



Bristol Public Schools
Office of Teaching & Learning

Department	Music
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	Songwriting
Course Description for Program of Studies	This course introduces students to songwriting using computers, digital audio workstations, and instruments to create original music.
Grade Level	9-12
Pre-requisites	none
Credit (if applicable)	.5

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Form	Lyric Composition	Music Theory	Digital Tools	Final Composition
Creating					
MU:Cr1.1 Generate and conceptualize artistic ideas and work.			P	S	
MU:Cr2.1 Organize and develop artistic ideas and work.	P			P	
MU:Cr3.1 Refine and complete artistic work.		P		S	S
Performing					
MU:Pr4.1 Select, analyze and interpret artistic work for presentation.					
MU:Pr5.1 Develop and refine artistic techniques and work for presentation.					P
MU:Pr6.1 Convey meaning through the presentation of artistic work.					

Respond					
MU:Re7.1 Perceive and analyze artistic work.					
MU:Re8.1 Interpret intent and meaning in artistic work.	S				
MU:Re9.1 Apply criteria to evaluate artistic work.			S		
Connecting S					
MU:Cn10.0 Synthesize and relate knowledge and personal experiences to make art.			S		
MU:Cn11.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.					

ESSENTIAL QUESTIONS

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- C How do musicians improve the quality of their creative work?
- When is creative work ready to share?
- How do musicians improve the quality of their performance?
- How do we discern musical creators' and performers' expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?
- How do musicians make meaningful connections to creating, performing, and responding?

ENDURING UNDERSTANDINGS

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians' presentation of creative work is the culmination of a process of creation and communication.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

RESOURCES

- <https://nafme.org/songwriting-music-educators/> - Songwriting for Music Educators (NAfME article)

UNIT 1: Form

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Cr2.1.C. HSI b.	Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (such as one-part, cyclical, or binary).		Content Knowledge	Form, AB, ABA, ABACA, verse, chorus, bridge, intro, outro
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
MU:Re8.1.C. HSI	Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Actively listen to a pop song to analyze for form structure and identify verse, chorus, bridge, intro, outro
- Identify the sections of music I hear in example music and identify the form I hear: AB, ABA, ABACA

UNIT 2: Lyric Composition

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Cr3.1.C .HSII	Identify, describe, and apply selected teacher-provided or personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.		Content Knowledge	Lyrics, rhyme scheme, rhythm, beat, measure, group, subject
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
MU:Cr3.2.C .HSI	Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Create lyrics that are thematically related
- Utilize a common musical form for the song I'm creating.
- Create lyrics for two verses of the same length
- Identify and create: rhyme scheme, rhythm, beat, measure, group, and subject

UNIT 3: Music Theory

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Re9.1. C.HSII	Explain the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory as well as compositional techniques and procedures.	x	Content Knowledge	Chord progression, I, IV, V, vi, melody, variety, structure, layering, time signature, beat, groove
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		x	Learning Behavior	
MU:Cn10.0. C.HSI	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.		Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
MU:Cr1.1.C .HSII	Describe and demonstrate how sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, or storylines.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Explain that chord progressions add variety to musical works
- List common chord progressions (such as I, IV, V/ V⁷, I)
- Create music, using loops, that follow a chord progression
- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

UNIT 4: Digital Tools

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Cr1.1.T	Generate and conceptualize artistic ideas and works.		Content Knowledge	Loops, samples, tempo, form, instruments, contrast, layers, organize, repeat, variation
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
MU:Cr2.1.T	Organize and develop artistic ideas and work.		Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
MU:Cr3.1.T	Refine and complete artistic work.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Utilize musical software to create a musical composition.
- Use loops and sound samples to create a project with correct form, tempo, layers and variations.
- Correctly navigate musical software to refine and organize my musical project.

UNIT 5: Final Composition

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Cr3.1.C	Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.		Content Knowledge	Composition, compile, refine, edit, adjust, perform
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
MU:Cr3.2.C	Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
MU:Pr5.1.C	Develop and refine artistic techniques and work for presentation.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Use the skills I've learned to evaluate, refine and complete my composition
- Share my composition project with the class.
- Evaluate and refine my work and my peers' composition so that it meets the appropriate criteria.