

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

## **Songwriting Study Guide 3**

**Video 3: Melodies and how to write them,  
and lyrical scanning**

**Tutor notes:**

<b>Key idea learning sequence 1:</b> Writing a song melody	<b>Notes or resources</b>
<ul style="list-style-type: none"> <li>• Introduce your learner to what a melody is.</li> <li>• Consider two simple features of a melody.</li> <li>• State that melodies can be only two notes and this is a good way to start.</li> <li>• Show melodies can be based upon a scale, even scalar runs.</li> <li>• Introduce a song case study.</li> <li>• Help the learner appreciate that melodies use melodic devices.</li> </ul>	
<b>Student activities:</b>	
<ul style="list-style-type: none"> <li>• Show the learner a melody is the tune i.e. the notes you sing the lyrics to.</li> <li>• Melody is made up two music elements</li> <li>• Duration of the rhythm, i.e. how long notes are held</li> <li>• Pitch, which can be high or low</li> <li>• Study examples of simple melodies</li> <li>• “Mr. Brightside” by the Killers (single note)</li> <li>• “Out Of The Woods” by Taylor Swift</li> <li>• “Africa” by Toto (single note until final word of the line)</li> <li>• Study the melody of “What Makes You Beautiful” by One Direction.</li> <li>• Show the learner scalar movement i.e. where there is movement of notes from a particular scale in succession.</li> </ul> <p><b>Ask the learner to annotate the slides:</b></p> <ul style="list-style-type: none"> <li>• This song is largely composed around a single note for the verse.</li> <li>• Look at the static versus melody but mark the bridge up to 3rd, 5th and 6th degree emphasizing pentatonic scale.</li> <li>• The chorus melody has highlighted degrees of scale. The chorus has three notes of the key using a scalar step.</li> </ul> <p><i>These terms are fully explained in the Glossary of Songwriting Terms.</i></p>	<p><b>V3S1</b></p> <p><b>V3S2</b></p> <p><b>V3S3</b></p> <p><b>V3S4</b></p> <p><b>V3S5</b></p> <p><b>V3S6-11</b></p> <p><b>V3S6</b></p> <p><b>V3S7</b></p> <p><b>V3S8</b></p>

	<p><b>In the song “What Makes You Beautiful”:</b></p> <ul style="list-style-type: none"> <li>• Identify the use of ‘Repetition’ in the song.</li> <li>• Identify the use of ‘Melodic variation’ in the song.</li> <li>• Identify the concept of the ‘Hook’ in the song.</li> </ul>	<p><b>V3S9</b></p> <p><b>V3S10</b></p> <p><b>V3S11</b></p>
	<p><b>Complete Exercise 1</b></p> <ul style="list-style-type: none"> <li>• Students should use their favourite songs to: identify repetition, variation and the hook.</li> </ul>	<p><b>V3S12</b></p>

**Tutor notes:**

<b>Key idea learning sequence 2:</b> Stress syllables in a melody	<b>Notes or resources</b>
<ul style="list-style-type: none"> <li>• Introduce the student to rhythmic pattern and meter.</li> <li>• The student needs to appreciate how melody and lyrics scan smoothly together.</li> </ul>	<b>V3S13</b>
<b>Student activities:</b>	
<p><b>Study the song “We Will Rock You’ by Queen</b></p> <ul style="list-style-type: none"> <li>• Refer to an excellent example of scanning melody and lyrics.</li> <li>• Identify where every word has landed on the down beat of a descending scalar run.</li> </ul> <p><b>Study the song “Domino” by Jessie J</b></p> <ul style="list-style-type: none"> <li>• Identify the colours that show how the stress syllable words and offbeat final words have been highlighted</li> <li>• The stress syllables land on the downbeats, except for the final word where she uses syncopation (offbeats), landing the stress word off the beat.</li> <li>• Watch and listen to the video to catch up on how the writing of “Soundtrack To Your Life” is progressing.</li> </ul>	<b>V3S14</b>  <b>V3S15</b>  <b>V3S16</b>  <b>V3S17</b>  <b>V3S18</b>
<p><b>Complete exercise 2</b></p> <ul style="list-style-type: none"> <li>• Write your own melodies.</li> </ul>	<b>V3S19</b>

**Tutor notes:**

## Recap

- A song melody is made up of two elements – pitch and rhythm.
- Study the progress of the song “Soundtrack To Your Life”.
- Stress syllables are used to accentuate important lyrics in a phrase

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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Stuart Brown – Sefton Music Service Manager | Reader

Anthony Jones – Videographer | Filming and editing