



A 6 Week Scheme of Work
Including Lesson Plans
Suitable for KS2/3 Teachers

For further information or to book a workshop contact

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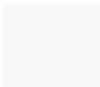
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Course Overview - 6 Week Scheme of Work

Week	Topic	Activity
1	Introduction to Songwriting	Discuss elements of songs, analyze examples, brainstorm lyrics
2	Melodies and Rhythms	Introduce music theory, experiment with melody/rhythm, improvise
3	Harmony and Chords	Discuss harmony, teach chord progressions, work in pairs on harmonies
4	Production and Arrangement	Introduce recording/production, use software/instruments, record in groups
5	Performance and Reflection	Perform songs, receive feedback, reflect, revise
6	Final Performance and Assessment	Perform revised songs, receive final feedback, assess, celebrate achievements

Notes:





Course Overview - 6 Week Scheme of Work - more detail

Week 1: Introduction to Songwriting

- Discuss what a song is and the elements that make up a song (e.g. melody, lyrics, harmony, rhythm, etc.)
- Listen to examples of different types of songs and analyse their elements
- Brainstorm ideas for song themes and begin writing lyrics

Week 2: Melodies and Rhythms

- Introduce basic music theory concepts such as scales, chords, and rhythm patterns
- Experiment with different melody and rhythm combinations to find the best fit for their lyrics
- Encourage students to improvise and create their own melody and rhythm ideas

Week 3: Harmony and Chords

- Discuss the role of harmony in songwriting and how it supports the melody
- Teach basic chord progressions and how to build chords based on the melody
- Students work in pairs to create harmonies for each other's songs

Week 4: Production and Arrangement

- Introduce students to the basics of recording and production techniques
- Show them how to use basic software or instruments to record and arrange their songs
- Students work in groups to record and produce their songs, practicing the use of various production techniques

Week 5: Performance and Reflection

- Encourage students to perform their songs in front of the class and receive feedback
- Discuss the strengths and weaknesses of each performance, and encourage students to reflect on their songwriting process
- Suggest areas for improvement and encourage students to revise their songs

Week 6: Final Performance and Assessment

- Students perform their revised songs in front of the class and receive final feedback
- Assess the students based on their songwriting skills, performance skills, and overall creativity and originality
- Celebrate the students' achievements and encourage them to continue their songwriting journey.



Lesson Plan: Week 1: Introduction to Songwriting (45 minutes)

Introduction (5 min):

- Welcome students and introduce yourself as the teacher.
- Explain the purpose of the lesson and what the students will learn.
- Explain that they will be learning about the basics of songwriting and the elements that make up a song.

Directed Learning (10 min):

- Define what a song is and explain that it is a combination of different elements such as melody, lyrics, harmony, rhythm, etc.
- Discuss the different elements in detail and provide examples for each.
- Use visual aids such as slides or handouts to help students understand the concept.

Audio-Visual (10 min):

- Play examples of different types of songs and ask students to listen carefully.
- Stop the music at different points and ask students to identify the different elements that they hear.
- Analyse each song together as a class, pointing out the different elements and discussing how they contribute to the overall song.

Brainstorming (10 min):

- Ask students to think of different themes that they would like to write a song about.
- Write down the themes on the board or on a piece of paper.
- Encourage students to share their ideas with the class and add to the list.

Writing Lyrics (10 min):

- Provide a structure or template for students to follow when writing their lyrics.
- Encourage students to use the brainstormed themes as inspiration for their lyrics.
- Give students time to write their lyrics and provide assistance as needed.

Conclusion (5 min):

- Summarise what was covered in the lesson.
- Ask students to share their lyrics with the class if they feel comfortable.
- Assign homework, if any, and explain what will be covered in the next lesson.
- Thank students for their participation and dismiss the class.



Lesson Plan: Week 2: Melodies and Rhythms (45 minutes)

Objectives:

- Introduce basic music theory concepts such as scales, chords, and rhythm patterns
- Experiment with different melody and rhythm combinations to find the best fit for their lyrics
- Encourage students to improvise and create their own melody and rhythm ideas

Materials:

- Whiteboard and markers
- Keyboard or guitar for demonstration
- Metronome or drum machine (optional)
- Blank sheet music paper and pencils for each student

Introduction (5 minutes):

- Greet students and ask them to recall the basic music theory concepts from the previous lesson.
- Review key terms such as melody, harmony, rhythm, and meter.
- Ask students to think about how they might match a melody to their lyrics.

Scales and Chords (10 minutes):

- Draw a simple musical keyboard on the whiteboard.
- Explain the concept of a scale (a set of notes in ascending or descending order).
- Demonstrate a major scale and explain the relationships between its notes.
- Explain the concept of a chord (a group of notes played together).
- Demonstrate a basic chord progression using the major scale.

Rhythm Patterns (15 minutes):

- Draw a basic grid on the whiteboard to represent a musical bar.
- Explain the concept of rhythm (the pattern of beats in music).
- Demonstrate basic rhythm patterns, such as quarter notes, eighth notes, and sixteenth notes.
- Explain the concept of meter (the pattern of strong and weak beats in music).
- Demonstrate basic meter patterns, such as 4/4 and 3/4.
- Encourage students to experiment with different rhythm patterns by tapping out the beat or clapping along.

Experimentation (15 minutes):

- Ask students to choose a simple chord progression and experiment with different melody and rhythm combinations.
- Demonstrate how to add simple embellishments to the melody, such as adding a note or a chord progression.
- Encourage students to be creative and try out different ideas.
- Remind students to focus on finding the best fit for their lyrics.

Conclusion (5 minutes):

- Wrap up the lesson by asking students to share their favourite melody and rhythm combinations.



- Encourage students to continue practicing and experimenting with different ideas.
- Distribute sheet music paper and pencils for students to write down their ideas.
- Set the homework of writing a short song or melody using the concepts learned in the lesson.

Assessment:

- Observe students as they experiment with different melody and rhythm combinations.
- Review the sheet music paper and listen to the short songs created by students for homework.
- Provide feedback on the use of basic music theory concepts, such as scales, chords, and rhythm patterns.



Lesson Plan: Week 3: Harmony and Chords (45 Minutes)

Objective: To understand the role of harmony in songwriting and how to create basic chord progressions to support a melody

Materials: Chord charts, guitars/pianos (optional)

Introduction (5 minutes):

- Begin the lesson by asking students what they think harmony means in music.
- Write their responses on the board and encourage discussion on their opinions.
- Explain that harmony refers to the way multiple musical notes sound when played together.

Directed Learning (15 minutes):

- Discuss the role of harmony in songwriting and how it supports the melody.
- Show examples of songs with strong harmonies and have students listen to the way the harmonies complement the melody.
- Explain basic chord progressions and how to build chords based on the melody.
- Use chord charts to demonstrate different chord progressions and how they can change the feel of a song.

Group Activity (20 minutes):

- Divide the students into pairs.
- Have each student present a melody they have written to their partner.
- Have the partner create a harmony for the melody.
- Have the pairs switch roles and repeat the process.
- After each student has had a chance to present their melody and create a harmony, have each pair perform their work for the class.

Conclusion (5 minutes):

- Wrap up the lesson by summarising the main points covered in the lecture and group activity.
- Encourage students to continue practicing their harmony skills by working with different partners and creating harmonies for their own songs.
- Assign homework for the next class, such as writing a song incorporating the harmonies they have learned.

Assessment:

- Observe student participation and participation in the group activity, as well as their homework assignments.



Lesson Plan: Week 4: Production and Arrangement(45 minutes)

Objective: To introduce students to the basics of recording and production techniques, and to provide hands-on experience in using basic software or instruments to record and arrange their songs.

Materials:

- Computers or laptops with recording software
- Microphones
- Audio interfaces
- MIDI controllers or musical instruments
- Projectors or Whiteboards

Introduction (10 minutes):

- Brief overview of recording and production techniques
- Explain the different elements involved in recording, mixing and mastering

Directed Learning(15 minutes):

- Cover the basics of using recording software
- Show students how to use basic instruments to record and arrange their songs
- Explain the different effects and plugins that are available to enhance their recordings
- Demonstrate how to use equalization, compression, reverb, and other production techniques

Group Work (20 minutes):

- Divide the students into groups of 3-4
- Provide each group with a laptop or computer with recording software
- Have each group record and produce a short piece of music
- Encourage them to experiment with different production techniques

Conclusion (5 minutes):

- Discuss the work produced by each group
- Ask students to share what they learned during the session
- Answer any questions that students may have

Assessment:

- Observe students during the group work activity
- Evaluate their use of recording and production techniques
- Listen to the final recordings produced by each group and provide feedback on their work.



Lesson Plan: Week 5: Performance and Reflection (45 Minutes)

Objective:

- Encourage students to perform their songs in front of the class and receive feedback
- Discuss the strengths and weaknesses of each performance, and encourage students to reflect on their songwriting process
- Suggest areas for improvement and encourage students to revise their songs

Materials:

- Whiteboard or flip-chart and markers
- Student songs and lyrics

Introduction (5 minutes):

- Explain the purpose of the lesson and ask students to take out their completed songs and lyrics
- Explain that today is a performance day where they will get the opportunity to perform their songs in front of the class and receive constructive feedback

Performance (20 minutes):

- Call each student to the front one by one to perform their song
- Encourage the rest of the class to listen attentively and give feedback

Discussion (10 minutes):

- After each performance, facilitate a group discussion about the strengths and weaknesses of each song
- Ask students to reflect on what they did well and what they could improve on
- Encourage the class to offer constructive feedback to the performers

Conclusion (10 minutes):

- Summarize the key points from the discussion and suggest areas for improvement
- Encourage students to revise their songs based on the feedback received and make any necessary changes
- Remind students that writing and performing music is a continuous process and that feedback is an important part of this process

Evaluation:

- Observe student engagement during the discussion and performance
- Evaluate the quality of the feedback given by the students during the discussion
- Assess the changes made by the students to their songs based on the feedback received.



Lesson Plan: Week 6: Final Performance and Assessment (45 Minutes)

Objectives:

- Students will perform their revised songs in front of the class
- Students will receive final feedback on their songwriting and performance skills
- Students will be assessed based on their songwriting skills, performance skills, and overall creativity and originality
- Students will celebrate their achievements and be encouraged to continue their songwriting journey

Materials:

- Students' revised songs
- Assessment criteria sheet
- Feedback forms for students
- Audio equipment for performance (if necessary)

Introduction (5 minutes):

- Greet the class and briefly explain the objectives for today's lesson
- Remind students of the criteria they will be assessed on: songwriting skills, performance skills, and overall creativity and originality
- Let them know that they will have the opportunity to perform their revised songs in front of the class and receive final feedback

Performance (20 minutes):

- Have each student perform their revised song in front of the class
- Encourage classmates to listen attentively and provide respectful feedback
- After each performance, ask for any comments or questions from the class

Feedback and Assessment (15 minutes):

- Distribute the feedback forms and assessment criteria sheets to the students
- Have each student fill out the feedback form for their peers' performances
- Review the feedback forms as a class and discuss areas for improvement
- Assess each student based on the assessment criteria and provide individual feedback

Celebration and Encouragement (5 minutes):

- Congratulate each student on their hard work and progress throughout the songwriting journey
- Highlight some of their achievements and strengths
- Encourage them to continue writing and performing their original songs
- Collect the students' revised songs and feedback forms for assessment and grading

Conclusion:

- Recap the main points of the lesson and emphasise the importance of feedback in the creative process
- Thank the students for their hard work and participation
- Dismiss the class.



Notes...



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