



Mulbarton Community Choir – Lyric Writing Competition – Primary Lesson Plan

<p>Context of the lesson/big picture</p> <p>Discrete lesson on planning and writing a new chorus to an existing piece of music/text: AP Herbert’s setting to words of Elgar’s Pomp and Circumstance March No. 4.</p>		
<p>Curriculum links</p> <ul style="list-style-type: none"> • SMSC and citizenship: war and peace; remembrance • Literacy: magpie tables and poetry-writing • Music: music appreciation and lyric-writing • History: war and peace; contexts of time • Numeracy: rhythms and syllables 		
<p>Knowledge, skill concepts, vocabulary</p> <p>No prior knowledge of the piece is necessary.</p> <p>Students may know about what happens during a war, and may know something about WW1 and WW2. Students will be encouraged to express an opinion; they will be encouraged to think about the context of the piece when commenting on and writing lyrics.</p> <p>Students will be encouraged to collect and apply the vocabulary of peace and remembrance.</p>		
<p>Objectives:</p> <p>To plan and write an appropriate chorus for a song about war and remembrance.</p>	<p>Outcomes:</p> <p>Two completed (similar) choruses.</p>	<p>Success Criteria</p> <p>The metre of the choruses will match the existing chorus.</p> <p>The choruses will have an appropriate message about war, peace, remembrance.</p> <p>The choruses will be ready for entry to Mulbarton Community Choir’s competition.</p>
<p>Activity?</p>	<p>Purpose?</p>	<p>Resources?</p>
<p>Starter: Discussion questions</p> <ul style="list-style-type: none"> • What ideas and feelings do you associate with war? 	<p>Introduction of the topic: war, peace, remembrance.</p> <p>Students to begin collecting</p>	<p>Pictures for inspiration included on the slide.</p> <p>Magpie table (slide 3) for printing</p>

<ul style="list-style-type: none"> • What about remembrance (remembering people who have died in wars)? • Challenge: can you include nouns, verbs and adjectives in your lists of words? 	<p>nouns, verbs, adjectives to put in their magpie tables, for possible use in writing their chorus later.</p>	<p>for students to fill in.</p>
<p>New information: Students to listen to the music-only version (link to YouTube provided):</p> <ul style="list-style-type: none"> • What emotions do you feel when you listen to the music? • Can you use any adjectives to describe the music? 	<p>Beginning to engage with the task – they will be writing a chorus to this music.</p> <p>Students begin to think about the mood of the music, which may influence their choice of message and vocabulary in the writing phase.</p>	<p>Adjectives provided on the slide as a starting point for idea-generation.</p> <p>Magpie table: to continue filling in.</p>
<p>Introduction of the competition task:</p> <ul style="list-style-type: none"> • You are going to write the words to the chorus of a song which is set to the music we have listened to. • The theme is peace and remembrance. • If you are the winner, your words will be sung to the music by the choir at their next concert. • You will be invited along to hear it. • You will also win some money and a book for the school library. 	<p>Setting the task in context.</p>	<p>No extra resources needed.</p>
<p>Discussion: 'All men must be free.'</p> <ul style="list-style-type: none"> • What does this phrase mean to you? • Does it make a difference that it is from a song about war? 	<p>This is a line from the existing chorus: student will begin to engage with the message of the text, which will also support them in developing their own ideas about what they would like to say in their own writing.</p>	<p>Questions for discussion are projected onto the slide.</p> <p>Teacher's choice as to which questions to spend time discussing.</p> <p>Differentiation: level of challenge</p>

<ul style="list-style-type: none"> • What do you think the writer was trying to say? • Which words from the sentence show his feelings the best? Why? • People have to fight in wars so that all men can be free – does that make war ok? 	<p>Developing an understanding of different points of view about war, and that context is important – these lyrics were written in 1940, during WW2.</p>	<p>in questions increases, so that different questions could be given to different-ability groups.</p> <p>Magpie table: to continue filling in.</p>
<p>Now listening to the song, with lyrics.</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> • ‘Never say the fight is done, Make the world a better one!’ – does the writer think war is a good thing? Why? • What does the sound of the music suggest the writer thinks? • Do people have the same views today? Why might we think differently? 	<p>More discussion questions to choose from. Links to context: our attitudes to war and peace today.</p>	<p>YouTube link on the slide to a recent recording of the piece with the complete 1940 lyrics.</p>
<p>Planning ideas for own chorus. Collaborative pair work. Could be a snowball activity, so that larger groups of students share and swap ideas.</p>	<p>Collecting and evaluating ideas as part of a pair or group.</p> <p>Initial ideas for writing collected together, as a result of discussions and listening to the existing music.</p>	<p>The same pictures from the starter, to support students to link ideas from across the lesson to what they might write about.</p> <p>Magpie table: to continue filling in.</p>
<p>Introduction of technical aspects of task: two slides on syllables: what they are, and the syllabic structure of the choruses to be written.</p>	<p>To make sure that the choruses written fit with the structural demands of the music.</p>	<p>Hands for clapping!</p> <p>Music links to listen to as necessary, so that students can work out how they rhythm fits with the tune.</p>

<p>Consideration of rhyme: two slides. The impact of rhyme, and planning rhyming words</p>	<p>Ideally at least some of the lines should rhyme; a reminder to students about the need for this. Scaffold should be complete: ideas, style, vocabulary, rhythm, rhyme</p>	<p>Some suggestions for rhyming words on slide.</p>
<p>Time to write!</p>	<p>Individual writing time to create competition entry.</p>	<p>Music could be played while students write.</p>
<p>Sharing and evaluating writing.</p>	<p>Students can comment on each other's work and make suggestions for improvements, ready for competition entry.</p>	<p>No extra resources needed.</p>