

## 2) Parts of a Song

### OBJECTIVES

Students will demonstrate an understanding of new vocabulary and concepts related to parts of a song.

Students will listen to songs and identify their elements.

### VOCABULARY

bridge, chorus, hook, outline, subject, theme, title, verse

### PREPARATION

- Make copies of the “**Somebody’s Daughter**” **Student Lyric Sheet, Song Outline Worksheet, and Song Structure Practice Worksheet.**
- Locate audio or video version of “Somebody’s Daughter” performed by Tenille Townes.

### 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.R.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

#### CCSS.ELA-Literacy.CCRA.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### FREE WRITE (5 minutes)

Every day, students will spend five minutes free writing. During this time, they do not need to worry about conventions like spelling or punctuation. Encourage students to:

- Write about anything that is on their minds.
- Focus on writing for the entire five minutes.
- Keep their pen or pencil moving the whole time.

### TEACHER TIP

Students may feel overwhelmed when they first start free writing. They may feel like they do not know what to write. The following ideas may help:

- Do the free write with the students and read yours aloud as an example of the different shapes a free write might take.
- Remind students that as long as they are writing something, they are doing well.
- Remind students that the most important thing about free writing is simply getting words onto the page.
- Allow students to volunteer sharing their free writes. Create a safe environment by setting classroom expectations for being kind and respectful to others as their peers share personal experiences. By sharing, students will develop social and emotional learning competencies such as self-awareness, social awareness, and relationship skills.

### DISCUSS HOMEWORK (5 minutes)

Ask students to share their responses to the songwriter quotes. Point out common themes as students share what they learned about what it takes to be a songwriter.

### BRAINSTORM (5 minutes)

**Prompt:** In your journal, write everything you know about the parts of a song in one minute.

Afterward, divide the class into small groups and ask each group to compile a master list. Ask groups to share their findings with the class. Make note of which parts the students mention so you can prepare for the next activity.

**ACTIVITY** (30 minutes)

1. Review or introduce the parts of a song, but do so briefly. They will be discussed in more detail in the second part of the activity.
  - The **title** is the name of the song.
  - The **subject** is the topic of the song.
  - The **theme** is the message of the song.
  - The **hook** is the part of the song that catches, or “hooks,” a listener’s attention and makes the song easy to remember. The title and hook are often the same, and the hook is usually repeated throughout the song. The title, theme, and hook should work together to let listeners know what the song is about.
  - The **verse** communicates the details of the song’s subject, such as who, what, where, when, why, and how. Songs usually have multiple verses.
  - The **chorus** is the part that is repeated throughout the song. It is usually simpler than the verses, and it often contains the hook. In ancient Greek plays, a group of singers, called a “chorus,” appeared between every act to summarize what had just occurred on stage.
  - The **bridge** introduces a twist or new idea on the subject. It usually occurs toward the end of the song, and it has a different melody from the verses and chorus. Note that not all songs have a bridge.
2. Distribute **“Somebody’s Daughter” Student Lyric Sheet**. Listen to the song as a class and ask students to identify the song parts by filling in the blanks on the lyric sheet. Then listen to the song again, pausing as directed on the **Teacher’s Lyric Sheet** to discuss song structure and parts as a class.
3. Explain that a song **outline** is a rough sketch of what the lyrics will communicate. Outlining a song is a useful way to help writers organize their thoughts. Distribute the **Song Outline Worksheet** and review these directions:

Circle one of the subjects that you would like to use to practice what you have learned about song structure. This does not have to be the topic of your final song. This is just practice. The title can be one word, or it can be a phrase that has to do with the subject you picked. The chorus should be about the theme of your song. For the verses, think about what details you can use to support the idea in your chorus. Fill in your outline on the next page.

This is an example of a student outline:

Title: Summertime

Verse 1 topic: Things I like about Summertime

Chorus theme: How much I love Summertime

Verse 2 topic: Places I go in the Summertime

Chorus theme (repeated): How much I love Summertime

Verse 3 topic: Things I do during the Summertime

**HOMEWORK**

Distribute the **Song Structure Practice Worksheet**, so students can apply what they have learned about structure to a song of their choice. Review the worksheet directions:

First, print out or write down the lyrics to one of your favorite songs. This song should be appropriate for school use.

Second, label the following parts of a song on the lyrics you choose: title, verse, chorus, bridge, hook.

Finally, write a sentence that identifies the theme of the song.

## TEACHER'S LYRIC SHEET

**Somebody's Daughter***Barry Dean / Luke Laird / Tenille Townes*

I drive home the same way  
 Two left turns off the interstate  
 And she's always standing at the stoplight on 18th Street  
 She could be a Sarah, she could be an Emily  
 An Olivia, maybe Cassidy  
 With her shaky hands on the cardboard sign  
 And she's looking at me

Bet she was somebody's best friend, laughing  
 Back when she was somebody's sister  
 Counting change at the lemonade stand  
 Probably somebody's high school first kiss  
 Dancing in a gym where the kids all talk about someday plans  
 Now this light'll turn green and I'll hand her a couple dollars  
 And I'll wonder if she got lost or they forgot her  
 She's somebody's daughter  
 Somebody's daughter  
 Somebody's daughter

Did she give up wondering where the cars all go?  
 Can she even tell that I don't know what to say?  
 So I just nod my head and wave  
 Well, no one's going to ask what she wants to be  
 Or why we're both stuck here at the mercy of geography  
 And whether it shines or rains

[Chorus:]

Oh, I don't know the reasons why  
 I'm the one who's driving by  
 And she's the one on the corner of 18<sup>th</sup> Street

[Chorus:]

Pause the song when you see this symbol: 

**BEFORE LISTENING**

Discuss the **title** of the song.

1. Ask students what they think this song is about, based on the title.
2. Prompt students to look for places where the title appears as they listen to the song.

Prompt students to notice that the melody will change in the chorus.

**DISCUSS CHORUS**

1. Prompt students to notice the repetition of the title in the chorus.
2. Prompt students to discuss the **theme**. Ask for textual evidence for their ideas.
3. Instruct students that this theme is the message of the song.
4. Ask students to identify the **hook** (the part that is repeated or makes the song easy to remember).

Prompt students to listen to the way the music stays the same in the second **verse** even though the words change.

**DISCUSS BRIDGE**

1. Prompt students to notice the way the melody changes and that the bridge is shorter than the verses and chorus.
2. Ask students to discuss the new or different idea presented in the bridge.

**AFTER LISTENING**

Discuss the way the verses contain supporting details for the subject. Ask students for textual evidence to support their ideas.

**ANSWER KEY TO "SOMEBODY'S DAUGHTER" STUDENT LYRIC SHEET**

- Song Parts (top to bottom): Verse, Chorus, Verse, Chorus, Bridge, Chorus
- Fill in the Blank: 1. Title, 2. Chorus, 3. Verses, 4. Theme, 5. Subject, 6. Bridge, 7. Hook

STUDENT LYRIC SHEET

**Somebody's Daughter**

*Barry Dean / Luke Laird / Tenille Townes*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I drive home the same way  
Two left turns off the interstate  
And she's always standing at the stoplight on 18th Street  
She could be a Sarah, she could be an Emily  
An Olivia, maybe Cassidy  
With her shaky hands on the cardboard sign and she's looking at me

Bet she was somebody's best friend, laughing  
Back when she was somebody's sister  
Counting change at the lemonade stand  
Probably somebody's high school first kiss  
Dancing in a gym where the kids all talk about someday plans  
Now this light'll turn green and I'll hand her a couple dollars  
And I'll wonder if she got lost or they forgot her  
She's somebody's daughter  
Somebody's daughter  
Somebody's daughter

Did she give up wondering where the cars all go?  
Can she even tell that I don't know what to say?  
So I just nod my head and wave  
Well, no one's going to ask what she wants to be  
Or why we're both stuck here at the mercy of geography  
And whether it shines or rains

Bet she was somebody's best friend, laughing  
Back when she was somebody's sister  
Counting change at the lemonade stand  
Probably somebody's high school first kiss  
Dancing in a gym where the kids all talk about someday plans  
Now this light'll turn green and I'll hand her a couple dollars  
And I'll wonder how she felt when no one caught her  
She's somebody's daughter  
Somebody's daughter  
Somebody's daughter

Oh, I don't know the reasons why  
I'm the one who's driving by  
And she's the one on the corner of 18<sup>th</sup> Street

Bet she was somebody's best friend, laughing  
Back when she was somebody's sister  
Counting change at the lemonade stand  
Probably somebody's high school first kiss  
Dancing in a gym where the kids all talk about someday plans  
Now this light'll turn green and I'll hand her a couple dollars  
And I'll wonder if she got lost or they forgot her  
She's somebody's daughter  
Somebody's daughter  
Somebody's daughter

**FILL IN THE BLANKS**

1. The \_\_\_\_\_ is often the same as the hook.
2. Each \_\_\_\_\_ has the same words.
3. The \_\_\_\_\_ have different words but the same tune.
4. The \_\_\_\_\_ is the message of the song.
5. The verses give supporting details about the \_\_\_\_\_, or topic, of the song.
6. The \_\_\_\_\_ introduces a slightly different idea. It is shorter than the verses and chorus.
7. The \_\_\_\_\_ is the part of the song that catches a listener's attention and is usually repeated throughout the song.

**WORD BANK**

Bridge, Chorus, Hook, Pre-Chorus  
Subject, Theme, Title, Verses

## WORKSHEET

## Song Outline

Name: \_\_\_\_\_ Date: \_\_\_\_\_

An **outline** is a rough sketch of a song. Outlines help you organize your thoughts.

1. Circle one of the **subjects** below to use for practicing what you have learned about song structure. This does not have to be the topic of your final song. This is just practice.

## YOUR FAVORITE:

<i>sport</i>	<i>movie</i>	<i>food</i>	<i>pet</i>	<i>place</i>
<i>belonging</i>	<i>activity</i>	<i>relative</i>	<i>friend</i>	<i>video game</i>

Create your own: \_\_\_\_\_

2. The **title**: This can be one word or it can be a phrase that has to do with the subject you picked.

Title: \_\_\_\_\_

3. The **chorus**: What is the theme of your song? \_\_\_\_\_

4. The **verses**: What details can you put in your verses to support the theme?

Here are some ideas for what to include in your verses. Draw a line to connect each verse in the lefthand column to only one item in the righthand column to decide what your verses will be about.

VERSE 1 will be about

VERSE 2 will be about

VERSE 3 will be about

- Specific things you like about your topic
- How you feel about your topic
- What you do with your topic
- How you interact with your topic
- When you first saw your topic
- How your topic changed you
- Physical qualities of your topic
- Someone your topic makes you think of
- Create your own: \_\_\_\_\_

WORKSHEET

**Song Outline (continued)**

Name: \_\_\_\_\_

5. Fill in your outline below.

Title: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Verse 1 topic: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Chorus theme: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Verse 2 topic: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Chorus theme (repeated): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Verse 3 topic: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## HOMEWORK WORKSHEET

**Song Structure Practice**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Print or write down the lyrics to one of your favorite songs. This song should be appropriate for school use.
2. Label the following parts on the lyrics:
  - Title
  - Hook
  - Verse
  - Chorus
  - Bridge
3. Write a sentence that describes the theme of the song.

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**REMINDER**

- The **title** is the name of the song and often appears in the chorus.
- The **theme** is the message of the song.
- The **hook** is the part of the song that is repeated often and is easily remembered. The hook usually has all or part of the title in it.
- Each **verse** has different words but the same tune.
- Each **chorus** has the same words.
- The verses give supporting details for the **subject**.
- The **bridge** introduces a slightly different idea. It is often shorter than the verses and chorus.