



Australian Government

Department of Education, Employment and Workplace Relations

CUSMCP302A Write song lyrics

Revision Number: 2

CUSMCP302A Write song lyrics

Modification History

Release	Comments
Release 2	Created to fix formatting errors only. Released with CUS09 Music Training Package version 1.2

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to write song lyrics. An understanding of musical styles and song structures is essential, along with knowledge of how copyright and royalties apply to songwriters.

Application of the Unit

Application of the unit	<p>Songwriters apply the skills and knowledge outlined in this unit. They could be writing lyrics for music which has already been composed or writing lyrics as the basis for music compositions. Often songwriters write both music and lyrics, either alone or in collaboration with other musicians.</p> <p>Skills associated with composing songs are covered in:</p> <ul style="list-style-type: none">• CUSMCP301A Compose simple songs or musical pieces.
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Licensing/Regulatory Information

No Licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable

Employability Skills Information

Not applicable

Elements and Performance Criteria Pre-Content

<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Clarify lyric-writing requirements	1.1 In consultation with relevant personnel , identify purpose of lyrics to be written 1.2 Identify appropriate cultural and stylistic contexts to suit the purpose of songs 1.3 Agree on nature of collaborative arrangements with composers or performers as required 1.4 Agree on format for final presentation of lyrics
2. Develop lyrical elements	2.1 Use own imagination and lyric-writing resources to generate a range of ideas that suit the purpose and musical style of songs 2.2 Use a range of writing techniques and rhyme patterns to develop the message of songs 2.3 Use writing techniques to convey appropriate meaning, mood or effect 2.4 Apply knowledge of song structures and song formats to enhance the effect of songs 2.5 Align lyrics with starting points, climaxes and cadence points of a song's melody 2.6 Review work in progress with relevant personnel and make adjustments as required 2.7 Present lyrics in agreed format 2.8 Review process for writing lyrics and note areas for future improvement
3. Develop networks to promote own work	3.1 Apply knowledge of copyright to maximise income from song writing 3.2 Develop networks to maximise exposure of own songs

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and teamwork skills sufficient to:
 - discuss song-writing requirements in a collaborative manner
 - respond positively to constructive feedback on own work
- literacy skills sufficient to:
 - read and interpret lyric-writing resources
 - write lyrics
- initiative and enterprise skills in the context of:
 - applying original and creative approaches to lyric writing
 - experimenting with writing techniques to produce lyrics that meet specific purposes
- planning and self-management skills sufficient to:
 - meet deadlines
 - develop and maintain a network of professional contacts
- learning skills sufficient to:
 - acquire and use information appropriate to writing song lyrics
 - continuously evaluate and adjust own written work

Required knowledge

- music literacy:
 - musical styles
 - song structures
 - standard melody conventions
 - basic composition processes and notation
- lyric-writing techniques:
 - meter
 - rhyme
 - story telling
- process for collaborating with performers and recording personnel to make music demos
- cultural protocols appropriate to the purpose of songs
- issues and challenges that typically arise in the context of writing song lyrics

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • write lyrics for at least four songs in two different musical styles • apply knowledge of song structures to the writing of lyrics • apply knowledge of copyright to song-writing activities.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an environment where lyric-writing skills can be applied • access to range of appropriate lyric-writing resources • use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of the candidate and the work being performed.
Method of assessment	<p>The following assessment methods are appropriate for this unit:</p> <ul style="list-style-type: none"> • case studies to assess ability to use writing techniques and rhyme patterns to convey meaning and create mood • direct observation of the candidate writing song lyrics • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by candidate, including authenticated samples of song lyrics with candidate's self-evaluation • written or oral questioning or interview to test knowledge of lyric-writing techniques.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • CUFCMP301A Implement copyright arrangements • CUSMCP301A Compose simple songs or musical pieces

	<ul style="list-style-type: none">• CUSMLT301A Apply knowledge of genre to music making• CUSMLT303A Notate music for performance• CUSMLT403A Analyse functional harmony.
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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Relevant personnel may include:	<ul style="list-style-type: none"> • composer • band member • performer • client • producer • marketing and promotions personnel • artist's agent • tutor • mentor.
Purpose of lyrics may be for:	<ul style="list-style-type: none"> • specific piece of music • specific artist • band • ensemble • music theatre • own personal development • corporate purposes • cultural purposes • marketing and promotion • educational purposes • special communities • special occasions • public and/or religious ceremonies • audio or video recordings for online products or interactive games.
Format may be:	<ul style="list-style-type: none"> • paper-based • computer-based • recorded.
Lyric-writing resources may include:	<ul style="list-style-type: none"> • documented events and facts • existing texts • literary, poetic and creative writing material • media • rhyming dictionaries • thesauruses.

<i>Musical styles</i> may include:	<ul style="list-style-type: none">• classical• contemporary:<ul style="list-style-type: none">• blues• folk• gospel• country• electronic• heavy metal• hip hop• industrial• pop• punk• rap• reggae• rock• R&B• soul funk• emo• jazz:<ul style="list-style-type: none">• contemporary• cool school• easy listening• fusion• swing• tin-pan alley• traditional.
<i>Writing techniques</i> may include:	<ul style="list-style-type: none">• meter• contrast• word associations• allegory• analogy and association• form• hyperbole• irony• metaphor• motif• onomatopoeia• oxymoron• paradox• personification

	<ul style="list-style-type: none"> • repetition • simile • symbolism.
<i>Rhyme patterns</i> may include:	<ul style="list-style-type: none"> • masculine • feminine • dactylic • syllabic • imperfect • semirhyme • oblique • assonance • consonance • half rhyme • alliteration • sight or eye rhyme • tail • internal.
Song <i>structures</i> may include:	<ul style="list-style-type: none"> • introduction • verses • pre-chorus • chorus • bridge • collision • vocal runs • instrumental solo • outro • ad lib • catchy melodic phrase or rhythm • hook, e.g. a lyric line • relationship/contrast between chorus and verse.
<i>Song formats</i> may include:	<ul style="list-style-type: none"> • ballads • list songs • patter songs • answer songs • hymns • choral.
Knowledge of <i>copyright</i> must include:	<ul style="list-style-type: none"> • royalty entitlements, such as from: <ul style="list-style-type: none"> • sale of recordings • broadcasting, including radio, internet or television • use of songs in movies, e.g. royalties from

	<p>the sale of the soundtrack album</p> <ul style="list-style-type: none">• role of Australasian Performing Rights Association (APRA)• sharing song royalties, e.g. with other band members• correct format for copyright notices:<ul style="list-style-type: none">• copyright symbol, followed by the name of the copyright owner and the year of first publication• for sound recordings, the letter P (for phonogram) in a circle or in brackets is used.
<i>Networks</i> may include:	<ul style="list-style-type: none">• performers• composers• media outlets:<ul style="list-style-type: none">• radio• television• internet• dance clubs and other music venues• DJs• music publishers• aggregators.

Unit Sector(s)

Performing arts - music composition