

MUSIC LESSON PLAN

Date: Prior to attending the concert performance of "GIVE ME SPACE!"

Grade Level/Subject: 5th Grade/Music

Co-Teaching Model Utilized: As desired; Music teachers and classroom teachers may wish to collaborate in presenting the lesson.

Main Idea

Composing music to tell a story

Standard

Music: Creating: Anchor Standard 2-Organize and develop artistic ideas and work. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent and explain connection to purpose and context.

Objectives

Students will work in groups to create a short musical composition that depicts a journey.

Vocabulary

Dynamics; Tone Color or Timbre; Pitch; Tempo

Accommodations

Teacher will need to group students carefully with special attention to students who may need extra support from classmates.

Assessment Measures

Formative: Teacher monitors students as they work in groups

Summative: Performances of student compositions; graded by rubric

Materials

Classroom percussion instruments: hand drums, wood blocks, triangles, maracas, xylophones, glockenspiels

Alternative: a tablet app, such as Garage Band on iPad, has virtual string, brass, woodwind, keyboard, percussion and ethnic instruments that can be used in composition.

PROCEDURES & TIMELINE

NOTE: Teachers should plan for this lesson to extend into at least two sessions in order to provide students with adequate time to plan and rehearse their compositions before sharing them with the class.

Introductory Set

Sometimes, composers write music that tells a story. The music is performed by instruments, so there are no words. Can you remember some examples we have studied in class? (Possible answers: Peter and the Wolf, Sergei Prokofiev; In the Hall of the Mountain King, Edvard Grieg; Little Train of the Caipira, Heitor Villa Lobos; Night on Bald Mountain, Modest Mussorgsky) Let's think about how we could write a piece of music to tell the story of a journey, traveling from one place to another.

Work Session

Teacher directs students to think about riding the bus to school in the morning. What sounds are there? What do they see? What happens in the beginning, middle, and end? (Responses could include the bus stopping and starting, waiting at a traffic light, children getting on, arriving at school.) Use a four-panel storyboard to write down their ideas into a sequence.

EXAMPLE: Choose four classroom instruments to tell the story: hand drum-the bus moving down the street, picking up speed, stopping; triangle-traffic light; wood block-other vehicles passing the bus; maracas-children getting on bus, chattering excitedly. The students could also use sounds made by their voices to imitate cars, sounds of the morning, motors, etc.

What are some musical elements that can we combine and manipulate to tell the story?

- Tempo – speed; the beat speeds up or slows down to show action or changes
- Dynamics – volume; the loudness and softness of the music
- Pitch – frequency; how high or low the sound is
- Tone Color (timbre) – the different sounds made by instruments or with the voice

Develop this class composition by using student ideas for what should happen and how this story can be represented in music. Emphasize that there are many possible ways of doing this: we are not looking for a correct answer. Guide the students in rehearsing and then performing this composition. Decide on a title for it. You may want to record it, too.

After the class has done a whole group composition, assign them to small groups of 4-6 students. Each group will create a composition that depicts a journey of some sort. Since the concert performance of "Give Me Space" will feature an interplanetary trip, they may want to focus on outer space; however, they might want to dive into the ocean, travel to a distant country, or explore a cave. Their task will be to decide where their journey will take them, brainstorm what will happen, what they might see and hear, and then write down the story. They will decide what instruments to use and how they will be played to indicate actions, sounds, people, places, etc.

The students will need to try out their ideas and practice their piece together before they perform it for the class. Each group will have students in these roles: 1) Manager – to keep everyone on task and make sure the group is ready to present their composition; 2) Writer – to write down the story that the composition is portraying after the group agrees on it; 3) Performers – to choose instruments and perform the piece for the class. The Writer and Manager can also be Performers.

There is a rubric that each group will use to evaluate how well they worked together. This must be submitted to the teacher. The teacher will circulate to check on the progress of each group, make sure that roles have been assigned, offer suggestions if requested.

Closure

When all the groups are ready to present their compositions, stage a sharing concert and guide students about proper etiquette for performers and audience.

Lesson References

“Priming Activities and Inquiry for Guiding Composing Experiences in General Music”

National Association for Music Education – General Music Forum

<https://nafme.org/forums/topic/priming-activities-and-inquiry-for-guiding-composing-experiences-in-gen-music/>

RUBRIC FOR STUDENT COMPOSITIONS

Title of Our Composition: _____

Group Members

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

Team roles:

- Writer – write down the story your composition is telling
- Manager – make sure everyone has a job; keep things moving so that your composition is ready to share
- Performers – select instruments, try out ideas, play the composition for the class (can also include the Writer and Manager)

WE GRADE OURSELVES:	Excellent	Good	Fair	Poor
Our music tells a story.	4	3	2	1
Everyone had a job to do.	4	3	2	1
We worked as a team.	4	3	2	1
We performed for the class.	4	3	2	1

Write down the story that inspired your composition. You can use this sheet or a separate piece of paper.