


MAKE YOUR OWN SONG (LEVEL 3)

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| Description | Learners will write their own songs and perform them with rhythm and beat. They will learn the basic elements of writing a song which include, message, lyrics, rhyme, rhyming scheme, simile, metaphor, personification, synonyms and rhythm and use them to complete the project. |
| Leading question | How can I write a song that conveys a message/ story? |
| Subjects covered | English, Music, Social and Emotional Learning |
| Total time required | 40-50 minutes a day for 4 days |
| Resources required | Paper, pen/ pencil, ball/ crushed paper <i>Optional</i> - plastic bottle/ container, stones or pebbles, balloon, rubber band |
| Learning outcomes: | By the end of this project, learners will be able to: Knowledge-Based Outcomes: <ol style="list-style-type: none"> 1. Identify and use rhyming words. 2. Identify and use rhyming schemes in a song. 3. Understand and use figures of speech - simile, metaphor and personification - in their writing. 4. Write short phrases/sentences with rhyming words. 5. Write a song with verse and chorus. 21 st Century Skill Outcomes: <ol style="list-style-type: none"> 1. Communicate their ideas to receive feedback and communicate their thoughts and ideas in a written format. 2. Collaborate with a peer/ adult to receive feedback. 3. Use their creativity to come up with lyrics, rhythm, and musical instruments for the song. 4. Use critical-thinking skills to translate a message/story into a song format. |
| Previous Learning | NA |
| Supervision required | Medium |

Day 1 –

Today, you will understand the important elements of writing a song and finalise a message/ story for the song.

| Time | Activity and Description |
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| 10 minutes | <p>Introduction Share your favourite song and explain why you love that song.</p> <p>Note: Encourage learners to sing a few lines of their favourite song for the class.</p> |

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| | <ul style="list-style-type: none"> - During this project, you will be creating a song. You will learn the various aspects of writing a song and create your own song with lyrics and beats! - Throughout this project, we will be exploring the Leading Question: How can I write a song that conveys a message/ story? |
| 10 minutes | <p>Listening to Songs and Understanding Their Meaning</p> <p>Let us listen to a minute of 3 different types of songs and discuss the answers to the following questions about each song.</p> <ul style="list-style-type: none"> - How does each song make you feel? - Was it the words of the song or the music that made you feel the way you did? - Is the song conveying a message or story? If yes, what is the message or story? - Can you think of other examples of songs that convey a story or message? <p>Notes:</p> <ul style="list-style-type: none"> - <i>Links to 3 songs have been added in Appendix 1. Teachers can also play 3 songs of their choosing for the learners. Make sure that each song covers different emotions like happiness, sadness, love, anger, etc.</i> - <i>After the discussion, share the title and artist of each song and discuss briefly the intended message or mood of the song.</i> <p>From this activity, we understand how songs through their lyrics and music can convey a message or story and impact our emotions.</p> |
| 20 minutes | <p>Finalising the Message or Story for the Song</p> <p>Think of a message or story that you would like to convey through your song.</p> <p>Let us understand the various elements that we need to think of while finalising the same.</p> <ol style="list-style-type: none"> Audience - Who is going to be the audience during the performance? What kind of songs do you think the audience will enjoy? Theme - What is the central topic of the song? It can be a broad concept like love, freedom, or hope, or a more specific idea or story. Emotion - What mood do you want to set for your song? <ul style="list-style-type: none"> - When we heard some songs before, we were able to share what emotion we felt like listening to those songs. - What is the meaning of emotions? Can you name a few emotions we feel? - Emotions are feelings that we experience. Some of the emotions we feel are happiness, sadness, excitement, anger, love, etc. <p>Tip: Print out the emotions chart given in Appendix 2 for learners to refer to and use.</p> <div style="text-align: center;">  <p>HAPPY SAD PROUD SHY WORRIED JEALOUS BRAVE EMBARRASED</p> </div> |

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| | <p>d. Narrative (optional) - If the song tells a story, think of the plot, characters and moral of the story.</p> <p>e. Title - What do you want to name your song?</p> <p>Note: Ask learners can use the graphic organiser given below to fill in these points for their song.</p> <div style="text-align: center; border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="margin: 0;">Title</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center; padding: 5px;">Audience</td> <td style="width: 25%; text-align: center; padding: 5px;">Theme</td> <td style="width: 25%; text-align: center; padding: 5px;">Emotion</td> <td style="width: 25%; text-align: center; padding: 5px;">Narrative (optional)</td> </tr> </table> </div> | Audience | Theme | Emotion | Narrative (optional) |
| Audience | Theme | Emotion | Narrative (optional) | | |
| <p>At-home activities</p> | <ul style="list-style-type: none"> - Complete any pending work on the graphic organiser. - Share your idea for the song with your family and receive feedback. Make any improvements or changes based on the feedback. | | | | |

Day 2 –

Today, you will learn about rhyming words, rhyming schemes, and figures of speech — simile, metaphor, personification and synonyms. You will also start writing your song lyrics.

| Time | Activity and Description |
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| 10 minutes | <p>Rhyming Words and Rhyming Scheme</p> <p>What is one similarity and difference between songs and poems?</p> <ul style="list-style-type: none"> - Songs and poems are very similar to one another in the way they are written. - The main difference between the two is that songs are written to be performed to music and not all poems are set to music. - We all have read poems from our books, let us use our knowledge of rhyming words from poems and use them for the lyrics of our song. - Can you share what rhyming words are and an example of rhyming words? - You must have noticed that a lot of poems have words that sound alike used at the end of a line. These words are called rhyming words. - Let us try and identify rhyming words and the rhyming scheme from the song given below: <p style="text-align: center;"><u>Nature's Dance</u></p> <p style="text-align: center;">In the garden, a bloom so bright Colors swirling, a pure delight</p> |



| | <p>Buzzing bees, a joyful sound Nature's wonders all around Grateful for this cheerful sight</p> <ul style="list-style-type: none"> - The rhyming words in this song are bright, delight, sight and sound and around. - The rhyming scheme is AABBA. The rhyming scheme is the order of rhyming words at the end of the line. <ul style="list-style-type: none"> - We assign the capital letter A to the first rhyming set and the B for the second and continue. - Let us try and identify the rhyming scheme of one more song. <p style="text-align: center;"><u>Jack and Jill</u> Jack and Jill Went up the hill, To fetch a pail of water Jack fell down, And broke his crown And Jill came tumbling after.</p> <p><i>Answer: Jack and Jill - AABCCB</i></p> | | | | | | | | | | | | | | | |
|---------------------------------|--|--------------------------------------|----------|-----------------|---------------------------------|-------------------|-------------------------------------|--------------------------------|--------------------|--------------------------------------|-------------------------|------------------------|-------------------------------------|---------------------------------|--------------------------------|--------------------------|
| 15 minutes | <p>Simile, Metaphor and Personification</p> <p>Can you think of how words in songs help us visualise or feel an emotion?</p> <ul style="list-style-type: none"> - To create magic through lyrics, learners will learn figures of speech - similes, metaphors and personification which will help better the song lyrics. <ul style="list-style-type: none"> - Simile - It is a way of describing by comparing it with something else using 'as' or 'like'. For example, as blind as a bat, hard as a rock, sparkle like diamonds, etc. - Metaphor - A metaphor is a way of describing someone or something by showing their similarity with something else. For example, her voice is music to my ears (comparing someone's voice being pleasant and melodious) - Personification - When human qualities are given to objects. For example, the stars danced in the night sky, the angry waves crashed against the shore. <p>Note: Discuss the below-given examples of each if needed.</p> <table border="1" data-bbox="402 1415 1451 1646"> <thead> <tr> <th>Simile</th> <th>Metaphor</th> <th>Personification</th> </tr> </thead> <tbody> <tr> <td>Her dress was as white as snow.</td> <td>He is a busy bee.</td> <td>Time flies when you are having fun.</td> </tr> <tr> <td>Your hands are as cold as ice.</td> <td>I am feeling blue.</td> <td>The candle flame danced in the dark.</td> </tr> <tr> <td>He is as sweet as honey</td> <td>She is a shining star.</td> <td>The stars blinked in the night sky.</td> </tr> <tr> <td>She can run as fast as cheetah.</td> <td>My mother has a heart of gold.</td> <td>The house looked lonely.</td> </tr> </tbody> </table> <p>Try to identify the figures of speech in the given sentences</p> <ol style="list-style-type: none"> The cat was as quick as lightning when it chased after the mouse. (<i>Simile</i>) The moon is a silver coin in the night sky. (<i>Metaphor</i>) The wind whispered secrets through the leaves. (<i>Personification</i>) | Simile | Metaphor | Personification | Her dress was as white as snow. | He is a busy bee. | Time flies when you are having fun. | Your hands are as cold as ice. | I am feeling blue. | The candle flame danced in the dark. | He is as sweet as honey | She is a shining star. | The stars blinked in the night sky. | She can run as fast as cheetah. | My mother has a heart of gold. | The house looked lonely. |
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| | d. The teacher's voice was as gentle as a lullaby, soothing our restless minds. (<i>Simile</i>) |
| 15 minutes | <p>Writing Your Song Let's start writing the lyrics for your song.</p> <ul style="list-style-type: none"> - Songs are written in verse and chorus. - The chorus is the part of the song that is repetitive. It often carries the message of the song and appears repetitively. (Add an example from a Telugu song to help learners understand what a chorus looks like.) - Verses are the other sections of the song that narrate the story/build the message. - While creating your song, keep in mind the following points: <ul style="list-style-type: none"> - At least 1 verse and 1 chorus - 5-6 pairs of rhyming words - Rhyming scheme - 1 figure of speech - simile, metaphor or personification <p>Start by looking at the message you created the previous day and think of rhyming words related to the theme.</p> <ul style="list-style-type: none"> - List down at least 5-6 sets of rhyming words. - You can then use these rhyming words and create at least 2 verses and 1 chorus. |
| At-home activities | <p>Share their lyrics with your family/ friends to receive feedback. They can discuss the following:</p> <ul style="list-style-type: none"> - What did you like about the lyrics? - Do the lyrics capture the message/story of the song? - Are rhyming words used correctly? - What can be done better? <p>Make any improvements or changes based on the feedback.</p> |

Day 3 –

Today, you will create a rhythm for your song. You will also create a musical instrument that you can play while performing your song.

| Time | Activity and Description |
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| 10 minutes | <p>Introductory Activity Let's play a game of imitation!</p> <p>Note: Create a rhythm like clap, clap, snap, snap and have the learners repeat it. Do it 3 times and have learners repeat. Once done, ask a learner to create a rhythm and have the rest of the class repeat. Repeat this process for 2-3 rounds.</p> <ul style="list-style-type: none"> - What you created by clapping, snapping or stomping created a rhythm. - A rhythm is a pattern of sound/beats that you create for your song. - Today, you will create a rhythm for our song and also create a simple musical instrument to enhance the rhythm of your song. |
| 15 minutes | <p>Creating a Musical Instrument Let's create a musical instrument of your choice with the items available around you.</p> |


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| | <p>Note: Below are some ideas that can be suggested to learners:</p> <ul style="list-style-type: none"> - Sound shaker - Make a sound shaker with clean plastic containers/bottles or any type of bottle/small box with lids and a variety of indoor and outdoor items like paper clips, pennies, buttons, marbles, cotton balls, rice, shells, leaves, seeds, pebbles or sand. Place the items in containers and shake!  <ul style="list-style-type: none"> - Balloon drum - Remove the lid of the steel/plastic container. Cut the neck portion of a balloon. Stretch the balloon over the container and secure it with a rubber band. Use your hand or stick to beat the balloon to create beats. (Note: Here is a link to a video which would help you understand this process. The same has been added in Appendix 3. https://www.youtube.com/watch?v=OjR-XZCQLMA)  |
| 15 minutes | <p>Creating a Rhythm and Practising for the Final Performance</p> <p>Create a rhythm for your song using your musical instruments and practise for the final performance. Think of the song's theme and emotions that you are trying to achieve while creating the rhythm and make sure the song matches the message and emotion.</p> |
| At-home activities | <ul style="list-style-type: none"> - Practise for your final performance. - Invite your family and friends to come watch your performance. |


Day 4 –

Today, you will perform your songs for an audience.

| Time | Activity and Description |
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| 10 minutes | <p>Final Practise</p> <p>Do a final practice of your song before the performance.</p> |

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| | Note: Ask learners to invite their family/ friends to come for the musical performance. |
| 20 minutes | <p>Performance</p> <p>Perform your final song with your musical instruments.</p> <p>The audience will try to guess the meaning and message of the songs after every performance.</p> |
| 10 minutes | <p>Reflection</p> <p>Let's reflect on the following questions:</p> <ul style="list-style-type: none"> - Do you think your song conveyed the message/ story you decided through lyrics and rhythm? - Do you think songs are an effective way to communicate a message/ story to an audience? - Is it more effective to convey emotions through songs compared to expressing them through regular speech? Why or why not? - Did feedback given help you improve your song? |

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| Additional enrichment activities: | <ul style="list-style-type: none"> - Learners can write more than 1 song if they wish to. - Learners can also use synonyms and antonyms in their songs. Synonyms are words with similar meanings. For example, large and big Antonyms are words with opposite meanings. For example, big X small - Learners can create more than other musical instruments for their performance. <ul style="list-style-type: none"> - Make a flute by taping together drinking straws of different lengths. Assemble the straws in ascending order and tape them together to make the flute.  <ul style="list-style-type: none"> - Wrap rubber bands around a plastic cup or container and tape them securely to create a guitar-like instrument. |
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| Modifications for simplification |  |
| | <p>- Learners can create sounds using their mouth, lips and voice rather than creating a musical instrument.</p> |

ASSESSMENT CRITERIA

A majority of my learners were able to:

- Identify and use at least 5-6 pairs of rhyming words and rhyming schemes in their songs.
- Identify and use at least 1 simile, metaphor or personification in their songs.
- Create at least 1 musical instrument to create a rhythm for their song.
- Write a song with at least 2 verses and 1 chorus.
- Perform the song they created for an audience.

APPENDIX 1

Links to songs that can be used in class:

Note: *If you think the songs are too fast, go to the settings of the video and reduce the 'playback speed'.*

Song 1 - <https://www.youtube.com/watch?v=pkCyfBib1bl>

Name - Better When I'm Dancin

Song by Meghan Trainor

Message - This song conveys a message of self-confidence and joy, emphasising that dancing brings happiness and a sense of well-being.

Song 2 - <https://www.youtube.com/watch?v=cPAbx5kgCJo>

Name - How Far I'll Go

Song by Auli'i Cravalho

Message - In the song from the movie Moana, the main character wants to explore and go on big adventures outside of her island. But there's a problem because her family and people have a tradition of staying on the island. So, it's like a big choice between what her family does and what she wants. In the end, the song says that it's okay to follow your dreams and be brave, even if it's hard. It's all about believing in yourself and doing what you want to do.

Song 3 - <https://www.youtube.com/watch?v=tQwVKr8rCYw>

Name - Surface Pressure

Song by Jessica Darrow

Message - In the song from the movie Encanto, the elder sister sings this song and expresses how being the "rock of the family" is not what it seems and that she struggles with the pressure being put on her, with everyone relying on her.

APPENDIX 2

Emotion chart

HOW ARE YOU FEELING?



Source - <https://www.freebiefindingmom.com/printable-feelings-chart-for-kids-pdf-download/>
