

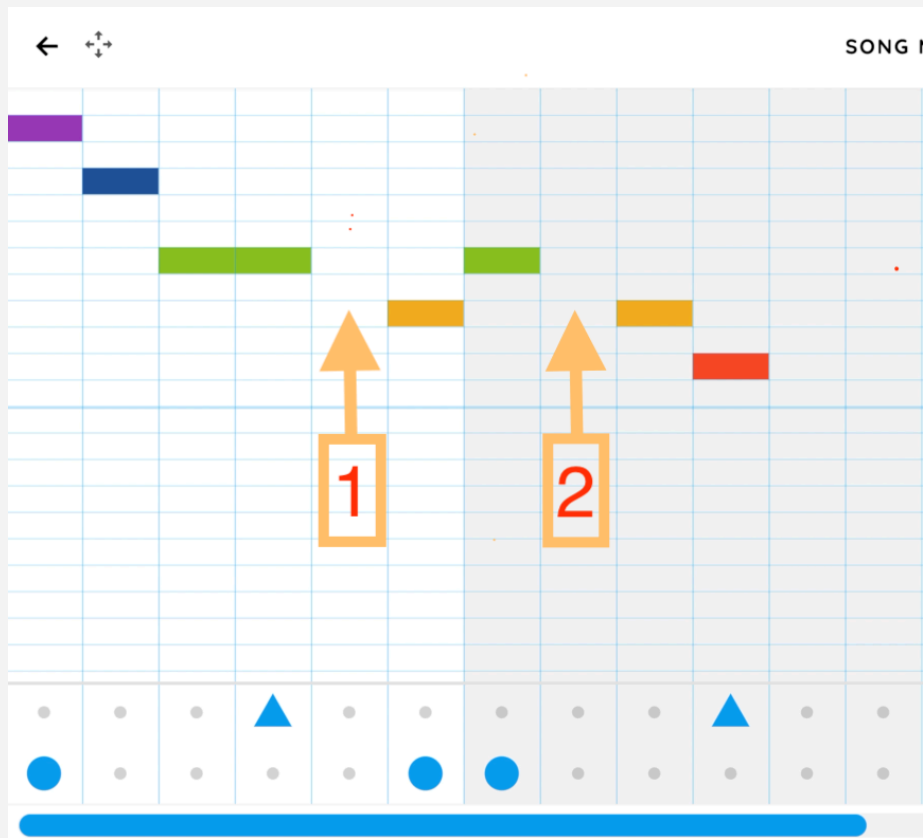
Dandelions - Ruth B

Chrome Music Lab - Song Maker

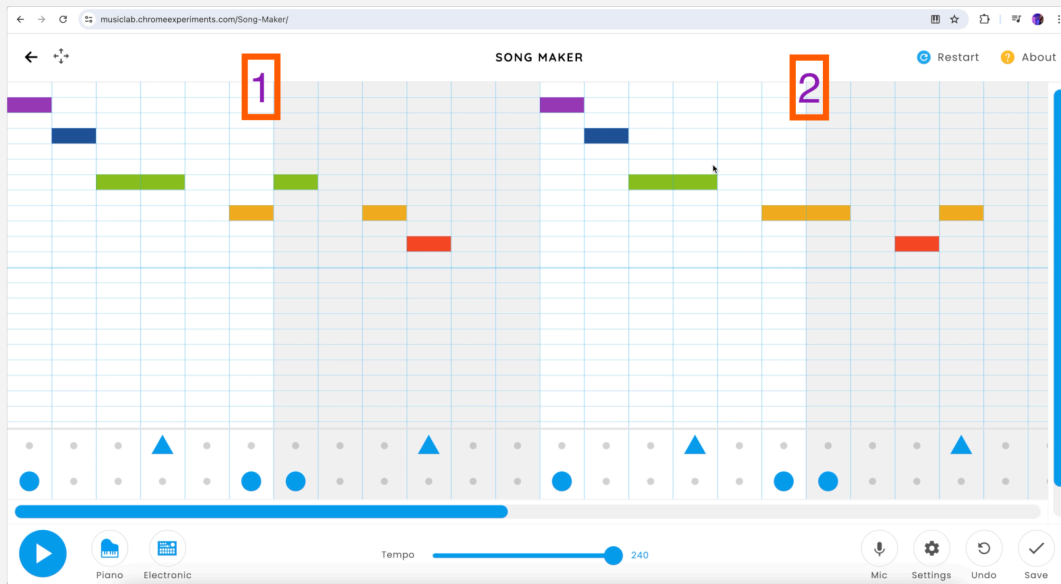
Use these questions and prompts to help facilitate deeper learning around [this tutorial](#).

- Change the electronic drums to a different type of drum kit and notice the difference in sound. Find your favourite!
- What does the number 240 mean when changing the tempo?
- This could be a nice chance to explore the concept of Beats Per Minute (BPM) with your students. [This website](#) could be useful.
- What do 'bars' refer to in the settings section? What happens to your song when you change it from 4 to 8 bars?
- Take time to explore how the bars are represented in Song Maker, noting the white and grey sections denoting new bars.
- What happens to the length of each bar when you change from 4 to 6 beats per bar?
- What happens when you change from 'split beats into 2' to 'split beats into 1'?
- Make sure you spend time changing the way you split each beat. This could be a nice chance to make comparisons to conventions of standard western notation, if appropriate.
- What is the difference between 'major', 'minor' and 'chromatic' scales?
- What is meant by the term 'octave'? Can you explain what happens when more octaves are added to your piece.

This could be an opportunity to explore the concept of octaves. [Here's a nice video](#) exploring this concept.
- Do you notice the drums are played using repeated patterns? Why are consistent patterns important when creating drum parts?



- There are two gaps in the Dandelions melody (labeled 1 and 2). What is the effect of leaving these gaps in the melody? How does this affect the rhythm of the song?
- Take some time to experiment with the Dandelions melody by shifting where the gaps are placed.



- What are the main differences between the melody in the first two bars compared to the second two bars.
- Once the tutorial is completed, use the rhythm and melody as a template to inspire the creation of your own piece.