Song Composition

Content Area: **Music**
Course(s):
Time Period: **Marking Period 2**
Length: **Full Year**
Status: **Published**

Brief Summary of Unit

The student will learn to compose their own songs while learning the basics of song forms. Particular attention will be given to 12 bar blues as well as common pop and rock forms that use alternating verse and chorus patterns. Students will perform music in small groups and as a large guitar ensemble. Students will continue to learn about form in music through listening and performing the various styles of music: Folk, Rock, Blues and Pop.

Standards

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

1.3C.12int.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
1.3C.12int.Cr2a	Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
1.3C.12int.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.
1.3C.12int.Cr3b	Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
1.3C.12int.Pr4a	Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
1.3C.12int.Pr4b	Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
1.3C.12int.Pr6b	Demonstrate an understanding of the context of the music through prepared and improvised performances.
1.3C.12int.Re7a	Explain the reasons for selecting music citing characteristics found in the music and

	connections to interest, purpose and context.
1.3C.12int.Re7b	Describe how understanding context and the way the elements of music are manipulated inform the response to music.
1.3C.12int.Re8a	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
1.3C.12int.Re9a	Explain the influence of experiences, analysis and context on interest in and evaluation of music.
1.3C.12int.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3C.12int.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential Questions

- How do I write a chord chart/lead sheet?
- What chord progressions are commonly used in each style?
- What does form mean in relation to music and how are songs structured?
- What essential rhythms are commonly used in each style?
- What strumming and/or picking patterns are commonly used in each style?

- Creating a lead sheet/chord chart provides a map to the form of their composition.
- Styles of music have specific, recognizable characteristics.
- There are many methods employed by song writers/composers.

Students Will Know/ Students Will be Skilled At

- How to notate their creations to allow others to perform them.
- That there are many methods used in the creative process of composition.
- What a lead sheet/chord chart should look like and how to create one.

- Creating their own songs by using common forms, progressions, and melodies.
- Writing their music down using conventional music notation/chord charts.

Transfer

- Compose songs in common forms including 12 bar blues, rock, and pop.

Evidence/Performance Tasks

- Advanced students will create a lead sheet for their composition.
- Criteria for these tasks will be visual and aural. All tasks will be evaluated for accuracy.
- Students will create a chord chart of their composition.
- The student will be required to compose original works that demonstrate aspects of music that are stylistically appropriate.

Learning Plan

- Demonstrate how a lead sheet is created.
- Discuss and demo how a song can be created from a chord progression, or set of lyrics, a melody.
- Have students create a lead sheet for a familiar song.
- Have students identify form of song and style attributions.
- Have students sketch out their song on paper, lead sheet format.
- Introduce by example various song forms through styles of pop, rock and blues.
- Provide lead sheets that serve as an example of proper notation.
- Provide time for students to experiment in the development of a chord progression, set of lyrics or melody.
- Students will develop rubric attributes for song analysis and performance.
- Students will record their creative ideas while composing to aid in the process.
- Students will self-assess and peer assess composition and performance.
- Students with advanced notation skills will write their melodies down on staff paper in traditional notation.

Materials

- Acoustic or Electric Guitar and Amplifier
- Smartboard with the capability of running "Finale"
- Staff Paper

Modifications

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

Performing Arts Accommodations & Modifications

- Extra time will be allowed for students to compose if needed.

- Gifted students could be given more advanced composition devices to work with and be required to create a written solo in traditional notation.
- The teacher will provide the student with a chord progression or melody to work from.