

## CUAMCP311 Create Simple Musical Compositions

### Session 1: Getting Started

In this session trainers:

- Facilitate introductions: Invite learners to share their names, pronouns, instruments they play, and examples of music they've been listening to.
- Facilitate collaborative activities: Lead one or more of the website's lyric starters (e.g. *Pass the Page, Free Writing, Start with the Senses*).
- Prompt reflection: Ask learners to reflect on writing lyrics collaboratively .
- Establish a working agreement: Guide class in setting expectations for respectful collaboration and outline classroom expectations for songwriting.
- Explore song foundations: Brainstorm ways to begin a song and introduce the SongMakers website as a resource.
- Support group formation: Assist learners to form songwriting groups.
- Guide reference track selection: Help groups identify influences and create a shared playlist.

Time Allocation            1 hour

Learning Intentions

- Confirm the purpose of their composition.
- Collaboratively generate ideas for lyrics.
- Develop shared expectations for collaboration.
- Identify shared musical influences and stylistic references.

Success Criteria

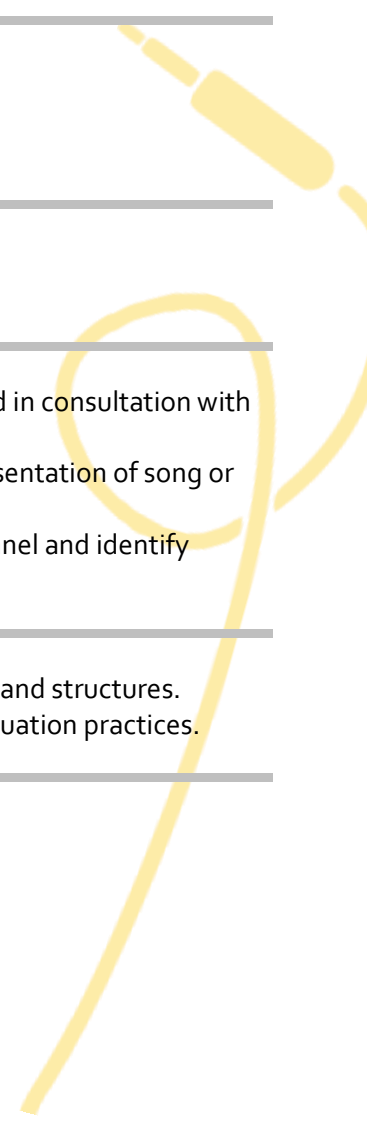
- I contribute my own ideas for lyrics
- I listen to and build on the ideas of others
- I share examples of music that inspires me

Performance criteria

- 1.1 Confirm purpose of song or musical piece to be composed in consultation with required personnel
- 1.4 Discuss and agree on convention and format for final presentation of song or musical piece with required personnel
- 3.3 Discuss use of aural perception skills with required personnel and identify strategies to improve compositional outcomes

Knowledge Evidence

- KE1. Conventional and unconventional musical styles, forms and structures.
- KE8. Communication skills to gather feedback to inform evaluation practices.



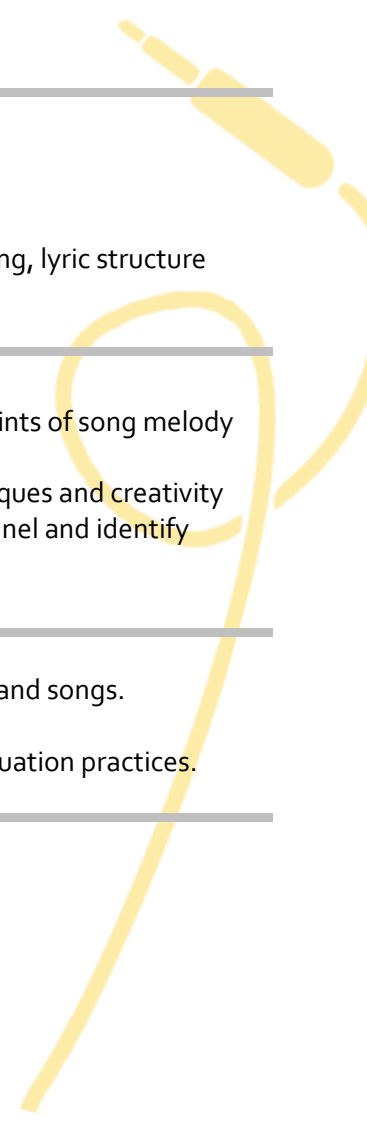
## VET Music Songwriting: CUAMCP311

## Session 2: Lyrics

In this session trainers:

- *Introduce lyric-writing resources: Show the Lyrics page (Yeo video, Al Parkinson's The One That Got Away).*
- Play and analyse reference songs: Discuss how lyrics tell stories, focusing on narrative, point of view, and imagery.
- Facilitate group lyric writing: Organise learners into songwriting groups to draft lyrics.
- Support lyric shaping: Encourage learners to refine drafts by combining ideas.
- Prompt sharing: Invite groups to share their work-in-progress lyrics and encourage peer feedback.
- Prompt reflection: Ask learners what worked well and how lyrics shape the direction of their song.

Time Allocation	1 -2 hours
Learning Intentions	<ul style="list-style-type: none"> <li>● Create original lyrics collaboratively</li> <li>● Analyse how lyrics tell a story</li> <li>● Reflect on the lyric writing process</li> </ul>
Success Criteria	<ul style="list-style-type: none"> <li>● I contribute ideas for group lyrics</li> <li>● I listen to and build on the ideas of others</li> <li>● I can identify the story or message in a song</li> <li>● I notice techniques songwriters use such as repetition, rhyming, lyric structure</li> <li>● I share reflections on what worked well during groupwork</li> </ul>
Performance criteria	<ul style="list-style-type: none"> <li>● 2.3 Align lyrics with starting points, climaxes and cadence points of song melody as required</li> <li>● 2.6 Test and manipulate musical elements using aural techniques and creativity</li> <li>● 3.3 Discuss use of aural perception skills with required personnel and identify strategies to improve compositional outcomes</li> </ul>
Knowledge Evidence	<ul style="list-style-type: none"> <li>● KE5. Aural techniques used when composing musical pieces and songs.</li> <li>● KE6. Process for composing melodies.</li> <li>● KE7. Communication skills to gather feedback to inform evaluation practices.</li> </ul>

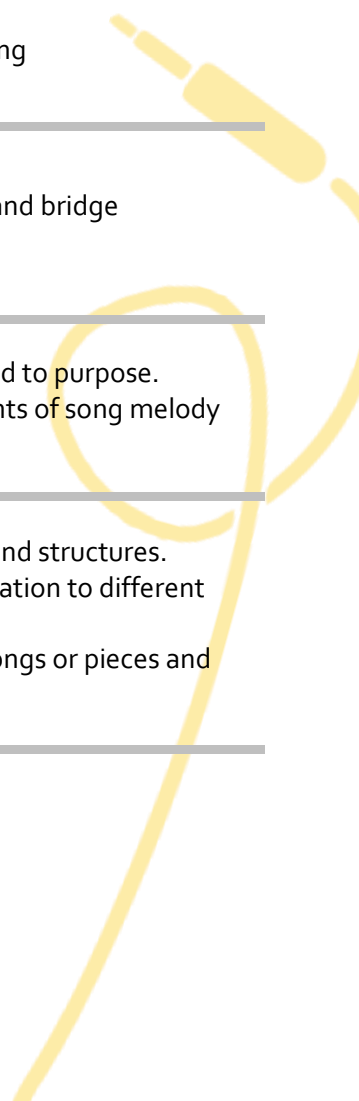


VET Music Songwriting: CUAMCP<sub>311</sub>      Session 3: Form and Structure

In this session trainers:

- Introduce resources: Show the Song Form page (Yeo videos, diagrams).
- Explain standard forms. Outline verse–chorus–bridge (plus intro/outro) and play examples.
- Guide lyric shaping: Support groups fitting lyrics into a chosen structure.
- Highlight contrast: Prompt learners to consider differences between sections (instruments, rhythm, bass, texture) using the website’s “Tips for arranging a verse.”
- Facilitate analysis: Play reference songs and ask learners to identify the purpose of different sections.
- Support documentation: Assist learners to write down their structure alongside lyrics.
- Prompt sharing: Invite groups to share their work-in-progress songs with peers
- Prompt reflection: Ask learners to explain their choices for song form

Time Allocation	1 -2 hours
Learning Intentions	<ul style="list-style-type: none"> <li>● Create lyrics and song structure collaboratively</li> <li>● Document lyrics and structure</li> <li>● Analyse the purpose and meaning of different sections in a song</li> <li>● Share and reflect on work-in-progress songs</li> </ul>
Success Criteria	<ul style="list-style-type: none"> <li>● I contribute ideas for group lyrics and form/structure</li> <li>● I can describe the role of sections of songs like verse, chorus, and bridge</li> <li>● I contribute to the documentation of our groups song</li> <li>● I share our group’s work-in-progress songs with confidence</li> </ul>
Performance criteria	<ul style="list-style-type: none"> <li>● 1.2 Select musical styles, elements, forms and structures suited to purpose.</li> <li>● 2.3 Align lyrics with starting points, climaxes and cadence points of song melody as required (introduced here via lyric-to-structure alignment).</li> </ul>
Knowledge Evidence	<ul style="list-style-type: none"> <li>● KE1. Conventional and unconventional musical styles, forms and structures.</li> <li>● KE2. Chord progressions and sequences in melody, and application to different musical styles and moods.</li> <li>● KE3. Issues and challenges that typically arise in composing songs or pieces and strategies for resolving them.</li> </ul>



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## Session 4: Chords & Melody

In this session trainers:

- Introduce resources: Show the website and reference tracks for melody and chords. Highlight melody-building strategies and chord examples.
- Lead class performance: Perform "The One That Got Away" (Al Parkinson) as a class. Discuss how chords (C–Em–F–G) and melody work together. Prompt learners to identify climax points, rhythm, and phrasing.
- Facilitate melody and chord creation: Guide learners to improvise simple melodies (singing), and explore chord progressions using familiar shapes on guitar/keyboard or digital tools.
- Support song development: Circulate among groups, prompting learners to:
  - Identify climax points, harmonies (PC 2.2)
  - Align lyrics to melody shape (PC 2.3)
  - Test chord progressions for style/mood fit (PC 2.4)
  - Ensure rhythmic coherence (PC 2.5)
  - Experiment creatively using aural feedback (PC 2.6)
  - Assess register/difficulty against style and performance needs (PC 2.7)
- Support notation/recording: help learners capture chords/melodies with chord sheets, lyric sheets, audio, or DAWs etc.
- Prompt reflection: Ask learners to describe what worked well and what challenges they faced.
- Facilitate sharing: Groups present their work-in-progress songs to peers.
- Guide analysis: Lead discussion comparing learners' approaches. Ask: What strategies made melodies stronger? How did chord progressions influence mood? Which combinations felt stylistically appropriate

Time Allocation	1-2 hours
Learning Intentions	<ul style="list-style-type: none"> <li>● Create melody and chords collaboratively</li> <li>● Document chords and lyrics</li> <li>● Analyse the chords in reference tracks and own song</li> <li>● Share and reflect on chords and melody in work-in-progress songs</li> </ul>
Success Criteria	<ul style="list-style-type: none"> <li>● I contribute ideas for group melody and chords</li> <li>● I can document chords and lyrics using chord symbols or explaining/showing</li> <li>● I contribute describe chords and melody in reference tracks</li> <li>● I share our group's work-in-progress songs with confidence</li> </ul>

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- Performance criteria
- 2.1 Apply standard melody conventions to song or musical piece
  - 2.2 Identify climax points, harmonies and intervals to be used in song or musical piece
  - 2.3 Align lyrics with starting points, climaxes and cadence points of song melody as required
  - 2.4 Use chord progressions and sequences in melody that suit style and mood of song or musical piece
  - 2.5 Confirm melody is rhythmically coherent and appropriate rhythm patterns are used for style and mood of song or musical piece
  - 2.6 Test and manipulate musical elements using aural techniques and creativity
  - 2.7 Assess level of difficulty and register of melody and match them to characteristics of musical style used in song or musical piece
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- Knowledge Evidence
- KE2. Chord progressions and sequences in melody, and application to different musical styles and moods.
  - KE3. Scope and capacity of instruments used for developing compositions.
  - KE5. Aural techniques used when composing musical pieces and songs.
  - KE6. Process for composing melodies.
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## Session 5: Style

In this session trainers:

- Introduce resources: Show learners the Style page on the SongMakers website. Play examples of conventional and unconventional styles (e.g. Pop, Rock, Hip Hop, EDM).
- Lead discussion on style traits: What makes this style “typical” for its genre? What sounds unusual or different? How do these choices affect the mood/impact of the song?
- Facilitate style exploration: Guide learners to identify the style of their song and experiment with applying different stylistic approaches to their collaborative song.
- Facilitate sharing : Invite groups to share their work-in-progress songs with peers, focusing on style. Encourage peer discussion: *How would you describe the style? Which elements stand out?*

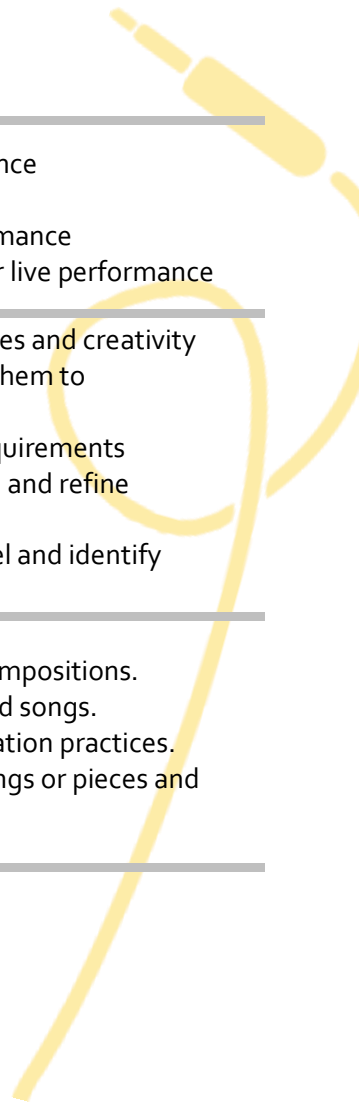
Time Allocation	1 hour
Learning Intentions	<ul style="list-style-type: none"> <li>● Experiment and explore style</li> <li>● Identify stylistic features from reference tracks</li> <li>● Share and reflect on style choices in work-in-progress songs</li> </ul>
Success Criteria	<ul style="list-style-type: none"> <li>● I can try out different styles</li> <li>● I can help choose a style for our song</li> <li>● I can listen to reference tracks and identify key features of style a</li> <li>● I share our group’s work-in-progress songs with confidence</li> </ul>
Performance criteria	<ul style="list-style-type: none"> <li>● 1.2 Select musical styles, elements, forms and structures suited to purpose of song or musical piece</li> <li>● 1.3 Select instruments, playing techniques or technologies suited to purpose of song or musical piece</li> <li>● 2.4 Use chord progressions and sequences in melody that suit style and mood of song or musical piece</li> <li>● 2.5 Confirm melody is rhythmically coherent and appropriate rhythm patterns are used for style and mood of song or musical piece</li> <li>● 3.1 Evaluate and adjust own work according to composition requirements</li> <li>● 3.2 Seek feedback on work in progress from required personnel and refine composition as required</li> </ul>
Knowledge Evidence	<ul style="list-style-type: none"> <li>● KE1. Conventional and unconventional musical styles, forms and structures.</li> <li>● KE2. Chord progressions and sequences in melody, and application to different musical styles and moods.</li> <li>● KE3. Scope and capacity of instruments used for developing compositions.</li> <li>● KE4. Issues and challenges that typically arise in composing songs or pieces and strategies for resolving them.</li> </ul>

## VET Music Songwriting: CUAMCP<sub>311</sub> Session 6: Performing

In this session trainers:

- Structure rehearsal time: Explain expectations for group rehearsals and help learners set clear goals for their session.
- Facilitate rehearsal support: Circulate between groups, giving feedback on arrangement, performance techniques, and group collaboration.
- Organise live performance: Invite groups to perform their songs for the class. Ensure a reference recording is made (using phone, laptop, or DAW).
- Prompt reflection: After each performance, ask learners how the rehearsal process shaped their work and what they learned from performing live.
- Lead analysis: Guide discussion on the musical features of each group’s song, asking learners to identify strengths, unique choices, and areas for refinement.

Time Allocation	2-3 hours
Learning Intentions	<ul style="list-style-type: none"> <li>● Rehearse original songs for live performance</li> <li>● Present and record original songs</li> <li>● Reflect on rehearsal process and performance</li> </ul>
Success Criteria	<ul style="list-style-type: none"> <li>● I can learn my part to contribute to my group’s timing and balance</li> <li>● I listen to and build on the ideas of others to rehearse our song</li> <li>● I can demonstrate confidence, fluency, and readiness in performance</li> <li>● I can contribute to making a clear and accurate recording of our live performance</li> </ul>
Performance criteria	<ul style="list-style-type: none"> <li>● 2.6 Test and manipulate musical elements using aural techniques and creativity</li> <li>● 2.7 Assess level of difficulty and register of melody and match them to characteristics of musical style used in song or musical piece</li> <li>● 3.1 Evaluate and adjust own work according to composition requirements</li> <li>● 3.2 Seek feedback on work in progress from required personnel and refine composition as required</li> <li>● 3.3 Discuss use of aural perception skills with required personnel and identify strategies to improve compositional outcomes</li> </ul>
Knowledge Evidence	<ul style="list-style-type: none"> <li>● KE3. Scope and capacity of instruments used for developing compositions.</li> <li>● KE5. Aural techniques used when composing musical pieces and songs.</li> <li>● KE 7. Communication skills to gather feedback to inform evaluation practices.</li> <li>● KE9. Issues and challenges that typically arise in composing songs or pieces and strategies for resolving them.</li> </ul>



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## Session 7: Sharing

In this session trainers:

- Structure rehearsal time: Help learners set clear goals for their final rehearsal.
- Facilitate rehearsal support: Circulate between groups, giving feedback on arrangements, performance techniques, and collaboration.
- Organise live performance: Invite groups to perform their completed songs for the class. Ensure a reference recording is made (phone, laptop, or DAW).
- Prompt reflection: After each performance, ask learners how the rehearsal shaped their song and what they learned from performing live.
- Lead analysis: Guide discussion on the musical features of each performance. Ask learners to identify strengths, unique choices, and areas for refinement.

Time Allocation	2-3 hours
Learning Intentions	<ul style="list-style-type: none"> <li>• Rehearse and refine original songs for live performance.</li> <li>• Capture a recording of the performance for reflection and analysis.</li> <li>• Use feedback and analysis to evaluate compositional outcomes.</li> </ul>
Success Criteria	<ul style="list-style-type: none"> <li>• I contribute to a focused rehearsal that prepares my group for performance.</li> <li>• I perform my group's song in a live setting.</li> <li>• I use a reference recording for reflection and peer analysis</li> <li>• I identify strengths and areas for improvement in my own and others' songs.</li> </ul>
Performance criteria	<ul style="list-style-type: none"> <li>• 2.6 Test and manipulate musical elements using aural techniques and creativity</li> <li>• 2.7 Assess level of difficulty and register of melody and match them to characteristics of musical style</li> <li>• 3.1 Evaluate and adjust own work according to composition requirement</li> <li>• 3.2 Seek feedback on work in progress from required personnel and refine composition as required</li> <li>• 3.3 Discuss use of aural perception skills with required personnel and identify strategies to improve compositional outcomes</li> </ul>
Knowledge Evidence	<ul style="list-style-type: none"> <li>• KE3. Scope and capacity of instruments used for developing composition</li> <li>• KE5. Aural techniques used when composing musical pieces and songs</li> <li>• KE7. Communication skills to gather feedback to inform evaluation practices</li> <li>• KE9. Issues and challenges that typically arise in composing songs or musical pieces and strategies for resolving them</li> </ul>

## VET Music Songwriting: CUAMCP<sub>311</sub>

## Session 8: Copyright

In this session trainers:

- Introduce copyright: Show the *Protect Your Song* page on the SongMakers website. Explain how learners can evidence ownership (recordings, lyric sheets, chord charts, lead sheets, tab, piano roll).
- Debunk myths: Clarify that copyright in Australia is automatic — the © symbol is not required.
- Support documentation: Guide learners to document their songs in an agreed format suited to their skills and style.
- Practice registration: Provide the Song Information Template for a mock APRA AMCOS registration.
- Facilitate sharing: Encourage learners to share their documentation with peers and provide constructive feedback.
- Prompt reflection: Ask learners why protecting songs matters and how registration could support their future careers.

Time Allocation      1 hour

- Learning Intentions
- Understand how copyright protects original songs.
  - Learn ways to evidence ownership of a song.
  - Practice registering a song with APRA AMCOS.
  - Reflect on the role of copyright in professional music practice.

- Success Criteria
- I explain why copyright protection matters for songwriters.
  - I record or document a song in an agreed format.
  - I can complete a mock APRA AMCOS registration using the template.
  - I reflect on how copyright supports musicians' careers.

- Performance criteria
- 3.1 Evaluate and adjust own work according to composition requirements
  - 3.2 Seek feedback on work in progress from required personnel and refine composition as required
  - 4.1 Apply copyright notice to composition according to requirements
  - 4.2 Present compositions in agreed format and within required timeframe

- Knowledge Evidence
- KE4. Techniques for using technology to present musical works for submission and feedback
  - KE7. Communication skills to gather feedback to inform evaluation practices
  - KE8. Copyright requirements when composing songs and musical pieces, including required format

## VET Music Songwriting: CUAMCP<sub>311</sub>

## Session 9: 10 min challenge

In this session trainers:

- Set up the challenge: Explain that learners will create a brand-new song in just 10 minutes (solo or in small groups).
- Facilitate writing: Start a timer and prompt learners to quickly brainstorm lyrics, chords, and/or melody.
- Support creation: Circulate and encourage learners to keep it simple — focus on getting an idea across rather than perfection.
- Facilitate performances: Invite groups to perform their mini-song live for the class (can be acapella, body percussion, or with instruments).
- Prompt reflection: Ask learners what surprised them about the process, what worked, and how speed-writing compares to longer projects.

Time Allocation      1 hour

Learning Intentions

- Experiment with creating a simple song under time pressure.
- Apply melody, chord, and lyric writing strategies quickly.
- Build confidence in performing and sharing ideas.
- Reflect on the differences between speed-writing and extended projects.

Success Criteria

- I contribute to writing a quick song idea in 10 minutes.
- I apply chords, melody, and/or lyrics in a short timeframe.
- I perform or present a mini-song to peers.
- I reflect on what worked and how the process compared to longer songwriting.

Performance criteria

- 2.1 Apply standard melody conventions
- 2.3 Align lyrics with melody phrasing/cadence
- 2.4 Use chord progressions that suit style/mood
- 2.6 Test and manipulate elements using aural techniques
- 3.2 Seek feedback on work in progress and refine

Knowledge Evidence

- KE5. Aural techniques used when composing songs.
- KE6. Process for composing melodies.
- KE9. Issues and challenges that typically arise in composing songs and strategies for resolving them.

## Important Note for Teachers

These resources support delivery of **CUAMCP311 – Create Simple Musical Compositions** in VET in Schools (VETDSS) and similar programs.

They are **support resources only** (not assessment tools) and do not replace an RTO's **Training and Assessment Strategy (TAS)** or assessment instruments. Teachers must adapt them to suit their learners and RTO compliance requirements.

The session plans and activities are provided as **guides and inspiration**, and may be adapted to suit different learners and contexts.

"Learning Intentions" and "Success Criteria" are included to reflect school-based planning.

**SongMakers is not an RTO** and does not deliver or assess accredited training.