



**Durham Arts Council CAPS Teaching Artist Roster
Lesson Plan Template**

Program Title: Building a Song, Telling Your Story		Teaching Artist Name: Karen Novy	
Grade Level: 6-12	Maximum Student Participants: 25	Length of Program: <i>Total Days: 1-3</i> <i>Length of session(s): 3 hours total, over 1-3 days</i>	
Arts Focus: Music/Songwriting		Curriculum Focus: Self-Esteem, Self-Awareness, Communication Skills	
<p>Primary Learning Goal(s): <i>(What should students learn during this residency, workshop, or performance?)</i> Through the process of self-awareness through introspection and journaling thoughts and feelings individually within a classroom setting, students will begin to communicate key ideas and create statements that will translate into song lyrics. The process of summarizing and writing/communicating thoughts and feelings and then transforming them into song lyrics will empower students to express themselves creatively and give them an outlet for the variety of emotions and challenges they face as a pre-teen/teenager.</p>			
<p>Connecting NC Essential Arts Standard <i>Identify at least one NC Essential arts standards being addressed by the program and primary learning goal.</i></p> <p>5.ML.3.2: Create compositions and arrangements within specified guidelines. We will learn song form and then develop lyrics accordingly.</p> <p>This workshop utilizes benefits of art education: Adapting to and respecting others' diverse ways of thinking, working, and expressing themselves; communicating effectively. All students will benefit from skills and processes that are developed through the songwriting process and that can be applied in a variety of disciplines and settings</p>		<p>Connecting Common Core State Standard(s) <i>Identify at least one common core standards in math or language arts being addressed through your residency for the grade level specified above.</i></p> <p><u>CCSS.ELA-LITERACY.W.9-10.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.3.D</u> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	
<p>Connecting NC Essential Standard(s) <i>Identify at least one NC Essential science, social studies, information & technology, healthful living, or world languages standards being addressed by the residency and primary learning goal.</i></p> <p>Healthy Living: Understand the relationship between healthy expression of emotions, mental health, and healthy behavior.</p> <p>We will extend this concept to individual self-awareness and the ability to communicate emotions and personal experience through the craft of songwriting.</p>			

Program Overview *(Describe the activities you will present each day of the residency, or for the timeframe of the workshop/performance in order to develop participant understanding of the primary learning objective and the connecting arts and core curriculum standards. (Include approximate length of each activity).*

Day 1/Hour 1:

As an introduction, we will listen to a pop song and quickly dismantle the form of the song to understand a typical song form. A A B A or A B A B C B for example

15 minutes

I will guide the students in an introspective journaling session, with idea prompts if necessary.

20-25 minutes

We will then begin a discussion on the idea of songwriting as an art and learn some of the technical aspects of songwriting.

20-25 minutes

We can share and discuss some of the students' writing, if there is time and people are willing to share

Day 2/Hour 2:

I will guide the students in the creation of verses and choruses that come out of the thoughts and feelings they have expressed in their journals:

- 1) Helping them to create/define a strong chorus section to solidify the main message they are trying to convey, which will get repeated throughout the song 2-3 times. We will discuss the idea of a melodic "hook" for musical impact.
- 2) Guiding them in creating 2-3 verses of the song, which will detail and expand upon the concepts that are referenced in the chorus section; these details will emerge from their journal writing. Here we will explore the idea of rhyme scheme and efficiency of language to communicate ideas and create a strong picture of their story.
- 3) Creating a bridge section to the song if warranted or desired

Day 3/Hour 3:

This is where we will get into the musical section more deeply – creating melodies for the lyrics, and harmonic changes to support those melodies. I will have a piano or guitar to support this piece. Participants do not need to know how to play an instrument to do so. They need to bring their imaginations and inherent musical sensibility.

If there is time, we may record a version of their song so that they can continue to work on it musically outside of school time. The purpose of the workshop is completing a finished lyrical work. This teaches the empowering skill of using creative expression of their own personal thoughts and feelings to share an idea, inspire change, or make an artistic statement through song.

Materials: *List materials that will be required to conduct this program.*

Students will need a notebook or journal and a pen/pencil to brainstorm ideas and create their story. Artist will bring a Bluetooth speaker for listening to song examples, and any worksheets that will support the creative process of songwriting for the participants.

Teacher Involvement	Program Evaluation
<p>Teacher(s) role: <i>Describe the role of the classroom teacher before, during, and/or after the sessions and activities.</i></p> <p>Teachers can support the writing process and help answer any individual questions about vocabulary or rhyme scheme during the second hour of the residency.</p>	<p>Evaluation Tool(s): <i>Describe how you will evaluate your program's success. Address at what points you will check in throughout the residency to determine student learning and participation levels.</i></p> <p>I will watch student participation and attempt to engage all students in the journaling session and the songwriting process.</p> <p>I will ask students to complete an evaluation form with feedback of their experience.</p> <p>I will discuss the program with the teacher via phone or email the week afterward to determine if the program was successful.</p>
<p>Teacher-Artist Orientation: <i>Outline your orientation checklist, including any questions, suggestions, collaboration ideas and any information you will provide to teachers/staff as part of this program.</i></p> <p>Artist will bring some informational songwriting concepts/worksheets to discuss with teacher</p> <p>Teacher and artist can generate some main points/ideas to keep students focused on; writing prompts</p>	<p>Extension Activities: <i>Describe the tools you will leave behind for teachers and staff to develop and implement after you have left the classroom.</i></p> <p>I can record a first draft version of the songs for students if there is time on day 3; students can continue to craft songs outside of school or with the help of a music teacher.</p>
<p>Resources: <i>List resources consulted or used during the residency (books, DVD's, music, web resources, and other supporting materials)</i></p> <p>https://www.musical-u.com/learn/anatomy-of-a-song-the-three-most-common-song-forms/ Girls Rock Madison songwriting workshop tools MP3s of local artists/national artists as song form reference</p>	
<p>Space Requirements: Classroom/music room</p>	<p>Technical Needs: Projector if possible to show slides pertinent to the songwriting process (I can have worksheets on hand if this is not possible); outlet to plug in my portable piano, unless music room is available to work in.</p>

Program Variations Available: *Describe any flexibility in the program or other variations of the program offered, etc.*

If desired, the teacher/students can book more time with the artist to record final versions of their songs. This can be the following week or at a later date.

Additional Comments:

This program can be immersion style – where we work for three hours with short breaks and get final drafts of song lyrics; this program can be shortened to two hours if the musical portion of the songwriting process is not desired. Ideally this program will occur an hour each day, over a period of three days.