Republic of Rwanda
Ministry of Education

RTB | RWANDA TVET BOARD

WRITING SONGLYRICS

MPAWS301

Write Song lyrics

Competence

RQF Level: 3

Learning Hours

60H

Credits: 6

Sector: Arts and Crafts

Trade: Music and Performing Arts

Module Type: Specific

Curriculum: ARCMUS3001- TVET Certificate 3 in Music and Performing Arts

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Issue Date: 2022

Purpose statement	This module describes the skills, knowledge and attitudes required for song lyrics writing and editing. It aims to familiarize learners with standard ways to create generic ideas, set up working tools and environment and apply structure and poetry.				
Delivery modality	**Training delivery**		**100%**	**Assessment**		**Total 100%**
	Theoretical content		30%	Formative assessment	30%	50%
	Practical work:		70%		70%	
	● Group projects and presentation	20%				
	● Individual project /Work	50%				
				Summative Assessment		50%

Elements of Competency and Performance Criteria

Elements of competency	Performance criteria
1. **Draft a scheme of work**	1. Terms of reference are properly defined
	2. Goals and resources are clearly identified
	3. Process and steps are properly executed
	4. Project evaluation criteria are properly set up
2. **Set an effective work environment**	1. Setting, tools and equipment are properly selected
	2. Physical and mental conditions are appropriately created
	3. Pro-human and pro-social conditions are put in place
3. **Find a good topic and a title**	1. A topic and a theme are properly selected and broken down
	2. Generic ideas are created in connection with theme and genre/style
	3. A title is formulated in accordance with the selected theme
	1. Types and functions of the overall song structure are properly selected and labelled

4. Apply structure principles and techniques	2. Structure is properly divided in sections with respect to number, length and frequency rate
	3. The axis 'tension/release' is created both between and within sections
5. Apply stylistic features	1. Feet and meters (prosody) are properly created
	2. Rhyme types and schemes properly apply
	3. Figures of speech are properly used
6. Apply lyrics editing and submit	1. Proof-reading techniques are correctly applied
	2. Spelling, grammar and style are properly checked
	3. The edited lyrics are submitted according to standards

Course content

Learning outcomes	At the end of the module the learner will be able to:
	1. Draft a scheme of work
	2. Prepare working environment
	3. Find topic, theme and generic ideas
	4. Apply songwriting structures
	5. Apply stylistic features
	6. Apply lyrics editing and delivery skills
Learning outcome 1: Draft a scheme of work	**Learning hours: 5**
Indicative content	

- **Draft a scheme of work**
  - ✓ Define the project concept.
    - ♣ Brainstorm on the subject matter and the task.
    - ♣ Position the task within the music industry.
    - ♣ Apply SWOT analysis.

- ✓ Understand the audience/client and set the objectives
  - 🪣 Apply the SMART scheme.
  - 🪣 Identify who is the audience/client.
  - 🪣 Decide whether the plan is for entertainment or education, or both.

- ✓ Set the activities
  - 🪣 Conception and planning
  - 🪣 Definition of scope, tasks and timing
  - 🪣 Writing and editing

Resources required for the learning outcome	
Equipment	- Social media - News paper - Magazines adds - Gymnasium - Parks and saunas - Pen and paper - Pencils - Computer with excel spreadsheet - Video aids - Flipchart - Markers - White/blackboard
Materials	
Tools	
Facilitation techniques	- Brainstorming on existing inspiring spaces - Study visit to different spaces - Group discussion/brainstorming on mental and physical conditions - Group discussion/presentation on mental factors - Brainstorming on existing inspiring spaces - Study visit to different spaces - Group discussion/brainstorming on mental and physical conditions - Group discussion/presentation on mental factors - Practical exercises on setting goals making activities timeline
Formative assessment methods	- Performance evidence - Written evidence - Product evidence

Learning outcome 2: Setting an effective working environment	Learning hours: 5

Indicative content

- **Work conditions are set up**
  - ✓ Creating a favourable work space
    - ♣ Location : Safety, lighting and aeration
    - ♣ Furniture
    - ♣ Stationeries and ICT equipment
  - ✓ Mental factors:
    - ♣ Emotional well-being
    - ♣ Self-realization and social interaction

Resources required for the indicative content

Equipment	- Diaries - Pens & pencils - Computers - Notebooks - Newspapers & magazines - Radio - Television - Social media - Billboards - Flipchart
Materials	▪
Tools	▪
Facilitation techniques	- Consultation personal diaries - Keeping up with current events - Investigation of the lyricist market. - Drafting of potential titles - Consultation personal diaries - Keeping up with current events - Investigation of the lyricist market. - Drafting of potential titles - Consultation personal diaries - Keeping up with current events - Investigation of the lyricist market. - Drafting of potential titles
Formative assessment methods	- Written evidence - Product evidence

Learning outcome 3: Find a good topic and a title	Learning hours: 10

Indicative content

- **Topic and theme are properly created**
  - ✓ Understand the topic and generate a theme
    - ↓ Identify the topic (What) or what the song is about
    - ↓ Generate a thesis or argument,
    - ↓ Make an inventory of the characteristics of a good thesis

  - ✓ Identify your main focus, direction or combination in "the three corners of the world " :
    - ↓ State whether the song is mainly about Divinity
    - ↓ State whether the song is mainly about Nature
    - ↓ State whether the song is mainly about Personal/Societal issues

- **The theme is properly broken down through the 'W5 and How' questions**
  - ✓ Name your characters' pronoun perspective, tone and mood
    - ↓ Pronoun: A. Form (1st, 2d, or 3d/ defined vs. undefined). B. Genre: Male/Female. C. Number: Singular/Plural
    - ↓ Tone : Creator's attitude toward the subject and the audience
    - ↓ Mood : The feel that is created in the reader's or audience's character

  - ✓ Introduce the selected setting, plot and implications
    - ↓ Define the setting in both physical and contextual aspects
    - ↓ Elaborate on the plot in the story, if applicable
    - ↓ Expose eventual or actual implications

- **A title is appropriately formulated in accordance with the theme**
  - ✓ Relevance of song title
    - ↓ State why the song title matters?
    - ↓ Associate musical and contextual argument
    - ↓ Apply rules on how to format good titles

  - ✓ Characteristics of a good song title
    - ↓ Choose a title that is neither long nor too short
    - ↓ Choose a title that simple, catchy and memorable
    - ↓ Choose a title that is accorded but not confused with the theme

  - ✓ Tips for creating song titles

- Draw upon the 'W5 and How' questions
- Play on words
- Borrow from readings and audio-visual materials

Resources required for the indicative content	
Equipment	- Attend concerts - CD, Dvd, - Lyricists manuals - Grammar books - Internet - Dictionaries - Encyclopaedias - Stationeries - Song books - Ethnomusicology books - Flipchart
Materials	-
Tools	-
Facilitation techniques	- Presentation on song structure - Demonstration on song structure rules - Practical exercises on song structure rules - Demonstration on rhythm scheme principles - Practical exercises on rhythm schemes principles - Presentation on songwriting techniques - Demonstration on writing techniques for classic and non-classic structures - Practical exercises on writing techniques for classic and non-classic structures
Formative assessment methods	- Written evidence - Product evidence -

Learning outcome 4 : Apply structural principles and techniques	Learning hours: 15
Indicative content	

- **The overall song structure is properly selected**
  - ✓ The overall song structure is selected
    - ♣ Understand what is a song structure
    - ♣ Distinguish between sentence level vs. word level
    - ♣ Choose between common and uncommon arrangements

- **The selected structure is properly divided in sections and labelled**
  - ✓ The respective sections or building-blocks are in place
    - ♣ Fix the number, role and rate (frequency) of each section
    - ♣ Fix the number, types, length and rate of lines, phrases and stanzas in sections
    - ♣ Examine how the axis 'tension/release' plays out

Resources required for the indicative content	
Equipment	- Music theory books - Workshops around concerts - CD, Dvd, - Lyricists manuals - Reference books - Internet - Dictionaries - Encyclopaedias - Stationeries - Song books
Materials	▪
Tools	▪
Facilitation techniques	- Practice rhythm between the line and within the line - Practice total freedom. - Analyze different types of poems - Practice rhythm between the line and within the line - Practice total freedom. - Analyze different types of poems - Practice rhythm between the line and within the line - Practice total freedom. - Analyze different types of poems - Presentation
Formative assessment methods	- Written evidence - Write lyrics in prose style - Product evidence - Product evidence - Write sonic lyrics

Learning outcome 5 : Apply poetry types and tips	Learning hours: 15

Indicative content

- **Apply prosody principles and techniques, if necessary**
  - ✓ Distinguish between poetry and prose
    - ♣ Make the difference between poetry and prose
    - ♣ Understand what poetry involves and its relevance to the project
    - ♣ Distinguish and choose between types of poetry

  - ✓ Understand what is prosody and the difference between metrics and inflection
    - ♣ Understand what is prosody
    - ♣ Capture the difference between metrics and inflection
    - ♣ Apply names, structures and symbols of feet and meters

- **Use rhymes types and scheme, if applicable**
  - ✓ Justify the relevance and challenges of using rhymes
    - ♣ Understand what is rhyme
    - ♣ Capture the difference between rhymes types, and between schemes and tropes
    - ♣ Apply rhyme type(s), if necessary

- **Use figures of speech, if applicable**
  - ✓ Decide whether and how to use figures of speech
    - ♣ Understand what is a figure of speech and distinguish between types
    - ♣ Justify the relevance and challenges of using figures of speech
    - ♣ Choose among or within classes of figures of speech

Resources required for the indicative content

Equipment	- Poetry books - Attends concerts - CD, Dvd, - Lyricists manuals - Reference books - Internet

	▪ Dictionaries ▪ Encyclopaedias ▪ Stationeries ▪ Song books ▪ Flipchart
Materials	▪
Tools	▪
Facilitation techniques	▪ Practice rhythm between the line and within the line ▪ Practice total freedom. ▪ Analyze different types of poems ▪ Practice rhythm between the line and within the line ▪ Practice total freedom. ▪ Analyze different types of poems ▪ Practice rhythm between the line and within the line ▪ Practice total freedom. ▪ Analyze different types of poems ▪ Presentation
Formative assessment methods	▪ Written evidence ▪ Write lyrics in prose style ▪ Product evidence ▪ Product evidence ▪ Write sonic lyrics

Learning outcome 6 : Edit and properly deliver the product	Learning hours: 10

Indicative content

- **Apply editing**
  - ✓ Perform reading techniques
    - ♦ Understand the characteristic ('variation') and function of the language in use
    - ♦ Decide whether to use holistic (sentence-level) or sectional (words-level) approach
    - ♦ Check typos, punctuation, vocabulary, phonology and syntax and connect to context

- **Deliver the product**
  - ✓ Apply the best mode of delivery
    - ♦ Understand the parameters of professional delivery of text
    - ♦ Brainstorm on different means for delivery of text
    - ♦ Perform delivery

Resources required for the indicative content

Equipment	- Poetry books - Attends concerts - CD, Dvd, - Lyricists manuals - Reference books - Internet - Dictionaries - Encyclopaedias - Stationeries - Song books - Flipchart
Materials	▪
Tools	▪
Facilitation techniques	- Practice rhythm between lines and within lines - Analyze different types of poems - Practice rhythm between the line and within the line - Practice total freedom. - Analyze different types of poems - Practice rhythm between the line and within the line - Presentation
Formative assessment methods	- Written evidence - Product evidence - Writing sonic lyrics - Match standard conditions of delivery

THE RWANDA MUSIC ACADEMY wants to organize a competition of song lyrics writing for its official anthem in Kinyarwanda language. The writing session will take place at its HQ in Rubavu District, on 24th September 2025 at 9.00. You are requested to write the song in respecting following instructions:

- Three versus and a chorus in the format AABA
- The number of words must be between 200-300 maximum
- The lyrics must be simple, sing able, and memorable
- The task should be done within 5 hours
- Phrasing must create poetic effects
- The lyrics helps spotlight the title
- The text must be written and printed on A4 format

Assessable outcomes	Assessment criteria (Based on performance criteria)	Indicator	Observation		Marks allocation
			Yes	No	
Learning outcome 1: **Draft a scheme of work** **(10%)**	1.1 Project concept and ownership are properly defined	Ind.1 Brainstorm is widely made on the project concept.			4
		Ind. 2 SWOT analysis professionally applies			4
	1.2 Objectives are clearly outlined	Ind.1 SMART scheme applies to the definition of objectives			4
		Ind.2 The audience/client is identified			4
	1.3 Partners and steps are properly identified	Ind.1 Partners are professionally identified			4
		Ind.2 Steps of the project life cycle are respectively identified			3
Learning outcome 2: **Set an effective work environment** **(20%)**	2.1. Setting, tools and equipment are properly selected	Ind.1 Location is properly set up			4
		Ind.2 Amenities and stationeries are carefully availed			4
		Ind.3 ICT equipment are professionally put in place			4
		Ind.1. Relaxation facilities are neatly made accessible			2

	2.2. Mental conditions are appropriately created	Ind.2 Self-realization and individual well-being are positively created			4
		Ind 3. Social interaction is appropriately created			4
Learning outcome 3: **Find/create good topic and title** **(20%)**	3.1. Topic is properly selected based on the agenda	Ind.1 Understand the topic and generate a theme			2
		Ind.2 Identify your main focus, direction or combination in "the three corners of the world "			4
	3.2 The theme is properly broken down through the 'Wh' questions	Ind.1 Name your characters' pronoun perspective, tone and mood			3
		Ind.2 Name your characters' pronoun perspective, tone and mood			3
	3.3. A title is appropriately formulated in accordance with the theme	Ind.1 Relevance of song title			4
		Ind.2 Characteristics of a good song title			3
		Ind.3 Tips for creating song titles			3
Learning outcome 4: **Apply structure principles and techniques** **(20%)**	4.1. Types and functions of the overall song structure are properly selected and labelled	Ind.1 The overall song structure is selected			3
	4.2. Structure is properly divided in sections with respect to number, length and frequency rate	Ind.1 The respective sections or building-blocks are in place			2
Learning outcome 5: **Apply stylistic features** **(30%)**	5.1. Feet and meters (prosody) are properly created	Ind.1 Distinguish between poetry and prose			3
		Ind.2 Understand what is prosody and the difference between metrics and inflection			4
	5.2. Rhyme types and schemes properly apply	Ind.1 Justify the relevance and challenges of using rhymes			4
		Ind.2 Decide whether and how to use figures of speech			2

	5.3. Figures of speech are properly used	Ind.1 Decide whether and how to use figures of speech			2
Total marks					**100**
Percentage Weightage					**100%**
Minimum passing line % (Aggregate): 70%					

References:

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