Revision

OBJECTIVES
Students will learn about the revision process as it relates to songwriting.
Students will revise their songs to meet Words & Music program standards.
Students will prepare their songs for submission to the Country Music Hall of Fame and Museum.

VOCABULARY
cover songs, metaphor, revision, simile

PREPARATION
• Make copies of Partner Revision Worksheet.
• Make copies of Songwriters’ Manuscripts (in Appendix).
  Note: You may choose to project these instead of photocopying.
• Reserve computers or computer lab for students to type their songs.
• Make copies of Final Lyric Assessment Rubric (in Supplemental Materials) to use in your evaluation of each student’s final work.

STANDARDS
CCSS.ELA-Literacy.CCRA.R.1
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.2
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCRA.W.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.CCRA.L.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.

FREE WRITE (5 minutes)

BRAINSTORM (5 minutes)

Explain that a simile is a descriptive comparison that uses “like” or “as.” For example, “He was as fast as a whirlwind on the basketball court,” or “The sun rose like a neon tangerine.” A metaphor makes similar comparisons without using “like” or “as.” For example, “He was a whirlwind on the basketball court,” or “At dawn, the sun was a neon tangerine.” Notice how similes and metaphors compare two unlike things that share a similar feature. Songwriters sometimes use similes and metaphors to create stronger images.

Prompt: For the final brainstorm, work with a partner to create as many similes and metaphors as you can in two minutes.

For the remaining time, allow students to share their favorite similes and metaphors with the class.

ACTIVITY (35 minutes)

1. Share with students:

   Just like any other style of writing, songwriting requires revision to make the song the best it can be. To revise lyrics, songwriters may do something as simple as swapping out a few words, or they could rewrite whole verses or the chorus. They have to be brave enough to accept feedback from other people and to consider changing words and phrases they may have thought were perfect. Professional songwriters often keep revising their work, even up to the last minute. Bob Dylan, for example, originally wrote the song “Tangled Up in Blue” in third person (from someone else’s point of view) but then decided to change it to first person (from the “I” point of view) when he recorded it.
2. Share examples of **Songwriters’ Manuscripts** that demonstrate revision.

3. **Preparing students for the songwriter workshop**: Remind students that one reason they will want to polish their work is that the Words & Music unit culminates in a workshop experience with a professional songwriter. The writer will set a selection of student lyrics to music and perform those fully-formed songs for the class. Prepare students for this experience by letting them know:

   - Not all students’ songs will be arranged and performed by the professional.

   - This is a co-writing experience, since the professional songwriter is putting the students’ lyrics to music. Therefore, the professional may take creative license with some of the lyrics or structural elements to make the words work better with music.

   - It is not uncommon for lyrics to be set to a variety of musical styles. Artists sometimes record **cover songs**, or remakes, arranging the same lyrics to fit jazz, rock, country, or another musical genre. Students should be encouraged to embrace this concept if their musical vision for their lyrics differs from the choices made by the professional songwriter.

4. Distribute and review the **Partner Revision Worksheet**.

   Students should take ten to 15 minutes to thoughtfully complete the revision worksheets. Remind them to take their task seriously; their objective is to offer constructive feedback that will improve their partner’s work, not tear it down.

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*Alan Jackson wrote many of his twenty-six #1 hits. He was inducted into the Nashville Songwriters Hall of Fame in 2011.*
5. After students finish the Partner Revision Worksheet, they should follow its guidance and, if need be, make final changes to their lyrics. They should then type or neatly print their lyrics and turn them in according to the assignment deadline. Please ensure that students follow these guidelines for lyric submission to the Country Music Hall of Fame and Museum:

- Lyrics must be typed or clearly printed in ink (typed is preferred).
- Lyrics should not be stapled.
- Lyrics should adhere to the following formatting requirements:
  - 12-point font, 1.5 spaced
  - Left justified (flush left)
  - Chorus indented once
  - Bridge indented twice

- Each set of lyrics should contain the following header information:
  - Student name(s):
  - School name:
  - Grade level:
  - Teacher name(s):
  - Date:

Students may write a note to the professional songwriter if they have a preferred song style. (This issue is also addressed in the last question on the revision handout.)

**TEACHER TIP**

If students finish early, ask them to write in their journal five to ten similes or metaphors that could fit in their song. They may want to revise their lyrics to include one or more of these new images.

6. Use the Final Lyric Assessment Rubric (in Supplemental Materials) to evaluate students’ final lyrics.

**INTERDISCIPLINARY CONNECTION OPPORTUNITY**

Speak to the visual art teacher about a joint project that would allow students to create album covers or other work to illustrate their lyrics.

Lyrics are due at least two weeks before the scheduled Words & Music songwriter workshop. They can be submitted to the Country Music Hall of Fame and Museum in the following ways:

- Email attachment: Compile the lyrics of each class into one document and attach it to an email. Send to lyrics@countrymusichalloffame.org
- Fax to 615-255-2245
- Mail paper copies to:
  
  Words & Music
  Country Music Hall of Fame and Museum
  222 Fifth Avenue South
  Nashville, TN 37203
**Final Lyric Assessment Rubric • Lesson 9**

Use this rubric to evaluate the final lyrics at the completion of the Words & Music unit.

<table>
<thead>
<tr>
<th>Level</th>
<th>Skill</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Song has a title</td>
<td></td>
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<tr>
<td>1</td>
<td>Song has a chorus</td>
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<tr>
<td>1</td>
<td>Song has at least one verse</td>
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<tr>
<td>1</td>
<td>Each line of the verse contains about the same number of syllables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>All verses contain the same number of lines</td>
<td></td>
<td></td>
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<tr>
<td>1</td>
<td>Each line of the chorus contains about the same number of syllables</td>
<td></td>
<td></td>
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<tr>
<td>1</td>
<td>Chorus repeats itself (is not different each time)</td>
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</tr>
<tr>
<td>2</td>
<td>If the songwriter intended to rhyme, the song maintains a consistent rhyme scheme</td>
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<td></td>
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<tr>
<td>2</td>
<td>Song has a clear theme</td>
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<td></td>
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<tr>
<td>2</td>
<td>Theme evident in the chorus</td>
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<td>2</td>
<td>Verses contain supporting details</td>
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<tr>
<td>2</td>
<td>Title, chorus, hook, and theme relate to each other</td>
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<tr>
<td>2</td>
<td>Song contains a message about the theme</td>
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<tr>
<td>3</td>
<td>Song demonstrates a grasp of exact and approximate rhyme</td>
<td></td>
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<tr>
<td>3</td>
<td>Song includes one or more descriptive images, similes, or metaphors</td>
<td></td>
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</tbody>
</table>

**ASSESSMENT SCALE**

_Satisfactory:_ Student achieves at least five Level 1 skills

_Proficient:_ Student achieves at least six Level 1 skills and at least three Level 2 skills

_Excellent:_ Student achieves all Level 1 skills, at least four Level 2 skills, and both Level 3 skills

Students who do not achieve at least five Level 1 skills should make additional corrections to the lyrics before submitting their work to the professional songwriter.