

Lesson 4

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

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

Performing the different styles of chords and putting chords to song lyrics.

Learning Outcomes:

Pupils will gain an understanding of the different ways to play chords and how this can be used in the composition of their own song.

Structure of lesson

(5mins)

Register and give out files.

Recapitulation on previous lesson – Brainstorm

What are the different ways we can play a chord?

(Block/arpeggio/broken and oom-cha)

State aims of task – using the written work from the last lesson and your h/w:

- 1) Using keyboards practise each chord in the four different ways.
- 2) Choose one chord and practise in pairs 1 person playing the bass note and the other the chord pattern.

(15mins)

Pupils should be allocated time to do the task.

The teacher should monitor pupil performance.

During the task examples of pupils work should be performed and listened to by the rest of the class.

(5mins)

State aims of next task – Work on songs in the same groups.

- ◆ 10 minutes to complete putting lyrics into song grid, trying out homework from lesson 2. Verse 1 must be completed and every one must have a copy of their own.

- ◆ 20 minutes – think of some chords and put chords to your lyrics. Think of the different ways you can play the chord and write ideas down. Everyone must have some chords written down for the first two lines of their verse by the end of the lesson.

(30mins)

Pupils should work on assigned tasks.

The teacher should monitor and intervene.

(5mins)

Recap on lesson – the use of different chord patterns.

Ask if anyone has any problems – allow time for pupils questioning.

Hand in h/w from last lesson.

Pack up and wait for bell.

Differentiation

Pupils have set tasks in this lesson to follow. As pupils are working as mixed ability groups the more able pupils will intrinsically help those who are struggling. It is important to make sure the balance of the group is correct so that some of the more able pupils will contribute ideas to the group allowing the others to think about them and then develop them. The time limits to tasks also allow for differentiation as the more able pupils always have something to think about if they finish quickly.

Assessment

Pupil's homework will be assessed through the performing exercise and also handed in for the teacher to mark and write comments on. Continual assessment of pupils keyboard skills can be made by writing notes about pupil's performance during the lesson. It would be impossible to make notes on every pupil during each lesson; thus it is important that each pupil is assessed. In order to do this the teacher may write notes about a few different pupils every lesson.