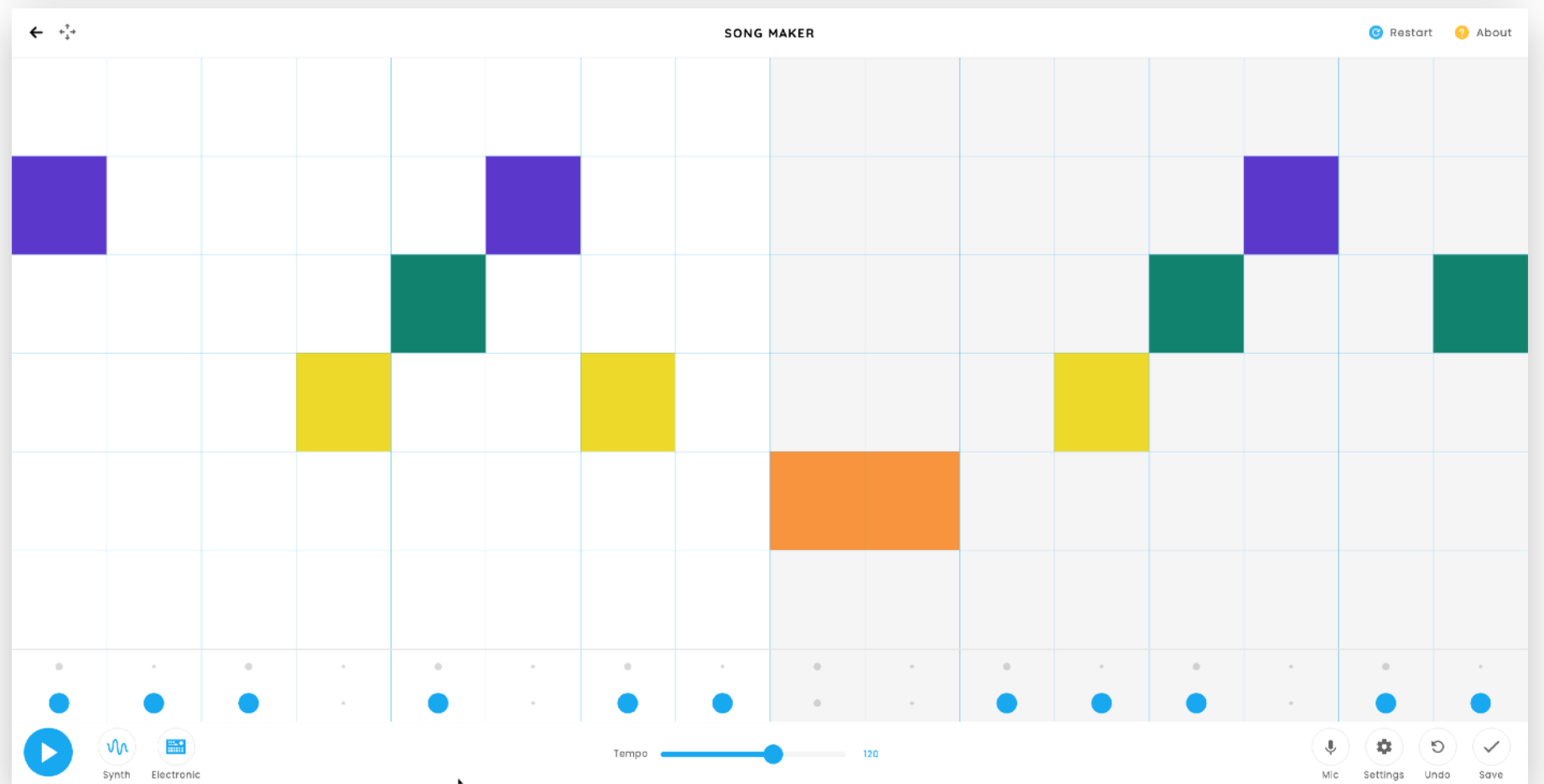
from traditional notation:



to Song Maker grid:



add a melody:





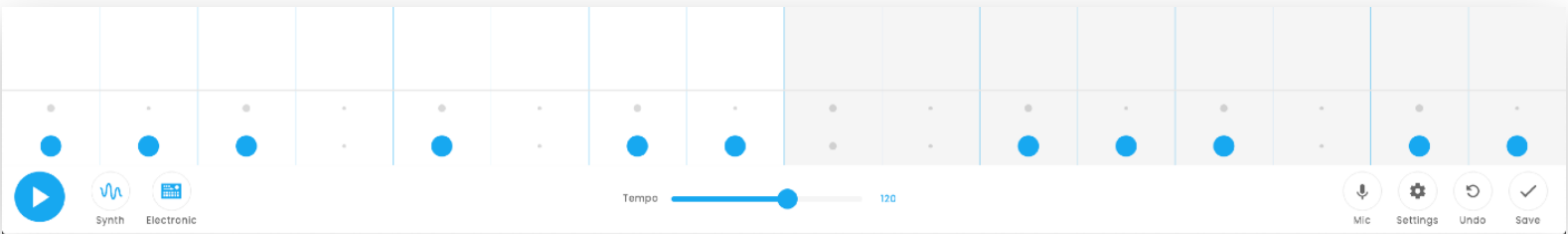
16. Song Maker -> traditional notation



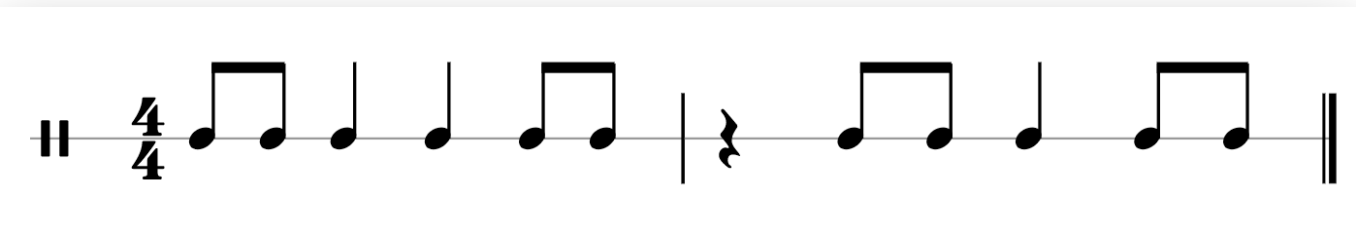
notate Song Maker song

- create melody or rhythm in Song Maker
- students rewrite grid notation using traditional notation
- tip: you can also save the Song Maker song as a MIDI file & open it in notation software

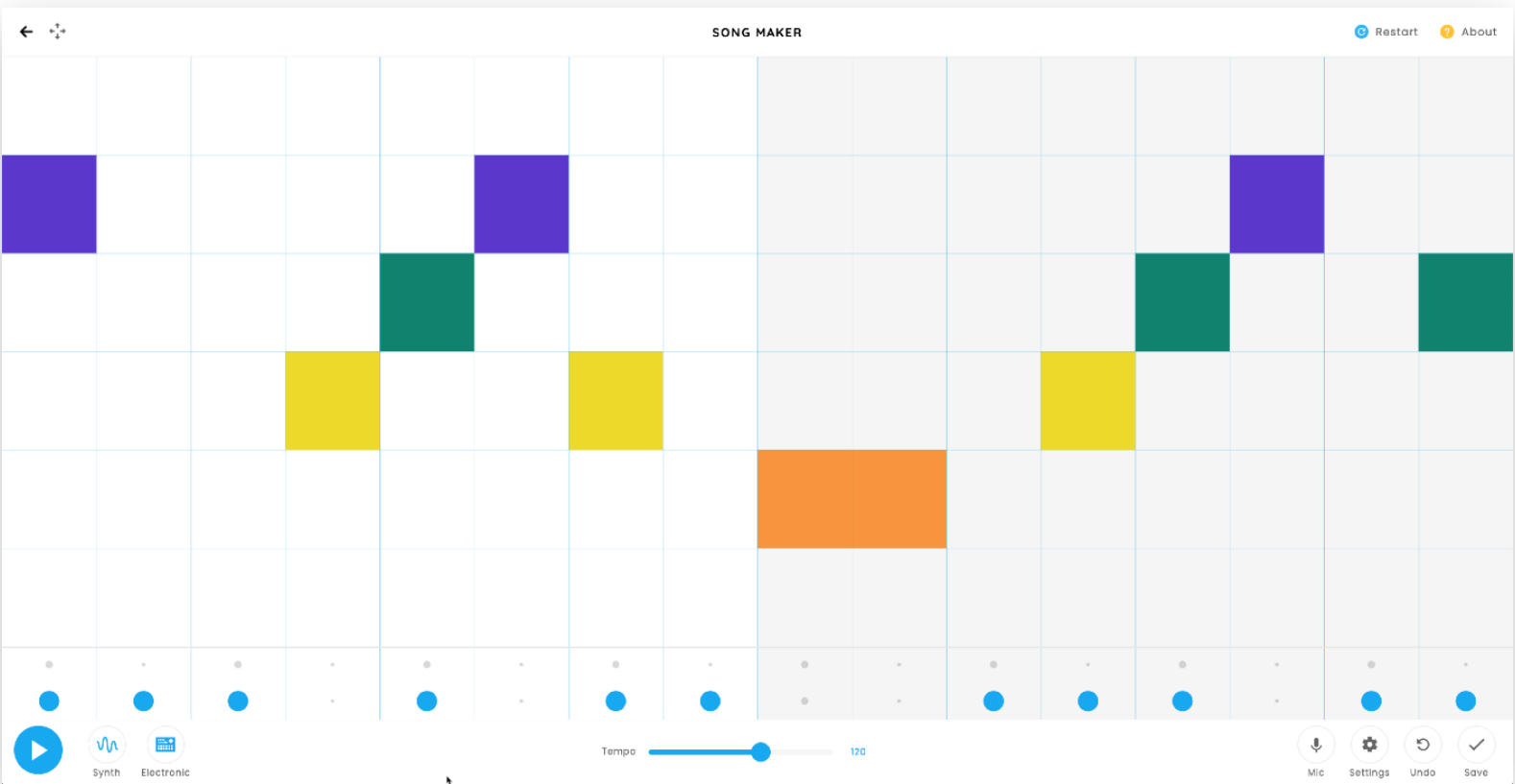
from Song Maker percussion grid:



to traditional notation:



from Song Maker melody:



to traditional rhythmic notation:

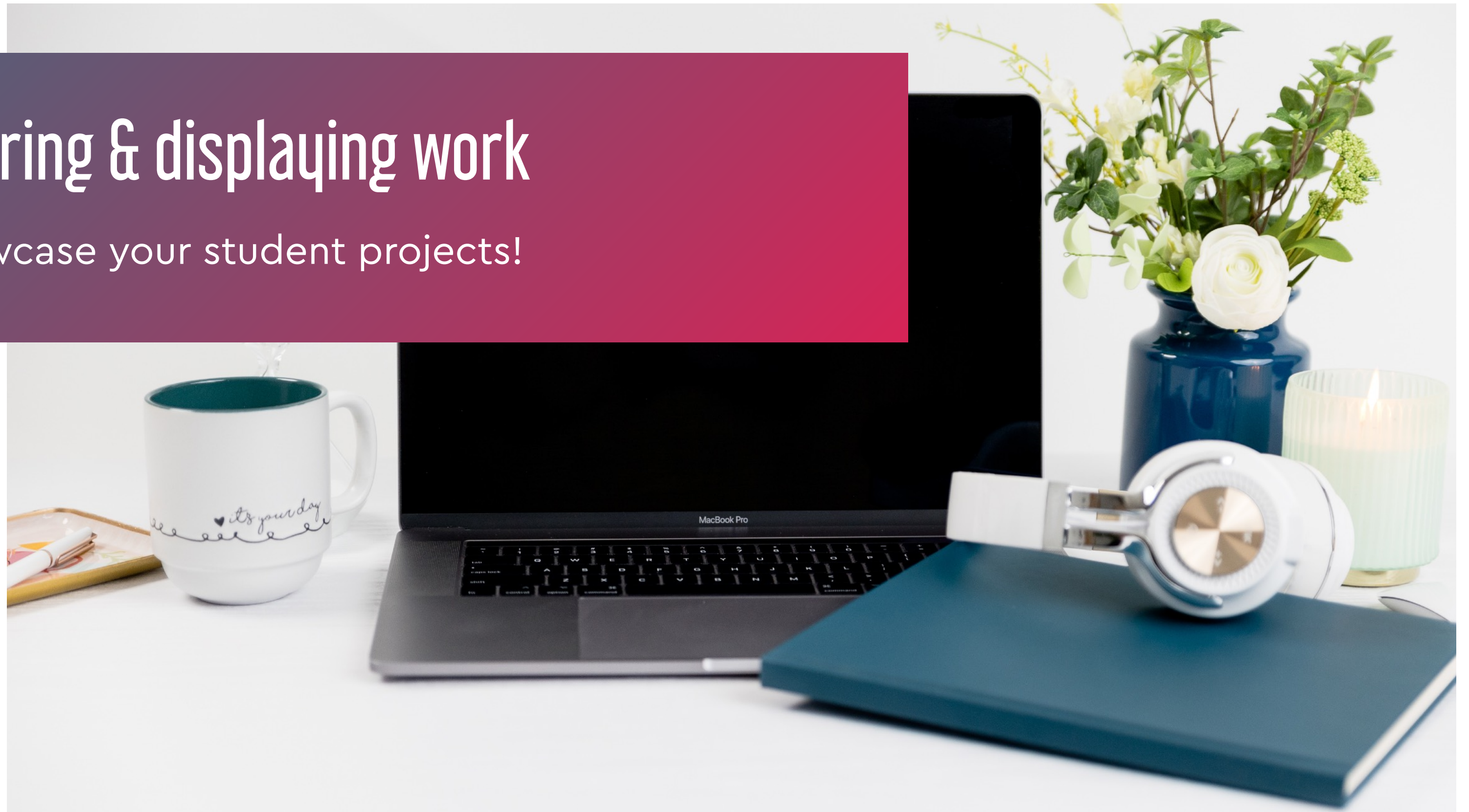


to traditional melodic notation:



sharing & displaying work

showcase your student projects!





The Singing Wall



HOME

POPULAR



Home



Videos

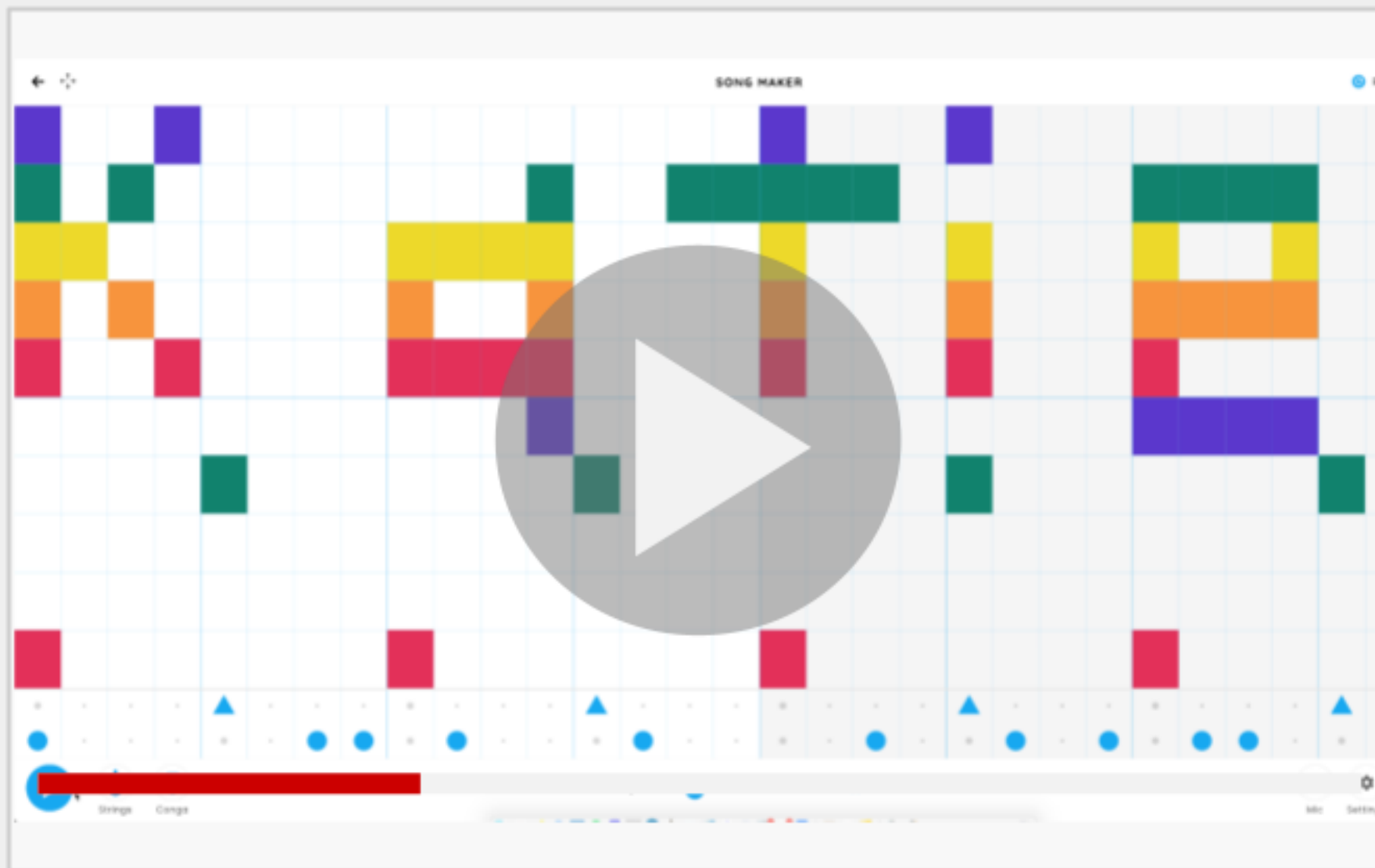


Miscellaneous



Archive

Songmaker



Say My Name: Katie W.

We created a composition using the letters of our name in the Chrome Music Lab Songmaker.

I drew my name in Songmaker and then I added a bass line.

The last thing I added was a percussion part.

To listen to my song, scan this code:





pic & QR code

- click Save
- on the Save screen, click in URL bar at top of page to reveal QR code icon
- click on QR code icon & download it
- take screenshot of Song Maker screen
- create poster with screenshot & QR code and display on bulletin board



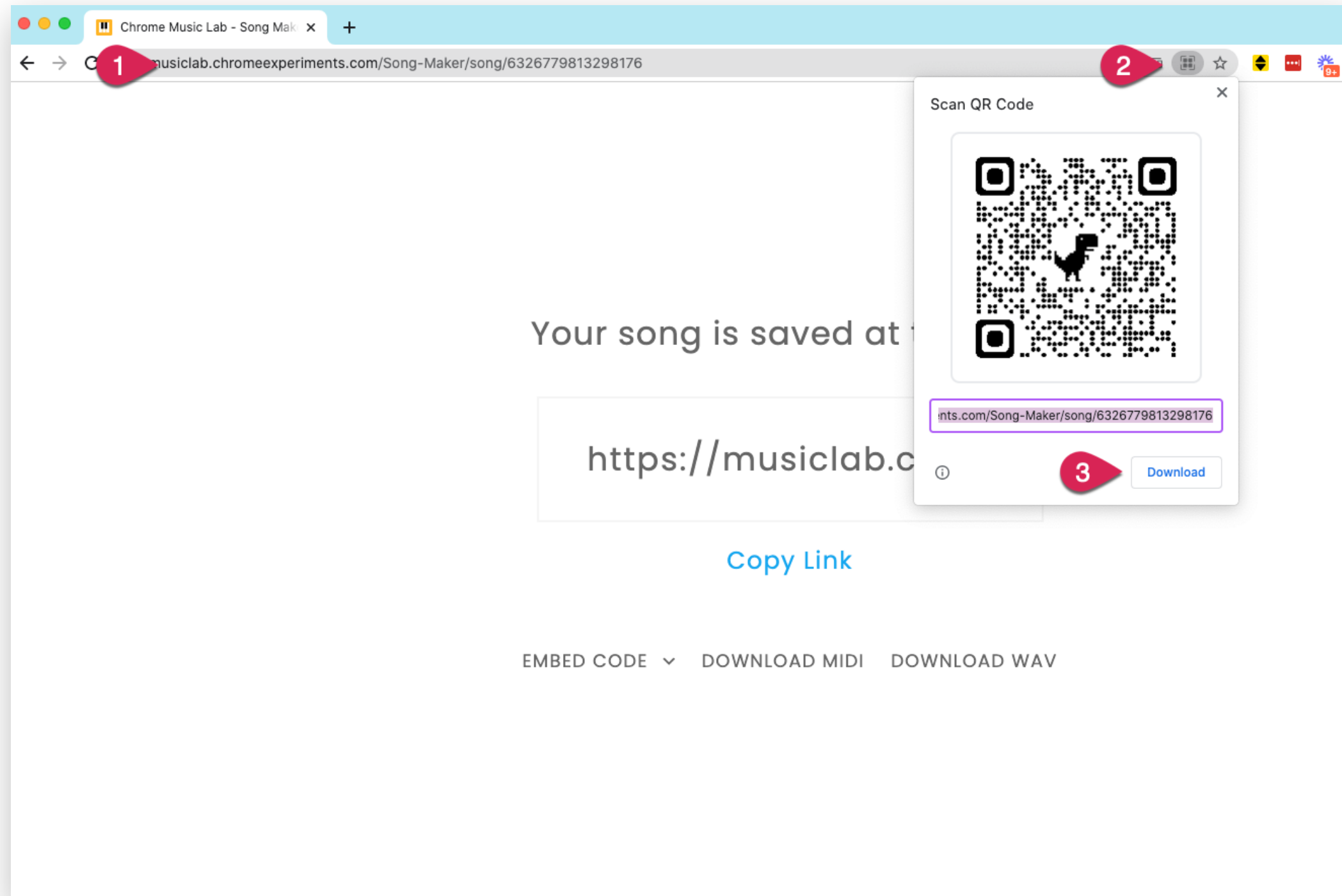
how to generate a QR code

On the SAVE screen:

1. click in the URL address bar
(the QR code icon will appear)

2. click on the **QR code icon**

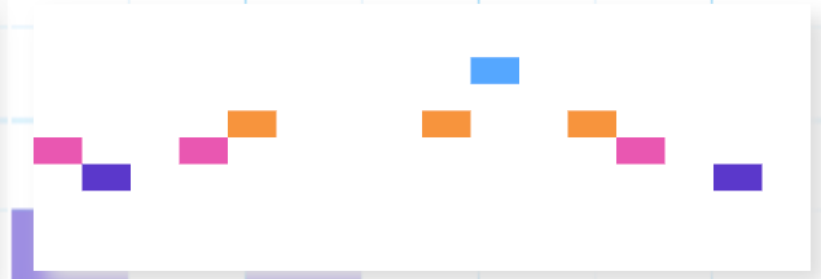
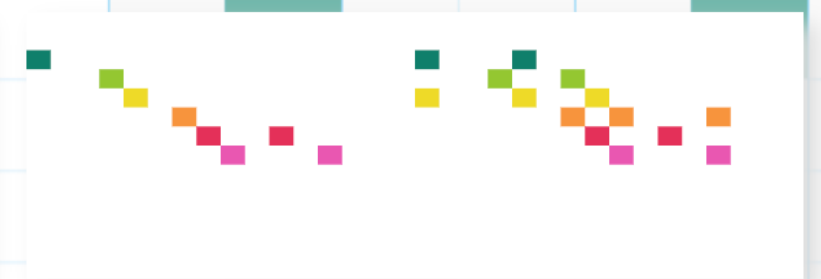
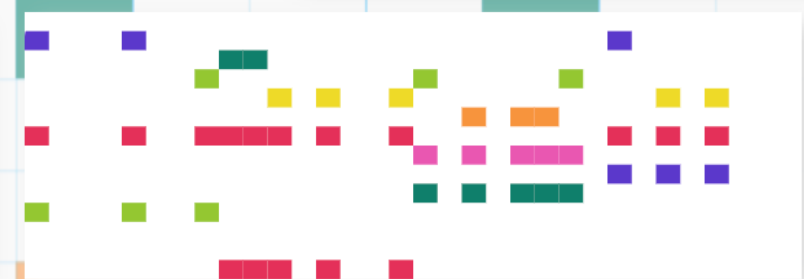
3. click on **Download** to
save the QR code image



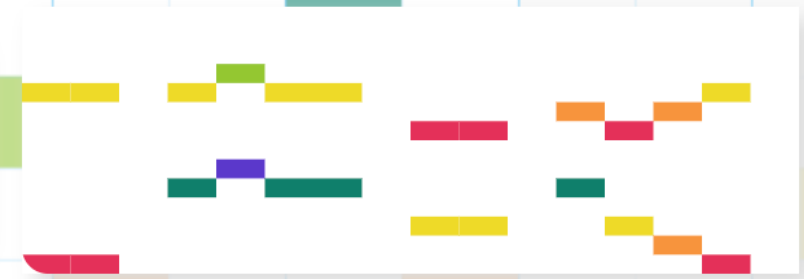


Song Maker Gallery

Midnight Music



Olivia





Song Maker Gallery

- free website
- set up your own gallery
- upload CSV file (student name and Song Maker link)

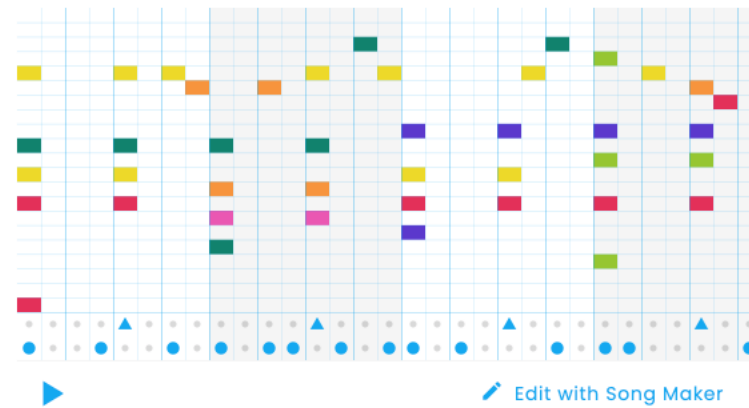




Embed into website

Music Class Hall Of Fame

Song Maker compositions



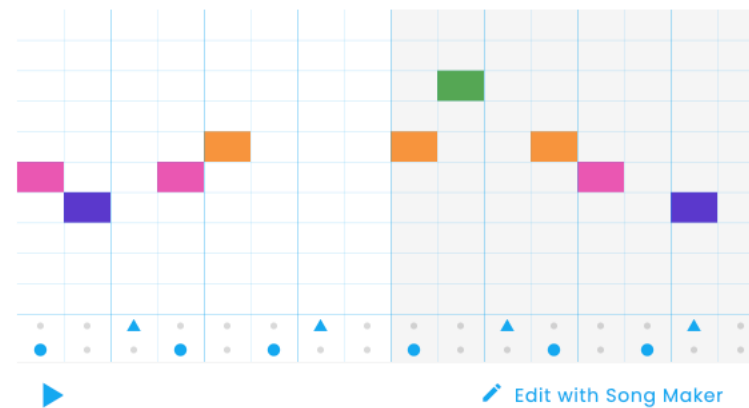
The Four-Chord Song

by Katie W.

I composed this 4 chord song in Chrome Music Lab Song Maker.

First I created the bassline, then added a percussion part.

Next I added the chords and finally I created a melody over the top.



Pass Me The Bass

collaborative ostinato

Ella composed the first half of the ostinato then Joshua added the second half of the ostinato.





embed into website

- Save > copy embed code
- paste embed code into your website
- works well with Google Sites and other websites or LMS

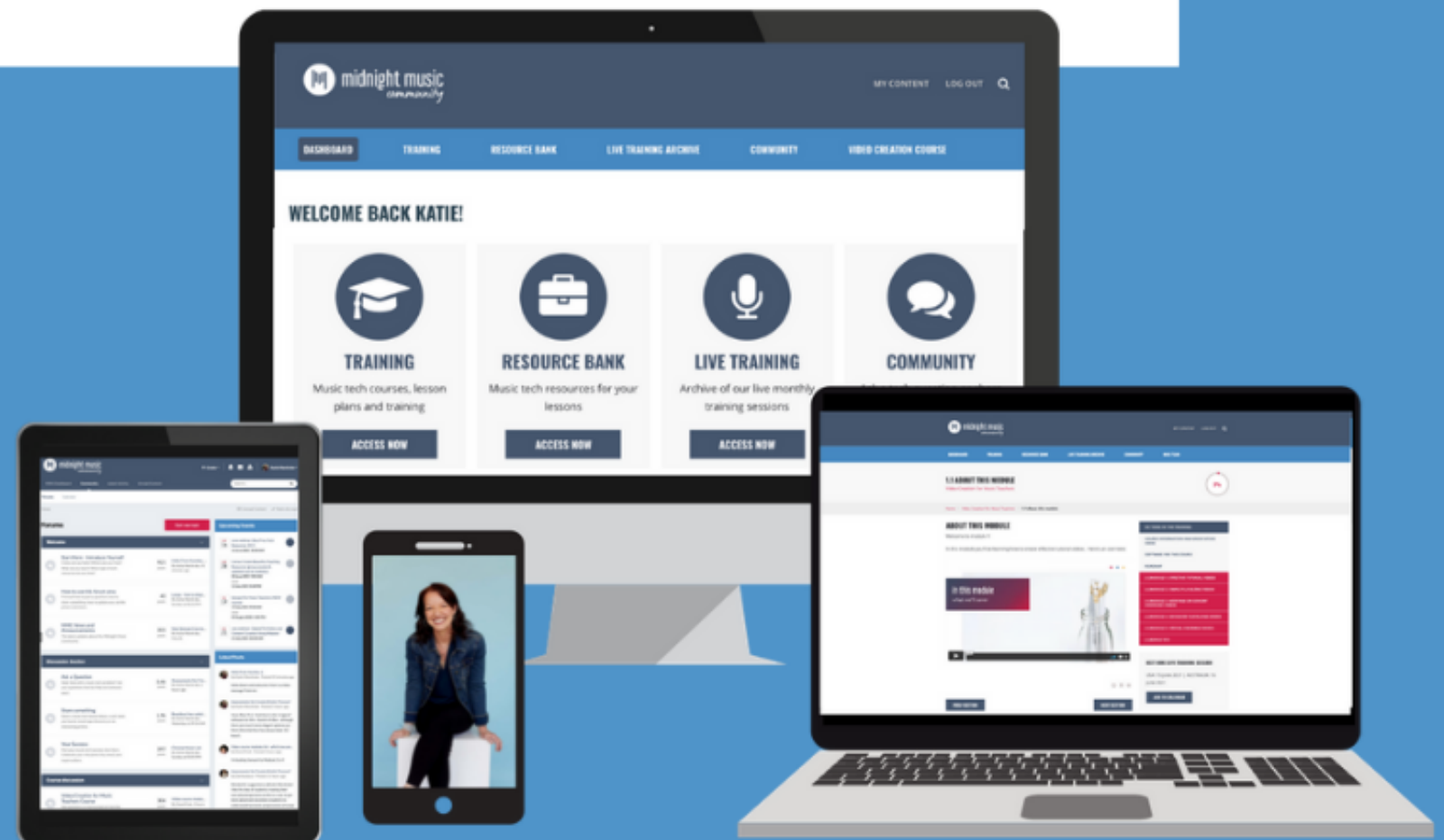




what's next?

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“

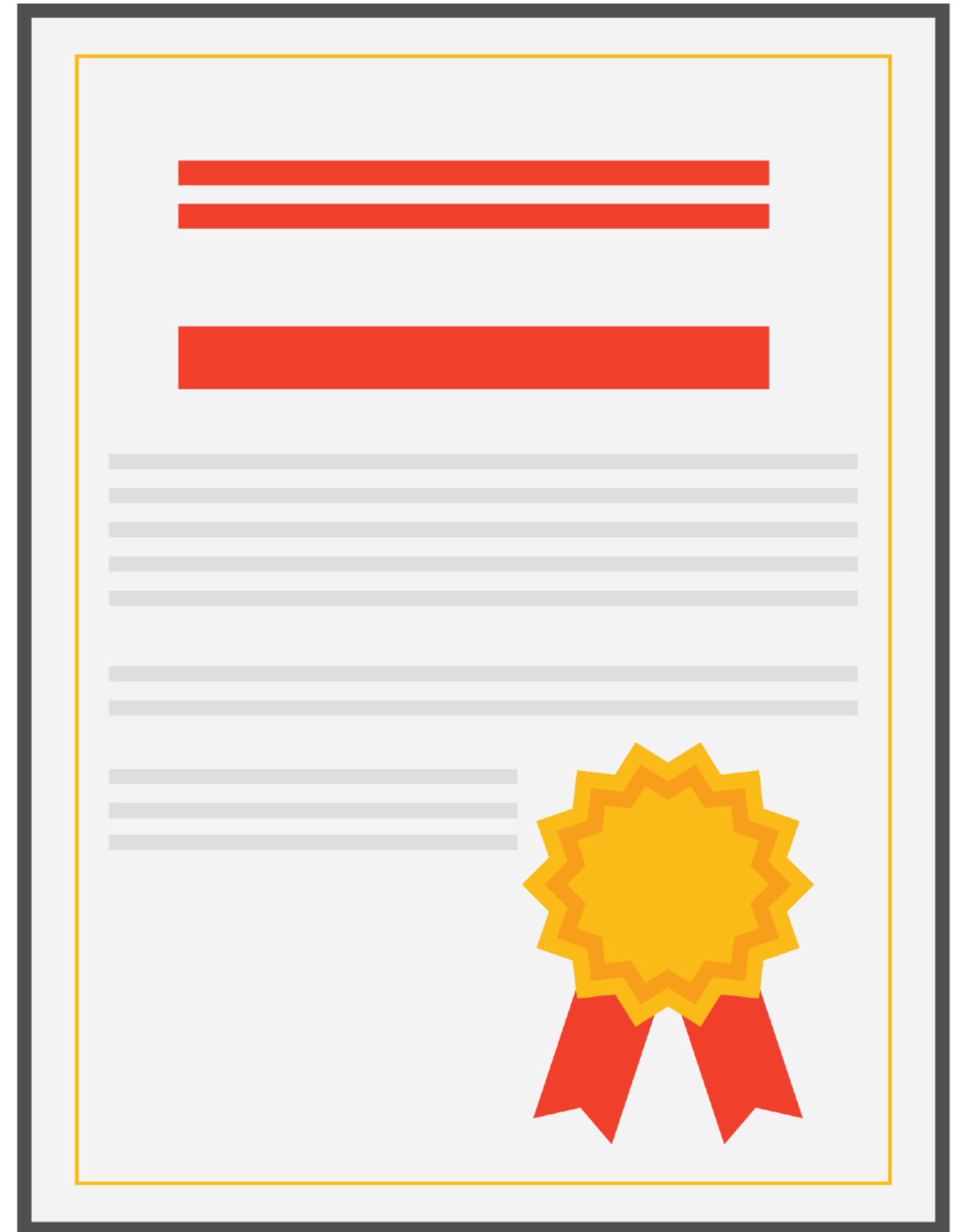
Thanks Katie. You have been so amazing giving so much of your time. I've gone from having "tech-phobia" to being "tech-savvy" 😂😂...thank you!!

Brielle D'Souza | music teacher, Melbourne Australia

”

pd certificate

midnightmusic.com.au/
pdsongmaker



Instagram

@katiemidnightmusic

The screenshot shows the Instagram profile for @katiemidnightmusic. At the top, the Instagram logo is on the left, a search bar is in the center, and 'Log In' and 'Sign Up' buttons are on the right. The profile header includes a circular profile picture of a woman, the name 'katiemidnightmusic', and a 'Follow' button. Below this, statistics show '105 posts', '1,633 followers', and '721 following'. The bio identifies her as 'Katie | Music Tech Teacher', 'Music Ed Tech Trainer & Speaker', 'Podcaster', and 'Blogger'. It also includes an invitation to 'FREE live monthly music tech training for teachers' with a link to 'linktr.ee/katiemidnightmusic'. A row of four icons represents 'Webinars', 'Try this!', 'Freebies', and 'Tech tips'. The main content area is set to 'POSTS' and shows a grid of posts. The first post is a graphic titled 'how to add a custom playlist cover image in Spotify' with a grid of six CD covers. The second post is a quote from 'Katie Wardrobe' about having a contingency plan. The third post is a photo of a microphone and keyboard. The fourth post is a graphic titled 'free Seesaw activity guide'. The fifth post is a graphic titled 'how to create custom fingering diagrams' with 'for free!' written in red.

Instagram

Search

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105 posts 1,633 followers 721 following

Katie | Music Tech Teacher
Music Ed Tech Trainer & Speaker
Podcaster
Blogger

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Webinars Try this! Freebies Tech tips

POSTS VIDEOS TAGGED

how to add a custom playlist cover image in Spotify

Katie Wardrobe @KATIEMIDNIGHTMUSIC

My biggest tip for getting comfortable with tech? Have a contingency plan.

free Seesaw activity guide

learn how to make an interactive songbook, link virtual instruments, and create Boomwhacker-colored notation

how to create custom fingering diagrams for free!



midnight music