Creative Curiculums

SONGWRITING STARTUP!

BY CHANTAL JOSEPH

PA Standards Aligned:

CC.1.4.6-12.Q: Write with an awareness of the stylistic aspects of writing.

9.1.3-5.A: Know & use the elements & principles of each art form to create works in the arts & humanities



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Creative Curriculums **ACTIVATE**

BRAINSTORM BASS

In music, the bass sets the rhythmic foundation for every song. In songwriting the foundation comes from the theme, subject or experience that you are writing about

Materials: paper & pens/pencils

Let's brainstorm an idea that you might want to write about. The more specific the better! For example, instead of "I'm writing about love", say: "I'm writing about my first crush" Focusing on emotions, about things in your life that affect you, and things in your life that are important to you can make lyric writing much easier.

I am writing about:
How does it make you feel?
What images come to mind?:
What senses are triggered? (smell, sound, etc):
What other descriptive words come to mind?

Remember, the more detail you use, and the more words/ideas you list the easier it will be to pick out lyrics later.

Next level: What's your favorite song? Can you figure out the theme or subject of the song?



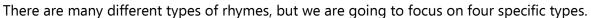
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Creative Curriculums DISCOVER

BUSTA RHYME

Now that you have the basic idea for you song, let's learn about rhymes.

Materials: paper and pens/pencils



Perfect Rhymes, Imperfect Rhymes, Internal Rhymes and End Rhymes.



Perfect Rhyme:	love = dove	king = bring
When the sounds of the final accented vowel and/or final consonant are identical, although the letters may be different.	by = eye	new = you
Imperfect Rhyme: Also known as half rhyme or slant rhyme.	heavy = plenty heart = star urgent= verdict	
When two words share just a similar vowel sound (assonance) OR a similar consonant sound (consonance)	sally= sells = seashells	
Internal Rhyme:	A. I went to town to	buy a gown.
A. Two or more rhyming words within the same line OR	B. I'd like to jump in	the ocean,
B. Two or more rhyming words appearing in the middle of at least	But don't dump r	me in.
two separate lines OR	C. The sky was a rich	shiny blue.
C. One word at the end of a line rhyming with one word in the middle of the next line.	·	but I stayed inside.
End Rhyme:	I'm just going to stay	y home
When the final words in two lines or more rhyme.	Deep inside I just wa	ent to roam.

Practice your rhyming skills:	
Perfect Rhyme: The CAR is not parked that	
Imperfect Rhyme (Assonance): Be careful of the loose piece on the GATE, I'm just afraid it might	·
Imperfect Rhyme (consonance): She's a Good Girl but He's a Bad	
Internal Rhyme: Turn that FROWN upside DOWN. You are a queen, here is your	
End Rhyme: Sitting at the dock of the BAY.	
First comes April then comes .	

Now, look back at your brainstorming sheet and see if you can come up with some of your own rhymes.

Next Level: When you listen to music, see if you can identify the TYPE of rhyme the artist is using. What are the rhyme types you hear in different genres of music?



Creative Curriculums | MAGINE

MAKE A RHYME, MAKE A RULE

Now that you know several types of rhymes, let's explore rhyme schemes!

Materials: paper and pens/pencils

Sick - Shel Silverstein



And Still I Rise -Maya Angelou

A **rhyme scheme** is the pattern of rhyme that comes at the end of each verse or line. Just like types of rhymes, there a many different rhyme schemes, For this activity, we are going to focus on two:

AABB	ABCB
I cannot go to school today (A)	Just like moons and like suns, (A)
Said little Prggy Ann McKay (A)	With the certainty of tides, (B)
"I have the measles and the mumps, (B)	Just like hopes springing high, (C)
A gash, a rash, and purple bumps. (B)	Still I'll rise. (B)

To practice create rhymes, look back at your idea for your poem, and see if you can create a few lines using either the AABB or ABCB rhyme schemes. Then, experiment with others, such as ABAB, or AAA, etc

Although many poems do not use a rhyme scheme, most songs do. The two examples below use a combination of rhyme types and schemes to create very original songs. See if you can recognize what they are doing.

Now for a strong central democracy

R-E-S-P-E-C-T

If not, then I'll be Socrates

Find out what it means to me

R-E-S-P-E-C-T

R-E-S-P-E-C-T

Take care, TCB

Respect—Aretha Franklin

Refer back to your past work, and see what you can create by combining different types of rhymes with different schemes. Practice reading the lines out loud to hear if they are conveying the emotion and message you intend. Experiment with your form and think about what genre of music your song would fit in. Once you have a verse, see if you can create a chorus, or a hook, if appropriate These tend to be short and reinforce the theme of the song.

Next level: Most songs are 2—3 minutes, see if you can gets your to be at least that long. Practice saying it out loud. Remember, most songs have at least some lines or phrases that are repeated.



Creative Curriculums SHARE

SPONTANEOUS SUPER SONGS

Let your imagination run wild and have fun making up theme songs for invented super heroes

Materials: 3 pieces of paper or index cards for each person, 3 containers, pens/pencils, and a timer



Gather up family and friends for some silly spontaneous song writing.

- ⇒ Get two containers (bowls, boxes, jars etc). Label them "1" and "2"
- ⇒ On the first card/paper, everyone writes the name of an original superhero (such as Super Sleuth or Gum Girl)
- ⇒ Fold those notecards/paper in half so you can not see what is written on them, and put into container 1
- ⇒ On the second card/paper, everyone writes an object they see in the room (such as lamp, chair, etc)
- ⇒ Fold those notecards/paper in half so you can not see what is written on them, and put into container 2
- ⇒ On the third card/paper, everyone writes a word that describes their favorite food (such as chewy or sweet)
- ⇒ Fold those notecards/paper in half so you can not see what is written on them, and put into container 3
- ⇒ After mixing up the cards, each person will take a turn blindly choosing one card from each box.
- ⇒ Set the timer for 2 minutes, and everyone tries to write a short theme song for their super hero that includes the names of the super hero, the object and descriptive word
- ⇒ You can construct your lyrics any way you want. Bonus points if you can use one of them in a rhyme.
- ⇒ You can change the game by picking something different for the second and third words, such as genres of music, articles of clothing, words to describe a car, etc

Next Level: Use family members names in the super hero names for a fun twist!

