

# Song Composition

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

## Brief Summary of Unit

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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

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

MU.9-12.1.3B.12adv.Cn	Connecting
MU.9-12.1.3B.12adv.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing and responding to music.
MU.9-12.1.3B.12adv.Cn11a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music.
MU.9-12.1.3D.12adv.Cr	Creating
MU.9-12.1.3D.12adv.Pr	Performing
MU.9-12.1.3D.12adv.Re	Responding
MU.9-12.1.3D.12adv.Cr1a	Create melodic, rhythmic and harmonic ideas for a collection of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies.
MU.9-12.1.3D.12adv.Cr2a	Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of compositions and improvisations in a variety of styles as well as stylistically appropriate harmonization for given melodies.
MU.9-12.1.3D.12adv.Pr4a	Develop and apply criteria for selecting a variety of pieces for a program of music for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
MU.9-12.1.3D.12adv.Pr4b	Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
MU.9-12.1.3D.12adv.Pr4c	Explain and present an understanding of the context (e.g., social, cultural, historical) and the creator's intent in a varied collection of music for performance programs that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

MU.9-12.1.3D.12adv.Re7a

Select, describe and compare a variety of individual and small group musical programs from varied cultures, genres and historical periods.

MU.9-12.1.3D.12adv.Re7b

Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally developed and established criteria, personal decision making, and knowledge and understanding of context.

## **Essential Questions**

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- 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?
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- 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**

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

## **Transfer**

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

## **Evidence/Performance Tasks**

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- 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

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- 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

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

## Modifications

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### 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.