LINDA JOHNSON
Composition Planning Template

PRECOMPOSE/PREWRITE

I AM GOING TO WRITE ABOUT			
I WANT TO CREATE A MOOD THAT IS			
TEMPO	❑ Fast	❑M edium	❑ Slow
INSTRUMENTS			

CHORD PATTERNS	❑ 12 Bar Blues	**Notes** C C C C F F C C G F C G **Measures** 1 2 3 4 5 6 7 8 9 10 11 12
	❑ 4 Chord Pop	**8 measures using C, F, G, and A in any order**
	❑ Random	**Plan to use premade loops in a DAW (GarageBand)**
FORM	❑ Verse/Chorus ❑ Rap Verses/Chorus ❑ Rap	

RHYTHMIC TRACK AND RHYMING COUPLETS

THE RHYTHM TRACK WILL BE	❑ Pre-made Loops ❑ Beat Sequencer ❑ Midi Instruments
I PLAN TO	❑ Layer instruments in and out OR ❑ use an "all instruments in" approach
RHYMING WORDS FOR RHYMING COUPLETS	

VERSE IDEAS *(put at least 2 rhyming couplets together to make 1 verse)*

BASSLINE AND CHORUS

STEP 1   Input bassline into DAW (use a premade loop, or input manually using midi instruments or a midi input for a bass guitar)

STEP 2   Begin to develop ideas for your chorus (or "hook") and melodic line or rhythmic flow for your verses

CHORUS IDEAS   (Should be repetitive, catchy, and sum up the main idea of the song)

REVISE AND EDIT –   REHEARSE, CHANGE LYRICS, ADD OR DELETE TRACKS AS NEEDED

PUBLISH/PERFORM – SHARE YOUR SONG OR CREATE A MUSIC VIDEO FOR YOUR SONG.

LINDA JOHNSON

Arts Integrated Composition Process
(Music and core content steps 1-3 occur simultaneously)

MUSIC

1 **Pre-compose** — Give students a **menu** and let them brainstorm musical ideas
Example: Topic, music parameters such as form, what types of rhythms, melody, and chords can be used

2 Students should lay a **rhythmic track** (either with live instruments or technology)

3 Students should create a **musical motif** either based on a melody or a bassline using the 12 bar blues pattern, or the pop chord pattern using I, IV, V, and VI chords

CORE CONTENT

1 **Prewrite** — Give students a **menu** and let them brainstorm gist statement ideas.
Example: Topic, Academic content, purpose, and audience

2 Students begin to organize writing into the **musical form** given in the music **menu**

3 Students begin to add **melodies** or **rhythmic meter** to their lyrics as they listen to the music.

4 **REVISE and EDIT.** This includes rehearsalds and recording as well. Repeat until satisfied!

5 **PUBLISH/PEFORM.** If a music video or any technology is involved, the writing process cycles again as a movie, power point, or music video with a storyboard.