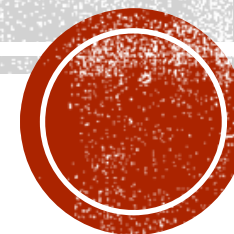


JM

THE JOHNNY MERCER

FOUNDATION

ACCENTUATE THE POSITIVE



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**SPACE FOR
QUESTIONS &
NOTES**



OBJECTIVES:

- Introduction to Lyric-Writing
- Introduction to Johnny Mercer
- Comprehension of Literary Devices(e.g. rhyme, alliteration, onomatopoeia, personification, etc.)
 - Crafting Personal Lyrics
 - Understanding Copyright

➤ INTRODUCTION TO LYRIC-WRITING

- Empower Students: Ability to write a song
- Lyricist/Composer Definitions
- Introduction to Johnny Mercer

➤ ACCENTUATE THE POSITIVE

- Play Song PAGE 30
 - What is the Message?
- Review Understanding of Lyrics
- Circle the Rhymes
- Add'l Writing Tricks: Alliteration, Onomatopoeia
- Brainstorm Song Ideas (e.g. Positive Advice)

➤ WRITING THE SONG

- If finished early, how would the student sing it or rap it?

➤ SHARING

➤ COPYRIGHT

ACCENTUATE THE POSITIVE

Workshop 1



Believe in yourself.
It'll help your health.
It's ok to make a mistake.
Just not like kissing a snake.
Never give up.
Not even if it is from drinking from a cup.
Don't be shy.
Instead say "hi."
© Natalija 2013, age 8

Dream Big

It's a sunny day and I'll dream big today!
We are playin' outside in the green grass!
You better keep your head up or else, or
else....JEEPERS CREEPERS will get you!
He has wings and big sharp teeth! But
don't believe in him. He's FAKE KIDS!
Follow the path! Surf the world! Be
yourself! Do what you want with your life.
I'm going to be a MISSIONARY! I'll surf
the world and ride waves on story days!
© Breanna 2014, 8 years old

Ode to the Sky!

Today's all about the dreams
So don't tell me sky's the limit.
Don't tell me that 'cause man walked on
the moon.
So follow your dreams, shoot for the stars.
If you tumble and fall, get right back up.
Don't back off because you're scared.
So shoot for the stars.
Don't tell me you can't do it
Don't tell me that please.
Tell me the positives
Because that is music for my ears
So don't back off, shoot for the stars.
If you stumble and fall get right back up.
So find yourself, follow your heart, and
shoot for the sky.
So breathe the positive, and exhale the
negative.
© Emily, 2013, age 10

SONG EXAMPLES

Inspired by *Accentuate the Positive*



OBJECTIVES:

- Understanding of Collaboration
- Exploration of Mood of Song
- Comprehension of Syllabication
 - Crafting Personal Lyrics

➤ INTRODUCTION TO BLUES IN THE NIGHT

- Collaboration
- Play Song PAGE 9
 - What is the message? Happy song/Sad song? Why?

➤ GETTING FAMILIAR WITH THE MELODY

- Call and Repeat-Sing/Speak in Rhythm the first 4 lines
- Syllabic Breakdown
- Review Onomatopoeia (opportunity in 4th line of song)
- Brainstorm Song Ideas (e.g. Things that make us sad)

➤ WRITING THE SONG

- Using Syllabic Structure

➤ SHARING

➤ COPYRIGHT

BLUES IN THE NIGHT

Workshop 2



6-I hate being bullied.

6-It hurts peoples feelings.

6-I hate being bullied.

1—OW!

© Silvina, 2014, age 8

6-I hate carrot muffins.

6-They taste so disgusting.

6-I hate carrot muffins.

1-Ew!

6-I don't wanna eat them.

6-They do not taste lovely.

6-Cause if I just eat them.

1-Barf!

6-Do not make me eat them.

5-I'm gonna hate you.

5-Don't even force me.

5-OR I will force you!!!

© Aria, 2014, age 8

6-My parents are divorced.

6-It makes me really sad.

6-My parents are divorced.

1-Wah!

6-They argued very much.

6-They cussed at each other.

6-So they separated.

1-Stop!

6-I want them together.

5-But it doesn't work.

5-I hate this feeling.

5-I hate this feeling.

© Tiffany, 2013, age 9

SONG EXAMPLES

Inspired by Blues in the Night



OBJECTIVES:

- Comprehension of Specificity
- Review of Literary Device (Rhyme)
 - Crafting Personal Lyrics

➤ INTRODUCTION TO HOORAY FOR HOLLYWOOD

- Specificity with lyrics
- Play Song PAGE 12
 - Investigate areas of specificity in song
 - Circle the Rhymes

➤ APPLYING LYRICS TO TODAY

- Brainstorm identifiable specific people, places, things from this decade.
PAGE 17
- Brainstorm Song Ideas: *Hooray for* _____
 - (e.g. Locations, School Name, Holiday's, Special Events, etc.)

➤ WRITING THE SONG

- *Hooray for* _____.
- If finished early, how would the student sing it or rap it?

➤ SHARING

➤ COPYRIGHT

HOORAY FOR HOLLYWOOD

Workshop 3



Hooray for L.A.

Hooray for L.A.

People buy iPhones and would talk on the phone all day if they could. Teenagers trying to act cool, and saying OMG, and BRB.

Hooray for L.A.

Where the sun always shines,
And business men in a bind.

Hooray for L.A.

The children playing games, doing homework, and playing in the sun even when it's winter.

Hooray for L.A.

© Irene, 2014, age 8

SONG EXAMPLES

Inspired by Hooray for Hollywood



OBJECTIVES:

- Comprehension of Literary Devices (Imagery, Metaphors, Simile)
- Crafting Personal Lyrics

➤ INTRODUCTION TO MOON RIVER

- Introduce and Define Imagery, Metaphors, Simile
- Play Song PAGE 10
- What is the message? Circle the rhymes and identify the imagery used.

➤ WRITING THE SONG

- Brainstorm their dreams/wishes for the future.
- Using their five senses describe their dream.
 - CHALLENGE: Create a song title using two images (similar to Moon River).
- Write a song about their dreams for the future using literary devices.
- If finished early, how would the student sing it or rap it?

➤ SHARING

➤ COPYRIGHT

MOON RIVER

Workshop 4



Author

I think what I write, I think over night. Once I
make a book, I want it to look right. I will think
day and night, smell the smell of the night, hear
the sound of the pencil write,
see the sight of me write!

© Eric, 2013, age 9

Beach Shells

Jump in the water, see the shells twinkling
In the night. Smell the salty waves.
Need a vacation at the beach.
Hear those seagulls
Golden sand. Feel the
Warm water as I admire
Those beach shells!

© Gailee, 2013, age 9

You shine like the moon and you smile like the
sun. You giggle like the sun that shimmers in the
sky. Never give up like Johnny Mercer. Try your
best. Break a leg!

© Paul, 2013, age 9

Midnight Happiness

This night with my cousins
Getting a bit of some muffins
That my grandma and aunt made
In the kitchen...hey!
Don't forget the coffee.
It goes great on this holiday.
Staying up till midnight
And finally sleep tight
And wake up with some bright sunlight.

© Jocelyn, 2013, age 9

SONG EXAMPLES

Inspired by *Moon River*



OBJECTIVES:

- Introduction of Song Structure (VERSE/CHORUS)
 - Storytelling through Lyric-Writing
 - Crafting Personal Lyrics

➤ INTRODUCTION OF SONG STRUCTURE

- Define Verse/Chorus/Stanza
- Song Structure: AABA, ABAB, etc.

➤ STORYTELLING

- Review Story Structure: Beg/Middle/End, Problem, & Solution
- How to Turn Story Into Song:
 - Beg, Chorus, Middle Chorus, End, Chorus x2

➤ WRITING THE SONG: CLASSROOM COLLABORATION

- Create the Story
 - CHALLENGE: Using Rhyme and/or Other Literary Devices

➤ SHARING

➤ COPYRIGHT

BONUS CLASS OPTION

Workshop



OBJECTIVES:

- Program Assessment
- Collecting Lyrics for the Johnny Mercer Foundation

➤ TEACHER & STUDENT SURVEYS

- Qualitative and Quantitative Feedback

➤ REPLICATING LYRICS

- Students should re-write favorite lyrics to submit to The Johnny Mercer Foundation.
- Copyright.

➤ MEDIA SUBMISSIONS

- Video/Media Releases from students including photographs/video/recordings to be submitted to The Johnny Mercer Foundation.

➤ SUBMIT

PROGRAM ASSESSMENT



ACCENTUATE THE POSITIVE TEACHER SURVEY

Name: _____ Grade Level: _____

School: _____ Date: _____

Demographic Information:

Total # of Students in Class		
Gender Breakdown (# of students)	___ Male	___ Female
Racial & Ethnic Breakdown (# of students)	___ Asian	___ White
	___ Black	___ Other
	___ Hispanic	

Program Assessment (Circle appropriate response on the scale):

Student Enjoyment	1-----2-----3-----4-----5-----6-----7-----8-----9-----10 Lowest Highest
Classroom Curriculum Integration	1-----2-----3-----4-----5-----6-----7-----8-----9-----10 Lowest Highest
Interest in Continued Accentuate the Positive Programming	1-----2-----3-----4-----5-----6-----7-----8-----9-----10 Lowest Highest

Describe the most beneficial aspect of the programming.

What aspects of the workshops were students most engaged?

During which parts did you feel they were having difficulty?

Describe any improvements you would make to the Accentuate the Positive program.

SURVEYS

For Teachers



ACCENTUATE THE POSITIVE STUDENT SURVEY

Grade: _____ Age: _____ School: _____

Circle the best answer:

1. A lyricist writes the _____ to a song. → MUSIC/WORDS
2. A composer writes the _____ to a song. → MUSIC/WORDS
3. What is your favorite Johnny Mercer song?
 - "Accentuate the Positive"
 - "Blues in the Night"
 - "Hooray for Hollywood"
 - "Moon River"

4. Describe what you liked about the Accentuate the Positive workshops.

5. If you could change anything about the Accentuate the Positive program, how would you change it?

Program Assessment (Circle appropriate response on the scale):

Enjoyment of the Program	1-----2-----3-----4-----5-----6-----7-----8-----9-----10
	Lowest Highest

SURVEYS

For Students



2014 Accentuate The Positive
Teacher Qualitative Results



Institution:

Qualitative Results		
Sample 1	<u>Most Beneficial Part:</u>	"Giving the kids a chance to evaluate music (mood) and linking to their real experiences to make it meaningful to them"
		"Reinforcement of literary devices taught in class"
		"Challenge students' fear of creating...Development of creativity in students."
	<u>Most Engaging:</u>	"All of it"
		"Writing their Own Lyrics"
		"Sharing"
	<u>Parts Students Had Difficulty:</u>	"Rhyming and Rhythm"
		"Syllabication"
		"More weeks!!!"
	<u>Improvements to ATP:</u>	"More sessions!"
		"...use familiar songs with them at the beginning session and get them to change the lyrics."
	<u>Other:</u>	"I believe ATP program was very appropriate, especially for these upper elementary students. They had the opportunity to discover their possible talents in music that they would not otherwise have had. Thank you!!!"
		"I think the program is awesome."

SURVEY RESULTS

Teacher
Qualitative
Feedback



2014 Accentuate The Positive Student Quantitative Results

Institution:

Integration of Material - Quantitative Results									Favorite Song			
	# Surveys Collected	Q1 Correct (%)	Q2 Correct (%)	Enjoyment of Program (Avg out of 10)					ATP	Blues	Hooray	Moon River
Sample 1	67	92.50%	89.50%	9.5					14.90%	11.90%	43.30%	17.90%
			Score	10	9	8	7	5				
			# of Surveys	50	8	6	2	1				
Sample 2	146	93.80%	96.50%	9.6					10.90%	19.20%	27.40%	38.40%
			Score	10	9	8	7	6				
			# of Surveys	117	14	6	5	4				

SURVEY RESULTS

Student Quantitative Feedback

2014 Accentuate The Positive Student Qualitative Results

Institution:

Qualitative Feedback from Students	
Sample 1	<u>Strengths</u>
	"music"
	"[ATP] was a good song to teach people to be positive"
	"sharing and writing"
	"It was fun...I thought it was awesome"
	<u>Improvements</u>
	"more time to write songs"
	"nothing"
	"Playing games after your writing your lyrics."

SURVEYS RESULTS

Student Qualitative Feedback

AUTHORIZATION FOR PHOTOGRAPHS/VIDEO

I hereby grant permission to _____ to obtain video images and/or photographs of my child _____ for use by _____ and The Johnny Mercer Foundation (JMF) now or in the future, in brochures, exhibits and any publicity, in any medium, which will be viewed by:

1. Public audiences reached by newspapers, magazines, television, Facebook and other social media platforms
2. General audiences to whom the mission and vision of JMF is of interest.
3. Professionals in related fields.

In addition, I understand and agree that neither my child nor I will be entitled to any compensation from _____, The Johnny Mercer Foundation, or anyone associated with JMF now or at any time in the future with respect to the use of the videotapes and/or photographs, nor will there be any approval or inspection of the images or their use.

I understand and acknowledge that my child's name and hometown may be used by the news media.

Signed: _____ Date: _____
(Parent or Guardian)

Teacher: _____ Date: _____

School: _____

Semester/Year: _____

Program: _____

AUTORIZACIÓN PARA FOTOGRAFÍAS / VIDEO

Por la presente autorizo a _____ obtener imágenes y / o fotografías de mi hijo _____ para el uso de video por _____, y la Fundación Johnny Mercer (JMF) ahora o en el futuro, en los folletos, exposiciones y cualquier tipo de publicidad, en cualquier medio, que se ser visto por:

- Audiencias públicas alcanzadas por los periódicos, revistas, televisión, Facebook y otras plataformas de medios sociales
- Audiencias generales a los que la misión y visión de JMF es de interés.
- 3. Los profesionales en campos relacionados,

Además, entiendo y acepto que ni mi hijo ni yo tendrán derecho a compensación alguna de _____, la Fundación Johnny Mercer, o cualquier persona asociada con JMF ahora o en cualquier momento en el futuro con respecto a la utilización de las cintas de video y / o las fotografías, ni habrá ninguna aprobación o inspección de las imágenes o su uso.

Entiendo y reconozco que el nombre y la ciudad natal de mi hijo pueden ser utilizadas por los medios de comunicación.

Entiendo y reconozco que el nombre y la ciudad natal de mi hijo pueden ser utilizadas por los medios de comunicación.

Firmado: _____ Fecha: _____
(padre o tutor)

Maestro: _____ Fecha: _____

Escuela: _____

Semestre / Año: _____

Programa: _____

OBJECTIVES:

➤ Make it Your Own!

➤ Additional lessons can be created around exercises found in the ACCENTUATE THE POSITIVE Activity Guide.

➤ Have Fun and Make the Lesson Your Own!

➤ Set Students Up For Success.

JM

THE JOHNNY MERCER

FOUNDATION

FINAL THOUGHTS & QUESTIONS

