

Poetry & Music

7th Grade ELA and Music

CORE SUBJECT AREA

ELA

ART FORM + ELEMENTS

Music

Rhythm

DURATION

2 class periods or one large blocked class

OBJECTIVES

Students will be able to identify the rhythm of a poem or song. Students will be able to explain the importance of rhythm in a song or poem.

MSCCR STANDARDS

RL.7.5 - Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

MSCCR CREATIVE ARTS STANDARDS

MU: Cr2.1.7 - Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts.

a. Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.

MATERIALS NEEDED

1. Projector
2. White board
3. Access to Youtube
4. Individual whiteboards or paper and pencils

VOCABULARY

Rhythm, Syllable

RECOMMENDED RESOURCES

<https://www.youtube.com/watch?v=URuMb15CWJs> https://www.youtube.com/watch?v=Een_AKh7Nik

<https://nafme.org/rhythm-games-engage-motivate-young-musicians/>

[https://www.wordstress.info/wp-content/uploads/2014/10/Word Stress Drill 1.pdf](https://www.wordstress.info/wp-content/uploads/2014/10/Word_Stress_Drill_1.pdf) <http://www.poetry4kids.com/>

LESSON SEQUENCE

Day 1:

1. Bellwork question: "Use your chromebooks to find the definition of rhythm. Rewrite it in your own words."
2. Play a game to practice making different rhythms (<https://nafme.org/rhythm-games-engage-motivate-young-musicians/>)
3. Give students a guided question: "Why is rhythm important to poetry?" - give the students time to collaborate and predict the answer.
4. Watch the "The pleasure of poetic pattern - David Silverstein" video as a class 5. Explain that the answer to the guided question is their exit ticket and must be checked before they leave.

Day 2:

1. Bellwork question: “What is a syllable? How many are in your name?”
2. Practice saying different phrases and clap for each syllable. It might be easier to start with one word and work up to sentences.
3. Place the syllable practice sheet on the board and circle the part of the word syllable that is stressed. Model 3-5 on the board.
4. Call on volunteers to complete more examples (as many you need).
5. Have the students decide on a popular song today and search for the lyrics on the board. Continue to circle the stressed syllables in the lyrics.
6. Give students a guided question: “Compare and Contrast songs with bad rhythms to the originals.” Give the students time to collaborate and predict the answer.
7. After the video, give the students plenty of time to critically write their responses and share possible answers.
8. Exit Ticket: “Why is rhythm important to poetry?”

EXTENDED LEARNING ACTIVITIES

Students can try to find the patterns present in the rhythms of stressed and unstressed syllables to lead them into studying iambic pentameter.

SOURCES

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https://www.wordstress.info/wp-content/uploads/2014/10/Word_Stress_Drill_1.pdf

<http://www.poetry4kids.com/>

TIPS + FREQUENTLY ASKED QUESTIONS

1. This lesson can also be combined for a blocked class. The bellwork and exit ticket questions should not be skipped. They should still be asked to check for understanding when transitioning activities.
2. Before playing any games, be sure to review classroom expectations and discuss how they pertain to that activity.