**LKR or Songsterr Project!!**

Introduction: You will have the option to either work with a partner or on your own. You will pick a song to teach yourself using either Little Kids Rock or Songsterr. You may choose song from the list below or propose a different song to Urry or Layton. **If you choose a song that is not one of the suggested options, Urry or Layton must approve it first!** Here a few great song options:

Little Kids Rock:

1. Blowin in the Wind by Bob Dylan

2. Come Together by the Beatles

3. Country Roads by John Denver

4. Free Fallin’ by Tom Petty

5. Here Comes the Sun by the Beatles

6. Hey Soul Sister by Train

Songsterr:

1. Hotel California by the Eagles

2. Dream On by Aerosmith

3. Pachelbel- Canon in C

**Requirements:** Each individual or group must correctly play each section of their song in order according to LKR **OR** must play two given passages on two different guitar parts on Songsterr as decided by Urry and Layton. More details can be found on the Rubric for this assignment.

**Step 1:** Decide if you would like to work with a partner or on your own. Choose your top three song options and approve them with Urry or Layton

**Step 2:** Narrow down your three options to one and post a comment with the song you have chosen to Google Classroom.

**Step 3:** Identify what chords are being used in your song and reconstruct each chord on fret paper.

**Step 4:** Identify what key your song is in. Use a space on your fret paper to reconstruct the key signature by drawing a staff and writing appropriate sharps or flats.

**Step 5:** Determine the rhythm of your song or sections. For LKR, practice the provided strumming patterns assigned to each section using the standard and iconic notation provided. For Songsterr, use the standard rhythmic notation and listen to your sections to help determine the correct rhythm.

**Step 6:** Identify the roadmap of your song. Are there verses? A chorus? A bridge? And intro? What section(s) do you play first? Do you have repeated sections? Are there spots where there are difficult transitions between sections? You will need to take all these details into account.

**Step 7:** Choose a section to start working on and complete by the end of class. Repeat this process using the previous steps to learn your song or sections piece by piece. When you are ready, you may either record your completed project and post it to the google classroom assignment **OR** perform for Urry and Layton. **You have until FRIDAY 2/7 to complete all requirements of this project**.

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| --- | --- | --- | --- |
|  | 3 | 2 | 1 |
| Note Accuracy | Notes or chords are played very accurately with one mistake or fewer | Notes or chords are played with moderate accuracy but include 3-5 mistakes | Notes or chords are played with several mistakes and wrong pitches, affecting the cohesion of the song. |
| Rhythmic Accuracy | Correct rhythms or strumming patterns are being implemented throughout the entire song or assigned sections | Rhythms or strumming patterns are being played mostly successfully with two mistakes or fewer that do not repeat | Incorrect rhythms are being played throughout the song due to a failure to master correct rhythms before moving on |
| Key Signature | The correct key signature has been identified and the corresponding sharps or flats are being included correctly throughout the song or sections. | The correct key signature has been identified but is not being applied correctly **OR** the song is played with correct note accuracy but the correct key signature has not been identified | The correct key signature has not been identified and failure to do so has inhibited note accuracy throughout the song due to a lack of sufficient preparation. |
| Musicality/Cohesion | The individual or group can play through each section at an appropriate tempo as instructed without any need to pause or start over, resulting in a complete performance | The individual or group can make it all the way through the assignment at an appropriate tempo with the need for only two or fewer slight pauses | The individual or group are unable to play through the assigned song or sections at an appropriate tempo due to a lack of sufficient preparation |