# **GarageBand: Creating Music with Multiplication and Codes**

\*Sections with blue text denote the structure and are fixed\*

\*Black text is editable\*

INSERT: Yellow highlight indicates image/video insert (INSERT: TITLE:)

INSERT: Pink highlight indicates PDF/document insert (INSERT: TITLE:)

INSERT: Orange highlight indicates interactive/widget insert from custom CLS template (INSERT: TITLE:)

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### **Liftoff**

### **AoE**

Communication and Media Arts

### **Product Line**

SmartLab HQ

### **Project Starter Title**

GarageBand: Creating Music with Multiplication and Codes

**Related Project Starters**

**GarageBand: Spooky Story and Numerical Patterns** (5th Grade)

**Activity Description:** Use the GarageBand app to create a spooky story and interpret time signatures as a sequence of operations. Create numerical patterns and interpret patterns of tempos by graphing corresponding values.

**The Challenge:** Your challenge is to create a spooky story from sounds in the GarageBand app on your iPad.

You must interpret time signatures as a sequence of operations and create numerical patterns.

**Math Standards:** CCSS.MATH.CONTENT.5.NF.B.4.A - Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b., CCSS.MATH.CONTENT.5.OA.B.3 - Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

### **Technology**

GarageBand

### **Grade Level**

3rd Grade

### **Math Standards**

3.OA.A.7: Fluently multiply whole numbers up to 12 x 12.

### **Activity Description**

Use your multiplication skills to make music. Solve multiplication problems to discover a secret code to play music in GarageBand.

### **Project Description**

This lesson combines the fundamentals of multiplication with the creative world of music composition. Students will use multiplication to solve whole number problems up to 12 x 12 and uncover a secret code. Then they will use their secret code to play music on a piano keyboard in GarageBand.

# **The Challenge – GarageBand: Creating Music with Multiplication and Codes**

## **The Challenge**

Your challenge is to solve multiplication problems and use a code to translate the answers into notes. Then, you will use those notes in GarageBand to create a melody with the piano keyboard.

INSERT: GarageBand\_GarageBandIcon\_CLS TITLE: GarageBand icon

## **What I’ll Learn**

* I CAN solve multiplication problems up to 12 x 12.
* I CAN use GarageBand to create and record a musical composition based on my multiplication knowledge.

## **Stuff I’ll Need**

* GarageBand
* INSERT: TITLE: Multiplication Problems Worksheet
* INSERT: TITLE: Code Translation Worksheet.

# **Assignment- Explore – GarageBand: Creating Music with Multiplication and Codes**

### **Explore – GarageBand: Creating Music with Multiplication and Codes**

Explore GarageBand and its tools. Answer the following questions:

1. *What do you notice when you open GarageBand? What buttons do you see? What can you do?*
2. *How do you think you navigate GarageBand to select instruments?*
3. *How do you play basic notes in GarageBand?*
4. *What are the notes of a scale?*

# **What You Should Know – GarageBand: Creating Music with Multiplication and Codes**

### **Important Vocabulary**

* **Multiplication -** combining equal groups of things or adding the same number multiple times
* **Musical Notation -** a way of writing down music using symbols on lines and spaces and the symbols tell musicions which notes to play and how long to hold them
* **Musical Staff -** the five lines and four spaces where musical notes are written
* **Note -** a symbol in musical notation that tells you which pitch to play and how long to hold it
* **Octave -** a group of eight notes in a row, starting on the same note and ending on the same note an octave (higher or lower) above
* **Scale -** a set of notes arranged in a specific order that sound good together

**Heading:** Place Value

**Text:** Place value means understanding the significance of each digit based on its position (ones, tens, etc.).

This means being able to break down a two-digit number into its individual digits and understand their combined value. For example, in the number 37, the 3 represents tens and the 7 represents the ones, combining to make 37.

INSERT: GarageBand\_PlaceValue\_CLS TITLE: place value chart showing 37

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| --- | --- | --- | --- | --- |
| TENS | | |  | ONES |
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| 10 10 10 | | | 7 |
| 30 + 7  37 | | | | |

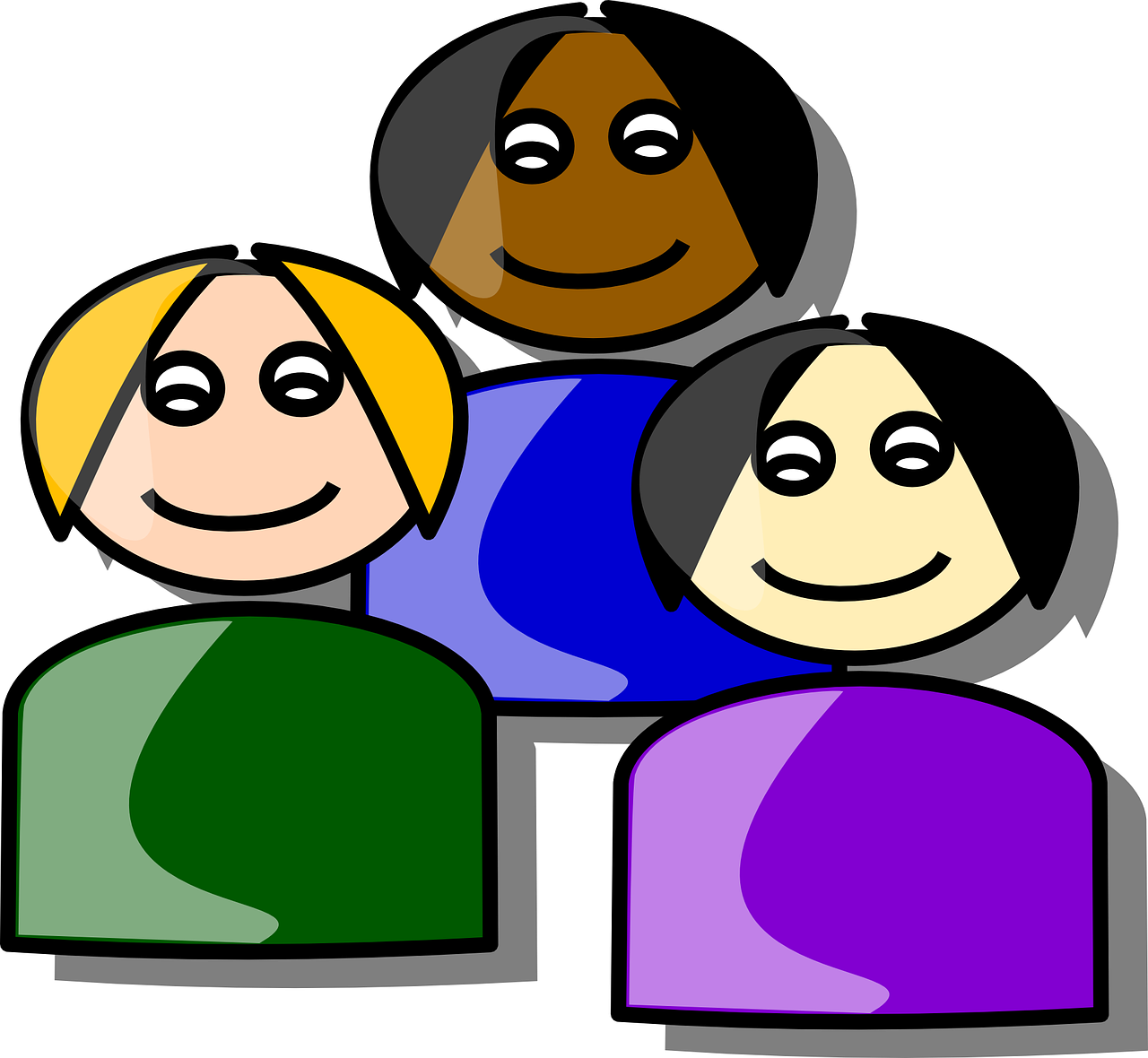
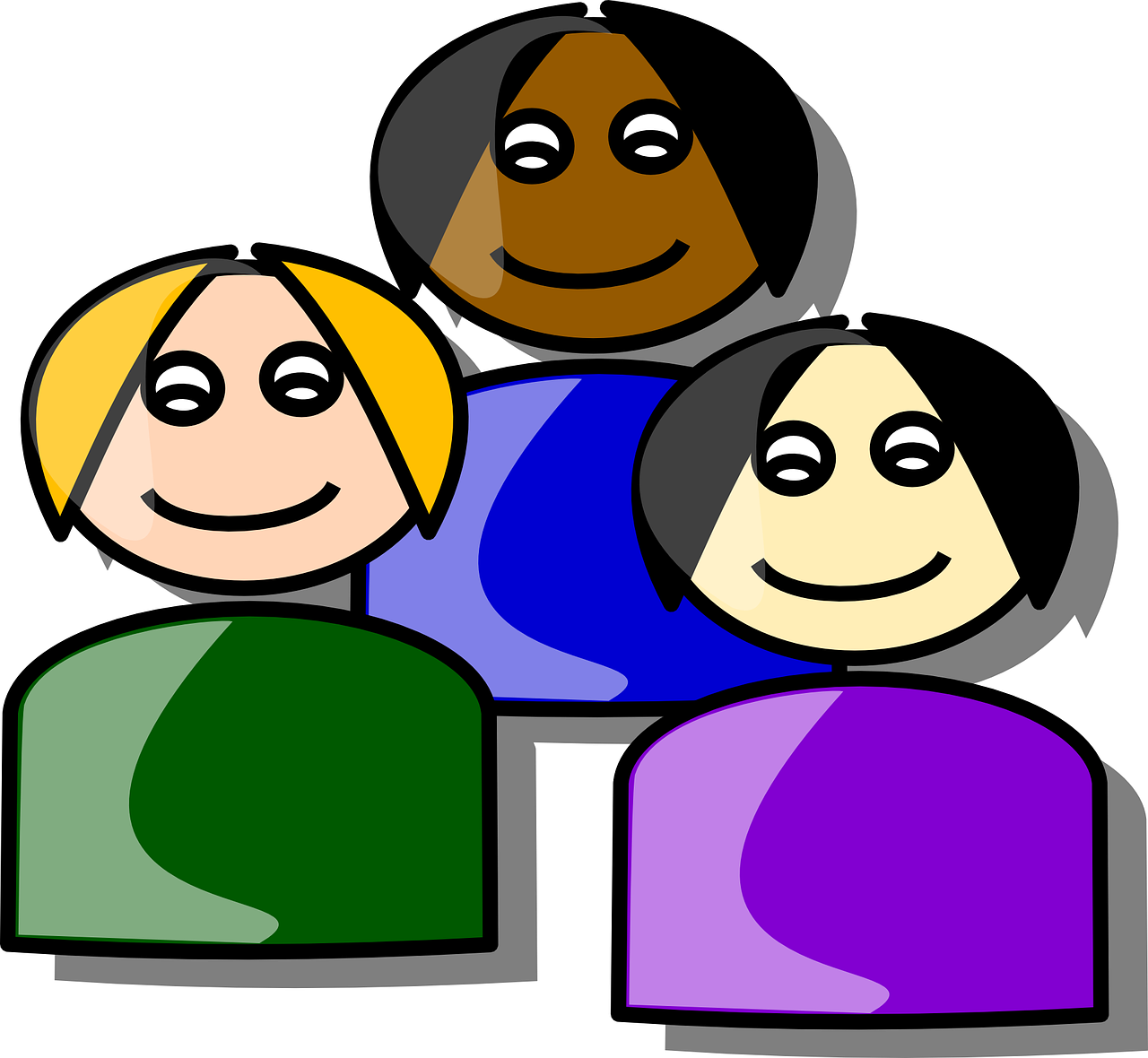
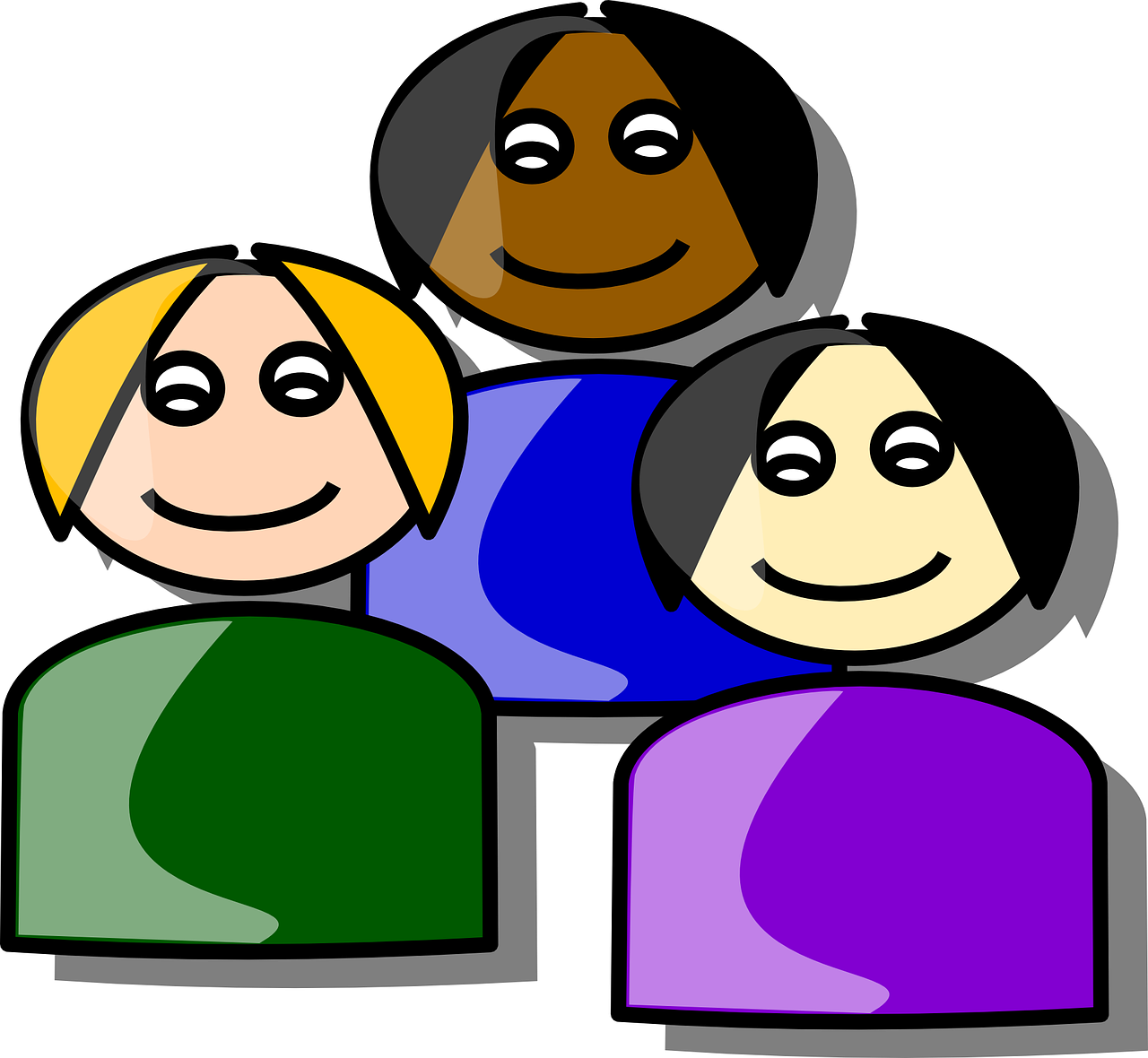
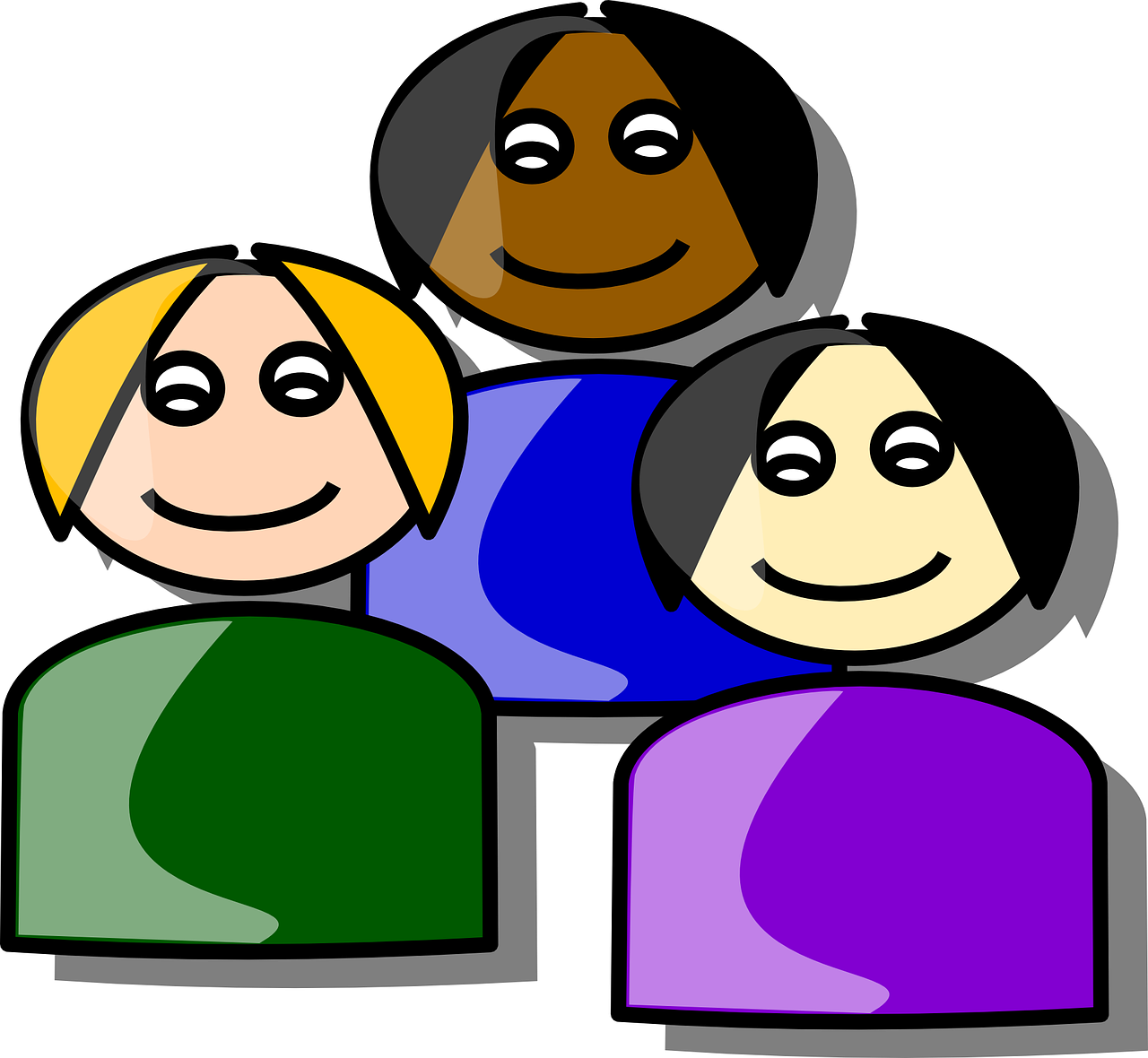
**Heading:** Multiplication

**Text:** Remember that multiplication is simply repeated addition, it involves adding the same number to itself a certain number of times. Below there are 4 groups of 3 people. This can be written as an addition statment or a mulitiplication statement.

Addition: 3 + 3 + 3 + 3 = 12

Multiplication: 4 x 3 = 12

For example, 4 x 3 means adding 3 four times: 3 + 3 + 3 + 3 = 12. In the drawing below, you see three smiling faces, but there are 4 sets of them. This is like multiplying 3 x 4 for a total of 12 smiling faces!

INSERT: GarageBand\_People\_Pixabay TITLE: 12 people

**Heading:** Music Notation

**Text:** Numbers represent quantities. Music, like many things in the world, can also be organized and represented using numbers. By combining notes, scales, rhythms, and other musical elements, we create intricate sounds. Learning to read and understand musical notation empowers you to unlock these intricate structures, appreciate the nuances of music, and even create your own music.

INSERT: GarageBand\_MusicScale\_Pixabay TITLE: musical scale

**Subheading:** Staff

**Text:** Look at the picture above. It looks like a five-lined ladder with four spaces in between. Each line and space have a designated musical name, forming the backbone of our notation system: Do, Re, Mi, Fa, Sol, La, Ti, and back to Do. This is the musical alphabet. These names form the basic "alphabet" of music.

The cycle of Do, Re, Mi, etc. doesn't just repeat once on the staff. It can continue higher and lower, creating different "octaves." Each octave is a set of eight notes, starting with a Do and ending with the next Do. This repeating cycle across octaves allows for a wide range of pitches to be written and played, from very low to very high.

The picture below shows a piano keyboard with the notes that are associated with each of the keys.

INSERT: GarageBand\_PianoKeys\_Pixabay TITLE: piano keyboard labeled with keys

**Subheading:** Notes

**Text:** A note is a symbol used in written music to represent a specific sound or pitch (how high or how low). Notes are written on a set of horizontal lines and spaces called the staff.

INSERT: GarageBand\_MusicalNotes\_CLS TITLE: musical notes

* Whole Note: A whole note lasts for four beats.
* Half Note: A half note lasts for two beats.
* Quarter Note: A quarter note lasts for one beat. There are 4 beats in a measure.
* Eighth Note: An eighth note lasts for half a beat. There are 8 beats in a measure.

The diagram below shows the notes in this order: whole note, half note, quarter note and eighth note.

INSERT: GarageBand\_Scales\_Pixabay TITLE: musical notes

**Subheading:** Octaves

**Text:** Imagine a piano keyboard. It has repeating patterns of white and black keys. Each pattern represents an octave. An octave is a set of 8 notes (Do-Re-Mi-Fa-Sol-La-Ti-Do) that sound similar but have different pitches. The higher the octave, the higher the pitch of the notes.

Learning to read music is like unlocking a secret language. With practice, the notes and symbols become music.

**Heading:** Code

**Text:** A code is a set of instructions written in a special language. Code can be created with letters, numbers, or other symbols and are used to create messages that are hidden until the code is solved. In this project starter, you’ll use a special code to translate multiplication answers into musical notes. Let’s try it out! Solve the number to letter code below to find a hidden message.

Let’s practice using this code:

A = 1 F = 6 K = 11 P = 16 U = 21 Z = 26

B = 2 G = 7 L = 12 Q = 17 V = 22 SPACE = 27

C = 3 H = 8 M = 13 R = 18 W = 23

D = 4 I = 9 N = 14 S = 19 X = 24

E = 5 J = 10 O = 15 T = 20 Y = 25

What does this message say?

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 13 | 21 | 19 | 9 | 3 | 27 | 3 | 1 | 14 | 27 | 3 | 8 | 1 | 14 | 7 | 5 | 27 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | | | | |
| 20 | 8 | 5 | 27 | 23 | 15 | 18 | 12 | 4 | (BEETHOVEN) | | | | | | | |
|  |  |  |  |  |  |  |  |  |

**Career Connection and Real-World Application**

**Heading:** Music Teacher

**Text:** Music teachers use fractions to explain rhythm, ratios to tune instruments, and even probability to analyze compositional patterns. Understanding various instruments, playing styles, and musical genres is essential. Teachers must effectively communicate musical concepts and inspire students to explore the math-music connection.

**Heading:** Composer

**Text:** Composers must understand advanced music theory, often involving complex mathematical concepts. This empowers composers to create innovative soundscapes. They use algorithms to generate melodies, manipulate sound frequencies, and design intricate musical structures. Mastery of composition techniques, proficiency in playing multiple instruments, and a strong understanding of musical history are crucial. Composers need a keen ear and creative vision to translate their mathematical ideas into captivating music.

**Heading:** Music Therapist

**Text:** Music therapists use music and mathematical analysis to design therapeutic interventions for various conditions. They can use music to improve cognitive function and emotional well-being. Music with specific tempos and frequencies might be prescribed to regulate mood, improve sleep, or enhance communication.

INSERT: GarageBand\_Listen\_Pixabay TITLE: cartoon listening to music

# **Assignment- Plan and SMART Goal – GarageBand: Creating Music with Multiplication and Codes**

**Plan and SMART Goal – GarageBand: Creating Music with Multiplication and Codes**

Before you start your challenge, make a plan for your project and set a SMART goal. Your goal should be Specific, Measurable, Attainable, Relevant, and Time Based.

1. How can I translate a number I have calculated into a musical code?
2. How will I use the code I decipher to create a song?
3. Write your project SMART Goal: We will use (name of kit/program) to program (detailed description product) by (due date). We are creating this because (personal interest or purpose).

# **Do It! GarageBand: Creating Music with Multiplication and Code**

## **The Challenge**

Your challenge is to solve multiplication problems and use a code to translate the answers into notes. Then, you will use those notes in GarageBand to create a melody with the piano keyboard.

**Project Steps**

1. Multiplication Problems and Code Translation
2. Set Up GarageBand
3. Play the Song
4. Compose Your Song

**Heading:** Multiplication Problems and Code Translation

**Text: Solve** a series of multiplication problems on the INSERT: TITLE: Multiplication Problems Worksheet, then use the answers to translate a code of musical notes using the INSERT: TITLE: Code Translation Worksheet.

You will upload a screenshot of these worksheets in your project submission.

**Heading:** Setup GarageBand

**Text:** Before we can easily play the musical notes that make up the song in GarageBand, you will need to do a few simple steps to make the musical notes visible on the keyboard.

Step 1: On your iPad, find the settings icon - it looks like a gear. Your iPad will look different than this one, but you will find a gear on the page. Click on it.

INSERT: GarageBand\_SettingsIcon\_CLS TITLE: Setting Icon

# Step 2: In your Settings, scroll down the left-hand side until you see the GarageBand icon. When you find it, click on it.

INSERT: GarageBand\_GarageBandIcon\_CLS TITLE: GarageBand Icon

# Step 3: After clicking on the GarageBand logo, scroll down to Keyboard Note Label and slide it to green. You are now ready to go!

INSERT: GarageBand\_KeyboardNoteLabel\_CLS TITLE: Keyboard Note Label

**Heading:** Get Ready to Play Song

**Text:**

Step 1: Open GarageBand and select Create Song.

INSERT:GarageBand\_CreateSong\_CLS TITLE: select Create Song

Step 2: Scroll and select Keyboard.

INSERT: GarageBand\_Keyboard\_CLS TITLE: Keyboard

Step 3: Click on the small red icon on the far-right side of the screen. It will show you the notes on the keyboard.

INSERT: GarageBand\_RedButton\_CLS TITLE: click the red button

Make sure your keyboard shows the notes. If your keyboard does not look like the picture below, you will need to go back and check your iPad settings (Step 1 and Step 2) and double check you have turned on the Keyboard Note Label.

INSERT: GarageBand\_LabeledPiano\_CLS TITLE:piano labeled with notes

**Heading:** Play the Song

**Text:** Now that your keyboard is set up you are ready to play the notes of your song and record. Get the list of notes you will play from the INSERT: TITLE: Code Translation Worksheet you completed. Press the round red record button at the top of the screen when you are ready to play the notes. It will give you 4 seconds as a countdown before it begins to record! Play the notes in the order they are on your worksheet. *Can you guess the song?*

INSERT: GarageBand\_RedRecord\_CLS.jpg TITLE: red record button

Don’t worry if you make a mistake, you can record your song again. Since this is a song you should recognize, if some of the notes sound wrong, check your code first, then check that your multiplication was correct.

**Heading:** Share Your Recording

**Text:** When you are satisfied with your song, you can click on Share and Export to Disk. You will share this for your project submission. Be sure to rename the file so it is easy to find!

INSERT: GarageBand.\_Rename\_CLS TITLE: rename your song

INSERT: GarageBand\_Share\_CLS TITLE: click Share

INSERT: GarageBand\_SendProject\_CLS TITLE: click Project

INSERT: GarageBand\_ShareTeacher\_CLS TITLE: share with your teacher

**Heading:** Compose Your Song

**Text:** Now it is your turn to write your own song. You can choose one of these two options:

1. Create a song in GarageBand. Using the keyboard, compose a short (20-30 note song). Write down the notes you used, then translate them into the numerical code you used earlier. You will upload your song, the notes and the notes translated into numbers for your project submission.
2. Use these notes to play another song, Yankee Doodle. Then translate the notes into the numerical code you used earlier. You will upload your song, the notes and the notes translated into numbers for your project submission.

Yankee Doodle Musical Notes:

C-C-D-E-C-E-D-C-C-D-E-C-B-C-C-D-E-F-E-D-C-B-G-A-B-C-C

INSERT: GarageBand\_PianoPlayer\_Pixabay TITLE: Piano Player

# **Assignment- Daily Project Journal – GarageBand: Creating Music with Multiplication and Code**

### **Daily Project Journal –** **GarageBand: Creating Music with Multiplication and Code**

Use this space to answer the following questions every day by collaborating with your partner - this is a group assignment.

1. *What did we do today?*
2. *What did we learn?*
3. *What math did we use?*
4. *What could we have done differently?*
5. *What new questions do we have based on our work today/this week?*
6. *What is our plan for next time?*

**Assignment- Project Submission – GarageBand: Activity Title**

### **Project Submission – GarageBand: Activity Title**

1. Upload

* Upload your Multiplication Problems Worksheet
* Upload your Code Translation Worksheet
* Upload a recording of your song.
* One of the two options:
  + Original 20-30 note song, with its notes translated to the numerical code
  + Yankee Doodle song with its notes translated to the numerical code.

1. Reflect on the following questions:

* *What part of this project did you like the best? Explain why.*
* *What part of this project was the most challenging and how did you overcome any difficulties?*
* *How else might a musician use math when composing or playing?*

1. Revisit your SMART goal. Remember, your goal should be Specific, Measurable, Attainable, Relevant, and Time Based.
   * *Did you meet your SMART goal? Why or why not?*
   * *How did you manage your time? How could you improve your time management?*
   * *Did you have to modify your SMART goal?*
   * *What will you do differently next time?*

**Extend Yourself – GarageBand: Creating Music with Multiplication and Code**

**Heading:** Rap it Up!

**Text:** Create an original song and write a short rap or lyrical rhyme that teaches others how to multiply.

INSERT: GarageBand\_Microphone\_Pixabay TITLE: hand holiding microphone

**Heading:** Jazz it Up!

**Text:** Using either Twinkle, Twinkle (the first song you created) or Yankee Doodle, add different instruments in GarageBand. *How can you use drums or other instruments to make the song more interesting?*

INSERT: GarageBand\_Drummer\_Pixabay TITLE: drummer

**Heading:** Melody and Harmony

**Text:** Explore different time signatures in GarageBand, like 3/4 or 6/8, and adapt your compositions.

|  |  |  |  |
| --- | --- | --- | --- |
| IMAGE AND RESOURCE INFORMATION  INSERT: Yellow highlight indicates image/video insert (INSERT: TITLE:)  INSERT: Pink highlight indicates PDF/document insert (INSERT: TITLE:)  INSERT: Orange highlight indicates interactive/widget insert from custom CLS template (INSERT: TITLE:)  INSERT: Blue highlight indicates link in line with URL and title (INSERT: TITLE:) | | | |
| Title | Alt Text | Original URL | Date |
| Piano Player |  | <https://cdn.pixabay.com/photo/2016/09/06/11/02/womens-1648811_1280.png> | 1/25/24 |
| Musical Scale |  | <https://cdn.pixabay.com/photo/2014/04/02/14/06/music-306157_1280.png> | 1/25/24 |
| Piano Keyboard |  | <https://cdn.pixabay.com/photo/2012/04/05/01/35/keyboard-25702_1280.png> | 1/25/24 |
| Musical Notes |  | <https://cdn.pixabay.com/photo/2013/07/13/09/59/stave-156439_1280.png> | 1/25/24 |
| Music Teacher |  | <https://cdn.pixabay.com/photo/2017/01/31/22/37/africa-2027813_1280.png> | 1/25/24 |
| Musicians |  | <https://cdn.pixabay.com/photo/2018/09/08/11/09/jazz-3662296_1280.png> | 1/25/24 |
| Listening to Music |  | <https://cdn.pixabay.com/photo/2020/03/12/16/58/dj-4925712_1280.png> | 1/25/24 |
| Composing |  | <https://cdn.pixabay.com/photo/2012/04/12/11/03/write-29484_1280.png> | CLS 1/25/24 |
| Step 1 |  | [GarageBand\_ShowKeyboardStep1\_CLS.jpg](https://clsonlinecom.sharepoint.com/:i:/r/sites/academics/Shared%20Documents/Content/BTS24%20Content%20Writing/2%20Elementary%20School/GarageBand/GarageBand_Project%20Starter%201%20Assets/GarageBand_ShowKeyboardStep1_CLS.jpg?csf=1&web=1&e=MdXYaq) | CLS 1/25/24 |
| Step 2 |  | [GarageBand\_ShowKeyboardStep2\_CLS..jpg](https://clsonlinecom.sharepoint.com/:i:/r/sites/academics/Shared%20Documents/Content/BTS24%20Content%20Writing/2%20Elementary%20School/GarageBand/GarageBand_Project%20Starter%201%20Assets/GarageBand_ShowKeyboardStep2_CLS..jpg?csf=1&web=1&e=jInmyZ) | CLS 1/25/24 |
| Step 3 |  | [GarageBand\_ShowKeyboardStep3\_CLS..jpg](https://clsonlinecom.sharepoint.com/:i:/r/sites/academics/Shared%20Documents/Content/BTS24%20Content%20Writing/2%20Elementary%20School/GarageBand/GarageBand_Project%20Starter%201%20Assets/GarageBand_ShowKeyboardStep3_CLS..jpg?csf=1&web=1&e=yTxtW3) | CLS 1/25/24 |
| Song- Step 1 |  | [GarageBandPlaySong Step1\_CLS.jpg](https://clsonlinecom.sharepoint.com/:i:/r/sites/academics/Shared%20Documents/Content/BTS24%20Content%20Writing/2%20Elementary%20School/GarageBand/GarageBand_Project%20Starter%201%20Assets/GarageBandPlaySong%20Step1_CLS.jpg?csf=1&web=1&e=DVCw4F) | CLS 1/25/24 |
| Song- Step 2 |  | [GarageBandPlaySong Step2\_CLS.jpg](https://clsonlinecom.sharepoint.com/:i:/r/sites/academics/Shared%20Documents/Content/BTS24%20Content%20Writing/2%20Elementary%20School/GarageBand/GarageBand_Project%20Starter%201%20Assets/GarageBandPlaySong%20Step2_CLS.jpg?csf=1&web=1&e=A7wxWe) | CLS 1/25/24 |
| Song - Step 3 |  | [GarageBandPlaySong Step3\_CLS.jpg](https://clsonlinecom.sharepoint.com/:i:/r/sites/academics/Shared%20Documents/Content/BTS24%20Content%20Writing/2%20Elementary%20School/GarageBand/GarageBand_Project%20Starter%201%20Assets/GarageBandPlaySong%20Step3_CLS.jpg?csf=1&web=1&e=JTB6Qe) | CLS 1/25/24 |
| Song-Step 4 |  | [GarageBand\_PlaySongStep 4\_CLS.jpg](https://clsonlinecom.sharepoint.com/:i:/r/sites/academics/Shared%20Documents/Content/BTS24%20Content%20Writing/2%20Elementary%20School/GarageBand/GarageBand_Project%20Starter%201%20Assets/GarageBand_PlaySongStep%204_CLS.jpg?csf=1&web=1&e=DDxBkW) | CLS 1/25/24 |
| Song - Step 5 |  | [GarageBand\_PlaySongStep5\_CLS.jpg](https://clsonlinecom.sharepoint.com/:i:/r/sites/academics/Shared%20Documents/Content/BTS24%20Content%20Writing/2%20Elementary%20School/GarageBand/GarageBand_Project%20Starter%201%20Assets/GarageBand_PlaySongStep5_CLS.jpg?csf=1&web=1&e=2PhTR6) | CLS 1/25/24 |
| Piano Player |  | <https://cdn.pixabay.com/photo/2018/08/16/21/38/piano-3611562_1280.png> | 1/25/24 |
| Microphone |  | <https://cdn.pixabay.com/photo/2016/03/31/20/52/fight-1296057_1280.png> | 1/25/24 |
| Drummer |  | <https://cdn.pixabay.com/photo/2023/08/24/05/39/ai-generated-8209867_1280.png> | 1/25/24 |
| Smiling Faces |  | <https://cdn.pixabay.com/photo/2012/04/01/17/48/people-23733_1280.png> | 2/4/24  NOTE: there are three of the same image next to each othe4 |
| Multiplication Problems |  | [GarageBand\_Multiplication Problems To Solve\_CLS.pdf](https://clsonlinecom.sharepoint.com/:b:/r/sites/academics/Shared%20Documents/Content/BTS24%20Content%20Writing/2%20Elementary%20School/GarageBand/GarageBand_Project%20Starter%201%20Assets/GarageBand_Multiplication%20Problems%20To%20Solve_CLS.pdf?csf=1&web=1&e=gGuRNo) | 2/4/24 |
| Notes |  | [GarageBand\_Notes\_CLS.pdf](https://clsonlinecom.sharepoint.com/:b:/r/sites/academics/Shared%20Documents/Content/BTS24%20Content%20Writing/2%20Elementary%20School/GarageBand/GarageBand_Project%20Starter%201%20Assets/GarageBand_Notes_CLS.pdf?csf=1&web=1&e=PxpXDT) | 2/4/24 |
| Code translation |  | [GarageBand\_Code Translation\_CLS.pdf](https://clsonlinecom.sharepoint.com/:b:/r/sites/academics/Shared%20Documents/Content/BTS24%20Content%20Writing/2%20Elementary%20School/GarageBand/GarageBand_Project%20Starter%201%20Assets/GarageBand_Code%20Translation_CLS.pdf?csf=1&web=1&e=EVR1LL) | 2/4/24 |
| Choose Your Song |  | [GarageBand.\_Choose Your song\_CLS.PNG](https://clsonlinecom.sharepoint.com/:i:/r/sites/academics/Shared%20Documents/Content/BTS24%20Content%20Writing/2%20Elementary%20School/GarageBand/GarageBand_Project%20Starter%201%20Assets/GarageBand._Choose%20Your%20song_CLS.PNG?csf=1&web=1&e=194uNy) | 2/4/24 |
| Share |  | [Garageband\_Share\_CLS.PNG](https://clsonlinecom.sharepoint.com/:i:/r/sites/academics/Shared%20Documents/Content/BTS24%20Content%20Writing/2%20Elementary%20School/GarageBand/GarageBand_Project%20Starter%201%20Assets/Garageband_Share_CLS.PNG?csf=1&web=1&e=xQyCD2) | 2/4/24 |
| What to Share |  | [GarageBand\_send Project\_CLS.PNG](https://clsonlinecom.sharepoint.com/:i:/r/sites/academics/Shared%20Documents/Content/BTS24%20Content%20Writing/2%20Elementary%20School/GarageBand/GarageBand_Project%20Starter%201%20Assets/GarageBand_send%20Project_CLS.PNG?csf=1&web=1&e=kJ1CWh) | 2/4/24 |
| Share with your Teacher |  | [GarageBand\_Share with your teacher\_CLS.jpg](https://clsonlinecom.sharepoint.com/:i:/r/sites/academics/Shared%20Documents/Content/BTS24%20Content%20Writing/2%20Elementary%20School/GarageBand/GarageBand_Project%20Starter%201%20Assets/GarageBand_Share%20with%20your%20teacher_CLS.jpg?csf=1&web=1&e=mk43D7) | 2/4/24 |