

## Lesson 2

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

**Lesson: Performing and Composing AT1. 5b, 5e**

Learning riffs and putting song lyrics into song grid

Learning Outcomes:

Pupils will learn to play riffs using set chords and then compose their own riff using different chords of their choice. In addition pupils will develop awareness of word setting by putting their lyrics into song grids.

### Structure of lesson

(5mins)

Register – give out files

State aims – During the first half of this lesson we are going to learn how to play a riff based on the two chords of Eleanor Rigby, and then we will compose our own working either individually or in pairs. In the second half of the lesson we are going to look at how to put your lyrics into a song grid. For this we will be looking at the rhythms of the words you have written and putting them into a  $4_4$  rhythm.

(10mins)

Recapitulation on Eleanor Rigby.

Brainstorm – Who can remember anything about Eleanor Rigby?

The teacher should write idea onto the board.

Hand out Eleanor Rigby practical worksheets.

Pupils should read through the worksheet – volunteers to read aloud.

When the class reaches task 1 the teacher should demonstrate, on the piano, the movement between E minor and C major. Then another volunteer should read ‘using riffs’. In the same way the teacher should demonstrate task 2.

(10mins)

Performing and composing.

In pairs (or individually if preferred) pupils will practise playing the written riffs and then compose their own. Pupils must write their work down in either letter or notational form.

Pupils should also be given the opportunity to add a left-hand part. They could play the riff with their right-hand and then add the bass notes in the left-hand.

(5mins)

Examples of pupil's compositions to be played by the pupils themselves. The rest of the class must stop and listen. Opportunity for pupil's to comment upon each other's work.

(10mins)

Stop previous task and distribute song grids and pupils lyrics (H/W handed in last lesson).

Explanation of task – Everyone has written his or her own lyrics. In a moment I shall put you into pairs or small groups. In these you will work together to produce your own song. You will choose one person's work and put the lyrics into the song grid.

For this we will have to look at the rhythm of the words. One person should clap:

1 –2 –3 – 4, while the other tries to say the words in time.

Teacher example:

Hey	Mister	Railway	Man,	Tell me	what to	Do ----	-----My
1	2	3	4	1	2	3	4

Life's	turned	Around,	Things ain't	easy	any	More-	-----
1	2	3	4	1	2	3	4

Teacher should assign pupils to 2's or 3's.

(10mins)

Practical – Pupils should go and try task. Aim: To sort out the first two lines of their verse before the end of the lesson and write into their song grid in pencil.

Teacher – monitor pupils work by going round different groups and helping those who find this task difficult.

(10mins)

Recap on lesson.

Pupils will have learnt how to play riffs and started putting their words into the song grid.

Set homework – To individually/or in groups assigned to finish putting the lyrics of verse 1 into their song grid.

Hand in files and pack up.

### Differentiation

This is integrated into the lesson through setting tasks. During the first half of the lesson all pupils will learn how to play a riff. Some pupils will play using only their right-hand (RH). However the more able pupils must be encouraged to learn to play the whole riff and then add a bass part in their left-hand (LH). In the second half of the lesson it is desirable that mixed ability pupils work together. The pupil who feels less confident about their musical ability will feel comfortable clapping the rhythm, while their classmate says the words in time. This allows pupils to be involved in the compositional process of their song.

### Assessment

The teacher should make notes on pupil performance during the lesson. Written responses to both practical and discussion work ought to be made in order to monitor pupil progress. It is important to note the part pupils played within their group work, i.e. whether they clapped the rhythm or said the words.

