

Lesson 6

Year: 9	Duration: 60 minutes
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Scheme of work: **Song Writing.**

Lesson: **Performing and Composing AT1. 5c, d, f**
Composing melody for verse one.

Learning Outcomes:

Pupils will develop an awareness of other pupils in the group and the roles they have to take in the performance of their song. Pupils will enhance their understanding of adding a melody to their lyrics.

Structure of lesson

(5mins)

Register and distribute files.

(5mins)

Recap about adding a melody to chords.

Teacher should ask pupils questions and then write the key points on the board.

- ◆ Use notes of chord with passing notes
- ◆ Start and finish on the tonic note of the chord
- ◆ Shape of melody should be curved and not jumpy.

State aim – By the end of the lesson everyone will have a completed melody.

Explain tasks – Today we will try out the melodies that you composed for your song in the last lesson.

- 1) Perform each person's melody on the keyboard – one person playing the chords and the other playing the melody.
- 2) Choose one melody or use ideas from them all.
- 3) Complete your melody for verse 1.
- 4) Notate your melody into your song grid.
- 5) Once you have completed your melody you should get it checked by the teacher. Everyone should have their melody checked by the end of the lesson.
- 6) Once your melody has been checked think about lyrics for a second verse.

(30mins)

Composing and performing ideas.

Pupils should work in their groups composing their melody and allocating who will play the accompaniment, the melody and who will sing.

The teacher should monitor pupils work and offer assistance.

(10mins)

Class performances of completed melodies. Other pupils should comment on the melodies composed by the other groups.

- What do they like about them?
- How could they improve them?

The teacher should also respond to each melody, giving constructive feedback.

(10mins)

Recap: Teacher led discussion about what the pupils have learnt so far. The teacher should ask the pupils what they feel they have learnt so far.

Set H/W

- 1) Put chorus lyrics into song grid and think about what chords you will use.
- 2) Think about suitable lyrics for verse 2.

Pack up and wait for bell.

Differentiation

As this lesson is based upon pupil composition working through tasks in their groups, the pupils will have to motivate themselves. The layout of tasks on the board will help them to achieve the lesson aims. However extension tasks, such as writing lyrics for verse 2, are essential. It is important to remember that some groups might have already composed lyrics for their second verse. Thus, they must be encouraged to add their chords and melody. In this case the teacher might take half the class aside at a time and discuss the methods for composing Verse 2.

Assessment

Pupil monitoring – The teacher should make comments about pupils practical achievements either on keyboard or vocal skills.