

## Grade 7 Interview

Nathan:

I'm speaking with a couple of Sec 1 students and we're talking, we're going to talk about how we wrote our song. The song has just recently been called Boardwalk and yeah and it's turning out really well. So I want to talk, do you guys remember the whole process of like how we even started the song? Do you remember all that?

Emilia:

Like we first did like the lyrics and stuff?

Nathan:

Even before we did the lyrics, do you remember how we started?

Rocklyn:

We started by, like, picking, kind of, chords or notes for the guitar?

Nathan:

Yeah. Yeah. Yeah. So we started actually, you guys chose, because we'd already been playing Sweater Weather. So, we kind of based it a little bit on that and so we talked about the chords of Sweater Weather and we talked about how it's in a key. It was in the key of E flat and then I showed you like the different chords that are in that key. Right? And so then we kind of like it's a little bit like guess and check, but you have to use your ears a lot. And we say, hey, we start on the one chord. Let's try the three chord. And you guys are actually I wouldn't say that you would say I would say, hey, why don't you guys choose a second chord to go to? It could be one, two, three, four, five or six. Right. And so and then do you remember after that week, we came up with like a couple of different possible chord progressions? Do you remember?

Emilia:

Kind of.

Nathan:

It's been a little while.

Rocklyn:

Yeah.

Nathan:

Because this is taking a little while. Yeah. OK.

Emilia:

I do remember how we did the drums.

Nathan:

OK. How did we do the drums?

Emilia:

So like for like the first part of the song, we took like the part from like the sweater song, like, the kick, snare, kick and snare. And then for the second part, we took one of the part from like the song. Yeah. Yeah. The sweater song. And we changed the closed high hat for like an open high hat. And we just did like the same. Yeah.

Nathan:

So we used similar drum patterns to sweater weather.

Rocklyn:

But we also like we looked at different songs like we were like kind of requested to like listen to other songs and then we listened to them as a group and we like kind of picked from there too.

Nathan:

Yeah. So we listened to other songs and said, hey, how would it be like we use these chords but use this feel? That kind of thing?

Rocklyn:

Yeah.

Nathan:

Do you remember also like I know in the end we we kind of I think our vocalist created a lot of the melody because we had lyrics. Right. And so but before we did that before we even had very many lyrics, we use the keyboard and you guys improvised with the keyboard over the chords like I recorded the chords.

Do you remember that?

Students:

Oh yeah. Yeah.

Nathan:

And you guys use the keyboard to improvise.

And we even took some of the lyrics later and tried to set it to those melodies.

But in the end our vocalist is kind of like which is great.

It's great when you can have a vocalist who can just sing the lyrics and find a melody that'll work for them, you know?

Rocklyn:

Yeah.

Nathan:

What about it do you remember? We also had like the lyric committee. So we I think we would like met after school a couple of times just to work on lyrics and you guys did some lyric homework too, right? So for writing lyrics you guys I think particularly brought the lyrics you worked on them home and brought them in. And we had to adjust them and make them fit with the melodies and that kind of thing. Make it fit with the chords. But yeah, we had to you guys did a lot of work at home, which is great.

Rocklyn:

Yeah.

Nathan

What else do you remember about that process, this whole process?

Rocklyn:

Maybe like when we were like recording the song? Uh-huh. I remember like...

Emiliah:

Oh, wait. I remember we added like extra instruments like the thing that like we tap and like that big drum thing.

Nathan:

Sure. Yeah yeah yeah yeah. Yeah. So we recorded the drums first. For recording we recorded the drums first.

Emiliah:

Yeah.

Nathan:

A little editing on the drums and then we recorded the guitars on top of that, right?

Emiliah:

Yeah.

Nathan:

And then and then we recorded vocals last. And then but then it's true we brought in the bass drum and the tambourine just to kind of add some extra texture to that.

Emiliah:

Yeah.

Nathan:

Okay awesome and uh yeah and uh you have any last things to say about how we made this song? Or about the process?

Emilia:

Oh um for like uh how we like uh we like uh we like like the genre? Like how like we knew the genre? Like we went for like different words like we chose um summer and like just like different words that like could like connect to the song. And then like when like we played the instruments like we tried to like connect it to like the words and stuff.

Nathan:

Right. Yeah. And so and did we did we actually talk about like because we kind of have the summer theme going on. Did we talk about the theme before you guys started writing lyrics or did we base the theme on the lyrics?

Rocklyn:

We like did talk about the theme because we were like oh we kind of want it to be like a similar thing to sweater weather like with the summer kind of thing going on and like the summer love.

Nathan:

Okay yeah. Yeah. I remember also there was this moment because I don't know if you guys remember this but I remember this clearly that there was a moment too where when we first brought the lyrics in we actually had them going we were singing the lyrics almost twice as fast as what um we ended up with. So we're actually singing them like a lot of lyrics at once and then we realized hey we actually can like use these same lyrics and actually sing them half as fast and then it's going to actually stretch out more where like a verse might be like half as many lyrics.

Rocklyn:

Yeah.

Nathan:

You know and actually ended up sounding better and it fit better with our vocalist's voice. Awesome. And um yeah any other things to say about what about today? How was that today like finding the guitar sounds and and we listen to the vocals and try to find some like find a good vocal sound.

## Grade 8 Interview

Nathan:

Okay, so I'm talking with a couple of Sec 2 students about how we have written songs this year at James Lyng. Is this immediately funny?

Téarra:

Sorry, I don't know.

Nathan:

Okay, so do you two remember how we started writing this song?

Téarra:

Yeah, we just started writing a song.

Nathan:

Oh, come on.

Gab:

You asked us to figure out some melodies or riffs using the structure of a song that we chose that already existed.

Nathan:

Yeah, what song was that? Do you remember?

Téarra:

Yeah, I mean...

Gab:

"Cure"?

Téarra:

Oh yeah, but not just you... the other person, the WORD person, was telling me, like, oh, what do you want the song to be about? What are you trying to write it about? And like, when I told him what I wanted to write about, he was like, okay, go more into details. And then that's when I got the idea of what the song is about.

Nathan:

Okay. Yeah. So we're talking about two different sides of things. Because you're talking about the lyrics and Gabs is talking about when we started writing the music.

Téarra:

Okay, so what am I talking about?

Nathan:

So, but I think Gabs is right for the music. We started we actually were like already playing "Blink Gone". Right? And then and then you guys like we said, hey, let's kind of like use those same notes but come up with our own melodies and riffs.

Gab:

Yeah.

Nathan:

Remember, I like had you guys with headphones plugged into your amps.

Téarra:

Oh, yeah, that's true. Oh yeah. I forgot about that.

Gab:

For what? Oh, yeah.

Téarra:

You put like you put headphones.

Gab:

Yeah, I was on my saxophone. I was on my saxophone figuring out different things. And then I got bored. So I figured it out on the piano.

Téarra:

I was on the electric guitar. And I just started playing random stuff because I... yeah, I don't really know how to play guitar.

Nathan:

Cause that was new to you. You just started playing guitar.

Téarra:

Yeah, I just like from the other song we did. I from the other song we did. I just took those chords and I turned it into something else that sounded good.

Nathan:

You came up with two things you came up with the melody that done. that part.

Téarra:

I did?

Nathan:

Yeah, that was yours. And then also you came up with Oh, maybe that was No, there was something else you did.

Téarra:

It was down more.

Nathan:

I think the other one we didn't keep. Right? And Gabs you came up with [singing]

Gab:

Yeah, I came up with that, and I came up with bridge with the weird...

Téarra:

I came up with the [singing]

Nathan

That's what I'm talking about - maybe I probably sang it in the wrong key.

Téarra:

Wait, what's the and there was something else I came up with but it was like more.

Nathan:

Yeah, I think the other thing you came up with - we didn't end up using it.

Téarra:

I think we did. We did. Oh, it was the one with the going down five and holding it for like a longer time. Like from from three and five like the power chords. That thing? No, the power chords. Of course it went from five all the way down to six like I copied what Ivan did but I made it longer.

Nathan:

Oh, okay. Okay. Okay. And then...

Gab:

Oh so, during the verses?

Nathan:

When we, when we... so afterwards you guys remember I wrote them all out and we kind of shared it through Go Play Along I shared it on your iPads so you could see all your parts.

Téarra:

Oh yeah.

Gab:

Yeah, then I improvised drum parts.

Nathan:

And then we tried... it was weird... I think it was partly because we based it on the other song but a lot of them just kind of fit together - like one melody would go on top of another one.

Téarra:

Yeah.

Nathan:

Is that true?

Téarra:

Yeah.

Gab:

It was actually weird but cool.

Nathan:

It was cool. And there was only one chord progression that they made, that we had to transpose down a whole step, but that was it... and everything else just kind of fit together and from there we created a structure of the song.

Téarra:

Yeah.

Nathan:

And after that you started working on lyrics. Right?

Téarra:

Yeah. Oh are you now going to ask me about how?

Nathan:

Oh yeah, now is the time to talk about lyrics.

Téarra:

All right because I kind of skipped a few steps before.

Nathan:

It's all good. Yeah. So let's talk about lyrics. And so, Alex from WORD, we can talk about Alex - he helped you out with kind of figuring out what the theme was or what the idea for the theme was. Yeah. And it's kind of like about childhood and feeling free.

Téarra:

Yeah. Because at first me and my friend that was working on the lyrics at first. We were like we wanted it to be about how grownups always misunderstand children. Right? Or teenagers whatever. Right? And then Alex we asked him for help him for help. And then he asked what do you want it to really be about? And then he was like oh well what do you want it to really be about. And we're like childhood and growing up. Right? And then he was like going more into details. And then we were like how teachers and people misunderstand us. Cause like other people do bad stuff. Like, grownups think that all teenagers do bad things. You know what I mean?

Nathan:

I mean I guess.

Téarra:

Okay. You don't? Never mind. Bro.

Nathan:

Maybe there are some. Maybe it feels like that.

Téarra:

Yeah. No. A lot of teachers and grownups they think just because a few kids do something bad all kids do something bad. That's why most kids have restrictions on certain stuff. I don't know.

Gab:

They also tend to think that like if they see like something that's like for example like 10 minutes long and they only see like 2 minutes of it they know the whole entire story and whatever they think happened is what actually happened. Even if both sides of the people fighting or whatever. Say that it's wrong. They'll still think that they're right.

Nathan:

Okay, yeah, for sure.

Téarra:

What did you just say?

Gab:

If there's two people fighting...

Nathan:

No sorry. I want us to keep on the song though cause we're kind of getting into the theme which is important.

Téarra:

Oh yeah that's. Oh I forgot we weren't even doing that. I'm so sorry.

Nathan:

It's all good. So but then we had some lyrics and we had some structure. The lyrics provide some melodic structure. Does that make sense to you? Some kind of created what phrasing what phrasing what the phrase is.

Téarra:

Yeah.

Nathan:

And we had to create melodic phrases based on the lyrics. So that helped us. Right. And then do you remember there was a moment where actually there was a moment even that you were saying I shouldn't be doing this. You know I should just be working on my own cause you're feeling frustrated with working with other people.

Téarra:

Yeah

Nathan:

And then we worked together on some melodies. And do you remember we actually borrowed from another song?

Téarra:

We did?

Nathan:

Yeah.

Téarra:

I don't remember that.

Nathan:

You don't remember?

Téarra:

No I'm so sorry I really don't. Wait what song was it? Oh was it Washing Machine Heart?

Nathan:

Yeah. Because you were like oh can we make it more like this? And I was like oh yeah. So it was actually Mitski. We can say that. Washing Machine Heart. And you said - oh well if you make it more like this. And I even sometimes when you even just like borrow a melody or something but put it in a new context with different rhythm - it becomes the point where you won't even notice. So that melody that is actually this. So it's actually the beginning of Washing Machine Hard but we then go in a different place and it's like no one will ever know. Right?

Téarrah:  
Yeah.

Nathan:  
But I think that that maybe was a point that you had a little bit more buy in - where you're like oh actually this is going to be a good song.

Téarrah:  
Yeah. It's just I didn't.

Nathan:  
Go ahead.

Téarrah:  
I didn't really want to work with the group because.

Gab:  
We're annoying.

Téarrah:  
No.

Gab:  
We're annoying.

Téarrah:  
No. But every time- like I would - see I was - so sorry.

Nathan:  
Don't be sorry.

Téarrah:  
Like me learning guitar right? It was new but I still learned it. Uh huh quicker than everyone. And I was just waiting there. And then people were making a fuss about it and saying that they didn't want to do my version of the song and they wanted to do theirs. And then they're.

Nathan:  
Yeah. And so actually we could talk about that too. How there's actually two. There's two versions of this song because this is a group that like I feel like of all my groups you guys are the ones that in a way it's great because you're the most opinionated. You have a lot of great strong opinions.

## Grade 9 Interview

Nathan:

These are like exceptional musicians I would say like like I have them in my class and they're also exceptional improvisers and I think that that's what I'm trying to like formalize or finalize a song get a song down that that can be a little bit of a challenge too, because they're so good at improvising they always feel like they can do something new, and it's hard to kind of get them down to kind of settle on one thing and say hey this is our song and we gotta we gotta finish it off, right? So, that can be the challenge for you guys and so I'm wondering... I hope it's okay I said that.

Quinn:

Yeah, yeah, it's fine:

Nathan:

So just like for you guys and your experience... like we can think about maybe we can actually maybe recount the steps and then we'll talk a little bit more about like the challenges. So, do you remember how our song that we kind of finally used, how that started? And I think you mentioned it just the other day, Quinn, that it was like to do with a jam you did with Mr. Clancy.

Quinn:

Uh, yeah, I was jamming with Mr. Clancy and we were just like um...

Nathan:

Maybe, sorry, I'm gonna interrupt you - maybe you should mention because people don't know who he is. He's a student teacher.

Quinn:

He's a student teacher that came from uh the big apple you know, in New York. So yeah, we were just... it was him and me in the booth, it was uh the end of like... the day and, uh we just decided we would just like jam no particular like, direction, or anything. We just kind of did what we wanted. We did like some few little scrap songs, and then we had this one riff that actually really liked - ambient, uh like, Deftones, a little bit midwest emo-y. I liked it, so I like I kept it in the back of my head, and then once it was around the time that we're supposed to work on the song for the end of the year, I was like wow I really can't think of anything to like play, so I just ended up taking that riff and just kind of copy-pasting it.

Nathan:

I think you and I jammed on that riff right even before we brought it to Logan you and I jammed on that riff.

Quinn:

Yeah, but I never told you guys that I like took it from that, until like yesterday.

Nathan:

That's fine yeah and then after that we kind of brought it to Logan, right? And then, and then, uh we jammed with the three of us. So, that was the one section do you remember like how we came up with the second section?

Quinn:

The second section, um, it wasn't really that hard, because once we had the first part we just had to find something that contrasted it better, and I think it was you who like um made it, well I think we're like jamming on the riffs and then you made one that was just like um that just kind of like stuck with it pretty good and I was like yeah yeah that's good so we ended up just deciding on that for uh like the second part of the riff.

Nathan:

I think, I remember it that you actually came up with the bass line first and I just added that little like guitar thing over top of it.

Quinn:

Yeah, I was just, like, messing about. And then you kind of like, what was it, fine tuned it?

Nathan:

Yeah, and so and then we had like we had the instrumental sections. And then after that, what happened as far as, like, adding vocals and lyrics and all that stuff?

Quinn:

Um, well, lyrics and like vocals usually we always do that last because we can never think of anything that fits the song... but usually we get something something good, like right now we've got some lyrics they're pretty good. And we've got another classmate on it and we got another classmate on it who's gonna be singing it. Um, we've basically while we're jamming on the two riffs that we had for the song we ended up just like messing around and I played this uh this like little riff and that ended up becoming like the outro section, and I really liked it like it was a cool switch up and uh, yeah, I don't know like it, uh, feels very emotional.

Nathan:

Logan, there was a time where you were just like I think I just grabbed you from another class or something and I brought you in you're like I don't like these lyrics and it was like it was funny because like it was so hard to get you guys to write lyrics and all of a sudden it just all came out at once.

Logan:

Yeah.

Nathan:

You know what I mean? And so I guess that was the moment, it was a prime moment for like getting this stuff out? Um, and it's it's funny like, inspiration for artists works like that way all the time, but it's hard to put that into a school right?

Logan:

Yeah

Nathan:

Like, is that moment going to intersect with when you have a class? Probably not, right? Then the challenge is trying to get that. Um, but yeah it all came out at once, uh, and then we ended up like going back and using some of the previous lyrics that that Quinn and I had written too, for the second verse. Um, yeah, and also the other thing that happened when in that session where all those lyrics came out is the melody like the first start of the melody and the phrasing you just started singing it and you came up with something really cool.

Logan:

Yeah, I was just kind of like improvising with the riff and thinking what would sound good with that, and I was just like trying to go off by ear and i was just kind of like get into it and and sometimes I would stop, or like we would do it the next day, and I couldn't get it and it would take me a few minutes to like get back to that same melody, which is weird so yeah

Nathan:

Cool, and then we kind of like... I think that that covers all how we came up with everything. The thing that is interesting to me about like you writing this with you guys or like kind of like trying to get you guys to write it, and also being somewhat involved, is that the stuff that I was like - hey why don't we try this like most of it actually as far as like the lyrics and the melody - you guys were like - no no let's not do that. But, I feel like actually me saying - hey, why don't we do this? kind of forced you guys to to say - no, I don't want to do it let's do this instead. And, I wonder if you feel like we would have gotten there anyway - if i hadn't been like hey let's like, I guess like thinking about what I've done to help facilitate as a teacher. What helped you guys?

Logan:

Definitely pushing us to write lyrics. Recording the riffs when we're playing, because we're probably going to forget the most of the time, so it's like good to record it, and then you listen to it's like - okay, I remember. Um, yeah, mostly just trying to record it and get us to write lyrics and stuff.

Quinn:

Yeah, and like also like helping out with the lyrics and stuff. I would say that like when it comes to making music it's pretty easy to like write a riff and stuff, but to actually like...

Logan:

... establish a song, it's hard. Like to make the lyrics, to add certain bars to finish it, give it a name...

Quinn:

Yeah, and make sure that the lyrics actually like have that oomph factor, and just kind of like it like it delivers.

Nathan:

It's funny though, like when you said that before to me and I was always like "wow". Okay, but, I don't know if you remember but there was a time where i got you to listen to all the all the riffs and jams we've done.

Quinn:

Oh yeah, I remember that

Nathan:

And you listened through everything and you actually only found two that you liked. And, you say it's super easy to find like like good riffs, and stuff like that, but actually I think it's really hard, to find something that's actually super like that actually is catchy and something you want to listen to over and over again.

Quinn:

Exactly, like...

Nathan:

Yeah, I think it's difficult, but you guys you guys did a good job of it, for sure.

Quinn:

It's just, I feel like we just come up with like the best stuff when we're not even thinking, we're just like jamming...

Logan:

Yeah, just kind of like doing whatever, playing for fun. That's when we get the best ideas.

## Grade 10

Nathan:

We have a couple of sec four students. We're going to talk about the song they wrote in their class, and maybe, I think you were just going to answer part of this, so I'd say these are two very talented musicians who come up with music on their own...

Dean:

Two!

Nathan:

And they spend some time in the studio at lunch, and so that's I think where a lot of the song was written, but maybe also at their homes too. So, do you guys want to talk about... let's talk about the process of creating this song from when... There's two different sections.

Dean:

Yes

Nathan:

Each of you kind of created one section, and we brought them together, so maybe we can talk about... Do you want to talk first, Dean, about that section?

Dean:

Yeah, so that riff at the beginning, like honestly, I didn't know how it's gonna happen it's just... you taught me to pentatonic scale and then like I found it fun so, I tried to make something simple, because I kept noodling around - I kept going up and down the neck... then I realized wait, I could just stay up here and then yeah, that little...

Nathan:

You've got the guitar - play it.

Dean:

Yeah. [plays riff on guitar]

It came out, and then the chords too. I started with the chords, but then you came to me with that scale, and, yeah, I ended up making the little riff - so that was brought in. And then Jahvon came in with a part - he took it from this other song, that I think Rex Orange County did a cover on. It was Alicia Keys - No One, but he like made it jazz, and he took the chords from that but changed the last part.

Jahvon:

I just made it go right back up. I liked how simple it was, and just how it flowed.

Nathan:

Do you want to play that for a bit?

Jahvon:  
Yeah [plays guitar]

Dean (singing):  
I just want you close, where we can stay forever...

Jahvon:  
I didn't know how to really do it, so I just... I was looking at Dean's fingers and I saw he was going up, but I just heard the same thing, if I just kept going up instead of going...

Dean:  
It has that weird, that odd vibe. It felt, like, unresolved, but at the same time it's like really calm.

Nathan:  
Okay, okay, and then I would say then... As a teacher, like, what did I do?

Dean:  
What did you do?

Nathan:  
How did I help you?

Jahvon:  
Uh, you fun-ed it. Like, like, not fun-ed it, but like you, um... I liked playing it on the electric guitar, like I really like playing songs on the electric guitar, because I like how loud it sounds, or the different sounds I can make with it.

Dean:  
You got me into the rhythm of playing it, because I wasn't really getting it right. I was just doing my own thing once in a while, and then finally we got on the beat, and I realized how off I was. So, I think you did a good job as a teacher to really get me like on rhythm, and show me other tricks so that I could, you know, better my my skills in guitar, because I wasn't really able to do any of that until I learned uh the pentatonic scale, which is really fun.

Nathan:  
Awesome. And, um, well, because I think that there... I don't know if you remember, Jahvon, there was a moment though that you... So, we had like the first section, we had the section - the first section - Dean's section, which is in D minor, and then we had your section, which was in D major. Do you remember this? And then there was this moment where we kind of like found a way to get from D d minor into D major but then you came in, and we were going straight kind of very immediately from D major back to D minor. And you came in and like - Mr. Gage, this isn't working out, like, can we find another way to get back into the D minor? Do you remember that? And we worked on it at lunch?

Jahvon:

Yeah, I think I remember that.

Nathan:

Yeah, and you ended up coming up with the thing, but I was like offering some options. Like "hey," maybe we could try this chord. We could try this chord - that kind of thing.

Jahvon:

Yeah

Nathan:

So, that's one thing. It's almost like a musical problem, I think, and I think with you guys, you guys are advanced to the point where you can come up with all these different parts but then trying to put them together in a song, especially a song like this, where it actually becomes kind of musically ambitious, because we're doing different things we're going to different keys, and so then all these kind of musical problems come up. And, how can we resolve these problems, and that's one of the ways that I can help out. Um, what about the lyrics?

Dean:

Oh, the lyrics was the tricky part, honestly. Like getting to, like, understand how I can phrase it, or how it should sound is a weird process. But, since I like let, I just let myself really flow over whatever I listen to, I feel like that made it easier for me. But, it was especially tricky because I wasn't sure what kind of vibe we were going for. It sounded like punk rock, it sounded like bossa nova. I wasn't sure if it was going, uh, it was going to the climax properly or anything. But, when you came back with that second verse with Ethan, I was like yeah this is really good it fits really well, and I could sing it a lot more, uh, louder and, uh, more passionate in this part.

Nathan:

It's interesting to me because I think a lot of the time and it's a little bit, like, it's a little bit, it's tough to come up with lyrics because it's like it's not necessarily the most natural part of the process for a lot of you...

Jahvon:

Well...

Nathan:

Um, sorry go ahead Jahvon

Jahvon:

When I think of lyrics, if I just play it, and then it'll just come to me. And then if I need to change up a certain part, I'll do that, but I don't find it that hard.

Nathan:

You don't find it that hard?

Jahvon:

No

Nathan:

But in the context of the group, it was tough writing these lyrics. But one thing that's interesting to me, Dean, what you just said about the phrasing, is that we actually wrote the lyrics with with a very straight phrasing in mind and then because you've listened to so much R&B music, when you go to sing it actually you took those same lyrics and you actually had this whole other phrasing that went to it. And that led to us actually having we created other lyrics to kind of make room for your phrasing, but it was cool it's like this organic like back and forth.

Dean:

Yeah, I wanted to sound natural. I don't want it to sound like a robot, uh, at the same time. Cause a lot of the time, like when I'm writing a song the lyrics, like, they seem decent, but when I finally start singing them, it doesn't sound natural, like, at all. So that's why I like changing up the phrasing a lot to see and explore what we have there.

Nathan:

And what about the vocal melody?

Dean:

Vocal melody... um... I think it's fun.

Nathan:

No, but how did... cause, actually, I think you just created it. Like you had the lyrics and you started singing on it. I don't think there was ever a moment where we said, hey let's try this vocal melody. I think you just, as the singer, you just kind of, like, naturally gravitated to certain notes.

Dean:

I started picking it up, yeah. I probably had a bunch of soul singers in mind when I was doing that because it sounds a little bit like Ray Charles, the call and response, like the part that's empty, and then when he starts talking, um, and then that last part that Jahvon was making - that was probably the trickiest part to figure out. How the lyrics would fit in between, uh, the strumming of each note.

Nathan:

Do you mean like the outro, or what I think of as the chorus? Okay, that part, yeah. I would think of that as the chorus, kind of.

Dean:  
That's the chorus?

Nathan:  
It's kind of weird. There isn't really a chorus in this song.

Dean:  
I thought the chorus was the [plays guitar]

Nathan:  
Ah, interesting. Oh, wow. See, I think of that as the pre-chorus.

Dean:  
Because, I feel like that's where most of the stuff happens. Like, volume wise.

Nathan:  
Cool. I mean that's the nature of music, right? You might listen to a song, and we have all these like names for different sections of songs, but really like to one person a part of a song might sound like one section, when to another person it might sound like another section. It just happens that way. Okay, cool. I think that gives us a good idea. Un, anything else you want to say about how it was created?

Dean:  
Uh...

Jahvon:  
Came straight off the dome.

Dean:  
Came straight off the dome, yeah, no we had like a bunch of writers we had Malik, Mr. Clancy, Mr. Gage, of course, Jahvon.

Jahvon:  
We had Ethan too.

Dean:  
Yeah, Ethan was there. Ethan wrote that second verse.

Nathan:  
I think Malik also contributed a lot to the second verse.

Dean:

Absolutely. Put a lot of ideas. Like he set a foundation for the ideas, once we were there. Cause we were all kind of lost on how it would begin, but Malik, he just put down exactly what was in his head, so. I think that was helpful.

Gage:

Yeah, he has lots of ideas, and we took bits and pieces and put them together in a way that worked. Okay, thanks guys.