Songwriting Unit Pedagogy

Instruction in this unit will be delivered primarily in an online, modular format. The modules will follow a weekly format (see unit plan) and each of the activities in the modules will have clearly outlined expectations in the actual assignments themselves. The instruction is broken down into these components:

**Online lecture videos**—Screencasts of lectures will constitute instruction for five weeks of the marking period (Modules two through six). Lectures will be supported with PowerPoint presentations and aural examples when necessary.

*Learning styles supported: Visual-Spatial, Verbal-Linguistic, Musical*

**Journaling Activities**—Many of the modules will include opportunities for students to engage with their own feelings and thoughts about certain topics. This will also give them space to voice concerns or opinions about the songwriting process or certain genres of songs that we listen to in class.

*Learning styles supported: Verbal-Linguistic, Musical, Intrapersonal*

**Composition Activities**—The main focus of this unit is learning how the compositional process works. Students will synthesize their knowledge of the elements of music and be able to build a song. Students will also demonstrate their facility with language and poetry to compose lyrics to accompany the musical elements.

*Learning styles supported: Verbal-Linguistic, Musical, Intrapersonal, Logical-Mathematical*

 **Analysis Activities**—Many of the modules will include analysis activities (either in the form of Jan LaRue’s Guide to Style Analysis or in the form of self/peer evaluation)

*Learning styles supported: Verbal-Linguistic, Musical, Interpersonal, Logical-Mathematical*

 **Found Object Activities**—Some of the modules will include activities where students will need to search for items in their home environment to incorporate into their songwriting process.

*Learning styles supported: Naturalistic, Visual Spatial, Bodily-Kinesthetic, Interpersonal, Intrapersonal*

 **Performance and/or Video Recording component**—The final activity will be a performance either on the video call or a screenshare of a video that they have produced themselves featuring their song.

*Learning styles supported: Visual Spatial, Bodily-Kinesthetic, Interpersonal, Intrapersonal, Musical.*

These activities will be supported by a weekly video conference meeting in lieu of actual synchronous class time to give students a chance to discuss material, ask questions, and socialize with each other in a safe environment.

*Learning styles supported: Visual Spatial, Verbal Linguistic, Interpersonal, Naturalistic*