

Travel Smart – write it, compose it, sing it!

Exploring lyrics and melody

ABOUT THE UNIT

This unit is based on the QCA scheme of work *Unit 19 – Song Writer* and aims to develop children's ability to compose a song with an awareness of the relationship between lyrics and melody.

In this unit, children learn of the important role played by lyrics in songs. In particular they focus on the different functions of lyrics in conveying a road safety and sustainable travel message. They employ simple techniques for composing lyrics of their own and setting these to melodies.

WHERE THE UNIT FITS IN

This series of lesson plans are based in Unit 19 and should draw on work from the ongoing skills unit (Unit 15), particularly in relation to skills in singing and performance. It builds on Units 5, 12 and 14. It leads to Unit 20.

It also links to work in PSHE around staying safe and keeping healthy. It can be used to support work around the school travel plan.

PRIOR LEARNING

It is helpful if children and teachers have:

- become familiar with a range of songs of different styles
- become aware of simple song structures such as verse/chorus
- understood the concept of melody
- some experience of group composition
- developed skills through the activities described in Units 5, 12 and 14

VOCABULARY

In this unit children will have an opportunity to use words and phrases related to:

- sounds and structures, *eg melody, rhythm, phrase, repetition, song structure*
- processes, *eg song writing, lyrics, attitude*
- context, *eg social messages*

RESOURCES

Stimulus:

- recorded music as provided on the Travel Smart CD
- Backing tracks – as provided – suited for pupils compositions
- printed songs/PowerPoint presentation of lyrics
- tuned percussion - chime bars, glockenspiel including B^b E^b A^b
- travel facts information provided as PowerPoint & Word documents on Travel Smart CD

Sound sources:

- voices

EXPECTATIONS

at the end of this unit

<i>most children will:</i>	create their own road safety/sustainable travel songs; performing them in a way to convey a message
<i>some children will not have made so much progress and will:</i>	create and perform songs with some help
<i>some children will have progressed further and will:</i>	show an understanding of how lyrics can convey a message and use this knowledge to enhance their own compositions and performances

EXTENSION AND FUTURE LEARNING

In addition to the examples given in the 'Points to note' section, children could go on to:

- make sets of songs for specific occasions, *eg Travel Smart week*
- create lyrics and/or raps for a dance
- create songs for a school assembly to support and promote sustainable travel to school
- explore other travel related songs from popular culture, *eg charity pop songs, US army chants,*

ENRICHMENT

- Visiting songwriters could come to the class and play a number of pieces and collaborate with the children to explore the relationship between lyrics and music.

Musician and composer John Gill works in schools across Derby and Derbyshire.

Telephone 01629 760240 or e-mail john@johngillmusic.co.uk

If you wish to publish children's compositions using the backing tracks on the CD provided please contact John above.

INTRODUCTION: HOW DOES A SONG USE LYRICS?

<p>1. What is meant by the term 'lyrics' and how they can be used to deliver a message?</p>	<p>Listen to the Coelacanth song (track 1) Talk about what lyrics are. Consider its mood. <u>Ask:</u> What is the purpose of the lyrics? Who is the audience? What message is the composer conveying? How are the special effects used to add feeling to the lyrics?</p> <p>Learn the song and join in with the singing (see lyrics PowerPoint 1)</p> <p>Look at the structure of song (each line is very similar – no melody, all spoken) When the word Coelacanth is spelt, what is happening behind the letters? (guh uh, fish sound, echo)</p> <p>In the penultimate verse what happens to accompaniment? (the instrumentation goes quieter) How does this reflect what is going on in the lyrics.</p> <p>Explore the rap (track 2) Listen to rap and jot down any key words/phrases <u>Ask:</u> What is the significance of the “<i>little green man</i>”? (pedestrian crossing) When/where might the rap be performed? How is humour used within the rap? How many times can you hear the little green man say “hey”? (11) Which are the children's favourite lines? Learn and join in with the chorus “It's a rap” (see lyrics PowerPoint 2)</p> <p>Plenary – what is the link between these 2 songs? What is the message?</p>	<p>Identify how lyrics can be used to convey mood, attitude or tell a story.</p>	<p>Info on the coelacanth can be found at http://en.wikipedia.org/wiki/Coelacanth</p> <p>Also see www.dinofish.com to consolidate children's understanding of the concept that the coelacanth is considered to resemble a missing link in the evolution of land animals.</p> <p>Pupils could draw what they think the Coelacanth from the song might look like.</p> <p>National Curriculum music links 4b, 4d, 5b</p>
---	---	--	--

LEARNING OBJECTIVES
CHILDREN SHOULD LEARN

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES
CHILDREN

POINTS TO NOTE

EXPLORATION: HOW ARE LYRICS AND MELODIES USED TOGETHER IN SONGS?

<p>2. How musical structures are used in song</p>	<p>Listen to and learn the song “I like to walk” (Track 3) Trace phrases with hands in an arc – e.g. start on “I” and finish on “day” Use tuned percussion to work out the melody of “hey hey” (G E^b)</p> <p>In groups take a line each of either verse or chorus. Work out the melody of each line. Verse - B^b B^b G F E^b C’ E^b F Chorus B^b B^b G F E^b C’’ A^b B^b (C’ is low C’’ is higher) Do any lines have the same melody? (the first three lines of the verse are the same, as are the first three lines of the chorus – see teacher sheet 1)</p> <p><u>Ask:</u> What are the themes in this song? Is this theme similar to any of the other songs we have listened to? How are the lyrics different? (more explicit) Display the lyrics and structure of the verses on the board (See lyrics PowerPoint 3)</p> <p>Have groups playing different lines Choose some to play “hey hey” each time. Thinking about the melody and rhythm structures, as a class, write an extra verse.</p> <p>Plenary Check it sticks to structure. Sing with backing track 6 evaluate and improve as a class.</p>	<p>Create own lyrics.</p> <p>Identify melodic and rhythmic structures of the song</p>	<p>Ask the children to find out (perhaps from parents) what other songs have travel related themes: I like riding in my car – Madness I want to ride my bicycle – Queen Walk this way – sugababes/Run DMC Cars – Gary Newman 500 miles – Proclaimers Amarillo – Peter Kay Walking in Memphis The Locomotion – Kylie or Lulu Summer Holiday – Cliff Richard</p> <p>What phrases or words characterise these songs?</p> <p>National Curriculum music links 1a 1 b, 1c, 3c, 4b, 5c</p>
---	---	---	--

EXPLORATION: HOW ARE LYRICS AND MELODIES USED TOGETHER IN SONGS? (Cont.)

<p>3. To generate lyrics</p> <p>To create a melody</p>	<p>Discuss and recap theme, songs and rap learnt so far. Which songs have they enjoyed the best? Perform with chosen backing track Show children the letter from Challenge PowerPoint 1 -3 on the CD asking them to devise a song. Agree the theme of either sustainable travel (1) crossing the road (2) or be bright be seen (3), or combination/related theme or you may decide just one theme) Discuss who target audience are and which elements of road safety and sustainable travel to include. Discuss the need for catchy phrases and words and a good melody. As a class play a word association game to do with travel and road safety. Sit in a circle and go round the room each child says a word/phrase relating to a starting word – i.e. walk to school, be bright, road safety – use travel facts file on CD for other ideas. The game stops when a word is repeated. Record good words and phrases In groups look at words and think of other words that might rhyme with those recorded. Share and discount any that might distract from the main message – i.e. traffic jam, little lamb. Keep those which are useful. In group of 5 children give tuned percussion (chime bars or glockenspiel in pairs) E^bG CE^b A^bC B^bD Appoint one person as a conductor. Ask children to experiment playing their 2 notes in either order, conductor leads them to create short phrases using 3/4 pairs. Write the melody in the order it was played. Which phrases sound the best? Present back to the class. Choose 4 lines and label each new melody we a new letter to create a verse or chorus e.g. AAAB/ABAC.</p>	<p>Create a word bank of lyric material</p> <p>Children will have created a melody structure for use in next lesson.</p> <p>Create short melodic phrases</p> <p>Understand structure</p>	<p>PowerPoint 1 on CD contains information on the importance of sustainable travel.</p> <p>PowerPoint 2 focuses on crossing the road safe1y</p> <p>PowerPoint 3 focus on the be bright be seen message.</p> <p>Extension activity: Ask a few children to bring in examples of pop songs, chosen particularly for their travel lyrics. They must analyse the songs and explain to the class why the lyrics work well.</p> <p>Children could use notes E^b F G B^b C (pentatonic scale) to improvise between verses or instead of a verse.</p> <p>National Curriculum music links 2a, 2b, 3c</p>
--	---	--	---

EXPLORATION: HOW ARE LYRICS AND MELODIES USED TOGETHER IN SONGS? (Cont.)			
4. About writing songs	<p>Return to the brief for the song and, in groups, discuss the audience and theme.</p> <p>Look at the words recorded from the last lesson.</p> <p>Using the melody from the last lesson develop words into phrases that fit the melody, share with the class and improve together.</p> <p>Work in the same groups as previous on fitting melody to words using tuned percussion</p> <p>Record each group's melody and lyrics.</p> <p>Do they get the message across?</p> <p>Review who is the target audience and whether the song meets the objective.</p>	<p>Compose a short song to their own lyrics based on phrases regarding safe and environmentally friendly travel.</p> <p>Perform, evaluate and improve.</p>	<p>National Curriculum music links 2a, 2b, 3b, 3c</p>
5. to create accompaniment to match lyrics.	<p>Listen to the rap and I like to walk to school song. Compare how each song has a different accompaniment.</p> <p><u>Ask:</u> What can you hear? Are there any repeated rhythmic/melodic ostinatos?* (Ostinatos are repeated patterns)</p> <p>Consider dynamics for each section of their song. Experiment using a repeated melodic ostinato using notes from last lessons extension activity or rhythmic ostinato.</p> <p>Experiment adding vocal/body percussion to song. Rehearse as a group. Feedback to help improve</p>	<p>Add an accompaniment and dynamics to the song.</p> <p>Evaluate and improve added accompaniment to song.</p>	<p>National Curriculum music links 1b, 1c 2b,4b,5a</p> <p>* I like to walk – guitar backing, very simple accompaniment, short melodic ostinato.</p> <p>Rap – no melodic ostinato, very repetitive rhythmic drum beat.</p> <p>Coelacanth – guitar backing, very rhythmic. Melodic ostinato (guitar) - identify on backing track 4</p>

LEARNING OBJECTIVES
CHILDREN SHOULD LEARN

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES
CHILDREN SHOULD

POINTS TO NOTE

BRINGING IT ALL TOGETHER: HOW CAN WE COMPOSE OUR OWN SONG?			
6. To present completed song to use musical elements including dynamics to add to song	<p>Discuss feedback given so far and how songs will be performed.</p> <p>Consider how the song will begin and end.</p> <p>Record ideas of structure and dynamics. Who is performing/directing?</p> <p>Choose one person from each group to make a panel of judges.</p> <p>Each group performs their final version.</p> <p>Each song is recorded.</p> <p>Panel give a mark out of 10 commenting on how effective the message is, the balance of singers/accompanists, clarity of words, marks for melody and accompaniment.</p> <p>Present the winning song to the target audience.</p>	<p>Compose a short song to their own lyrics based on phrases regarding safe and environmentally friendly travel.</p> <p>Evaluate and improve work through discussion.</p> <p>Perform to target audience.</p>	<p>National Curriculum music links 1a, 1b, 1c 3c</p>