

Lesson Plan: We Can Make a Difference (Songwriting)

by Samantha Holland

Tool(s) used:	<ul style="list-style-type: none"> • Sustainability Compass • Systems Iceberg
Purpose of using tool:	<ul style="list-style-type: none"> • Generating Questions • Guiding Discussion • Digging Deeper <p>Overview: The purpose of the tools used were to encourage deeper thinking about the meaning of song lyrics, particularly those that were written with the ideas of making a difference. As the students are currently preparing for their Exhibition (which is titled "We Can Make A Difference"), the aim was to integrate tools that they may be familiar with in other areas and apply them to musical analysis.</p>
Context of lesson/case study:	Grade 5 Music lessons
Participants (# and description):	All of Grade 5 (eight classes). However the evidence pertains to my two Grade 5 classes.
Topic, Theme, or Key Understanding of unit/project:	We Can Make A Difference: Songwriting (Unit)
Length of unit/project:	10 weeks
Resources/materials & setting required:	GarageBand (for eventual songwriting by students), Laptops, iPads
Lesson Plan/Description of the project:	
<p>The overall aim of the unit is for students to compose the music and lyrics for a song that reflects their exhibition theme: We Can Make A Difference.</p> <p>In order for lyrics to reflect genuine depth and meaning, the initial collaborative task involves students analysing songs that have already sought to make a difference. These songs tend to have a strong political, social and/or environmental message. So by digging deeper into the meaning, which is enabled by tools such as the compass and the iceberg, it becomes a model to follow when students will begin writing their own lyrics.</p>	
Reflection	
<p>Plusses: Having taught this unit twice now, I can see that this year the level of engagement and understanding is much deeper. The tools provide a framework for deeper thinking, which became an objective in light of last year's experience. Last year, it seemed students could have gone deeper in their analyses and having completed the Compass course, I now see what was missing. The tools certainly enhanced this aspect of the unit.</p> <p>Challenges: Unlike the Sustainability Compass, the Iceberg was not a familiar concept to the students and so some found it harder to navigate. As a result, I would spend a little more time on what each section represents and how students can apply the sections to the lyrics they are analysing.</p>	

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Suggestions for other practitioners and educators:

It is really helpful to know what language and concepts are already familiar to the students. I was fortunate to be able to check this beforehand and it really helped in communicating the plans and expectations for the lesson.

Evidence and Resources

[G5Songwriting.pdf](#)

[Week 35-36 G5 Songwriting- Introduction \(SHH\).pdf](#)

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