

Songwriting project: Teacher Guide



Create & Collaborate

(—) Soundtrap®

Project outcomes

Students will work in groups to compose and record their own melody lines, harmonies and lyrics over a given backing track.

Students will demonstrate some understanding of the key features of the style of the backing tracks provided through their musical choices

Students will demonstrate an understanding of how songs are constructed through choices made over the construction of lyrics, additional use of harmonies and contrasting melodies between verse and chorus that are suggested form within the backing tracks.

Teachers can use these to set their own specific objectives for each lesson or for the project as a whole. Lesson by lesson objectives are best set in response to what happened the lesson before as part of weekly planning.

Assessment

Students will be making considered choices over:

- Which backing track to use
- How to try out ideas
- How to bring in prior learning to inform the construction of melodies, addition of harmony parts, choice of lyrics
- Find other music in similar styles from which to find inspiration and ideas
- How they work together to achieve the outcomes and what role each will play within the group
- Communicate musical understanding through discussion, planning and by the development of the piece across several weeks
- How to manage and make best use of Soundtrap to support their creative ideas
- How to use the technology to better enhance the finished recording
- Demonstrate an understanding different roles in songwriting- some lyricists- some singing some "producing", melody writing etc

Teachers may wish to add some assessment points across the project, for example Lyric writing- produce a verse or chorus for a set assessment point.

Resources

In your resource pack you will find:

- Songwriting audio files
- Song Structure screenshots
- Songwriting video play alongs
- The Musical Futures Soundtrap EDU Startup Guide

You will need:

- Access to a computer for the initial set up
- Access for your students to their - Soundtrap accounts via devices or computers during the lesson and at home



Click to access the resources
online

Get Started

Below are a few suggested activities you can do first to help prepare students to meet their objectives:

Objective: Students will work in groups to compose and record their own melody lines and lyrics over a given backing track.

Delve into the Musical Futures Songwriting resources for ideas to support students with lyric-writing

Objective: Keeping with the given style of the backing tracks provided

Choose a class play along eg. 3 little birds for reggae. Play it as a class and get to know and recognise key features of the style

The Groove your Classroom resource has a variety of different grooves to explore using class percussion

If you have attended a Musical Futures Australia or International workshop, you will have free access to these via the login you were sent after the workshop or on your USB.

Teachers in the UK can purchase resources independently from the UK website.

**Click to find a workshop
near you!**

Objective: Demonstrate an understanding of how songs are constructed through choices made over the construction of lyrics, additional use of harmonies and contrasting melodies between verse and chorus that are suggested form within the backing tracks.

Find Your Voice is a great way to help student to understand how music is constructed by singing and recreating music vocally. Free resources are available here: <https://www.musicalfutures.org/resource-type/find-your-voice>

Song structure:

In order for students to find out what they need to create, they will need to understand the structure of the backing track. We have provided screen shots that show an overview of the song structures for each one and a play along video that can be used to help students understand which sections might work as a verse/chorus/bridge etc and how long each one lasts. There are various ways to explore this as a class, or these resources can be shared with groups as tools to help them to plan.

Song Structure Ballad

Ballad

A \parallel : G / D/F# / | Em / / / | C / / / / | G / D / : \parallel x4

B \parallel : C / / / / | D / / / / | Em / / / / | D / / / / : \parallel x2

C \parallel : G / / / / | D_{sus} / / / / | Em / / / / | C / / / / : \parallel x2

A B C A B C C

Ballad

A \parallel : G / D/F# / | Em / / / / | C / / / / | G / D / : \parallel x4

B \parallel : C / / / / | D / / / / | Em / / / / | D / / / / : \parallel x2

C \parallel : G / / / / | D_{sus} / / / / | Em / / / / | C / / / / : \parallel x2

A B C A B C C

Song Structure Funk

Funk

A ||: Em / / / | Em / / / | Em / / / | Em / / / :||

B

||: Cmaj7 / / / | Am6 / / / | Em / / / | Bm6 / / / :||

||: Cmaj7 / / / | Am6 / / / | Em / / / | B7 / / / :||

Ax4 **B** **A**x4 **B**x4 Coda

Funk

A ||: Em / / / | Em / / / | Em / / / | Em / / / :||

B

||: Cmaj7 / / / | Am6 / / / | Em / / / | Bm6 / / / :||

||: Cmaj7 / / / | Am6 / / / | Em / / / | B7 / / / :||

Ax4 **B** **A**x4 **B**x4 Coda

Song Structure Classic

Rock

Classic Rock

A ||: E⁵ D⁵ E⁵ | D⁵ / A⁵ / | E⁵ D⁵ E⁵ | D⁵ / A⁵ D⁵:||

B ||: E⁵ D⁵ E⁵ | D⁵ / C^{#5} D⁵ | E⁵ D⁵ E⁵ | D⁵ / C^{#5} D⁵:||

C ||: G⁵ / / / | A⁵ / / / :|| G⁵ / / / | B⁵ / / / |

x3

D ||: E⁵ D⁵ E⁵ | G⁵ / A⁵ / | E⁵ D⁵ E⁵ | G⁵ / A⁵ / :||

E ||: E⁵ / / / | D⁵ / / / | C^{#5} / / / | D⁵ / / / :||

A^{x4} B^{x2} C D^{x2} B^{x4} C D^{x2} E^{x6} A^{x2} B^{x2} D^{x4}

Classic Rock

A ||: E⁵ D⁵ E⁵ | D⁵ / A⁵ / | E⁵ D⁵ E⁵ | D⁵ / A⁵ D⁵:||

B ||: E⁵ D⁵ E⁵ | C^{#5} D⁵:||

C ||: G⁵ / / / | / / / |

D ||: E⁵ D⁵ E⁵ | G⁵ / A⁵ / | E⁵ D⁵ E⁵ | G⁵ / A⁵ / :||

E ||: E⁵ / / / | D⁵ / / / | C^{#5} / / / | D⁵ / / / :||

A^{x4} B^{x2} C D^{x2} B^{x4} C D^{x2} E^{x6} A^{x2} B^{x2} D^{x4}

Song

Structure Medium Rock

Medium Rock

A ||: \dot{C} / / / | G / / / | F / / / | G / / / :||

B
| Am / G / | F / / / | Am / G / | F / / / |
| Am / G / | F / / / | G / / G^{sus} | G / / / |

C ||: C / / / | G / / / | F / / / | G / / / :||

A^{x4} **B** **C**^{x2} **A**^{x2} **B** **C**^{x4} **A**^{coda}

Medium Rock

A ||: \dot{C} / / / | G / / / | F / / / | G / / / :||

B
| Am / G / / / / |
| Am / G / / / / |

C ||: C / / / | G / / / | F / / / | G / / / :||

A^{x4} **B** **C**^{x2} **A**^{x2} **B** **C**^{x4} **A**^{coda}

Song Structure Reggae

Reggae

A \parallel : $\overset{\bullet}{D}$ / / / | A / G / | D / / / | A / G / : \parallel

B \parallel : D / / / | G / / / | A / / / | G / / / : \parallel

A^{x4} B^{x2} A^{x4} B^{x2} A^{x4} B^{x4}

Reggae

A \parallel : $\overset{\bullet}{D}$ / / / | A / G / : \parallel

B \parallel : D / / / | G / / / | A / / / | G / / / : \parallel

A^{x4} B^{x2} A^{x4} B^{x2} A^{x4} B^{x4}

Setting up assignments in Soundtrap

Creating assignments allows you to see all of your student projects and keep them organised in different sections. But to create an assignment you first need to create a project.

Create a (blank) project template

- Enter studio to create a new project.
- Select a blank template.
- Then click add a new track
- select voice and microphone
- rename your project (e.g 'CLASSNAME' Songwriting 1)
- press save
- exit studio

Sharing an assignment with your students.

Now you are ready to create an assignment link to share with your students.

IMPORTANT- If your students are working in a group then they will want a shared project (rather than one each). Therefore only one student per group needs to click on the assignment link. Then they invite the rest of the group to collaborate

Click for instructions on
on setting up an
assignment

Setting up assignments in Soundtrap

Example instructions to students

FOLLOW THESE 3 steps carefully:

1. ONE person ONLY in each group open the following soundtrap project and invite the rest of the group to collaborate

<https://www.soundtrap.com/studio/fork/vBRKg1BtTXqXcpPkvg/>

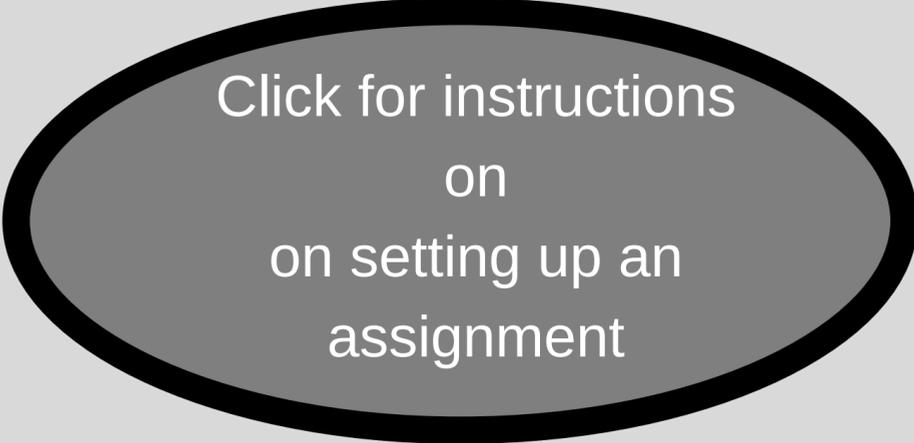
2. Then change the BPM to match your chosen backing track

3. then import your chosen backing track from

<https://tinyurl.com/shbsoundtrap>

(download your chosen backing track then 'import file')

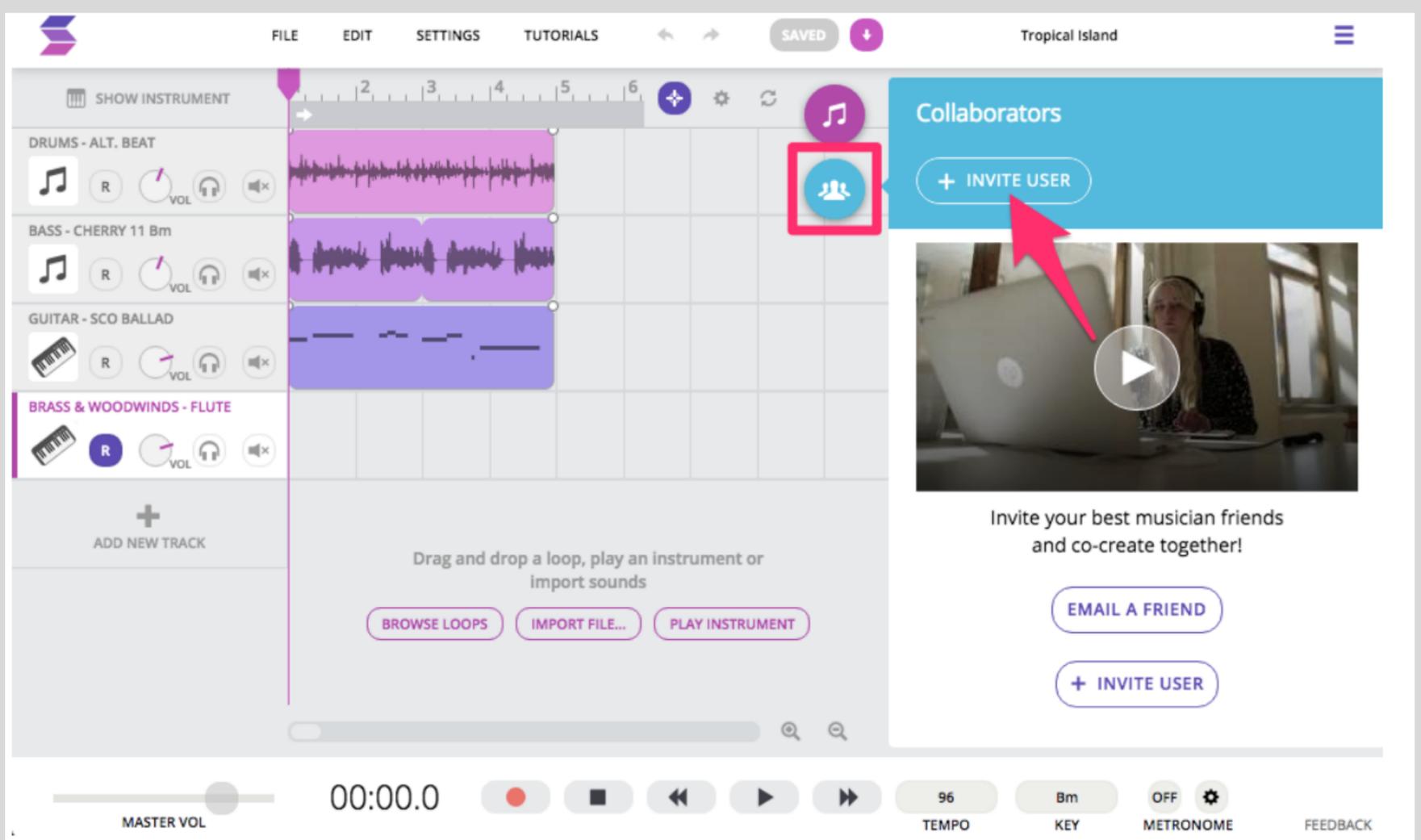
Now you are ready to record vocals



Click for instructions
on
on setting up an
assignment

How students invite the rest of the group to collaborate

From within the project they select the collaborate tab and then invite each other via email.



Remember when students are working face to face they only need 1 device, the collaboration feature is for when they are at home.

Click for instructions
on
on setting up an
assignment

Outcomes

Students can submit their recording in Soundtrap at the end of each lesson for feedback from the teacher via the chat thread: Students could also reflect on their progress in the chat thread too. What Went Well, Even Better If, what we are going to do next lesson, each student could also comment on their role within the group. Teachers can also be given access to projects as they develop and use the chat box to give targeted feedback as needed. This also acts as a good way to keep an eye on some of the conversation happening outside of the lesson!

Students should collaborate on the project outside lessons: We recommend that students re-record ideas outside of lesson time when it's quieter and they might have access to higher quality recording equipment

Students will submit a completed recording in Soundtrap at the end of the project. They can also share their project by uploading to YouTube. This is a good way of preserving the work in a more long term way: By uploading to SeeSaw or similar, via YouTube you can then get other groups to comment on each others work.

A note about online safety

Soundtrap for Education is fully compliant with the Children's Online Privacy Protection Act (COPPA), thanks to the online privacy features that are included. These include the following:

Walled garden. All users are placed in a safe, protected environment where they can collaborate. Their profiles are not visible to the outside world and they cannot contact or be contacted by people outside of their group.

Minimal profile. Only allows for the first name and last name to be stored in the profile. No profile picture, tags, location or description will be stored.

Please note that the freemium version of Soundtrap (Basic account) is NOT compliant with COPPA.

Teachers should always ensure that any online work confirms to the policies and rules set by their individual schools.

Useful Links

What next?

Find a workshop near you [CLICK HERE](#)

Join one of our online teacher communities and share what you have been doing [CLICK HERE](#)

Send us a blog post for our website [CLICK HERE](#)

Share with us on social media tagging in [@mufuinternat](#), [@soundtrap](#)
[#talklessplaymore](#) [#musicalfutures](#)

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