

UNEX Developing Written Skills



Title: Song cowriter

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Keywords: # song, # rhyme, # tempo

Duration: 25-30 minutes.

Description:

The lyrics are often criticized by listeners. Different styles also offer different expressions, very often a rhyme is missing (characteristic of slower and melodic styles). Often humming out loud or mentally, it seems to us that we can improve the lyrics, make it more understandable, or completely change the lyrics depending on our current state or the way we perceive this song.

Objectives:

1. *Enriching writing skills in poetic form*
2. *Expanding the vocabulary*
3. *Combining lyrics and music, observing the rhyme and preserving the sound of the song*

Activity(ies) (Stages):

To prepare the exercise, each student pre-selects his favorite song and writes the original text on a piece of paper. The choice of style in the music and the song itself are entirely the responsibility of the student as long as he opens to generally accepted norms of lexical suitability for use in school - without obscene words, insulting lyrics, hate speech, incitement to violence and obscene behavior. Here is an example:

Last night she said,
"Oh, baby, I feel so down."  Your version
Oh it turns me off,
When I feel left out." Your version T

So I, I turn 'round,
"Oh, baby, don't care no more. Your version
I know this for sure,
I'm walkin' out that door." Your version



Well, I've been in town for just about fifteen minutes now
~~And baby, I feel so down~~ Your version
And I don't know why
~~I keep walkin' for miles~~ Your version

See, people they don't understand
~~No, girlfriends, they can't understand~~ Your version
Your grandsons, they won't understand
~~On top of this, I ain't ever gonna understand...~~ Your version

Creative task: Replace the second (first) line with your version, trying not to disturb the overall sound of the song.

In the second part of the exercise you choose, prepare the lyrics and demonstrate the song through an audiovisual system. The conditions of the creative assignment remain the same. Play your version of the song.

Third part (for advanced): Choose your favorite melody and write lyrics for it

Tips for trainers

You can also use this method in foreign language classes with a song in the respective language, which will further expand the vocabulary.

List of resources, materials etc.

https://www.youtube.com/watch?v=z1DL-G_XIG0

Multimedia, active board or karaoke.

Prepared audio, video and text material for the second part of the exercise.

Paper and pens.

Evaluation/Feedback

Are students motivated to perform this activity? Yes / No

Do students do well with text substitution? Yes / No

Does the new song sound good? Yes / No