

# **Merseyside Music Education HUB Alliance Toolkit Strand Songwriting**

## **Songwriting Study Guide 1**

**Video 1: The components of a song and  
starting the lyric writing process**

**Tutor notes:**

## Student activities: Establish understanding/prior learning

### Complete Exercise 1

- List the features that comprise a song. This could include song sections, musical and non-musical features.

**V1S1**

### Key idea learning sequence 1:

The sections of a song

**Notes or resources**

#### Introduce the student to the 'ingredients' of a song.

##### Sections:

**Verse** – tells the story

**Chorus** – title/repetition

**Title** – the name of the song, often the subject

**Bridge** – pre-chorus (used interchangeably) – the section between verse and chorus

**Solo** – an instrumental, often improvised section

**Intro/Outro** – the starting and ending sections

**Middle 8** – contrasting section often found after the second chorus

**Pre-verse** – usually short, instrumental section before a verse

**Instrumental** – a composed section for instruments

- Example song structures can be found on the worksheet for this video. You might show or print the lyrics to a song, blocked as their sections, and discuss what each section could be.

**V1S2-V1S4**

**V1S5**

### Student activities:

- Listen to the song by The Beatles – “All You Need Is Love”.
- Discuss in small groups the sections of this song.
- Read the lyrics of “Strong” by Robbie Williams and mark the sections.
- Mark the sections on song lyric sheets of songs you like.

*Check the meaning of these sections using the Glossary of Songwriting Terms.*

Provide some examples where these sections occur within songs that you are familiar with.

**V1S3**

**V1S4**

### Tutor notes:

## Key idea learning sequence 2:

### Fundamental elements of a song

Notes or  
resources

**Introduce the student to other 'ingredients' of a song i.e. the fundamental song elements.**

#### **Musical and Non-Musical Elements:**

**Tune** – the melody being sung

**Instruments** – the musical devices producing the sounds

**Words** – the lyrics being sung

- Melody – the tune being sung
- Lyrics – the words being sung
- Chords – The set of pitches played by the musical instruments as an accompaniment – the harmonic structure

**Pitch** – the notes sung within the melody (high/low)

**Rhythm** – music's pattern in time comprising notes of different duration

**Hook** – the catchy melodic phrase, often containing the title line or sung as short syllables (do, do...oh...)

**V1S6**

### Student activities:

- Listen to songs and identify the melody, lyrics and chord sequence.

**Tutor notes:**



## Key idea sequence 4:

### Freewriting for lyrics

### Notes or resources

- Explain to the students that the detail of song lyrics can be generated by using the 'freewrite' method.
- Tell the students to think about the subject of their song.
- Remind students to record any words, ideas or images about their topic and produce on the 'freewrite' worksheet.
- The students should be encouraged to let the pen move and their ideas flow.
- When completed, the student has now the descriptive external detail, as well as some potentially usable internal detail, to write the song.
- Help the students to go back through their freewriting worksheet and highlight their external detail to be included their song.

For help with example subjects and starting points, students might access the worksheet extra resources – these are external websites with useful information.

**Teachers should check these resources before directing students to them as some content may be too mature for younger learners.**

Teachers may benefit from accessing the example Freewriting in Video 2 V2S8 to better understand the process and aims.

### Student activities:

#### Complete Exercise 3

- Use the freewrite method to draft your ideas for a song.
- The learner needs to underline or list their ideas for the song.

**V1S12**

### Tutor notes:

## Recap

- A song is made up of many different ingredients and features.
- When thinking about a song's content, external and internal detail are important.
- The 'freewrite' method is a simple song writing starting point.

**V1S13-16**

This Study Guide is to be used in conjunction with the Songwriting videos:

### ***Credits***

Daniel Rankin – Creative Lead | Project Designer and Presenter

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