Holy Family Catholic School – Faculty of Music   Spring Term 1   Year 10

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
Lesson 1 Week 1 Creating Lyrics 1	Lyrics Stanza Rhyme Subject Verse Chorus Bridge Middle 8	To begin the creative process of songwriting, beginning with lyrics	**Can you name some sections of songs** (verse, chorus, intro, pre-chorus, instrumental) **What things affect the mood of a song?** (Tempo, instruments, style, drum part, subject)	You have a concept and set of basic ideas for a set of lyrics including lists of related keywords and some sentences or phrases that are beginning to make the sections (Verse/Chorus) of your song.	**How can you create lyrics for a song?** - Biography style - Storyteller - Musical Poem - Favourite things - Rhyming words	<u>Red Chat:</u> After class demo, students work individually to general a list of their own words linked to their chosen topic. <u>Red Zone:</u> Once students have a list of what, when and where, then they spend the red zone building small sentences or phrases to put into their songs. (These are initial ideas and likely to change)
Lesson 2 Week 1 Creating Lyrics 2	Lyrics Stanza Rhyme Subject Verse Chorus Bridge Middle 8 Genre Style Tempo Drum part	Continuation of developing lyrics	**What are the main topics for pop songs?** **What are songs usually about?**	To have some basic ideas of lyrics and to have started to form sections of your song – mainly verse/chorus (There may be other sections, but the aim is to have more than one section so far)	**What sort of things should you consider when picking a genre for your song?** Tempo Instruments used Specific genre characteristics Language of Lyrics	<u>Red Zone:</u> Discuss their ideas so far with a partner – the partner to make improvement suggestions. Students continue to develop their lyrics throughout the lesson.

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Lesson 3 Week 1 Creating Lyrics 3	Lyrics Stanza Rhyme Subject Verse Chorus Bridge Middle 8 Genre Style Tempo Drum part	What is the message of your song?	What should you consider when picking a genre for your song?	You can explain how your song links to a message or topic. You have also started to create tracks and chose instruments for your song within GarageBand.	**Why is it important to get the messaging right in songwriting?**	Red Zone: Students will add their lyrics into the notes section of GarageBand – then start to add in instruments and other musical ideas.
Lesson 4 Week 2 Backing track ideas 1	As above Riff Motif Melody Chord pattern.	Developing your ideas into a more extended version, to include some riffs and melodies.	Why is the subject of the song important?	You have 2 district sections for your song in lyrics and are beginning to develop other ideas for the instruments within the song – such as a guitar or piano riff.	**What is a riff in a pop song?** (A short repeated melodic idea that often loops or is played often within a song)	Red Zone: Students Are working individually on their compositions now. Focussing on melody and riffs today.

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Lesson 5 Week 2 Backing track ideas 2	As above	Developing your ideas into a more extended version, to include some riffs and melodies.	What is a riff and how does it help to make a good song?	You have 2 district sections for your song in lyrics and are beginning to develop other ideas for the instruments within the song – such as a guitar or piano riff.	**What is a riff in a pop song?** (A short repeated melodic idea that often loops or is played often within a song)	Red Zone: Students Are working individually on their compositions now. Focussing on melody and riffs today.
Lesson 6 Week 3 Composition workshop 1 Melody writing	As above Syllabic	Creating a melody to go with your lyrics. Syllabic melody writing to match your lyrics.	Why is it important to have a catchy melody in your song?	You have 2 district sections for your song in lyrics and are developing the music to go with this. You have some riff ideas and some melody to go with parts of your lyrics.	**What is Syllabic melody writing?** (When their is a note of melody for each syllable of lyrics)	Red Zone: Students Are working individually on their compositions now. Focussing on syllabic melody writing today.
Lesson 7 Week 3 Composition workshop 2 Extending Ideas	As Above Syllabic	Extending your ideas for your composition.	What is Syllabic melody writing?	You have 2 district sections for your song in lyrics and are developing the music to go with this, including some syllabic melody to match with your lyrics. You also have some riff ideas.	**How can you extend your musical ideas and can you explain how you have achieved this in your work today?**	Red Zone: Students Are working individually on their compositions now. Focussing on syllabic melody writing today.

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Lesson 8 **Week 3** Composition workshop 3 Creating parts/tracks	As Above Tracks Parts Instruments Genre Style	Developing different tracks and parts to your song	How do you add a track in GarageBand?	You have your lyrics and all initial ideas saved into a GarageBand project and have developed this further today by adding different tacks/instruments/parts	**How do the instruments chosen for your song affect the overall style of the song and end products created?**	Red Zone: Students Are working individually on their compositions now. Focussing on syllabic melody writing today.
Lesson 9 **Week 4** Composition workshop 4 Individual development	As Above	To continue the development of your song as far as possible	How do you loop a region in GarageBand?	You have continued to develop your song and can show and explain the new ideas added/edited or developed in today's lesson.	**Can you explain your composition process so far, recent additions and your plans to further develop it.**	Red Zone: Students Are working individually on their compositions now. Focussing on syllabic melody writing today.
Lesson 10 **Week 4** Composition individual development	As Above	To continue the development of your song as far as possible	What is the purpose of a riff in a song?	You have continued to develop your song and can show and explain the new ideas added/edited or developed in today's lesson.	**Can you explain your composition process so far, recent additions and your plans to further develop it.**	Red Zone: Students Are working individually on their compositions now. Focussing on syllabic melody writing today.
Lesson 11 **Week 5**	As Above	To continue the development of	Can you explain the genre of song you are creating?	You have continued to develop your song and can show and explain	**Can you explain your composition process so far, recent additions and**	Red Zone: Students

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Composition individual development		your song as far as possible		the new ideas added/edited or developed in today's lesson.	**your plans to further develop it.**	Are working individually on their compositions now. Focussing on syllabic melody writing today.
Lesson 12 Week 5 Composition individual development	As Above	To continue the development of your song as far as possible	Which letter do you press to open the 'automation' capabilities in GarageBand?	You have continued to develop your song and can show and explain the new ideas added/edited or developed in today's lesson.	**Can you explain your composition process so far, recent additions and your plans to further develop it.**	Red Zone: Students Are working individually on their compositions now. Focussing on syllabic melody writing today.
Lesson 13 Week 5 Composition individual development	As Above	To continue the development of your song as far as possible	What are some of the things you can control with automation?	You have continued to develop your song and can show and explain the new ideas added/edited or developed in today's lesson.	**Can you explain your composition process so far, recent additions and your plans to further develop it.**	Red Zone: Students Are working individually on their compositions now. Focussing on syllabic melody writing today.
Lesson 14 Week 6 Composition individual development	As Above	To continue the development of your song as far as possible	Why might you use a fade out to end a song? What section of a song would	You have continued to develop your song and can show and explain the new ideas added/edited or	**Can you explain your composition process so far, recent additions and your plans to further develop it.**	Red Zone: Students Are working individually on their compositions now. Focussing on syllabic melody writing today.

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			usually repeat while the song fades out?	developed in today's lesson.		
Lesson 15 Week 6 Composition individual development	As Above	To continue the development of your song as far as possible	What is the difference between a verse and a chorus of a song?	Your song should now be as complete as you can make it, with a set of lyrics written in the song's structure, a melody line and full backing, including instruments of your choice.	**Can you explain your composition process so far, recent additions and your plans to further develop it.**	Red Zone: Students Are working individually on their compositions now. Focussing on syllabic melody writing today.