

Year 9 and 10 Music

Journaling

Throughout this lesson block students:

- Develop a journal of your song writing process and experience.
- Analyse how your song referenced other song writers, bands or artists musical ideas in the inspiration for your song.
- Identify and reflect upon how specific features of your song were formulated through the collaborative process.
- Mix, produce and complete the final recording of the songs in groups.

Students' complete journaling activity by evaluating their approach to developing a song with as an individual and as a member of a group.

Time Allocation 3 Lessons (3.5 hours)

Lesson Objectives	<ul style="list-style-type: none"> <li>• Identify and analyse song references and musical ideas that inspired the song and song writing process</li> <li>• Complete journal evaluation activity to reflect on the song writing process</li> <li>• Complete final mix, produce and edit of songs created in groups</li> </ul>
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This lesson has a **critical thinking** and **creativity** and **literacy** focus:

Underpinning General Capabilities	<ul style="list-style-type: none"> <li>• pose questions to critically analyse complex issues and abstract ideas</li> <li>• give reasons to support their thinking, and address opposing viewpoints and possible weaknesses in their own positions</li> <li>• clarify complex information and ideas drawn from a range of sources</li> <li>• balance rational and irrational components of a complex or ambiguous problem to evaluate evidence</li> <li>• identify, plan and justify transference of knowledge to new contexts</li> <li>• analyse reasoning used in finding and applying solutions, and in choice of resources</li> <li>• use logical and abstract thinking to analyse and synthesise complex information to inform a course of action</li> <li>• evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have identified</li> <li>• use language that indirectly expresses opinions and constructs representations of people and events, and consider expressed and implied judgments</li> <li>• use subject-specific vocabulary to express abstract concepts, and refine vocabulary choices to discriminate between shades of meaning</li> <li>• control a range of simple, compound and complex sentence structures to convey complex ideas, build and support arguments, and change emphasis</li> </ul>
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Key Words Song writing; collaboration; evaluation; formative; DAW