



**SPRING GROVE AREA SCHOOL DISTRICT**



**PLANNED COURSE OVERVIEW**

<b>Course Title:</b> Songwriting <b>Grade Level(s):</b> 10-12 <b>Units of Credit:</b> .5 <b>Classification:</b> Elective	<b>Length of Course:</b> 30 cycles <b>Periods Per Cycle:</b> 3 <b>Length of Period:</b> 40 minutes <b>Total Instructional Time:</b> 60 hours
---	---

***Course Description***

Songwriting is designed for students who have completed Modern Band Level 1 and want to further their creative output through songwriting. The course helps students develop skills to create song structures, harmonies, melodies, and lyrics that support and enhance the ideas that you want to express. Through listening and analysis, students will be able to recognize and discuss quality elements in musical and lyrical structures. Students will also learn arranging techniques that support the style and structure of a song with appropriate instrumentation. Finally, students will develop their own voice as a songwriter and learn to write more effectively and efficiently, whether by themselves or in collaboration with other songwriters.

Prerequisite: Successful completion of Modern Band 1

***Instructional Strategies, Learning Practices, Activities, and Experiences***

Critical Thinking Guided Practice Bell Ringers	Class Discussion Flexible Groups Best Practices Strategies	Posted Objectives and Agenda Teacher Demonstration Listening Examples
--	--	---

***Assessments***

Playing Tests	Formal Performances	Informal Performance
---------------	---------------------	----------------------

***Materials/Resources***

Little Kids Rock Song Charts Student Generated Compositions	Standard Sheet Music	Teacher Generated Materials
--	----------------------	-----------------------------

**Adopted:** 5/23/22

**Revised:**

AASG/Board Meetings/2021-2022/March/New and Revised Curriculum Received from Buildings/Songwriting

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The Importance of Health and General Safety in Modern Music</p> <ul style="list-style-type: none"><li>○ Hearing Health</li><li>○ Neuromusculoskeletal Health</li><li>○ Vocal Health</li></ul>	<ol style="list-style-type: none"><li>1. Students will be able to understand the cause and effect of the decibel levels of modern band performance and its impact on health and well-being.</li><li>2. Students will be able to understand the cause and effect of proper warm up on modern band instruments in relation to performance and its impact on health and well-being.</li></ol> <p>Safety in the Modern Arts Ensemble</p> <p><b>9.1.12. H</b> Incorporate the effective and safe use of materials, equipment, and tools into the production of works in the arts at work and performance spaces.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>General Elements of Songwriting</p> <ul style="list-style-type: none"> <li>○ Lyrics/Text</li> <li>○ Rhyming Scheme</li> <li>○ Changing The Lyrics</li> <li>○ Write The Long Lost Verse</li> <li>○ Chords</li> <li>○ Major vs. Minor</li> <li>○ Function of Chords</li> <li>○ Melodic Ideas</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will investigate the purpose of lyrics and text as it relates to modern music.</li> <li>2. Students will connect language and composition skills as they relate to songwriting.</li> <li>3. Students will critique, analyze, and revise currently written lyrics to draw conclusions on how lyrics could be changed.</li> <li>4. Students will apply concepts to create appropriate verses and chorus' of pre-existing songs.</li> <li>5. Students will formulate a working knowledge of the effects of tonal, chordal, and melodic ideas on the construction of song lyrics and text.</li> </ol> <p>Elements of Songwriting</p> <p><b>9.1.12. A.</b> Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p><b>9.1.12. B.</b> Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p><b>9.1.12. C.</b> Integrate and apply advanced vocabulary to the arts forms.</p> <p><b>9.1.12. D.</b> Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).</p> <p><b>9.1.12. E.</b> Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</p> <p><b>9.1.12. F.</b> Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.</p> <p>Analyzing and Responding to Songwriting Elements</p> <p><b>9.3.12. A.</b> Explain and apply the critical examination processes of works in the arts and humanities. • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments</p> <p><b>9.3.12. G.</b> Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.</p> <p><b>9.1.12. C.</b> Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Structural Elements of Songwriting</p> <ul style="list-style-type: none"> <li>○ Hooks</li> <li>○ Feel</li> <li>○ Form</li> <li>○ Verse</li> <li>○ Chorus</li> <li>○ Bridge</li> <li>○ Blues</li> <li>○ Pre-Chorus</li> <li>○ Interlude</li> <li>○ Intro/Outro</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will construct a working knowledge of the structural elements essential to songwriting.</li> <li>2. Students will analyze and critique works as they relate to the structural elements of songwriting.</li> <li>3. Students will create and revise works using appropriate structural elements of songwriting.</li> <li>4. Students will analyze, critique, and draw conclusions on the effects of structural elements of songwriting.</li> </ol> <p>Structural Elements of Songwriting</p> <p><b>9.1.12. A.</b> Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p><b>9.1.12. B.</b> Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p><b>9.1.12. C.</b> Integrate and apply advanced vocabulary to the arts forms.</p> <p><b>9.1.12. D.</b> Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).</p> <p><b>9.1.12. E.</b> Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</p> <p><b>9.1.12. F.</b> Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.</p> <p>Analyzing and Responding to Structural Elements used in Songwriting</p> <p><b>9.3.12. A.</b> Explain and apply the critical examination processes of works in the arts and humanities. • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments</p> <p><b>9.3.12. G.</b> Analyze works in the arts by referencing the judgments advanced by arts critics as well as one’s own analysis and critique.</p> <p><b>9.4.12. C.</b> Compare and contrast the attributes of various audiences’ environments as they influence individual aesthetic response.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Function of Songwriting</p> <ul style="list-style-type: none"> <li>○ Know Your Audience</li> <li>○ What Are You Trying to Say?</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will apply the concepts of essential and structural songwriting to creating a connection with the audience.</li> <li>2. Students will construct, revise, and analyze the use of songwriting techniques as they relate to communicating intent to an audience.</li> </ol> <p>Songwriting Functions as It Relates to an Audience</p> <p><b>9.2.12. A.</b> Explain the historical, cultural and social context of an individual work in the arts.</p> <p><b>9.2.12. E.</b> Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.</p> <p><b>9.3.12. A.</b> Explain and apply the critical examination processes of works in the arts and humanities. • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments</p> <p><b>9.3.12. G.</b> Analyze works in the arts by referencing the judgments advanced by arts critics as well as one’s own analysis and critique.</p> <p><b>9.3.12. C.</b> Compare and contrast the attributes of various audiences’ environments as they influence individual aesthetic response.</p> <p><b>9.4.12.A.</b> Evaluate an individual’s philosophical statement on a work in the arts and its relationship to one’s own life based on knowledge and experience.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>Developmental Process of Songwriting</p> <ul style="list-style-type: none"> <li>○ Developing A Process</li> <li>○ Lyrics First Approach</li> <li>○ Chords First Approach</li> <li>○ Melody First Approach</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will develop and individualized approach to songwriting.</li> <li>2. Students will analyze, critique, and draw conclusions on the different methods and procedures in the creation of an original song.</li> </ol> <p>Developing an Effective Approach to Songwriting</p> <p><b>9.1.12. A.</b> Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p><b>9.1.12. B.</b> Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p><b>9.1.12. C.</b> Integrate and apply advanced vocabulary to the arts forms.</p> <p><b>9.1.12. D.</b> Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).</p> <p><b>9.1.12. E.</b> Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</p> <p><b>9.1.12. F.</b> Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.</p> <p><b>9.3.12. A.</b> Explain and apply the critical examination processes of works in the arts and humanities. • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments</p> <p><b>9.3.12. G.</b> Analyze works in the arts by referencing the judgments advanced by arts critics as well as one’s own analysis and critique.</p> <p><b>9.4.12. C.</b> Compare and contrast the attributes of various audiences’ environments as they influence individual aesthetic response.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Collaborative Songwriting</p> <ul style="list-style-type: none"> <li>○ Co-Writing</li> <li>○ Music</li> <li>○ Lyrics</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will connect the procedures for independent songwriting to a collaborative process.</li> <li>2. Students will formulate various means for effective collaborative songwriting.</li> </ol> <p>Developing A Collaborative Approach to Songwriting</p> <p><b>9.1.12. A.</b> Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p><b>9.1.12. B.</b> Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p><b>9.1.12. C.</b> Integrate and apply advanced vocabulary to the arts forms.</p> <p><b>9.1.12. D.</b> Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).</p> <p><b>9.1.12. E.</b> Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</p> <p><b>9.1.12. F.</b> Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.</p> <p><b>9.3.12. A.</b> Explain and apply the critical examination processes of works in the arts and humanities. • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments</p> <p><b>9.3.12. G.</b> Analyze works in the arts by referencing the judgments advanced by arts critics as well as one’s own analysis and critique.</p> <p><b>9.4.12. C.</b> Compare and contrast the attributes of various audiences’ environments as they influence individual aesthetic response.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Developmental Techniques for Songwriting</p> <ul style="list-style-type: none"> <li>○ Exercising The Songwriters Muscle</li> <li>○ Writing Often</li> <li>○ Getting Through To The “Good Stuff”</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will design and connect various processes to creating regular content output.</li> <li>2. Students will analyze and critique various ways professionals create songs.</li> <li>3. Students will formulate and construct ideas for developing and assessing regular songwriting.</li> </ol> <p>Ongoing Technique Development in Songwriting</p> <p><b>9.1.12. A.</b> Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p><b>9.1.12. B.</b> Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p><b>9.1.12. C.</b> Integrate and apply advanced vocabulary to the arts forms.</p> <p><b>9.1.12. J.</b> Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.</p> <p><b>9.1.12. K.</b> Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.</p> <p><b>9.3.12. A.</b> Explain and apply the critical examination processes of works in the arts and humanities. • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments</p> <p><b>9.3.12. G.</b> Analyze works in the arts by referencing the judgments advanced by arts critics as well as one’s own analysis and critique.</p> <p><b>9.4.12. C.</b> Compare and contrast the attributes of various audiences’ environments as they influence individual aesthetic response.</p> <p>Responding, Critiquing, and Analyzing as A Tool for Growth in Songwriting</p> <p><b>9.3.12. B.</b> Determine and apply criteria to a person’s work and works of others in the arts.</p> <p><b>9.3.12. C.</b> Apply systems of classification for interpreting works in the arts and forming a critical response.</p> <p><b>9.4.12. C.</b> Compare and contrast the attributes of various audiences’ environments as they influence individual aesthetic response.</p>



CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Presentation of Performance and Recorded Work in Songwriting</p> <ul style="list-style-type: none"> <li>○ Presenting Your Songs</li> <li>○ Recording Techniques</li> <li>○ Live Production</li> <li>○ Songwriters Round</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will analyze, critique, and assess various mediums for presenting works.</li> <li>2. Students will develop and create a working knowledge of the necessary skills to produce recorded works.</li> <li>3. Students will develop and create a working knowledge of the necessary skills to produce live works.</li> <li>4. Students will apply the concepts of recorded and live productions to regular performance.</li> </ol> <p>Presentation of Finished Works</p> <p><b>9.1.12. A.</b> Know and use the elements and principles of each art form to create works in the arts and humanities.  <b>9.1.12. B.</b> Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  <b>9.1.12. J.</b> Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.  <b>9.1.12. K.</b> Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.</p> <p>Historical Contexts/Uses in Songwriting</p> <p><b>9.2.12. A.</b> Explain the historical, cultural and social context of an individual work in the arts.  <b>9.2.12. E.</b> Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.</p> <p>Analyzing and Responding to Songwriting in Modern Band</p> <p><b>9.3.12. A.</b> Explain and apply the critical examination processes of works in the arts and humanities. • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments  <b>9.3.12. E.</b> Examine and evaluate various types of critical analysis of works in the arts and humanities. • Contextual criticism • Formal criticism • Intuitive criticism  <b>9.3.12. F.</b> Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.  <b>9.4.12. B.</b> Describe and analyze the effects that works in the arts have on groups, individuals and the culture.  <b>9.4.12. C.</b> Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.  <b>9.4.12. D.</b> Analyze and interpret a philosophical position identified in works in the arts and humanities.</p>