

Lesson 5

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

Lesson: **Listening and appraising AT2. 6e, 4c, 4d**

Writing a melody over chords.

Learning Outcome:

Pupils will develop their knowledge about the fundamentals of melody writing. This will be achieved by listening to how the melody fits the chords in Eleanor Rigby. The pupils will also develop skills in composing without keyboards by adding a melody to given chords.

Structure of lesson

(10mins)

Register and give out files

State aims – Today we are going to look at the how to add a melody to chords. We will be discussing what makes a good melody and then we will be composing our own, except we will be doing this without the help of a keyboard. This is to make you think about the notes of the chord and how to fit the melody into them.

(15mins)

Brainstorm

Ask pupils for some important things to remember when composing a melody

- How do we know which notes to write when we are composing a melody over chords?
- Do we need to use lots of notes? (Discuss how keeping it simple can be effective.)
- What sort of shapes should we be making when composing a melody?

Refer back to Eleanor Rigby and play through a few bars of this to show how they have used the notes of the chord and used one note per syllable.

(20mins)

Individual written compositional task.

On the board the teacher should have examples of chords where a melody part has to be added. The teacher should explain what chords are used and then ask the pupils which three notes are the most important in this chord. The teacher should emphasise the importance of starting and finishing notes.

Manuscript paper should be handed out.

Task 1 – Copy out the chords and the first part of the melody and then complete.

Task 2 – Copy out the chords and then add your own melody.

During this task the teacher should monitor pupils work and help those who find this task difficult.

(10mins)

Using the chords from your song add a melody to your lyrics. Do this individually so that you will have several melodies to work with next lesson.

Complete this task as homework.

(5mins)

Recap on main points by asking pupils questions.

Pack up and wait for the bell.

Differentiation

This is achieved through setting the task at different levels. Everyone should complete the first task. However, only the more able pupils will complete task two. In addition the first task will be half completed for the children so that they have a plan to follow. Those who start on the task two will have to compose the melody

themselves. In a similar way pupils can work at their own pace in individual written work when adding a melody to their own lyrics.

Assessment

The written exercises should be handed in for marking. The teacher should write comments of encouragement on the pupils work as well as ways to improve. For this Criterion-referenced assessment should be used. Further monitoring should take place within the lesson as well.