

TOGETHER

A song for Wiltshire Schools

wiltshire
music
connect

Teacher's Resource: Lyrics and lyric writing



1. Learning and understanding the lyrics of *Together*





Together is a song specially commissioned for Wiltshire schools, and it comes with a toolkit of teaching resources including music backing tracks and improvisation guide to choose from.

This is the lyrics and lyric writing teacher resource, with notes to help you understand the context of the song, and ideas to help your pupils get started writing their own lyrics!

Resources to go with this teacher guide:

 [Together – complete song](#)
with singers and music – listen, or sing along

 [Together – music backing track](#)
sing along with Together lyrics or your own lyrics

 [PDF lyric sheet](#)
[Class slides](#)
lyrics for projection one verse at a time

The song was commissioned to help support school recovery plans. As part of the process children and families were invited to feedback about what Wiltshire means to them - and key themes of nature and the outdoors emerged.

School recovery:

The theme of togetherness (whether physically proximate, connecting through space or by sharing a song with others across the county) can help to address feelings of isolation and a lack of belonging by offering opportunities to collectively perform the song with expression. Harmony singing in the chorus supports connection and collaboration with peers.

The chorus mentions Salisbury Plain, a key geographical feature of the county which has a significant military population and connects the county to its past.

For example: during the First World War people of many nationalities gathered together to train and camp on Salisbury Plain on their way to the Front Line.

There is a second vocal part in the chorus to emphasise the idea that singing together can create both unity and harmony between people. Whilst we may live physically apart across Wiltshire we can all sing the same song.

Together

Together

In homes and towns, round Salisbury Plain

Our voices apart, but our song's the same

Together (Together)

The three verses explore similarities and differences in how people experience the county of Wiltshire. Through the chorus we understand that wherever people might live across the county they can come together through singing and music making.

Verse 1: rural landscapes and wildlife

and considering different methods of transport from where these features of rural life can be viewed.

Through rolling fields and farming land

Under planes and on canals

We see beautiful butterflies landing
on flowers

And oak trees waving us by

Verse 2: man-made environments; urban life

man-made structures, suggesting a greater density of population as well as methods of transport that feature in towns and cities. Whilst rainbows in windows can refer to and prompt conversation around COVID-19 lockdown activities (when people placed images of rainbows in residential and shop windows to encourage positivity and to thank NHS staff, care workers and key workers) it could also refer to the reflection of rainbows in people's windows.

On bustling high streets, in town halls

On roads and cycle paths on market stalls

We see rainbows in windows and signs
to explore

And neighbours waving us by

Verse 3: historical landmarks

local features and history, suggesting different periods of time, different cultures and technologies that have existed before. The 'stones' refer to stone circles such as Avebury, Stonehenge, and Marden Henge. Castles include Devizes Castle, Wardour Castle, Old Sarum, Trowbridge Castle, Malmesbury Castle, Marlborough Castle. Other historic stone buildings include churches and Salisbury Cathedral

From stones that have stood five
thousand years

Cathedrals and castles built right here

We see factories and farms that went before

Our history waving us by

Curriculum links

with examples National Curriculum focus

Chorus

P.E. and P.S.H.E: lead healthy active lives.

Examples: fairness, respect, collaboration ('togetherness'), healthy lifestyles – being outdoors

Verse 1

History: local history study.

Examples: Wiltshire's agricultural history and links to the aviation industry (e.g. Boscombe Down) and use of canals over time (e.g. Kennet and Avon Canal and Caen Hill Locks)

Geography: locational knowledge.

Examples: being observant and curious about their local environment; rural parts of Wiltshire visited /lived; topographical features (e.g. fields and farms) and how the earth's features change and are interconnected, interpreting features with maps

Science: classifying and grouping.

Example: modes of transport.

Science: life and living processes / plants.

Example: pollination, seed formation and seed dispersal

P.E. - lead healthy active lives.

Example: Being outdoors is good for your health and well-being

Verse 2

History: local history study.

Examples: comparison of verses 1 and 2 can develop ideas of similarity and difference, making connections and drawing contrasts, analysing trends in order to frame historically-valid questions and narratives

Geography: locational knowledge. Examples: physical and human environments encourage fascination with places, people, resources and environments; how earth's features change

Geography: human and physical geography.

Examples: predict how the world operates and how ideas change over time; observe changes and patterns

Science: working scientifically.

Examples: draw conclusions from evidence; local places of scientific interest e.g. Dyson, Porton Down, Boscombe Down, Wessex Archaeology

Art & design – produce creative work, exploring their ideas and recording their experiences.

Examples: what materials are used, how things are made

Verse 3:

History: understand how our knowledge of the past is constructed from a range of sources.

Examples: how can we 'see' things that went before; where does evidence come from

History: note connections, contrasts and trends over time.

Examples: connections between local, regional, national and international history; and between short and long-term timescales; achievements and follies of mankind (e.g. castles); Stone Age, monarchs, legacies

Science: properties and changes of materials.

Example: use of materials (stone)

Science: evolution and inheritance.

Example: fossils as evidence of the past

2. Writing Our Own Lyrics



School recovery:

Children can be supported to reflect on and write their own verses about their experiences or their class's collective experience or their own village / town / city and singing.

Start by listening to / singing the Together song and discuss the meaning and content of the lyrics.

Talk about how you could change some words or write your own extra verse.

Explore key themes pupils can use in their own verses - for example based on a class topic - and make a word bank to help get started.

Starter activities: Making a word bank

Word connections

- **Round the room:** give the first pupil a starting word and take turns to say a word connected to the previous word. Collect / record the words and decide which would be good for the word bank
- **Balloon:** working in groups of 3 or more 'A' and 'B' hit the balloon alternately. Each time they hit the balloon they say a word out loud which is connected to the previous word. 'C' makes a note of the words. Collect/record the words and decide which would be good for the word bank. Switch roles.
- **Word cards:** create word cards / display a set of words using key words from a topic for children to use as a starting point. Ask children to come up with their own words in response for their word banks.

Timed writing

This activity can be used in isolation, or the words generated used to produce a word bank ready to transform into a song.

Provide a stimulus

For example:

- **An object:** Football? Pencil? Metal object? A cake?
- **A person or animal:** Nurse? Cat? Pilot?
- **An event:** Birthday party? First day at school? Lunchtime?
- **A place:** Stonehenge? A park? Mars? Home?

Encourage children to use all of their senses – sight, sound, taste, touch, smell as well as feelings and motion.

- How does a football move?
- What does cake taste like?
- What does Stonehenge look like?
- What does lunchtime smell like?
- How does first day at school make you feel?



Give pupils a timed session to write as many words, sentences or phrases as they can (there are no “wrong” words!).

Now pupils can use their word banks to start writing their own words for Together.

The instrumental section of the song is a great place to showcase your new lyrics, but do feel free to change the lyrics that are already there to create new verses or choruses as well!

N.B.

Rewriting is useful if songwriting is new to the class – the song provides a format to follow – the number of lines per verse, number of syllables in each line, whether the lines need to rhyme and the overall structure (e.g. verse / chorus / verse /chorus).

You could also do this lyric writing exercise using a familiar song - for example a nursery rhyme, a song you already sing in school, or a popular song.

3. Lyric-writing as a tool elsewhere in the curriculum



As confidence in lyric writing grows you can use these development activities to encourage more writing, with wider curriculum links.

Following a structure or set of rules provides pupils with a framework. You can change the rules for different lessons over time.

Tip from Louise: “Whole class songwriting offers opportunities for peer reflection and feedback. I find setting ground rules for positive feedback is a crucial part of this process!”

Scaffolding develops confidence and builds skills as writing becomes more familiar.

Setting words

For example: a first line or a phrase that must be included

Example: number values

- Set the first line 1,2,3,4
- Ask children to relate this to their surroundings - what comes in groups of four? What shape has four sides? Which objects have four sides?

1,2,3,4 put four chair legs on the floor

1,2,3,4 picture hanging on the wall

1,2,3,4 table where I'm sitting down

Example: our solar system

- Set some key words: eg sphere; rotate; night; sky; shiny; distant, moon, dark, light
- Format: 3 verses of 4 lines (try 7 syllables per line!)
- Provide verse 1 and ask children to write 2 more verses

Rocket blasting into space

Round the world it must rotate

Life on earth is distant now

But shiny stars draw nearer

- Prompt for verse 2: what do you see in space?
- Prompt for verse 3: how does it feel in space?

Example: shapes

- Set some key words: create a list of shapes with the class
- Format: 2 verses of 4 lines with the chorus provided:

Shapes around us everywhere

Rectangular ruler, rubber square

Which shapes do you see

Over there?



Example: themed word banks

Provide a bank of keywords (mixture of nouns and verbs) on whiteboard or in an envelope, ask children to create sentences from these. Turn the sentences into phrases by reducing words.

An envelope for KS2 human and physical geography could include:

climate	trade	water
use	hot	food
resource	soft	available

There may be a set of words you want pupils to include in their song – or prompts so they come up with related words e.g. **use these key words to write a song about a river**

Identifying prior knowledge

Writing a song at the start of a new unit of work provides an opportunity to measure learning over the course of the unit, returning to the song at the end.

You could ask children to write a song listing questions they want to answer – using what? why? when? how? where?

Example: Stonehenge (KS2 history):

Why is Stonehenge so well known?

When was it built? Who put it there?

What was it used for? Was it a home?

Where are the stones from and are they rare?

You could ask children to write a song based on key words, phrases and concepts they already know before moving on to new work

Example: revise fractions before moving on to percentages – provide some verses with blank spaces to fill in -

Half of eight is ____

Half of four is ____

Two is the same as ____ plus ____

And all of that is true



All the **Together** resources can be found here:

**wiltshiremusicconnect.org.uk/
songwriting/together/**

Please let us know how you get on –
and share your school's lyrics, music and recordings with us!

info@wiltshiremusicconnect.org.uk