

## Composing Radio Jingles

### Learning Intentions

Pupils are learning to:

- **perform** simple chord sequences;
- **improvise** and **compose** a melody over a short chord sequence;
- **explore** the role of music in supporting other forms of communication; and
- suggest ways of improving their approach and working collaboratively (Working with Others).

### Suggested Success Criteria

Pupils can:

- perform given chord sequences;
- discuss known jingles and radio slogans, working together to improve their own approach to creating a jingle; and
- compose a melody for a jingle.

### Resources

#### Worksheet 5 Composing Using Chord Sequences

### Learning Activities

#### Introduction

Discuss the learning intentions and potential success criteria relating to this activity with your pupils. Ask them:

- Who listens to the radio?
- What do you listen to?
- What do all radio programmes have in common? (A jingle.)
- What makes a successful radio jingle? (Similar to motifs.)

#### Activity

Encourage each pupil to learn to play two or more of the chord sequences outlined in **Worksheet 5 Composing Using Chord Sequences**.

Ask your pupils to form groups of three and ask them to select one of the four chord sequences they have learned from the worksheets:

- C – D minor;
- G – F;
- C – F; or
- C – G.

Ask one pupil to perform the short chord sequence while another provides a percussive accompaniment and the final group member improvises a melody. The melody should mainly be made up of notes from the chords in the chosen sequences. Pupils may wish to use their own instruments.

Ensure each member of the group has an opportunity to improvise melodic material.

Then, ask your pupils to form groups of five. Encourage each group to invent a local radio station. They should list and consider well known jingles. Ask your pupils to develop the radio theme by selecting a chord sequence and then composing a melody. Tell them that this composition should be a jingle that they could broadcast throughout the day on their radio station.

This is an excellent opportunity to use music software, for example GarageBand or Audacity. Pupils can multitrack various layers of material and include a voiceover. GarageBand includes a pre-set to compose a jingle, incorporating pre-existing loops.

### Plenary

Encourage a class discussion by asking:

- How has working with others allowed you to compose a more successful jingle?
- Describe the different roles in your group and how successfully each person fulfilled these roles.
- How have other radio jingles influenced your final composition?

## Pupil Worksheet 5

### Composing Using Chord Sequences

**Chord Sequences**  
Count 4 beats on each chord.

	<b>G</b>	-	<b>D minor</b>
1.	<b>G - B - D</b>		<b>D - F - A</b>
2.	<b>G - B - D</b>		<b>F - A - C</b>
3.	<b>C - E - G</b>		<b>F - A - C</b>
4.	<b>C - E - G</b>		<b>G - B - D</b>