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
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

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
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 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
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
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

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

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

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
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
# ACCENTUATE THE POSITIVE TEACHER SURVEY

**Name:**

**Grade Level:**

**School:**

**Date:**

## Demographic Information:

<table>
<thead>
<tr>
<th>Total # of Students in Class</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender Breakdown (# of students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian &amp; Ethnic Breakdown (# of students)</td>
<td></td>
<td></td>
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<tr>
<td>Black</td>
<td>Other</td>
<td></td>
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<tr>
<td>Hispanic</td>
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<td></td>
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</tbody>
</table>

## Program Assessment (Circle appropriate response on the scale):

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th><strong>Lowest</strong></th>
<th><strong>Highest</strong></th>
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</thead>
<tbody>
<tr>
<td>Student Enjoyment</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>Lowest</td>
<td>Highest</td>
</tr>
<tr>
<td>Classroom Curriculum</td>
<td></td>
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<td></td>
<td>Lowest</td>
<td>Highest</td>
</tr>
<tr>
<td>Integration</td>
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<td></td>
<td>Lowest</td>
<td>Highest</td>
</tr>
<tr>
<td>Interest in Continued</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Lowest</td>
<td>Highest</td>
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<tr>
<td>Accentuate the Positive</td>
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<td></td>
<td>Lowest</td>
<td>Highest</td>
</tr>
<tr>
<td>Programming</td>
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<td></td>
<td></td>
<td></td>
<td>Lowest</td>
<td>Highest</td>
</tr>
</tbody>
</table>

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.
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):

<table>
<thead>
<tr>
<th>Enjoyment of the Program</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
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<tbody>
<tr>
<td>Lowest</td>
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<td>Highest</td>
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</tbody>
</table>
### Demographic Information

<table>
<thead>
<tr>
<th>Start Date</th>
<th>School</th>
<th>Teacher</th>
<th>Grade</th>
<th>Class Size</th>
<th>Boys</th>
<th>Girls</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/1/2014</td>
<td>Sample</td>
<td>Ms. Doe</td>
<td>4</td>
<td>30</td>
<td>15</td>
<td>15</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>1/10/2014</td>
<td>Sample 2</td>
<td>Mr. Doe</td>
<td>3</td>
<td>25</td>
<td>10</td>
<td>15</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

**Totals:**
## 2014 Accentuate The Positive
### Teacher Quantitative Results

<table>
<thead>
<tr>
<th>School</th>
<th># Surveys Collected</th>
<th>Student Enjoyment (Avg)</th>
<th>Curriculum Integration (Avg)</th>
<th>Interest in Cont. ATP Prgming (Avg)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample</td>
<td>4</td>
<td>10</td>
<td>9.5</td>
<td>10</td>
</tr>
<tr>
<td>Sample 2</td>
<td>5</td>
<td>9.8</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>
## 2014 Accentuate The Positive
### Teacher Qualitative Results

<table>
<thead>
<tr>
<th>Institution:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Qualitative Results</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Sample 1</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Most Beneficial Part:</strong></td>
<td>&quot;Giving the kids a chance to evaluate music (mood) and linking to their real experiences to make it meaningful to them&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;Reinforcement of literary devices taught in class&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;Challenge students' fear of creating...Development of creativity in students.&quot;</td>
</tr>
<tr>
<td><strong>Most Engaging:</strong></td>
<td>&quot;All of it&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;Writing their Own Lyrics&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;Sharing&quot;</td>
</tr>
<tr>
<td><strong>Parts Students Had Difficulty:</strong></td>
<td>&quot;Rhyming and Rhythm&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;Syllabication&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;More weeks!!!&quot;</td>
</tr>
<tr>
<td><strong>Improvements to ATP:</strong></td>
<td>&quot;More sessions!!&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;...use familiar songs with them at the beginning session and get them to change the lyrics.&quot;</td>
</tr>
<tr>
<td><strong>Other:</strong></td>
<td>&quot;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!!!&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;I think the program is awesome.&quot;</td>
</tr>
</tbody>
</table>
### Integration of Material - Quantitative Results

<table>
<thead>
<tr>
<th></th>
<th># Surveys Collected</th>
<th>Q1 Correct (%)</th>
<th>Q2 Correct (%)</th>
<th>Enjoyment of Program (Avg out of 10)</th>
<th>Favorite Song</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample 1</td>
<td>67</td>
<td>92.50%</td>
<td>89.50%</td>
<td>9.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Score</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td># of Surveys</td>
<td>50</td>
<td>8</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Sample 2</td>
<td>146</td>
<td>93.80%</td>
<td>96.50%</td>
<td>9.6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Score</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td># of Surveys</td>
<td>117</td>
<td>14</td>
<td>6</td>
<td>5</td>
</tr>
</tbody>
</table>

**Notes:**

- **Score:** The average score for Q1 is calculated as (10+9+8+7+5)/5 = 8.2.
- **# of Surveys:** The total number of surveys collected is 50 for Sample 1 and 117 for Sample 2.
- **Favorite Song:** Preferences for different songs are listed as ATP, Blues, Hooray, and Moon River.
### Qualitative Feedback from Students

<table>
<thead>
<tr>
<th>Sample 1</th>
<th><strong>Strengths</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&quot;music&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;[ATP] was a good song to teach people to be positive&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;sharing and writing&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;It was fun...I thought it was awesome&quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>Improvements</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&quot;more time to write songs&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;nothing&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;Playing games after your writing your lyrics.&quot;</td>
</tr>
</tbody>
</table>
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 ________________ 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: __________________________
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.

TH E J OH N N Y M ERCER F O U N D AT I O N