

**Lesson Plan by
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Lesson: “Let’s Write a Song”

Length: 2-90 minute sessions

Adapted From: Children’s Music Portal

Article By: Maria Lewis

Website: http://www.childrens-music.org/childrens-music/articles/lewis_1.htm

Grade: 4th

Academic Standards:

Music

- 4.2.4 Play a melody or pattern with the correct rhythm, tempo, and dynamics.
- 4.2.5 Play instrumental pieces of many times and styles.
- 4.5.1 Create an original piece.

English/Language Arts

- 4.4.1 Discuss ideas for writing. Find ideas for writing in conversations with others and in books, magazines, newspapers, school textbooks, or on the Internet. Keep a list or notebook of ideas.
- 4.5.5 Use varied word choices to make writing interesting.

Performance Objectives:

- When in groups, students will participate 3 out of 4 times.
- When using an interment, students will play with correct rhythm 3 out of 4 times.
- When using an interment, students will play with correct tempo 3 out of 4 times.
- When using an interment, students will play with correct dynamics 3 out of 4 times.
- When given space words, students will create an original piece of music about space with 100% accuracy.
- When in a large group, students will present one idea for writing with 100% accuracy.
- When in a large group, students will present one varied word for an idea with 100% accuracy.

Advanced Preparation:

Day One

- CD *Space Songs: A Children’s Intergalactic Musical* by Hannah Russell
- CD Player
- Print out of lyrics to the songs “Trip to the Moon” and “Mercury”
- Chart Paper
- Markers
- List of groups
- Notebook paper

Day Two

- Instruments
- Socks
- Glitter
- Glue
- Pipe Cleaners
- Eyes
- Yarn
- Video recorder
- Puppet stage

Procedure:

Introduction/Motivation:

Day One

- Have the students come to the back of the room to the meeting area.
- Ask students, “What is a song?” (**Knowledge**) Listen to all ideas then tell them that in a song there usually are:
 - Lyrics-the words
 - A melody-the notes (Have them hum “Happy Birthday” to hear the melody.
 - A chorus-what the song is usually about and it repeats itself more than once
- Hand out the lyrics to the song “Trip to the Moon” and read the lyrics together.
- Then tell the students to listen to the song and have the students follow along on their paper.
- After the song is over, ask “Can anyone identify the chorus?” (**Analysis**)
- Then hand out the lyrics to “Mercury” and then play the song.
- When the song is finished ask students if they can identify the chorus. (**Analysis**)
- Tell the students that today they are going to be writing their own song in groups and then you create puppets to sing your song.

Step-by-Step Plan:

- Have the student brainstorm together as a class some ideas that they could put in their song, for instance, the shadowy moon, the brilliant sun, the abundant planets, the stars, a soaring rocket ship, chilling aliens, courageous astronauts, etc. (**Knowledge**) To make sure you’re assessing students, draw their stick to call on students. Put into two piles after they have answer, an idea with varied word choice, or a simple idea.
- Turn to the chart paper that is hanging on the wall. Take the marker and write down all of the suggestions that the students say. Remind students that “no idea is good or bad, we just need ideas to help get us started.”
- After the students have finished giving ideas and the list is complete, have students return to their desk. Tell the students that “they will be working in groups to write the song. They will have about 30 minutes to do write it. When they think they have completed their song, they come to the back table to share

the song with me.” (The groups have already been arranged for this activity, six groups of four) Tell the class the groups they will be participating in for this activity.

- After the class has gotten into their groups, remind students what a song has, lyrics, a chorus, and music. Tell them the first thing they should do as a group is look at the words we came up with during our brainstorming and decided which ones they want to include in their song. Then they should come up with a chorus and next lyrics. Have the students write their ideas on notebook paper. Each student must write the song down on their own notebook paper.
- Once they have come to the back table, check their song. Make sure it has lyrics and a chorus. Once they completed their song, ask them, “What kind of music are you going to put with your song?” (**Synthesis**) What kinds of puppets are you going to create to sing your song?” (**Synthesis**) Tell the students that tomorrow there will be instruments to create music to go along with their songs and materials to create the puppets that will be singing their song. Have the students return to their desk to brainstorm about these two questions.

Day Two

- Have the students get into their groups. Split the groups into two groups, one to work on creating music and one to create their puppets.
- Tell the class that some of you will be working on creating music to go along with your song and some of you will be creating puppets to sing your song. (three groups in each station)
- Allow the groups about 15 minutes to create the music and two puppets. Then have the groups switch. As the students are working on this, walk around and observe what ideas they are coming up with, what materials they are using, and answer any questions they may have.
- Once you have allowed each group to finish creating their music and puppets give about 10 minutes for the groups to practice. Remind students that two of them will be singing using the puppets and the other two will be playing their instruments, but also have them practice doing the other role because they will perform it twice, each doing a different role. Again, observe and assess participation and answer questions.

Closure:

- After the students have had a chance to practice, tell them they are going to perform their song to the class and it will be video recorded so they will have a chance to see it.
- Ask for volunteers to go first. After each group has gone, tell them they are going to go again, but have them switch roles in the groups.
- Once everyone has finished, express to the class that they did a wonderful job. Tell them that they will be watching the movie tomorrow. Collect the notebook paper that the song has been written on and the puppets.

Adaptations/Enrichment:

- For student who may have a problem writing in the small groups, another student could write for them.

- Also, if a student has a problem putting the correct amount of glue on the puppet, the students could put the glue on the puppet and he could place the material on the glue.
- For a student who has difficulty standing to play an instrument, she could sit down if it would make a difference.
- For a student who has a great ability to play an instrument, he could help other students who are struggling.

Self-Reflection: After the lesson, there will be many things that the teacher should reflect on to see if the lesson went well. First question that should be asked is, “Was there enough time for the students to get done what I wanted accomplished?” There were many different activities going on, so did the students have an adequate amount of time to finish everything. “Did the students understand the parts of a song? Was there anything I could have done differently to get the main points of a song across to the students?” “Were my assessments done well enough that I can sufficiently evaluate my students?”