

Future Makers

Wednesday 9 November 2022
Supporting Resource Pack for KS2 & KS3



Royal Albert Hall



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Introduction

This pack has been written to help teachers and students attending the Future Makers concert to use the inspiration of seeing others perform to take your first steps towards writing your own music and songs. The pack contains lesson ideas for use in the classroom and activities for students to try in their own time at home, as well as some hints and tips from from some famous names.

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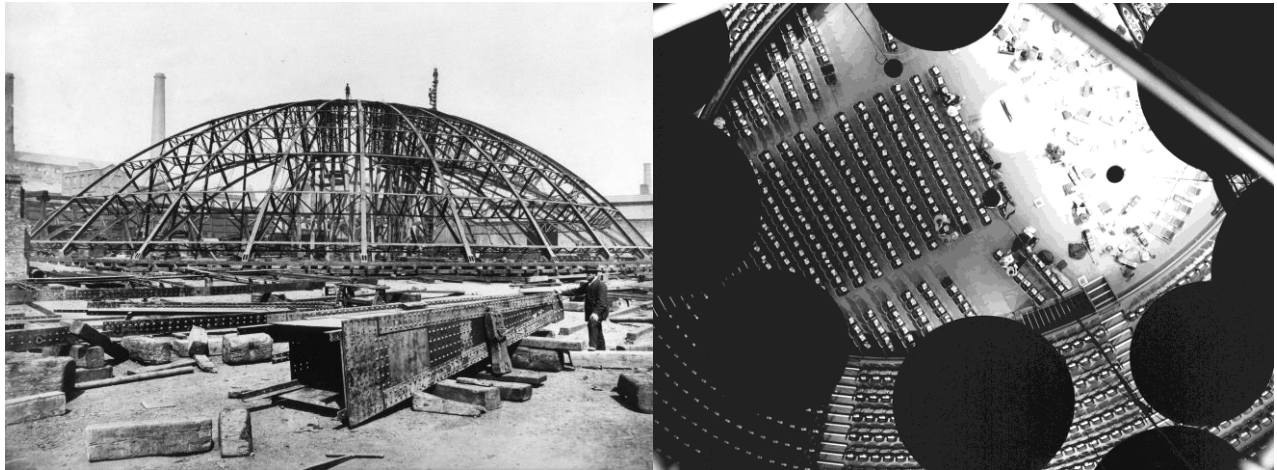
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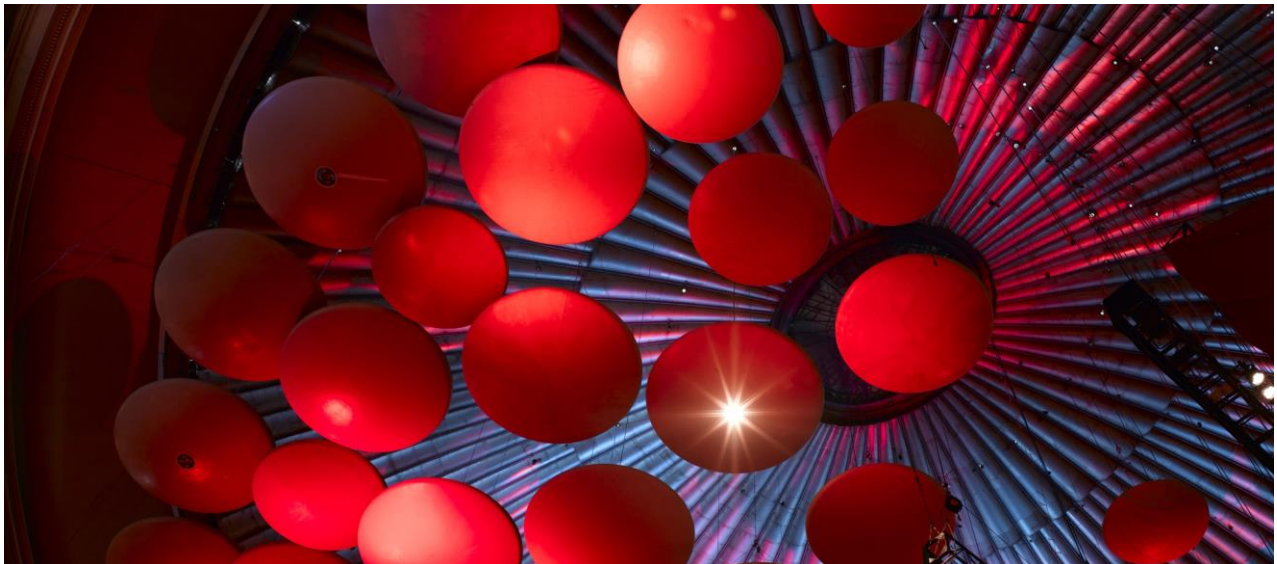
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About the Royal Albert Hall

The Royal Albert Hall was opened in 1871 and is a testament to the vision of Queen Victoria's husband, Prince Albert. Its design was extremely innovative for the time and included a glass-domed roof, which when built was the largest in the world to stand without internal supports.



It is 41 metres from the top of the dome to the Arena floor. In order to improve the acoustics of the Hall 135 disc shaped 'mushrooms' filled with glass fibre wool were hung from the ceiling in 1969.



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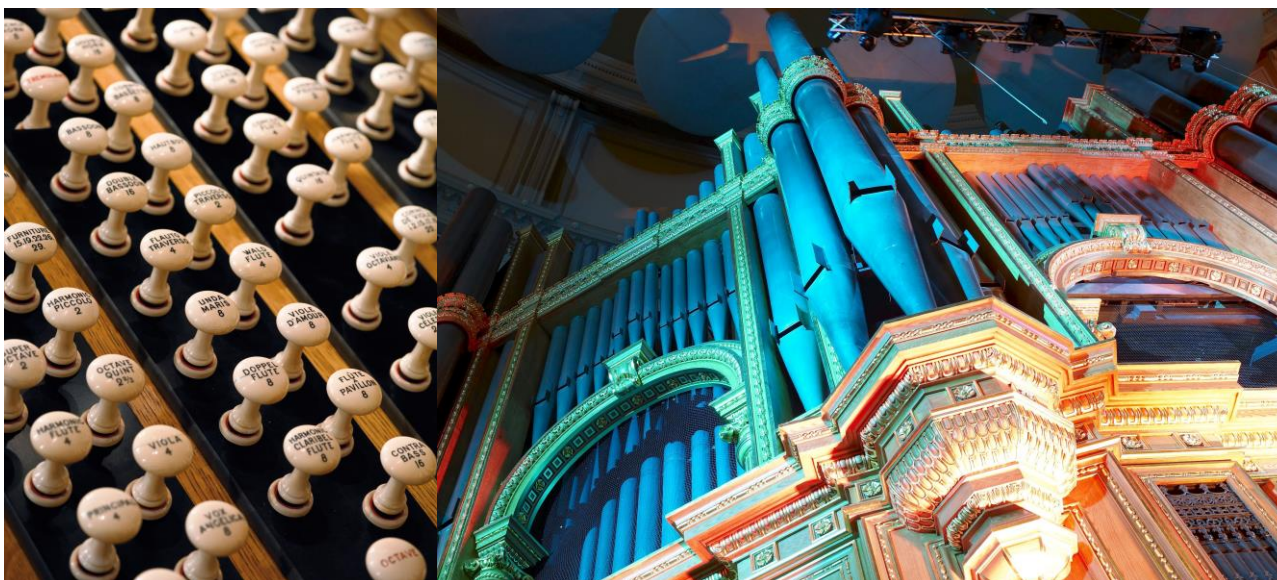


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Built between 1867 and 1871, the Royal Albert Hall comprises of 6 million bricks, 80,000 terracotta blocks and has 12 doors for the general public.



The Royal Albert Hall Organ is one of the largest in the world with 9,999 pipes! Originally the Hall was supposed to seat 30,000 but the design had to be scaled down and it now seats 5,222.



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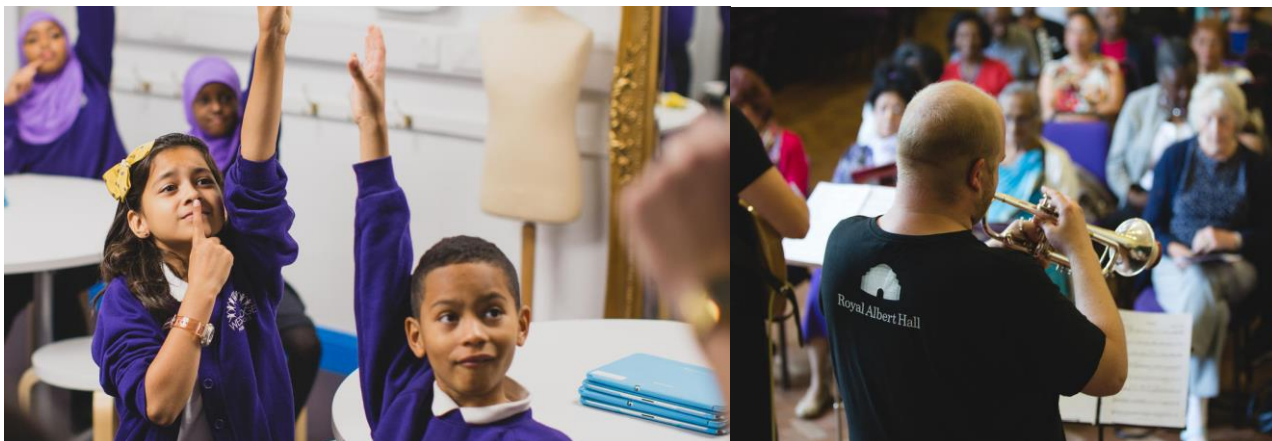
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About Royal Albert Hall Engagement

The Royal Albert Hall's Engagement programme delivers a range of stimulating learning opportunities linked to the Hall's calendar of events and the unique characteristics of the building.



We work with children, teachers, young people, families and elderly people and aim to spark imagination, inspire creativity and open doors to new experiences and audiences. These include specially created tours, exhibitions, workshops, projects and schools' matinees.



For more information about the Engagement work of the Royal Albert Hall, please contact us:

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Key Stage 2 – Songwriting Lesson Plan Ideas

Forming a class band and writing a song together is a wonderful thing to do and will cover numerous parts of the National Curriculum for music. Following this process will take several lessons but should be lots of fun for everyone involved.

Before starting the process, have a listen to lots of music with a critical ear. Listen out for the chorus; how many verses there are; instrumental solos etc. The Beatles were masters of the craft of songwriting, so it is worth listening to their hits as well as listening to more contemporary songs. Here's a link to Adele singing with the Roots, playing just primary school instruments – its joyful and will hopefully really inspire you and your students!! <https://youtu.be/-yL7VP4-kP4>

Sometimes the language of songs can get confusing so here are some terms explained:

Chorus	The catchiest part of the song with the most famous lyrics. You'll hear the chorus many times.
Verse	Where the main storytelling takes place, there are usually several verses in a song.
Intro	Just like in a book, it sets the scene for the song. It could just be as simple as the drum groove, or just some of the instruments.
Pre-Chorus	Can be a setup for the chorus, the build-up before the chorus strikes. Often this is either 4 bars or 8 bars of instrumental build.
Bridge	A break in the song to remove the Verse/Chorus repetition by adding in a new section. It usually sets up the next section of the song.
Tag	Like a bridge but usually shorter, it links sections together and could be as simple as an instrumental version of part of the chorus or verse.
Outro	The end section. It could be a chunk of the chorus that is repeated or it could be a distinct new section – for example, the most famous outro of all time is the “na na na na-na-na-na” ending to Hey Jude by the Beatles.

You can put as many, or as few, of these various elements into your song as you like. A song would sound great with just a verse and chorus for example.

There are two distinct elements to focus on with your class: forming a band and writing a song.

Forming a Band

Before the lesson(s), see what instruments are available to use. If your school has some shakers and drums, those will be great to create a drum groove. Xylophones and ukuleles can create the backing chords, and children already learning instruments in class can be used to add weight to this too (please note that some instruments are transposing instruments. These include clarinet, trumpet, saxophone, French horn...so remember that getting the children to play the right notes can be tricky!)

A step-by-step guide

1. Set up your room without desks and work in a semi-circle. Start with some rhythm games with the children (call and response). Clap a 4-beat pattern and ask them to copy the rhythms back. Start with just clapping but gradually move on to body percussion ideas (chest and legs make different sounds).
2. Allow some of the children to take over this leadership role, they can create a rhythm and everyone can copy them. This is effectively the start of their composing work as they are making up rhythms as they go.
3. Now try to get the children to play together. Take a simple rhythm and get them to repeat it over and over - this is a first riff. Practice starting and stopping this riff still only on body percussion.

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Here's an example with words underneath to help with the rhythm. Note there is a rest at the end of the pattern - the children could say 'sssh' for this.



4. Now try to get the group doing 2 riffs at the same time. Here is an example that would sit together with the first one nicely. But you can create whatever you fancy and ask the children for ideas. The tricky bit being it needs to stay simple.



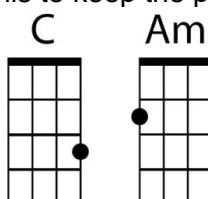
5. Practice the starting and stopping and then transfer these rhythms onto percussion instruments, staying strict with the starting and stopping. Start discussing dynamics with the children. Try it really loud, really quiet, and then try it gradually getting louder and quieter (crescendo and diminuendo).
6. Try adding solos in the stops. Play for 4 or 8 bars, and then stop whilst individual children attempt a rhythmic drum fill. This in itself will create a nice, structured piece of percussion music.
7. Now that we have a rhythm section, during lesson 2 we can try adding some pitched instruments. Xylophones can be shared, chime bars used, keyboards if you have them, Ukuleles are always great (but need to be tuned before class).
8. Create a first chord together. The first chord to try is C major, which consists of 3 notes C, E, and G. Each child on a xylophone can choose one which to play. And eventually play 2 or even all 3 as a pattern.



9. Practice this chord as a copying game: you play a rhythm, and the students then copy.
10. Learn a second chord - A minor. The notes for this are A, C, and E.



11. Repeat step 9 for this new chord.
12. Next, attempt to create a chord progression, oscillating between the 2 chords. 8 beats of C major, 8 beats of A minor. Label the 2 chords as 1 and 2, so you can shout out the change. Practice this a fair bit so the children are feeling the pulse and the harmonic change. It might be useful for you to play a drum during this to keep the pulse. Here are the 2 chords for ukulele:



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13. Once you are happy with these 2 chords as a chord progression, then the untuned rhythm section of drums and shakers back in. Some children can play drums/shakers whilst the others stay on the tuned instruments.
14. This will take some practicing, but essentially, we have created a backing track for our song. Once the children are feeling confident, record your creation using an ipad audio recorder or equivalent. This will become our backing track.

Writing a Song

1. Decide what you want to write your song about. This could be a random silly subject or tied-in to a school project. An example could be the Environment.
2. Critically listen to some songs, listening out specifically for the lyrics, verses and choruses. Share the Adele song (link above).
3. Brainstorm (as a class) key words, and key messages we want to get across in the song. If it is a song about the environment, the song could have 2 sides to it: a good side (clean air and water, more trees, recycling etc) and a bad side (pollution, global warming, littering).
4. From these brainstormed ideas, split the class into small groups and ask them to start writing lyrics about them. Lyrics don't have to rhyme, and single lines can work, as they can be repeated for emphasis. Crucially the lines just need to quite short and punchy. Suggest they write every idea they have down rather than just agonising over a great one.
5. After a good amount of time, and supporting each group with ideas, ask the groups to present their ideas.
6. The next challenge is to refine their ideas. Ask them to come up with a 4-line verse, and a couple of lines for a chorus. From these edited ideas, you can put together a chorus for the whole class while combing ideas for a few verses.
7. Once you have a chorus idea, play the backing track, and ask the children to sing quietly along the chorus to see if anyone can come up with a cool melody. An example could be something like this:

Smell-y cars smell-y bus-es grown ups should fix it but they won't

8. Then practice chanting the verses (or indeed singing if you have time) over the backing track.
9. Create a structure for the song. Something like:

Verse 1 - Verse 2 – Chorus - Verse 3 - Verse 4 – Chorus - Instrumental Solo – Chorus
10. Practice it and record it over the top of your backing track. Or, if you are feeling brave, try to get the band to perform live with the vocals!

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Key Stage 2: Songwriting Homework Suggestions

At home we can have fun writing music ourselves. Writing a song can be lots of fun to do and using a bit of tech can really help with this.

The Tech

There are lots of programs/apps out there that can help you create music. What program you use depends on what device you are using. For example, for Apple products there is a product called Garage Band, for Android devices Caustic 3 is fantastic, Chromebooks have programs such as Soundtrap and Audiotool. Ask your grownups to help find a program for a device that might be available to you.

Each of these programs work slightly differently, but all of them give you a chance to construct music in layers. It's worth spending some time playing around with these programs, for example, watching YouTube demos of them to get a feel for how to create.

Create Some Beats, Layer by Layer

1. Look at the drumming options on your App. Some programs will give you sample options ready to plug in to your song, others will give you the freedom to create your own beats. Play around with these drum options until you have something you really like. Have a listen to some of your favourite tunes in the style that you want to write and see if you can find a drum beat or create one that sounds similar.
2. Add some chords on top of your drums. A chord is 2 or more notes played at the same time. Find a keyboard or guitar sound on your app that you like, and play around until you hear a combo of notes that sound good. Some apps will help with chord selection, others will just show you a keyboard and allow you to choose yourself. Remember that if it sounds good to your ears, you are in business. Maybe start out with just 2 different chords to keep it simple. Here are 2 chords you could try (a G chord followed by an F chord):



3. Add a bassline to your song. A bassline often just doubles one of the notes of the chords above it but doesn't always have to. In our example it would be some Gs, followed by some Fs:



4. If you are learning an instrument why not try to add your instrument into the track as well! These programs will allow you to record your instrument into the mix. Try to find some notes that sound cool to go with your chords. You will need headphones to record this.
5. Once you are happy with your creation, you now need to create some Lyrics...

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Write Your Lyrics

1. Have a think about what you would like to write about. For example, it could be about how much you like your pet, or lovely food, or playing with friends – whatever you fancy. Listen to loads of pop songs - the songs tend to be about boyfriends, girlfriends or money, but you can choose literally anything!!
2. Now start to think about nice phrases that you would like to include. For example, you might write a song about your favourite animal. If you like donkeys, you would then start to write ideas about donkeys – e.g. “I really like donkeys”, “smaller than a horse”, “but still pretty big” etc! Write down any ideas you can think of.
3. Once you have ideas written down, pick out some of your favourites. Put them into an order that makes sense - maybe pick your top 3 or 4 to become your main bit of a song. From the ideas about donkeys, we might go with:

I really like donkeys
They're smaller than a horse
I really like donkeys
They're still pretty big

4. Now you have an idea of words, it's time to start playing around with writing a tune. How might you sing these lines over the backing track? Play the backing track around until you have something that sounds good. On playing around with the donkey lines, we could sing the whole thing twice to make it feel better and then change the last line:

I really like donkeys
They're smaller than a horse
I really like donkeys
They're still pretty big
I really like donkeys
They're smaller than a horse
I really like donkeys
They're better than a pig!

5. Now you have a melody and the lyrics, you can practice singing it over the backing track. Once you feel comfortable, you can record it.
6. You have written a song!! Woohoo and well done. As with everything in life, practice makes perfect so keep writing more and more.
7. Share your song with your teacher so they can hear what you have achieved!

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Key Stage 3 – Songwriting Lesson Plan Ideas

There is no one way to write a song, and songwriters tend to do it in ways that suit them, rather than in a step-by-step way (see the Top Tips from the Great document on pages 17 & 18). However, there are multiple steps to go through that can be slotted into lessons quite nicely.

In preparation:

Prior to doing the lessons, it's useful to get to grips with some technology so that you are able to troubleshoot as and when things go wonky. Using music technology aids can really help with song creation, and depending on what systems you have access to, the programs can differ, and the way they work can vary greatly. Programs that are really great are Garage Band, Logic, Protools, Audacity, and Soundtrap. They can also be quite fiddly, so it's worth spending some time playing around with them yourself to get comfy.

Create a list of songs that you feel demonstrate the different forms of song writing you think your students would like. The Beatles for example demonstrate great structure, 'Stan' by Eminem is really easy to interpret, 'Hello' by Adele shows amazing storytelling, and Snarky Puppy tracks all show how instrumentalists can be added on top of groove-based tunes. Have fun creating your own list!

Step by Step ideas for lessons

1. Introduce the idea of writing songs, either in groups, pairs or individually. Allow students to think who they want to work with (or indeed create small groups if you think that would be better).
2. As a whole class, discuss structures in song writing – i.e., the chorus, verses, pre-chorus, bridge, instrumental solos, intro, and outro. Listen to some fine examples of tunes critically, focussing first on structure. Listen again and focus in on what instruments are involved and how the texture changes throughout the piece. Have examples of cool bass lines, horn sections, guitar riffs, samples, multiple genres etc.
3. Some students will want to compose using DAWs, some will want to form a band of sorts. Logistically arrange everyone into those setups.
4. The song writing concept is basically split into two bits creating the audio, and creating the lyrics. Allow the students to choose which they do first.

Audio Creation

1. Ask your students questions like; what style of music do you want to create. How fast/slow, happy/sad etc.
2. If DAWs are being used, drum samples can start the process off. From there you can add simple patterns/riffs of chords, and then a bass line. Thinking about form can come soon after that; working out the song can grow out of this as well.
3. If the group is forming a band, they need to get used to playing together. Get a drum groove up and running and then add the pitched instruments - choose a chord or two to jam over to keep it simple while the group settle.



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Be aware that additional support will be needed to help get transposing instruments into the band (trumpet, clarinet sound a tone lower, and saxes are either a tone lower, or a minor third up depending on which denomination). Once they are settling into a groove these groups can also start working out Intros and Outros, and their own chord progressions etc.

Instrument	Need to play
Trumpet/Clarinet/tenor sax	1 tone higher
Alto sax, bari sax, tenor horn	Minor 3 rd lower
French Horn	4 th lower

4. Once things are starting to sound good, then the lyrics need to be looked at.

Lyric Creation

1. Within the smaller groups, ask the students to do some critical listening to some songs. Focusing in on the lyrics and identifying the verses and the choruses.
2. Ask the groups to decide on a topic for their song – love, loss, money, climate change, donkeys... Whatever they fancy!
3. Brainstorm ideas for the key points they want to get across for their song. Big paper and marker pens are always really useful at this stage!
4. Taking these main ideas, ask the students to spend time writing loads of ideas down for lyrics. Remind them that they are trying to tell a story in the most eloquent and catchy way possible. The lyrics don't have to rhyme (but can if they like). The most important thing is that they scan really easily, so avoid having too many syllables per line.
5. From the vast array of ideas, the editing process can begin. As a group they should try to find their favourite two or four lines that feel catchy; this can become the chorus. Assemble other lines that make coherent sense into the verses to share a narrative.
6. Playing the backing track or playing a stripped-down version of their riffs, they can then hunt for a melody for their chorus. This can be quite tricky and some support and assistance may be required. Starting on note 5 of the 1st chord is a good suggestion. For example, the note G in a C major chord.
7. Melodies for the verses do not have to be the same, and of course if the students are rapping, then there is no pitch. Each section will take a fair amount of time to construct.
8. Once they have some verses and a chorus a structure for the song needs to be figured out, thinking back to those example songs will help to do this. The level of complexity will depend on how fast the group is in progressing through each section.
9. Remind the students that practice makes perfect and that they should take time to practice and record their works.

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Key Stage 3 – Songwriting Homework Suggestions

Some of the world's greatest musicians started off writing songs in their bedrooms, and modern technology now makes this possible for lots of people. If you have a smart phone or a tablet or a laptop, you too can set about writing music at home. Depending on what type of computer you have available, the programs you can use also vary in name and also application. Here are a few options:

Apple Products	Garage Band
Android	Caustic
Chromebooks	Soundtrap/Audiotool

It's worth spending time exploring these programs before attempting to write with them, and there are plenty of YouTube tutorials to explain how they work.

The Language of Songwriting

Songs are structured into distinct and separate sections, and often these can be a bit confusing. Here is a brief guide to the terms (some are obvious, others less so):

Chorus	The catchiest part of the song with the most famous lyrics. You'll hear the chorus many times.
Verse	Where the main storytelling takes place, there are usually several verses in a song.
Intro	Just like in a book, it sets the scene for the song. It could just be as simple as the drum groove, or just some of the instruments.
Pre-Chorus	Can be a setup for the chorus, the build-up before the chorus strikes. Often this is either 4 bars or 8 bars of instrumental build.
Bridge	A break in the song to remove the Verse/Chorus repetition by adding in a new section. It usually sets up the next section of the song.
Tag	Like a bridge but usually shorter, it links sections together and could be as simple as an instrumental version of part of the chorus or verse.
Outro	The end section. It could be a chunk of the chorus that is repeated or it could be a distinct new section – for example, the most famous outro of all time is the “na na na na-na-na-na” ending to Hey Jude by the Beatles.

A combination of all these things will help you write a really interesting song.

Step By Step Guide to Writing a Killer Song!

1. Have a think about what sort of song you want to write, and what style; hip hop, garage music, reggae, pop, oboe and synth tune etc. Have a listen to lots of pieces of music in this style so that you get a feel for it. Try to spot the different sections of the song, so that you get a feel for structure.
2. What is your song going to be about? Most pop music is about girlfriends, boyfriends, breakups, and money. But you can write about anything! Once you have decided, spend some time writing lyrics. Try to write loads of ideas down and then edit them into something that sounds cool. Not all pop lyrics rhyme, but some do.
3. From all your lyrics, find your favourite pair or favourite four that you think are really catchy, and will work as a chorus. Repetition can always help balance this out. Then start looking at verse creation and combining lines that will tell a nice story.
4. Using your laptop/tablet/smartphone explore your music making program. First thing to do is find or create a really nice drum beat on which to sit everything else. Some of these programs have

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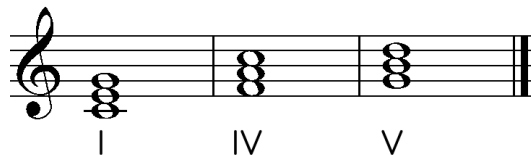


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samples ready to use that will sit with the style of music you want to create, but some will need to program the drums yourself (this is actually really good fun). If you are programming your own drums, be led by your ears – i.e., does it sound good? And does it sound like it will slot into the genre of music you are trying to write? Often the speed of the beat (BPM: Beats Per Minute) will massively alter how the music feels and whether it fits in the genre you are after. Here are a few average tempos of different styles (although these tempos are there to be broken and often are!!):

Reggae	60-90BPM
Hip-Hop	85-110BPM
Pop	100-130BPM
UK Garage	130-135BPM
Drum and Bass	165-185BPM

5. Explore some chord progressions to sit on top of the drums. So many songs contain similar chords - the big three being chord 1, 4 and 5 (and variations on this). In C major this would be a C chord, an F chord and a G chord. This looks like this:



6. These are just regularly used chords, but there are lots of chord combinations, so you can experiment and find ones that you like! Once you have a combo you like, add them to your track, then think about what instruments and rhythms you would like to add. This can change throughout the song to add variety.
7. Next, add a bass line. To get a feel for what bass lines can be, have a listen to some songs you like and train your ears on to the bass line. As an example, here is a bass line from Michael Jackson's Smooth Criminal that is particularly groovy:



8. Once you have a cool sounding backing track, or a section of one, play around with melodies that fit your words for your chorus. You should be able to loop what you have created so you can practice the vocal over and over. You can have different chords and different melodies for your verse too.
9. Record your vocals onto your computer. You will need headphones to record so that you do not hear any of the backing track, but you won't need a microphone as there are ones built into your computers. This can take time, and be aware that everyone feels funny recording vocals for the first time and hearing their own voice!
10. Play around with your structure until it feels like a full-on piece. What else could you add? Intro? Outro? Pre-Chorus? Instrumental solo? Be led by your ears, if it sounds good, it is good.
11. Once you are happy with your song, enjoy listening to it!! Share it with friends if you like.... But most importantly, write another one!!!

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Music Creation for Instrumentalists

A lot of pop music is hook based: a cool riff on an instrument. Here is a step-by-step guide to exploring creating a groove on your instrument.

1. Have a listen to lots of music and try to spot the riffs and grooves. Here are some fine examples to have a listen to:
 - Happy – Pharrell Williams
 - Under Pressure – Queen
 - Apache – Incredible Bongo Band (sampled in loads of Hip Hop songs)
 - Jason Derulo songs in general
2. Think about what type of music you would like to create, as the drum beats vary greatly. Using your tablet or laptop and either Garage Band (Apple) or Caustic (Android) or Soundtrap or Audiotool (Chromebook), see if you can find a drum pattern that you like.
3. Once you have this drum groove on loop, you can start experimenting with playing whatever ideas pop into your head!!
4. A useful tip is to use a scale that you already feel comfortable with, and then stick to it. For example, you could use C major or A minor or a pentatonic scale. Try to come up with something that you can repeat over and over.



5. Once you have found something cool, you can record this along with your drum beat. On most of these software packages you can record alongside the drum groove – you will need headphones for this. It can take time to really settle into recording something so don't be afraid of recording it many times until you are happy.

Extra Ideas

1. Once you have your cool riff, why not try adding lyrics on top of it. This could be spoken word over the top of it, or even a sung chorus. There are other worksheets available on this area of the website that give tips on song writing and specifically lyrics.

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2. Or if you are ready for some *next level work* on your instrument why not try adding some pitched backings as well. This is where you need to be a bit clever though.... First thing to do is add a bass line, **BUT** we can add a bass line in a different pitch to your favourite scale (from part 4 earlier). For example, if you are in a major key, your bassline could be a tone higher than your favourite key. For example, if you are in C major your bass line could be as follows:

D///D///C///C///

(2 Bars of Ds and then 2 bars of Cs)

This will give your riff a moody/cool feel (like you are Miles Davis!)

If your favourite scale is a minor scale already, then there are notes in the bassline to try. These would be the same note as your scale, and then a tone lower. For example, if you are playing around in C minor your bass notes would be:

C///C///Bb///Bb///

(2 bars of Cs and then 2 bars of B flats)

3. Once you have tried these bass lines feel free to experiment more over other bass line and chord ideas.
4. **TRANSPOSITION ALERT!!!!!!** If your instrument is a clarinet, saxophone, trumpet, French horn, or other brass band instrument you need to be careful with transposition (your instrument will sound different to the notes you are playing). Speak with your teacher or a grownup if you are not sure about this.
5. Record your ideas, and add more and more song production ideas. Does the riff need to go on all of the time? What else could you add? Could you add new sections?

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Top Tips From The Greats

Songwriting is something that everyone can do, and some people are naturally amazing at it. Here are some quotes from famous songwriters to help you along the way and inspire you. If you have Netflix at home there is a great series called Song Exploder that breaks down songs with the writers, so you can see how they are built.

John Legend

"I just try to go with what feels right musically and melodically. I'll sometimes establish the musical format of the song and the melody of the song within the first ten minutes of the original idea coming to me...I think music should dictate the lyrics *always*."

Taylor Swift

"I see myself as kind of this girl who writes songs in her bedroom. You can kind of dress it up all you want and you can put together an amazing theatrical production, you can become a better performer as time goes by, and you can try to excite people, but I'm always going to be a girl who writes songs in her bedroom in my own personal perception of myself. And I think it's important that I don't necessarily think too hard about what everybody else's perception of me is or else I'd just get completely lost in it. It's just easier to think of myself that way."

Carole King on her writing partner and husband **Gerry Goffin**

"What made him so extraordinary as a lyricist was his ability to say in really simple words big ideas, big feelings, big thoughts."

Greg Spawton: Big Big Train

"I'm kind of idiosyncratic really. Most of the core melodies I just 'hear' in my head and then I work on a chord sequence to accompany them on guitar. I actually woke up this morning and 'heard' a nice tune (probably a brass melody) and then worked the chords up"

John Legend (again)

"I have a structured song-writing process. I start with the music and try to come up with musical ideas, then the melody, then the hook, and the lyrics come last. Some people start with the lyrics first because they know what they want to talk about and they just write a whole bunch of lyrical ideas, but for me, the music tells me what to talk about."

Talib Kweli

"I like collaboration because, first of all, I'm good at writing lyrics. I don't know how to make beats. I don't play instruments. I'm not a good singer. So even when you see a solo album of mine, it's still a collaboration."

Tom Morellow: Rage Against the Machine

"The combination of three chords and the right lyrical couplet can be as heavy as anything in the Metallica catalogue."

Future Makers

Wednesday 9 November 2022

Supporting Resource Pack for KS2 & KS3



Royal Albert Hall

Some songwriting tips from **Becky Hill**:

- use songwriting as storytelling: set the scene in the opening line & let the story progress from there, with the chorus being the main meat & veg of the story, the verses being the growth of the story & the pre being the emotional set up to the chorus.
- Remember - there are no rules! if you want to change the melody in second verse, do it! If you want to change the rhyming scheme, do it! As long as u think it works & sounds good that's all that matters.
- Use verse, pre & chorus changes as a chance to change your melody pace. So, if you have a staccato melody for the verse, make the pre legato & vice versa, this keeps the pace of the song interesting.
- Don't take too long to get to the chorus, everyone wants that big singalong moment & they don't want to wait around for it!
- Choose being poetic or colloquial when it comes to writing, I always write like I'm talking to a friend, but I find going from talking to a friend to being all ethereal & poetic doesn't necessarily work.

As you can see, there is definitely not a single way to write songs and write music. As you experiment you will find out what works best for you!!