

# Lesson Plans

Lean On Me

## All Unit Documents in One Place

This document contains all the supporting documentation for this unit in one complete PDF and includes the following:-

- Unit Overview
- Suggested Pathway Planning Document
- Lesson Plans

# Lean On Me

## A Soul/Gospel Song

Please use the accompanying **Activity Manual** for in-depth guidance, knowledge and understanding.

### Unit Overview

This is a six-week Unit of Work. All the learning in this unit is focused around one song: Lean On Me.

If you are using this Unit of Work as part of the **Scheme**, it has been placed in **Lower KS2, Year 4/ Ages 8-9** and is supported by Listen & Appraise documentation, One-page step-by-step / weekly Lesson Plans, and an Assessment Framework. To deliver your music lesson musically, it is very important that you follow the step by step planning that accompanies the on-screen resources.

If you are using this Unit of Work flexibly, you will have chosen it from the **Freestyle** options. You decide which age group it will best suit. The freestyle approach is also supported by Full Lesson Plans, Flexible One-page step-by-step /weekly Lesson Plans, a Flexible Planning Grid and an Assessment Framework.

The Strands of Musical Learning in this Unit of Work relate to and progress towards the 'End of Key Stage Expectations (Musical Learning for the end of Lower KS2, Year 4/Ages 8-9)' document. (see supporting Assessment documentation). Your step by step learning focus will be the new musical activity or the strand of musical learning that needs particular attention from the previous step (see 'Introduction to Assessment') the remainder of the activities within the lesson are ongoing skills.

Accompanying both approaches is **The Activity Manual**. This manual is a detailed teacher guide for all activities and will provide comprehensive support for all teachers.

### How this Unit is Organised; Strands of Musical Learning:

1. **Listen and Appraise** the song Lean On Me and other gospel-based songs:
  - Lean On Me by Bill Withers
  - He Still Loves Me by Walter Williams and Beyoncé
  - Shackles by Mary Mary
  - Amazing Grace by Elvis Presley
  - Ode To Joy Symphony No 9 by Beethoven
  - Lean On Me by The ACM Gospel Choir

1. **Musical Activities** - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:
  - a. Warm Up Games (including vocal warm ups)
  - b. Flexible Games (optional extension work)
  - c. Learn to Sing/Rap the Song
  - d. Compose your own lyrics with the Song
  
2. **Perform the Song** - perform and share your learning as you progress through the Unit of Work.

## Teaching and Learning support for this unit:

Please use the accompanying **ACTIVITY MANUAL** for in-depth guidance, knowledge and understanding.

### Listen & Appraise

Each step has a Listen and Appraise document for your use with all the research and information that is needed to complete the tasks and activities you see on screen.

The main unit song is Lean On Me. All musical learning will happen around this song and you will have the option to Listen and Appraise other songs in steps 2-6.

**See the individual Listen and Appraise step-by-step supporting documents for complete information.**

### Musical Activities

The children will be using instruments during this section of the unit.

Using band/orchestral instruments with classroom instruments to create an ensemble that engages all children is exciting! Dependent on the age of the children in your class, some will play these instruments and therefore want to bring them to the lesson - please encourage this. You wouldn't want to play a glock if you played the trumpet or violin.

Some of the instruments brought to the lesson might be transposing instruments. This means that they will need to play different notes in order to sound the same as a glock or recorder. Don't worry! Below is a list of instruments and the notes they will need to play to match classroom instruments in this unit. Remember that you can ask visiting music teachers to assist with instrumental issues.

Downloadable parts (sheets of printed music) are supplied for these instruments to play in the 'Play Instruments with the Song' section of this unit. There is also an option for classroom instruments to have notated parts on the screen to play along with as well as by ear. Remember, playing by ear or with a sound before symbol approach is the priority. Some of these parts may have few notes but employ more difficult rhythms. Please use glocks as your main classroom instrument unless you, as a teacher have experience playing the recorder.

- C instruments: Classroom instruments (glockenspiels, recorder), flute, oboe, bassoon, trombone, violin, cello, guitar, ukulele, keyboard
  - In the easy part, the notes used are: C, F and G
  - In the medium part, the notes used are: G, F and E

See instrumental parts for other band/orchestral instruments.

### **Notes to use in Warm-up Games, Improvisation and Composition:**

- C instruments: Classroom instruments (glockenspiels, recorder), flute, oboe, bassoon, trombone, violin, cello, guitar, ukulele, keyboard  
Notes to play: F, G, A in this order (F is the home note and you will always start with F)  
So, note 1 = F, note 2 = G and note 3 = A
- B $\flat$  instruments: Clarinet, trumpet, cornet, tenor horn, euphonium, baritone, trombone in B $\flat$   
Notes to play: G, A, B  
So, note 1 = G, note 2 = A and note 3 = B
- E $\flat$  instruments: Alto sax, E $\flat$  horn  
Notes to play: B, C $\sharp$ , D  
So, note 1 = D, note 2 = E and note 3 = F $\sharp$

Bronze, Silver and Gold Challenges are incorporated into the Games and Improvisation sections of this Unit of Work. These differentiated activities are NOT a measure of attainment but about building musical skills in a fun and challenging way over time.

### **A. Warm-up Games (including Vocal Warm Ups)**

Have fun playing Rhythm and Pitch Games as you progress through the Bronze, Silver and Gold Challenges. All three ( Bronze, Silver and Gold) Games Tracks are available here to be progressed through over the 6-step learning episode. You may want to revisit, for example, the Bronze Challenge to embed skills even if you have completed it and

moved to Silver.

Get your instruments ready, you will need to use them after the pulse and copy back rhythm games. You can use band / orchestral instruments too if you wish.

### **Game 1 - Find the pulse, use your imagination.**

#### **Game 2 - Rhythm Copy Back:**

- Bronze - 'Clap and say back the rhythms you hear. Use the on-screen words to help you'
- Silver - 'Your teacher will clap the first 4 rhythms for you to copy back. Your teacher will then choose 1 of you to clap the next 4 rhythms for the class to copy back'
- Gold - 'Choose 4 leaders to clap rhythms for the rest of the class to copy back'

#### **Game 3 - Pitch Copy Back - Bronze without notation and Silver and Gold with notation:**

- Bronze - Copy back: 'Listen and sing back' (no notation)
- Silver - Copy back with instruments, the first 4 examples are without notation and the second 4 are with notation: 'Copy back the riffs you hear using the note F'
- Gold - Copy back with instruments, the first 4 examples are without notation and the second 4 are with notation: 'Copy back the riffs you hear using the note F and sometimes G. You will always start on F'

**Game 4 - Pitch copy back and vocal warm ups:** Use your voices to copy back this time. Use 'La' when you are singing back.

### **B. Flexible Games (optional extension activity)**

These games are optional, flexible extension activities with Bronze, Silver and Gold Challenges.

These differentiated challenges are NOT a measure of attainment but about building musical skills in a fun and challenging way. All three games tracks are available here to be progressed through over the 6-step learning episode. You may want to revisit, for example, the Bronze Challenge to embed skills even if you have completed it and moved to Silver. The progression is in-built.

### **C. Learn to Sing the Song: Vocal Warm-ups and Singing**

You may have already warmed up your voices in the previous activity but there are more vocal warm-ups, should you wish to use them, in the Song Centre.

On the screen you will have the option to break the song down into manageable learning

sections. There is also a tempo controller that will slow the song down to aid learning.

Add movement to the song and have fun. Let the children use their imaginations to choreograph movement to the song.

### D. Play Instruments with the Song: With or Without Notation

On the screen you will see animated glocks and recorders playing easy and medium differentiated parts by ear. Please **do** play the easy and medium parts on the glock if you have no recorder experience. The sheet music tab on your resource will give you access to three differentiated parts for all band/orchestral instruments. These notated parts can be shown on screen if you are teaching a KS2/Ages 7-11 class and want to introduce notation.

This section of the unit is designed for you to rehearse the instrumental parts. You will rehearse these parts with the section of the song that you will play over when you perform the song as a whole.

### E. Improvise with the Song: using your voices and instruments

These activities have in built progression for you to follow according to the unit, year group and Key Stage. Work through the challenges as suggested on the One-page lesson plan.

Bronze Challenge	Silver Challenge	Gold Challenge
<b>Sing, Play and Copy back</b>	<b>Sing, Play and Copy back</b>	<b>Sing, Play and Copy back</b>
Listen and sing back.	Listen and copy back using instruments, 1 note, F.	Listen and copy back using instruments, 2 notes, F and G.
<b>Play and Improvise</b>	<b>Play and Improvise</b>	<b>Play and Improvise</b>
Using your instruments, listen and play your own answer using 1 note, F.	Using your instruments, listen and play your own answer using the notes F and sometimes G.	Using your instruments, listen and play your own answer using the notes F, G and sometimes A.
<b>Improvise!</b>	<b>Improvise!</b>	<b>Improvise!</b>
Take it in turns to improvise using 1 note, F.	Take it in turns to improvise using 1 or 2 notes, F and G.	Take it in turns to improvise using 3 notes, F, G and A.

On the screen you can select your activity:

### 1. Sing, Play and Copy Back

- Bronze - Singing copy back
- Silver - Copy back using your instruments, 1 note, F
- Gold - Copy back using your instruments, 2 notes, F and G. You will always start on a G

### 2. Play and Improvise! (You will be using the notes F and G).

Question and Answer using instruments:

- Bronze - Question and Answer using instruments using the note F in your answer
- Silver - Question and Answer using instruments using the notes F and sometimes G in your answer. Always start on a F
- Gold - Question and Answer using instruments using the notes F, G and sometime A in your answer. Always start on a F

### 3. Improvisation! (You will be using the notes F, G and A).

- Bronze - improvise using 1 note, F
- Silver - improvise using 1 or 2 notes, F and G
- Gold - improvise using 2 or 3 notes, F, G and A.

Take it in turns to improvise using the skills you have acquired. Use 1 or 2 notes. Practise improvising over the track of the song you are learning. You can clap, sing or play, you decide. Take it in turns to improvise or, play in groups.

Using the notes from your activity, improvise within the given performance option in 'Perform the Song'. You can improvise all together, in groups or as a solo - you decide.

## Extension Activities For Improvisation

This resource is an optional extension activity.

### F. Compose with the Song: using your instruments

Add a selection of the children's compositions during the playing/instrumental section of this song.

The on-screen Music Explorer Composition Tool will guide you through the following options.

**Option 1:** A way into composition with your class using up to 3 notes.

**Option 2 (Extended option):** A more differentiated approach to composition in groups using a mix of classroom and band/orchestral instruments.

### Option 1

- Select '3 note set' (F, G and A). You can use 1, 2 or 3 notes in your composition.
- Select a view to get started - select 'Pulse'.
- Click play then find the pulse together as a class.
- Select the button next to the heart button near the bottom of the screen. This button is the Rhythm Grid button. This will bring up 8 empty bars on the screen. You can fill in those bars together. Drag and drop four 1's into the first bar and one 1 into the second bar. Repeat this onto the next three lines and click play. Clap along together. This rhythm is Bronze Improvisation Riff 1.
- Select the button next to the Rhythm Grid button which has 3 notes on it. This button is the Rhythm Notation button and when you click on this, the rhythm you created as a class will turn into rhythmic notation.
- Select the button next to the Rhythm Notation button. This button is the Note Grid button and the rhythm will turn into pitch. You have chosen the 3 note set so only have the choice of the notes F, G and A. Click on the notes and the pitch will change. Start with an F and end with an F (this is your 'home' note). Start to drag and drop simple rhythm blocks into the bars and then decide upon the pitches.
- Select the button to the right of the Note Grid button. This button is the Notation with note names button, and your composition will become formal notation with the note names written underneath for you all to play! Well done!
- If you select the final button this is the Notation button. Click this and the note names will disappear! (This is an option for extension work).
- Perform this together as part of the song you are learning.

### Option 2 (Extended option)

- Work in groups.
- Select the appropriate note set to suit your instrumental group.
- Select a view to get started - you decide.
- Progress to creating an 8-bar composition for your group to play with block notation or formal notation, it's up to you.
- Perform to the class and decide which 2 compositions will be part of your performance.
-



### **Performing the Compositions**

When performing with the track, children will play their composition during the playing/instrumental section.

When the children are ready to play their compositions as part of the whole song, move to the performance section of the unit.

### **Which Instruments and Which Notes? (see Activity Manual for support)**

## **Perform and Share**

Remember to add some movement.

The structure of this song:

- *Introduction*
- *Verse 1 (“Sometimes in our lives..”)*
- *Chorus (“Lean on me”... added strings)*
- *Verse 2 (“Please swallow your pride..”)*
- *Bridge (“You just call on me brother..”)*
- *Chorus*
- *Bridge*
- *Verse 3 (“If there is a load..”)*
- *Outro (“Call me..”)*

### **These are the options on the screen:**

- Perform the whole song
- Perform the whole song with your activities of choice

# Lean On Me

## 6-week Suggested Pathway: Planning Document

Step	Listen and Appraise	Musical Activities	Performance	Extension Activities
1.	Lean On Me by Bill Withers	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Start to learn the song Lean On Me	Sing the song	Choose from the suggested ideas
2.	He Still Loves Me by Walter Williams and Beyoncé Lean On Me by Bill Withers	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Lean On Me <b>d.</b> Play instrumental parts	Sing the song and play instrumental parts within the song	Choose from the suggested ideas
3.	Shackles by Mary Mary  Lean On Me by Bill Withers	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Lean On Me <b>d.</b> Play instrumental parts <b>e.</b> Improvise (optional extension activities for improvisation)	Sing the song and improvise using voices and/or instruments within the song	Choose from the suggested ideas
4.	Amazing Grace by Elvis  Lean On Me by Bill Withers	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Lean On Me <b>d.</b> Play instrumental parts <b>e.</b> Improvise option (optional extension activities for improvisation) <b>f.</b> Compose	Sing the song and perform composition(s) within the song	Choose from the suggested ideas



# Lean On Me

## Step 1 – One-page Lesson Plan

Learning focus (optional) .....

### 1. Listen and Appraise (begin to recognise the basic style indicators of Gospel music)

- **Listen and Appraise - Lean On Me by Bill Withers:** Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. The coloured timeline denotes the song sections.
- After listening, talk about the song and answer the questions together using correct musical language.

Notes .....

### 2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- a. **Warm-up Games (including vocal warm-ups) - Lean On Me**
- b. **Flexible Games (an optional extension activity)**
- c. **Learn to Sing the Song - Lean On Me:** Start to learn to sing the song.

Notes .....

### 3. Perform

- **Performance - Lean On Me:** Perform and share what has taken place in today's lesson - sing the song.

Notes .....

## Continuous Assessment opportunities:

<b>Evidence</b> Have you recorded and uploaded?	
<b>Notable outcomes</b> Musical? Social? Unexpected? Exciting?	
<b>General learning focus for next time</b> Discuss with pupils.	

# Lean On Me

## Listen and Appraise Step 1

Lean On Me by Bill Withers

### Listening

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Scroll through the questions when you are listening to the song, talk about them after listening. The answers are below.

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?

### Appraising

After listening to the song, answer the on-screen questions, discuss the song and what you can hear in it. Encourage the use of correct musical language when responding.

The detailed answers below will provide you (the teacher) with more than enough information to use flexibly with children of all abilities. You may not use all the information given but it will equip you with the necessary musical knowledge and understanding.

### Lean On Me by Bill Withers

#### Information about the Song

Lean On Me is a soul song written by Bill Withers in 1972. It is a soul song that has been covered and interpreted as a gospel song because of its lyrics.

Numerous cover versions have been recorded. Bill Withers spent his childhood in a coal mining town and this was the inspiration for Lean on Me. He wrote the song after he had moved to Los Angeles and found himself missing the strong community he had in his hometown. He lived in a decrepit house in the poor section of town.

Lean on Me is also a film that was released in 1989 starring Morgan Freeman. It is loosely based on the story of a real life inner city high school principal in America whose school is at risk of being taken over by the government unless students improve their exam results. This film's title refers to the 1972 song of the same name.

William Harrison "Bill" Withers, Jr (born July 4, 1938) is an American singer-songwriter and musician who performed and recorded from 1970 until 1985. He recorded a number of hits such as Lean On Me , Ain't No Sunshine, Use Me, Just The Two Of Us, Lovely Day, and Grandma's Hands. Artists who have recorded music written by Bill Withers cover nearly every style of music: pop, jazz country and western, classical, R&B, gospel, and hip

hop.

### **Do You Like the Song?**

*It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.*

### **What Can You Hear?**

Ideas for listening include:

- The vocal line: how many singers? Male/female? *Male, with some backing vocals in the chorus and outro.*
- The backing/accompaniment: how many instruments? Which ones? *Mainly piano, bass and Hammond organ with a light drum backing strings are added too.*
- Which instruments plays the solo? *There is no solo in this song.*
- Is there a hook? *Yes: the words are in the chorus, "Lean on me".*
- The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? *At the start of the song the texture is thin using piano and organ; as the song progresses the texture becomes thicker with the entry of different instruments, eg strings. The bridge section; "You just call on me brother", changes texture again by using piano, bass and drums to all play the same accompanying rhythm.*
- The tempo: is it fast, slow or inbetween? *Quite slow.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *The song is louder in the bridge section.*
- The arrangement: which voices/instruments sing/play in which sections? *Strings enter in the first chorus then come in and out. The bridge section uses piano, bass and drums all playing the same rhythm together.*

### **What is the Style of this Music?**

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *A soul song that has been covered and interpreted as a gospel song because of its lyrics.*
2. What are the style indicators of gospel music? *Gospel music is religious/christian music where people sing about God in many different styles eg folk, urban, modern worship, blues and country. Gospel music has a history that can be traced back to the 18th century.*

*In the midst of difficult lives, slaves used songs to inspire inner strength and courage. They borrowed from Protestant hymns, reworked them, and then made up new melodies and harmonies. These songs became known as Negro spirituals, the first authentic American sacred music. Gospel music is the original form of American folk music, blues and R&B are rooted in it.*

- *Often religious words or words/lyrics that make us think about friendship or helping each other. Lyrics with meaning if the song is not religious.*
- *Strong vocals often with harmony lines.*
- *Choirs singing in a call and response style.*
- *Use of instruments is dependant on the style of the gospel music. Could use piano, bass and drums and Hammond organ. There could be use of an electric guitar. Other instruments could be used such as strings .*
- *Use of syncopated rhythms and an often faster tempo unlike traditional hymns that would be more stately.*
- *The chorus will always be uplifting, it will be emotional.*

3. What are the style indicators in this song, ie how do I know this could be used as a gospel song?

- *This was not written as a gospel song but it has been covered as one on numerous occasions. The words/lyrics lend themselves to the gospel style.*
- *This song has been covered by many gospel singers and groups.*
- *The use of piano,bass,drums and hammond organ.*
- *The lyrics can have a non religious meaning( secular).*
- *The song has musical crossover appeal to non religious listeners.*

### **How is the Song Put Together?**

What is the structure/form/shape of the song?

The structure of the song is:

- *Introduction*
- *Verse 1 (“Sometimes in our lives..”)*
- *Chorus (“Lean on me”... added strings)*
- *Verse 2 (“Please swallow your pride..”)*
- *Bridge (“You just call on me brother..”)*
- *Chorus*
- *Bridge*
- *Verse 3 (“If there is a load..”)*
- *Outro (“Call me..”)*

# Lean On Me

## Step 2 – One-page Lesson Plan

Learning focus (optional) .....

### 1. Listen and Appraise (begin to recognise the basic style indicators of Gospel music)

- **Listen and Appraise - He Still Loves Me by Walter Williams and Beyoncé:** Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - Lean On Me (if you want to):** How are the songs different, how are they similar?

Notes .....

### 2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- a. **Warm-up Games (including vocal warm-ups) - Lean On Me**
- b. **Flexible Games (an optional extension activity)**
- c. **Learn to Sing the Song - Lean On Me:** Continue to sing the song.
- d. **Play Your Instruments with the Song:** New Musical Activity.

Notes .....

### 3. Perform

- **Performance - Lean On Me:** Perform and share what has taken place in today’s lesson. Sing and play instrumental parts within the song.

Notes .....

## Continuous Assessment opportunities:

<p><b>Evidence</b> Have you recorded and uploaded?</p>	
<p><b>Notable outcomes</b> Musical? Social? Unexpected? Exciting?</p>	
<p><b>General learning focus for next time</b> Discuss with pupils.</p>	



# Lean On Me

## Listen and Appraise Step 2

He Still Loves Me sung by Walter Williams and Beyonce

### Listening

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Scroll through the questions when you are listening to the song, talk about them after listening. The answers are below.

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?

### Some extra listening ideas:

- Perhaps watch a clip of the original on YouTube?
- Listen to 'Lean On Me' again
- Look for similarities and differences between the songs

### Appraising

After listening to the song, answer the on-screen questions, discuss the song and what you can hear in it. Encourage the use of correct musical language when responding.

The detailed answers below will provide you (the teacher) with more than enough information to use flexibly with children of all abilities. You may not use all the information given but it will equip you with the necessary musical knowledge and understanding.

### He Still Loves Me sung by Walter Williams and Beyonce

#### Information about the Song

He Still Loves Me is from an American musical film called The Fighting Temptations, released in 2003. It stars Cuba Gooding Jr, who attempts to revive a church choir in order to enter a gospel competition with the help of a beautiful lounge singer Beyoncé Knowles, with whom he falls in love. The two must work together to bring the church community together, while developing a romantic relationship.

Beyoncé Giselle Knowles-Carter, known as Beyoncé, is an American singer, songwriter, record producer and actress.

Beyoncé rose to fame in the late 1990s as the lead singer of the R&B girl group Destiny's Child, one of the world's best selling girl groups of all time.

Walter Williams (born August 25, 1943), is from an American R&B group called The O'Jays. This group was formed in 1958 and is famous for songs such as "Love Train" and "She Used To Be My Girl".

### **Do You Like the Song?**

*It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.*

### **What Can You Hear?**

Ideas for listening include:

- The vocal line: how many singers? Male/female? *Male and female singer and a choir.*
- The backing/accompaniment: how many instruments? Which ones? *Piano, keyboards, guitar, bass and drums.*
- Which instruments plays the solo? *No instrumental solo.*
- Is there a hook? *Yes, in the chorus; "He Still Loves Me".*
- The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? *The texture builds throughout the song. It starts with a male vocal and swaps to a female vocal and changes again as the choir join in and thicken the texture.*
- The tempo: is it fast, slow or inbetween? *Inbetween.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *As the texture thickens, the dynamics get louder. The voices weave in and out of each other, call and response style. The song ends quietly.*

### **What is the Style of this Music?**

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *He Still Loves Me is an Urban Contemporary gospel song.*

2. What are the style indicators of gospel music? *Gospel music is religious/christian music where people sing about God in many different styles eg folk, urban, modern worship, blues and country. Gospel music has a history that can be traced back to the 18th century.*

*In the midst of difficult lives, slaves used songs to inspire inner strength and courage. They borrowed from Protestant hymns, reworked them, and then made up new melodies and harmonies. These songs became known as Negro spirituals, the first authentic American sacred music. Gospel music is the original form of American folk music, blues and R&B are rooted in it.*

- *Often religious words or words/lyrics that make us think about friendship or helping each other. Lyrics with meaning if the song is not religious.*
- *Strong vocals often with harmony lines.*
- *Choirs singing in a call and response style.*
- *Use of instruments is dependant on the style of the gospel music. Could use piano, bass and drums and Hammond organ. There could be use of an electric guitar. Other instruments could be used such as strings .*
- *Use of syncopated rhythms and an often faster tempo unlike traditional hymns that would be more stately.*
- *The chorus will always be uplifting, it will be emotional.*

3. What are the style indicators in this song, ie how do I know this is urban contemporary gospel music?

- *This style uses elements of pop, funk.*
- *Uses drums, electric guitar, bass and keyboards.*
- *The lyrics can have a non-religious meaning (secular).*
- *Has musical crossover appeal to non religious listeners.*
- *Syncopated rhythms with a fast tempo unlike a traditional hymn that would be more stately.*
- *The choir is singing in a call and response style.*
- *The voices are weaving in and out of each other.*

### **How is the Song Put Together?**

What is the structure/form/shape of the song?

The structure of the song is:

- *Introduction*
- *Verse 1 - male vocals*
- *Chorus*
- *Verse 2 - female joins*
- *Chorus - choir joins*
- *Verse 3*
- *Chorus*
- *Bridge*
- *Chorus*
- *Verse/Chorus to tag ending - quiet*

# Lean On Me

## Step 3 – One-page Lesson Plan

Learning focus (optional) .....

### 1. Listen and Appraise (begin to recognise the basic style indicators of Gospel music)

- **Listen and Appraise - Shackles by Mary Mary:** Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - Lean On Me (if you want to):** How are the songs different, how are they similar?

Notes .....

### 2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- a. **Warm-up Games (including vocal warm-ups) - Lean On Me**
- b. **Flexible Games (an optional extension activity)**
- c. **Learn to Sing the Song - Lean On Me:** Continue to sing the song.
- d. **Play Your Instruments with the Song:** Revisit your learning from the last step.
- e. **Improvise with the Song:** New Musical Activity: Sing, Play and Copy back, Play and Improvise and Improvise! (See also optional Extension Activities for Improvisation).

Notes .....

### 3. Perform

- **Performance - Lean On Me:** Perform and share what has taken place in today’s lesson. Sing the song and improvise using voices and/or instruments within the song.

Notes .....

## Continuous Assessment opportunities:

<b>Evidence</b> Have you recorded and uploaded?	
<b>Notable outcomes</b> Musical? Social? Unexpected? Exciting?	
<b>General learning focus for next time</b> Discuss with pupils.	

# Lean On Me

## Listen and Appraise Step 3

Shackles by Mary Mary

### Listening

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Scroll through the questions when you are listening to the song, talk about them after listening. The answers are below.

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?

#### Some extra listening ideas:

- Perhaps watch a clip of the original on YouTube?
- Listen to 'Lean On Me' again
- Look for similarities and differences between the songs

### Appraising

After listening to the song, answer the on-screen questions, discuss the song and what you can hear in it. Encourage the use of correct musical language when responding.

The detailed answers below will provide you (the teacher) with more than enough information to use flexibly with children of all abilities. You may not use all the information given but it will equip you with the necessary musical knowledge and understanding.

### Shackles by Mary Mary

#### Information about the Song

Mary Mary is an American gospel music duo, consisting of sisters Erica Atkins-Campbell (born April 29, 1972) and Trecina "Tina" Atkins-Campbell (born May 2, 1974).

The duo are often credited along with another gospel singer called Kirk Franklin for broadening the fan base of urban contemporary gospel in the 2000s by introducing elements of soul music, hip hop, funk and jazz.

Mary Mary broke onto the music scene with their popular song Shackles (Praise you) in 2005, which is considered one of the pioneering songs of urban contemporary gospel music. The group's name, as stated in an interview is inspired by the two famous Mary's from the Bible; Mary, the mother of Jesus Christ, and Mary Magdalene.

Shackles (Praise You) became a crossover hit, being popular with gospel, R&B, and pop audiences.

### **Do You Like the Song?**

*It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.*

### **What Can You Hear?**

Ideas for listening include:

- The vocal line: how many singers? Male/female? *Two female voices with a male rapper. The chorus has a choir effect with a female solo over the top.*
- The backing/accompaniment: how many instruments? Which ones? *Piano, bass, keyboard, drums, decks and drum loops.*
- Which instruments plays the solo? *There is no solo instrument.*
- Is there a hook? *Yes: in the chorus, "I just wanna praise you".*
- The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? *The texture is thicker in the chorus using more instruments and vocals.*
- The tempo: is it fast, slow or inbetween? *Inbetween.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *As the texture thickens the dynamics get louder, but it is generally a loud song.*

### **What is the Style of this Music?**

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *Shackles is an urban contemporary gospel song from 2005.*
2. What are the style indicators of gospel music? *Gospel music is religious/christian music where people sing about God in many different styles eg folk, urban, modern worship, blues and country. Gospel music has a history that can be traced back to the 18th century.*

*In the midst of difficult lives, slaves used songs to inspire inner strength and courage. They borrowed from Protestant hymns, reworked them, and then made up new melodies and harmonies. These songs became known as Negro spirituals, the first authentic American sacred music. Gospel music is the original form of American folk music, blues and R&B are rooted in it.*

- *Often religious words or words/lyrics that make us think about friendship or helping each other. Lyrics with meaning if the song is not religious.*
- *Strong vocals often with harmony lines.*
- *Choirs singing in a call and response style.*
- *Use of instruments is dependant on the style of the gospel music. Could use piano, bass and drums and Hammond organ. There could be use of an electric guitar. Other instruments could be used such as strings .*
- *Use of syncopated rhythms and an often faster tempo unlike traditional hymns that would be more stately.*
- *The chorus will always be uplifting, it will be emotional.*

3. What are the style indicators in this song, ie how do I know this is urban contemporary gospel music?

- *This style uses elements of hip hop, pop, funk and jazz . There is a rapper in this song.*
- *Uses drums, electric guitar, bass and keyboards.*
- *The lyrics can have a non religious meaning (secular).*
- *Has musical crossover appeal to non religious listeners.*
- *Syncopated rhythms with a fast tempo unlike a traditional hymn that would be more stately.*
- *The voices are weaving in and out of each other.*

### **How is the Song Put Together?**

What is the structure/form/shape of the song?

The structure of the song is:

- *Introduction*
- *Chorus*
- *Verse 1*
- *Chorus*
- *Verse 2*
- *Chorus*
- *Bridge*
- *Chorus x3*
- *Outro*

# Lean On Me

## Step 4 – One-page Lesson Plan

Learning focus (optional) .....

### 1. Listen and Appraise (begin to recognise the basic style indicators of Gospel music)

- **Listen and Appraise - Amazing Grace by Elvis Presley:** Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - Lean On Me (if you want to):** How are the songs different, how are they similar?

Notes .....

### 2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- a. **Warm-up Games (including vocal warm-ups) - Lean On Me**
- b. **Flexible Games (an optional extension activity)**
- c. **Learn to Sing the Song - Lean On Me** Sing the song.
- d. **Play Your Instruments with the Song:** Option to revisit your learning from the last step.
- e. **Improvise with the Song:** Revisit Sing, Play and Copy back, Play and Improvise and Improvise! (See Optional Extension Activities for Improvisation).
- f. **Compose with the Song:** New Musical Activity for this step.

Notes .....

### 3. Perform

- **Performance - Lean On Me:** Perform and share what has taken place in today's lesson. Sing the song and perform your composition(s) within the song.

Notes .....

### Continuous Assessment opportunities:

<p><b>Evidence</b> Have you recorded and uploaded?</p>	
<p><b>Notable outcomes</b> Musical? Social? Unexpected? Exciting?</p>	
<p><b>General learning focus for next time</b> Discuss with pupils.</p>	



# Lean On Me

## Listen and Appraise Step 4

Amazing Grace sung by Elvis

### Listening

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Scroll through the questions when you are listening to the song, talk about them after listening. The answers are below.

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?

### Some extra listening ideas:

- Perhaps watch a clip of the original on YouTube?
- Listen to 'Lean On Me' again
- Look for similarities and differences between the songs

### Appraising

After listening to the song, answer the on-screen questions, discuss the song and what you can hear in it. Encourage the use of correct musical language when responding.

The detailed answers below will provide you (the teacher) with more than enough information to use flexibly with children of all abilities. You may not use all the information given but it will equip you with the necessary musical knowledge and understanding.

### Amazing Grace sung by Elvis

#### Information about the Song

Elvis Aaron Presley (January 8, 1935 – August 16, 1977) was one of the most popular American singers of the 20th century. As he is so famous, he is commonly known by the single name Elvis. He is often referred to as the King of Rock and Roll or simply the King.

Elvis was influenced by gospel music, he had gospel groups as his backup singers, and they toured with him when he gave concerts. When Elvis wanted to relax or when he wanted to warm up for recording sessions he used gospel music to get him in the mood.

Amazing Grace is a Christian hymn with lyrics written by the English poet and clergyman John Newton (1725–1807), published in 1779. With a message about forgiveness and

redemption being possible through the mercy of God, "Amazing Grace" is one of the most recognisable songs in the English-speaking world.

Newton wrote the words from personal experience. He grew up without any particular religious conviction but his life's path was formed by a variety of events. He was forced into joining the Royal Navy, and after leaving the service, became involved in the slave trade. One night a terrible storm battered his vessel so severely that he became frightened enough to call out to God for mercy, a moment that marked the beginning of his spiritual conversion. His career in slave trading lasted a few years more until he stopped going to sea altogether and began studying theology.

### **Do You Like the Song?**

*It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.*

### **What Can You Hear?**

Ideas for listening include:

- The vocal line: how many singers? Male/female? *A male singer, Elvis and his backing choir.*
- The backing/accompaniment: how many instruments? Which ones? *Piano, bass, guitar and drums.*
- Which instruments plays the solo? *No instrumental solo in this song.*
- Is there a hook? Yes: *"Amazing grace.."*
- The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? *The texture changes from verse to verse with the use of backing vocals.*
- The tempo: is it fast, slow or inbetween? *Quite slow.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *The dynamics are similar throughout but when they vary, they vary according to texture.*

### **What is the Style of this Music?**

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *Amazing Grace is a traditional hymn performed here in a southern gospel style.*

2. What are the style indicators of gospel music? *Gospel music is religious/christian music where people sing about God in many different styles eg folk, urban, modern worship, blues and country. Gospel music has a history that can be traced back to the 18th century.*

*In the midst of difficult lives, slaves used songs to inspire inner strength and courage. They borrowed from Protestant hymns, reworked them, and then made up new melodies*

*and harmonies. These songs became known as Negro spirituals, the first authentic American sacred music. Gospel music is the original form of American folk music, blues and R&B are rooted in it.*

- *Often religious words or words/lyrics that make us think about friendship or helping each other. Lyrics with meaning if the song is not religious.*
- *Strong vocals often with harmony lines.*
- *Choirs singing in a call and response style.*
- *Use of instruments is dependant on the style of the gospel music. Could use piano, bass and drums and Hammond organ. There could be use of an electric guitar. Other instruments could be used such as strings .*
- *Use of syncopated rhythms and an often faster tempo unlike traditional hymns that would be more stately.*
- *The chorus will always be uplifting, it will be emotional.*

3. What are the style indicators in this song, ie how do I know this is southern gospel style music?

- *Usually male leading vocals.*
- *Sometimes called “quartet music”, for four people, originally four men used to sing in four parts. Nowadays the singers are joined by instrumentalists.*
- *Origins are in the South Eastern States of America, it grew out of rural traditions from the “white” community and is therefore sometimes called “white” gospel.*
- *Use of piano and guitar to accompany.*
- *In more modern times, the use of one lead vocalist with backing vocals.*
- *Lots of harmonies within the backing vocals.*

### **How is the Song Put Together?**

What is the structure/form/shape of the song?

It is important to note that there are no chorus sections in this song as this is classic strophic structure, i.e. there are just verses (like the hymn tune), though each is given a different texture.

The structure of the song is:

- *Introduction (Instrumental)*
- *Verse 1 (solo and choir singing words)*
- *Verse 2 (solo and choir singing ooh)*
- *Verse 3 (solo and choir start in unison)*
- *Repeat of Verse 1*
- *Ending (repeat of last line)*

# Lean On Me

## Step 5 – One-page Lesson Plan

Learning focus (optional) .....

### 1. Listen and Appraise

- **Listen and Appraise - Ode To Joy Symphony No 9 by Beethoven:** Play the music. Use your body to find/feel the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - Lean On Me (if you want to):** How are the pieces of music different, how are they similar?

Notes .....

### 2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- a. **Warm-up Games (including vocal warm-ups) - Lean On Me**
- b. **Flexible Games (an optional extension activity)**
- c. **Learn to Sing the Song - Lean On Me :** Sing the song.
- d. **Play Your Instruments with the Song:** Revisit this activity.
- e. **Improvise with the Song:** Option to revisit/continue this activity. (See Optional Extension Activities for Improvisation).
- f. **Compose with the Song:** Option to revisit this activity.

Notes .....

### 3. Perform

- **Performance - Lean On Me:** Perform and share what has taken place in today's lesson. Choose what you perform today.

Notes .....

### Continuous Assessment opportunities:

<b>Evidence</b> Have you recorded and uploaded?	
<b>Notable outcomes</b> Musical? Social? Unexpected? Exciting?	
<b>General learning focus for next time</b> Discuss with pupils.	

# Lean On Me

## Listen and Appraise Step 5

### Ode To Joy by Beethoven

#### Listening

Play the piece of music, find and move to the pulse. Use the on-screen questions (see below) as a focus. Scroll through the questions when you are listening to the piece of music, talk about them after listening. The answers are below.

- Do you like the piece of music?
- What can you hear?
- What is the style of this music?
- How is the piece of music put together?

#### Some extra listening ideas:

- Perhaps watch a clip of the original on YouTube?
- Listen to 'Lean On Me' again
- Look for similarities and differences between the pieces

#### Appraising

After listening to the piece of music, answer the on-screen questions, discuss the piece of music and what you can hear in it. Encourage the use of correct musical language when responding.

The detailed answers below will provide you (the teacher) with more than enough information to use flexibly with children of all abilities. You may not use all the information given but it will equip you with the necessary musical knowledge and understanding.

#### Ode To Joy by Beethoven

##### Information about the piece of music

Ode to Joy is an ode (a poem written especially for something and often sung), written in 1785 by the German poet, playwright and historian Friedrich Schiller, celebrating brotherhood and unity.

The ode is best known for its musical setting in the final movement of Beethoven's Ninth Symphony (completed in 1824), for orchestra, four solo voices and choir - a Choral Symphony. It is the final complete symphony of Ludwig Van Beethoven.

The symphony is one of the best-known works of the Western classical repertoire. It is universally considered to be among Beethoven's greatest works.

The Ninth Symphony setting has been used in many different ways. It was used in the film "A Clockwork Orange" and in the "Die Hard" films. The words for the hymn "Joyful, Joyful We Adore Thee" were written by Henry van Dyke in 1907 - his intention was to use the already well known tune from Beethoven's symphony to create a song of praise to God.

Ludwig Van Beethoven (1770–1827) was a German composer and pianist. A very important person in the transition between the Classical and Romantic eras in Western art music, he remains one of the most famous and influential of all composers.

### **Do You Like the Music?**

*It doesn't matter if you like or don't like a piece of music or a song. Think about the reasons why you do or don't.*

### **What Can You Hear?**

Ideas for listening include:

- The vocal line: how many singers? Male/female? *A male singer then a full choir with male and female singers, they are singing in German.*
- The backing/accompaniment: how many instruments? Which ones? *A full symphony orchestra which consists of strings, wind, brass and percussion sections.*
- Which instruments plays the solo? *There are no instrumental solos.*
- Is there a hook? *In classical music we don't often use the word 'hook' because that is mostly kept for talking about pop and other more modern styles of music. In any case, there is no matching repeating musical idea in this excerpt.*
- The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? *The texture varies a lot as there are many instruments in a symphony orchestra. The piece starts with strings and wind and is repeated with brass and percussion which add authority. They then all play together which leads to another wind interlude, the brass and percussion join and bring us to a male vocal solo which eventually leads us to the full choir. The texture changes constantly. The finale brings us to a huge climax using the choir and the orchestra. The constant change of texture makes the music tense and exciting.*
- The tempo: is it fast, slow or inbetween? *Quite fast.*

- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *As the texture thickens the dynamics get louder leading us to a loud finale.*

### **What is the Style of this Music?**

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *A choral symphony, with religious words.*

2. What are the style indicators in this piece of music, ie how do I know this is a religious choral symphony?

- *The use of a symphony orchestra*
- *The use of a choir with the orchestra*
- *The choir are singing religious words, in German, based on a poem. This is a choral symphony with religious words.*

### **How is the piece of music Put Together?**

What is the structure/form/shape of the piece of music?

The structure of the piece of music is:

- *Orchestral introduction*
- *Choir with orchestra*
- *Finale with choir and orchestra*

# Lean On Me

## Step 6 – One-page Lesson Plan

Learning focus (optional) .....

### 1. Listen and Appraise (begin to recognise the basic style indicators of Gospel music)

- **Listen and Appraise - Lean On Me by The ACM Gospel Choir:** Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - Lean On Me (if you want to):** How are the songs different, how are they similar?

Notes .....

### 2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- a. **Warm-up Games (including vocal warm-ups) - Lean On Me**
- b. **Flexible Games (an optional extension activity).**
- c. **Learn to Sing the Song - Lean On Me:** Sing the song.
- d. **Play your Instruments with the Song:** Revisit this activity.
- e. **Improvise with the Song:** Option to revisit/continue this activity. (See Optional Extension Activities for Improvisation).
- f. **Compose with the Song:** Option to revisit this activity.

Notes .....

### 3. Perform

- **Performance - Lean On Me:** Perform and share what has taken place in today's lesson. Choose what you perform today.

Notes .....

### Continuous Assessment opportunities:

<b>Evidence</b> Have you recorded and uploaded?	
<b>Notable outcomes</b> Musical? Social? Unexpected? Exciting?	
<b>General learning focus for next time</b> Discuss with pupils.	



# Lean On Me

## Listen and Appraise Step 6

Lean On Me cover version by The ACM Gospel Choir

### Listening

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Scroll through the questions when you are listening to the song, talk about them after listening. The answers are below.

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?

### Some extra listening ideas:

- Perhaps watch a clip of the original on YouTube?
- Listen to 'Lean On Me' again
- Look for similarities and differences between the songs

### Appraising

After listening to the song, answer the on-screen questions, discuss the song and what you can hear in it. Encourage the use of correct musical language when responding.

The detailed answers below will provide you (the teacher) with more than enough information to use flexibly with children of all abilities. You may not use all the information given but it will equip you with the necessary musical knowledge and understanding.

### Lean On Me cover version by The ACM Gospel Choir

#### Information about the Song

The ACM Gospel Choir is a gospel choir made up of students of the Academy of Contemporary Music. The group first came to public attention in the summer of 2008 when they gained 4th place in BBC One's Saturday night show Last Choir Standing. Shortly after leaving the show the choir released their first album. The choir was created by Mark De-Lisser and Nic Rowley at the Academy of Contemporary Music in 2005.

## Do You Like the Song?

*It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.*

## What Can You Hear?

Ideas for listening include:

- The vocal line: how many singers? Male/female? *Female vocalists singing the verses and the rest of the choir joins in the chorus. The original version has a male vocalist and no choir.*
- The backing/accompaniment: how many instruments? Which ones? *Keyboards, bass and drums. The original has a piano and Hammond organ and strings. This version is much more funky with syncopated rhythms.*
- Which instruments plays the solo? *Like the original, there is no instrumental solo.*
- Is there a hook? *Yes, as in the original: Lean On Me.*
- The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? *The texture changes from verse to chorus. Female vocal in the verse and full choir in the chorus. There is some talking over the introductions. The texture is completely different to the original, the original has one male voice and some backing vocals not a choir.*
- The tempo: is it fast, slow or inbetween? *This version is much faster than the original version.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *This version is generally much louder than the original.*
- How is the arrangement – the use of instruments – different from the original? *In this cover version there are less instruments, keyboard, bass and drums. They play much funkier, syncopated lines. The original uses piano, bass, drums and Hammond organ and the lines only get funky in the bridge. The tune is played by the instruments in the original version.*

## What is the Style of this Music?

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *This version of Lean On Me is Contemporary Urban gospel.*

2. What are the style indicators in this song? *Gospel music is religious/Christian music where people sing about God in many different styles eg folk, urban, modern worship, blues and country. Gospel music has a history that can be traced back to the 18th century. In the midst of difficult lives, slaves used songs to inspire inner strength and courage. They borrowed from Protestant hymns, reworked them, and then made up new melodies and harmonies.*

*These songs became known as Negro spirituals, the first authentic American sacred music. Gospel music is the original form of American folk music, blues and R&B are rooted in it.*

- *Often religious words or words/lyrics that make us think about friendship or helping each other. Lyrics with meaning if the song is not religious.*
- *Strong vocals often with harmony lines.*
- *Choirs singing in a call and response style.*
- *Use of instruments is dependent on the style of the gospel music. Could use piano, bass and drums and Hammond organ. There could be use of an electric guitar. Other instruments could be used such as strings.*
- *Use of syncopated rhythms and an often faster tempo unlike traditional hymns that would be more stately.*
- *The chorus will always be uplifting, it will be emotional.*

3. What are the style indicators in this song, ie how do I know this is urban contemporary gospel music ?

- *This style uses elements of pop, funk and jazz.*
- *Uses drums, electric guitar, bass and keyboards.*
- *The lyrics can have a non-religious meaning (secular).*
- *Has musical crossover appeal to non religious listeners.*
- *Syncopated rhythms with a fast tempo unlike a traditional hymn that would be more stately.*
- *The choir is singing in a call and response style.*
- *The voices are weaving in and out of each other.*

### **How is the Song Put Together?**

What is the structure/form/shape of the song?

The structure of the song is:

#### **Cover version**

- *Introduction*
- *Verse 1*
- *Chorus*
- *Intro*
- *Verse 2*
- *Chorus*
- *Bridge*
- *Chorus*
- *Intro*

- Verse 3
- Chorus x2
- Outro to dead stop

### **Original version**

- Introduction
- Verse 1 (“Sometimes in our lives..”)
- Chorus (“Lean on me”... added strings)
- Verse 2 (“Please swallow your pride..”)
- Bridge (“You just call on me brother..”)
- Chorus
- Bridge
- Verse 3 (“If there is a load..”)
- Outro (“Call me..”)