

Lesson Plan Title

Songwriting about Human Interaction with the Environment

Grade Level

5th Grade

Subject Area

Science

MSCCRS Performance Objectives

- E.5.10.1 - Collect and organize scientific ideas that individuals and communities can use to conserve Earth's natural resources and systems (e.g., implementing watershed management practices to conserve water resources, utilizing no-till farming to improve soil fertility, reducing emissions to abate air pollution, or recycling to reduce landfill waste).

MSCCRS OBJECTIVES ESSENTIAL QUESTION:

- How do human activities affect the Earth's ability to sustain life?

MSCCRS CORE IDEAS:

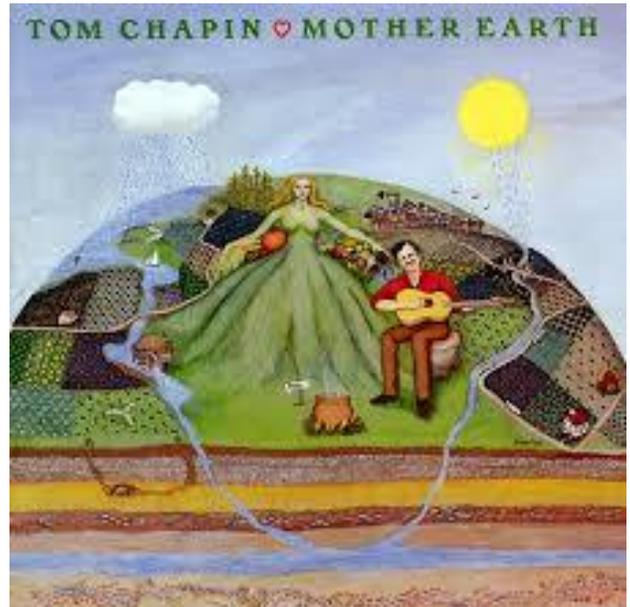
- Populations live in a variety of habitats, and change in those habitats affects the organisms living there.
- Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, oceans, air, and even outer space.
- Typically as human populations and consumption of natural resources increase, so do the negative impacts on Earth.
- Individuals and communities are doing things through technology, activism, and policies to help protect Earth's resources and environments.

Art Form

Music - Songwriting

MSCCR Creative Arts Standards

- MU: Cr1.1.5 Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.
 - a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).
 - b. Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes
- MU: Cr2.1.5 Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts.
 - a. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.



- MU: Pr4.3.5 Select, analyze, and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent.
- MU: Cn10.0.5 Synthesize and relate knowledge and personal experiences to make art. Synthesize and relate knowledge and personal experiences to make music.
 - a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Duration

2 - 60-minute sessions

Materials

Various recycled materials (to spark ideas)
 Computer or tablet for listening and recording
 Post-it Notes
 Science journals

Objectives

The students will:

- Write song lyrics that explain the various types of pollution
- Create an adaptation for a song that relates to pollution and its effects on the environment
- Rehearse and perform a song for an audience
- Use music to evaluate and communicate information about the effects of pollution on people and the environment

Music Arts Vocabulary

Lyrics: the words of a song

Verse: writing arranged with a metrical rhythm, typically having a rhyme

Chorus: writing arrangement that is a repeated section of a song

Genre: category of a musical composition such as a rap, ballad, etc....

Rhythm: a strong, regular, repeated pattern of movement or sound.

Rhyme: (of a word, syllable, or line) have or end with a sound that corresponds to another.

Alliteration: the repetition of the same letter sound across the start of several words in a line of text.

Stanza: a group of lines of poetry (usually 4 or more) arranged according to a fixed plan.

Poem: a collection of spoken or written words that expresses ideas or emotions in a powerfully vivid and imaginative style and comprises a particular rhythmic and metrical pattern.

Human Interaction with the Earth Essential Vocabulary

Deforestation

Pollution

Climate change

Greenhouse gases

Fossil fuels

Conservation

Reduce, Reuse, Recycle
Compost
Biodegradable
Non-biodegradable

Lesson Description

- Review the list Suggested Collected Items (see resources) and find 5-6 items to bring into the classroom. With the class, use Padlet (www.padlet.com), or another like source, to generate ideas with the class on how we can reuse the items.

- In a whole group format, use a Footprint calculator and discuss their reactions and how their footprint can be improved.

(Footprint Calculator website – <http://www.carbonfootprint.com/calculator.aspx>
<http://web.stanford.edu/group/inquiry2insight/cgi-bin/i2sea-r2b/i2s.php?page=iscfc#>)

Part 1:

- Watch YouTube Video: “Good Garbage” (<https://youtu.be/GXSBHILdboQ>). Discuss in whole group vocabulary such as compost, biodegradable/non-biodegradable, recycle, reuse and reduce.

- As a whole group, discuss the author’s purpose of writing the song. Why is it catchy? Discuss the rhythm, chorus, verse, rhyme, alliteration, stanza, poems, etc.

- As a whole group, students will vote for a song to use to create/write a class pollution song. The teacher should pick 3 songs ahead of time for students to vote on. Once the song is selected, the teacher can find a karaoke version of the song on YouTube. Students will create a chorus for a new pollution song. Discuss the main idea and supporting details of the song. Separate into 4 groups and have students create verses for the four categories: air, land, water and conservation. ***Strategically assign your students to homogenous groups.

Part 2:

- Review “Good Garbage” song as a whole group.

- Have the students revise or edit their assigned part for their song.

- Come up with music for the class song using Quaver or GarageBand.

Recommended Resources

More lesson details: <https://artsnowlearning.org/project/grade-3-pollution-matters/>

“How to Write a Song” video: <http://robinfrederick.com/learn-how-to-write-a-song/>

“Good Garbage” song video: <https://youtu.be/GXSBHILdboQ>

Footprint Calculator Website: <http://www.carbonfootprint.com/calculator.aspx>

Footprint Challenge Website: <https://depts.washington.edu/i2sea/iscfc/index.php#>

Environmental Footprint Information: <https://footprint.wwf.org.uk/#/>

Suggested Collected Recycled Materials Print Out: <https://artsnowlearning.org/wp-content/uploads/2018/08/Grade-3-Project-1-Suggested-Collected-Items.pdf>

Good Garbage songwriting rubric: <https://artsnowlearning.org/wp-content/uploads/2018/08/Grade-3-Project-2-Good-Garbage-Rubric.pdf>

Padlet Website (students can use this to create a presentation): <https://padlet.com/>

Extended Learning Activities

- Ask the following reflection questions as you review the song “Good Garbage” with the students: What was the author’s purpose for writing the song?, What is the main idea?, What are the details in the song?, How does the tone of the song make you feel?
- Students can create their own instruments to create their music for their group’s songs. Instruments could even be kept and used for the Newton’s Laws Unit later in the year. (Ideas for DIY instruments are all over the internet, but here is a site to get you started: <https://artscraftsymom.com/diy-musical-instruments-for-kids-to-make-and-play/>)

Sources

<https://artsnowlearning.org/project/grade-3-pollution-matters/>

Tips

- When choosing songs for the students to vote from, make sure the song is not too fast. This will make it easier for the students to make their lyrics match the original rhythm of the song.
- Carefully screen the songs ahead of time to ensure that they are appropriate for school and have a positive energy.
- Lesson Differentiation Ideas:

Below grade level:

Provide students with the lyrics from the “Good Garbage” song to use as a model for writing their verses, including sentence frames and a word bank.

Above grade level:

Students can create their own version of a pollution song.

ELL Students

Have students choose 3-5 key vocabulary words from the vocabulary list generated in project one to include in their verse.

Provide all EL students with the lyrics from the “Good Garbage” song to use as a model for writing their verses.

Adapted by:

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