



## LESSON PLAN: Song Writing

Teacher: Priscilla Shaw-Rahn	Grades: Middle or High School	Subject: Music, Social Studies, English
Unit Title: The Constitution		Date of Lesson:
National Music Standards Used	Theory 4: <i>Composing and arranging music within specified guidelines.</i>	
Objective (or Content Language Objective)	I can create and arrange short songs and instrumental pieces within specified guidelines.	
Key Academic Vocabulary	Constitution (variety of vocabulary words), verse, chorus, bridge, end rhyme, backing track	
Materials Needed	<ol style="list-style-type: none"> <li>1. Pocket Constitution</li> <li>2. Videos</li> <li>3. Paper/pencil or computer</li> <li>4. Songwriting worksheets</li> <li>5. Website links</li> <li>6. Rubric</li> </ol>	

Agenda Item + Time	Description of Task (Consider depth of knowledge)
<b>IGNITE:</b>	Watch the short video PSA on the Constitution. (Slide #2)   What A Shame - Best College PSA 2019
Building background / hook / student relevance:	<p><b>Slide #3:</b> This is a picture of Frederick Douglass and his grandson <a href="#">Joseph Douglass</a>. Frederick Douglass is significant because he was born a slave, freed himself, taught himself to read and became the author of 4 autobiographies and a consultant to 5 Republican US Presidents (Lincoln, Johnson, Grant, Hayes, &amp; Garfield.). Douglass embraced the US Constitution, understanding it to be a critical component as an anti-slavery document ensuring the belief that individual rights are for all Americans and certainly, all races.</p> <p>“The photo was taken on May 10, 1894. During the time following the <a href="#">Civil War</a>, many African-American musicians began to break into the art music genre. Joseph Douglass, a concert violinist, was one of the first African-American performers to be nationally and internationally renowned. His influence came at an early age from his father and grandfather, famous abolitionist Frederick Douglass, who were both amateur violin players. He studied violin at <a href="#">Boston Conservatory</a>.”  <a href="https://en.wikipedia.org/wiki/Joseph_Douglass">https://en.wikipedia.org/wiki/Joseph_Douglass</a>)</p>
Mini-Lesson / <b>CHUNK:</b>	<p><b>Slide #5:</b> Contains the song writing rubric. Review the elements of an effective song.</p> <p><b>Slide #6:</b> Students will do a “brain dump” of the concepts and vocabulary that they remember about the Constitution. With the help of the teacher, you can make this a whole class activity and put the words and concepts on the board.</p> <p><b>Slide #7:</b> Students will watch the “End Rhyme” video. This should help students get the concept of ending each line with a rhyme.</p>  Intro to End Rhymes

	<p><b>Slides #8 &amp; #9:</b> Students will begin to pair their end rhymes together using words related to the Constitution.</p>
<p>Guided Practice/ <b>CHUNK:</b></p>	<p><b>Slide #10:</b> Play the video exemplar of how to write a song in 3 minutes. <a href="https://youtu.be/pMtT87IKV_o?feature=shared">https://youtu.be/pMtT87IKV_o?feature=shared</a></p> <p><b>Slides #11 &amp; #12:</b> These are exemplars of how to add a sentence to an end rhyme. Students should write lyrics that make sense and support a complete idea.</p> <p><b>Slides #13 &amp; #14:</b> Teacher explains what a “chorus” or “hook” is and then plays the video for the students. The video further explains the difference between verses and chorus. A bridge is optional, but adds to the quality of the entire song.</p> <p>▶ <b>HELP! What's a VERSE, CHORUS, &amp; BRIDGE? (Songwriting 101)</b></p>
<p>Independent Practice / <b>CHEW:</b></p>	<p>Give students time to write their lyrics using the <a href="#">End Rhyme Worksheet</a>, and select their backing track or practice their harmonic compositions.</p> <p><b>Slide #15:</b> Students who do not play an instrument, like the guitar or piano, can use free online backing tracks. Students can select backing tracks in a genre (style) that they like or find other options on the internet. Here are 4 examples from which to choose, or have students research their own style or write their own music.</p> <p>▶ Groove Backing Track In Cm ( Dorian ) ///</p> <p>▶ Soulful Dorian Groove – Guitar Backing Track in C</p> <p>▶ Classic Country Guitar Backing Track - Jam Track in E 130bpm</p> <p>▶ Tasty Hard Rock Guitar Backing Track Jam in B Minor</p> <p><b>Slide #16 &amp; 22:</b> Once students have composed their song and the teacher has approved, students can record their final video.</p> <p>▶ How to Film Yourself with iPhone and Android (Like a PRO!)</p> <p>▶ Remove Background Noise from Video or Audio with Free Software</p>
<p>Differentiation for the Lesson:</p>	<ol style="list-style-type: none"> <li>1) For students who struggle with melody or are new English speakers, they can SPEAK their lyrics rhythmically. This is otherwise known as “rap.”</li> <li>2) Students can work in pairs or small groups.       <ol style="list-style-type: none"> <li>a) Assign roles to each person for example: a) writes verses b) writes chorus c) researches and selects the backing track d) creates the melody</li> </ol> </li> <li>3) Students can also submit a song written in their native spoken language</li> </ol>
<p>Higher Order Questions to Extend Thinking</p>	<p><b>Slide #17:</b> Students will find a partner to discuss the following question: <b>“How do musicians generate creative ideas?”</b></p>
<p>Closure/ Summary of Lesson <b>REVIEW:</b></p>	<p><b>Slide #18:</b> The core mission of this song writing project is to communicate to Americans about the Constitution and the rights and liberties it provides and protects for all of us. Encourage students to enter the Constituting America contest.</p>

Exit Ticket	<p>Students will complete the following 3,2,1:</p> <p>3-Write 3 Constitution vocabulary words you can define orally when called upon</p> <p>2-Write 2 sentences you can write about the Constitution</p> <p>1-Draw 1 visual representation of the Constitution</p>
Photo links	<p>Slide #3: Frederick &amp; Joseph Douglass:  <a href="https://nmaahc.si.edu/object/nmaahc_A2010.26.29.8.1">https://nmaahc.si.edu/object/nmaahc_A2010.26.29.8.1</a></p> <p>Slide #6: Constitution:  <a href="https://billofrightsinstitute.org/primary-sources/constitution">https://billofrightsinstitute.org/primary-sources/constitution</a></p> <p>Slide #12: James Madison:  <a href="https://www.wsj.com/articles/james-madisons-critique-of-the-senate-still-holds-11663335204">https://www.wsj.com/articles/james-madisons-critique-of-the-senate-still-holds-11663335204</a></p> <p>Slide #12: Independence Hall: <a href="https://hc.edu/law-liberty/tour/">https://hc.edu/law-liberty/tour/</a></p> <p>Slide #14: Singers: <a href="https://freepngimg.com/png/24209-singing-photo">https://freepngimg.com/png/24209-singing-photo</a></p> <p>Slide #14: Musical notes:  <a href="https://creazilla.com/nodes/16601-musical-notes-music-border-clipart">https://creazilla.com/nodes/16601-musical-notes-music-border-clipart</a></p> <p>Slide #18: Light bulb:  <a href="https://stock.adobe.com/images/light-bulb-idea/76321573">https://stock.adobe.com/images/light-bulb-idea/76321573</a></p> <p>Slide #19: Nafme Logo: <a href="https://nafme.org/publications-resources/standards/">https://nafme.org/publications-resources/standards/</a></p>

**To Be Included in ALL Instruction**

Visual Aids/Artifacts	Youtube videos, end rhyme template, teacher modeling
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**Instructional Items to Consider/Plan For**

Ongoing checks for understanding (what checks and how often)	Be sure to conduct regular formative assessments to make sure students are on track to complete the assignment by your due date. This project could take up to 5 days or more to complete.
Strategic Grouping / Small Groups	Provide additional supports for students who prefer to work in small groups. Assign students to tasks. For example, one student could be in charge of writing the verse while another writes the chorus and bridge.

Post-Lesson Reflection	Write your reflections here. What worked and what didn't work? What would you do differently? Would you use different or additional resources and why?
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