



MAKE YOUR OWN

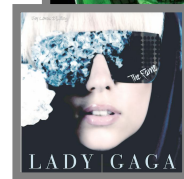
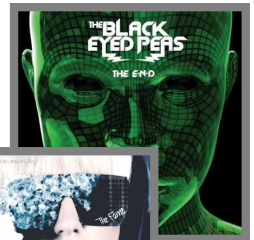
Pop Rock Song

The aim of this project is to learn how to compose a 'Pop/Rock Song'. Your child will be getting to grips with creating all sorts of funky bass lines, catchy melodies and powerful drum patterns that give that 'Pop/Rock feel'. Working on various exercises they will start to understand how many of their favourite songs have been made and in doing so they will be able to make their own Pop/Rock Song!

Pop



Pop music is, by definition, anything that is popular...which covers quite a lot! However there are artists and bands that could be described as Pop acts. The Black Eyed Peas, Cheryl Cole, Scissor Sisters and Lady Gaga are just a few names that are currently in the charts and who all fall into the Pop category. Back in the 1990's it was artists like Michael Jackson, Take That, Kylie Minogue and The Spice Girls that dominated the Pop genre.



The key to creating great Pop music is simplicity. Listeners should be able to enjoy it without having to focus all their attention on the music - it's easy to listen to!

So...if you're making a Pop song – keep it catchy and simple!

Rock

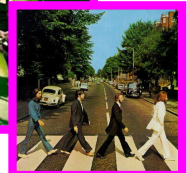
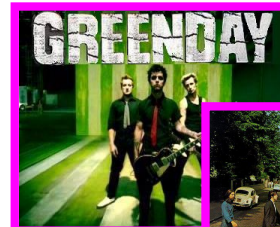


Rock music has been around for donkey's years...since the early 1970s! Bands like The Beatles, Led Zeppelin and The Rolling Stones have influenced the bands your children listen to today like The Kings of Leon, The Killers, Arctic Monkeys and Green Day.

Rock songs generally feature distorted guitars, big drum sounds and catchy **hooks** (this is another word for melodies that are easy to remember).

The key to making a great Rock song is to make sure all of the ideas are full of energy. Listen to some of your favourite bands for inspiration

So...if you're making a Rock song – make it powerful and full of emotion!



At the end of term a CD will be posted home with everyone's work on it so Family and Friends can listen to your first **Pop Rock Track**.

ENJOY!



Learning Outcomes

Enthusiasm and motivation for learning: Writing a song is an exciting and hugely creative process. The children can relate their listening experiences to this task, which will in turn encourage them to listen to music more critically and with greater interest and awareness.

Determination to reach high standards of achievement: Providing an audience for the children's work, whether this be another class, whole school or family and friends, places importance on the standard that their work must reach. Children always like others to listen to their work and have their efforts praised. This of course only occurs when their work meets a good standard.

Openness to new thinking and ideas: By encouraging children to think about the music they hear on the radio and other mediums they gain a greater understanding of the diversity of popular music and a willingness to explore their own ideas within the bounds of a particular style or genre.

Use technology for learning: The keyboard linked to the Cubase software facilitates the composition and arrangement of the songs and allows instant playback of the children's material. The final production of the song requires the use of various technologies, from digital voice recorders and microphones, through to the recording and editing software.

Think creatively and independently: Creativity is at the heart of song-writing, from making up bass lines, to writing the melodies. In addition to this, children learn to create music that identifies with artists they know and love, while also maintaining originality.

Learn independently and as part of a group: Although children have individual roles to undertake such as working out chords and sounds, they are all working towards one goal; a collaborative song-writing project. Since the vast majority of songs are written collaboratively this aspect ties in neatly with the group ethos of the music technology classes.

Make reasoned evaluations: The whole process of song-writing requires continuous evaluation, from discussing the theme or mood of the song at the planning stage, through to deciding on which elements to remove during editing. By identifying a genre to work within, children can also evaluate how well their composition fits into they're chosen genre, encouraging in turn further critical thinking