

**Lesson Plan Title**

Cycles Song

**Grade Level**

7th Grade

**Subject Area**

Science

**MSCCRS**

L.7.3.4- Explain how disruptions in cycles affect biodiversity and ecosystem services, which are needed to sustain human life on Earth.

**Art Form**

Music

**MSCCR Creative Arts Standards**

MU:Cr3.2.7a- Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.

**Duration**

2 hours- (2) one-hour classes

**Materials**

Chromebooks

Pencils

Papers

**Objectives**

TLs will create a song that represents the different cycles.

**Vocabulary**

Carbon cycle

Water cycle

Oxygen cycle

Nitrogen cycle

Songs

Genre

**Lesson Description**

1. TTW begin the lesson by reviewing the different cycles (water, carbon, nitrogen, and oxygen). TTW review these cycles using the anchor charts in the classroom
2. TTW then explain that the class will be divided into groups of 4, and each group will write a song about one of the cycles.
3. TTW explain that they will draw the genre of the song out of a bag as well as what cycle they will do.
  - a. TTW explain what genre is- the style of the music combined with the instrumentation. For example- country music and rock music use the same instruments just played in different ways.
4. TTW allow the learners to draw their genre of song and then will explain that they will be doing some research on the genre.
5. TLs will need to research the genre and tell the following information:
  - a. The name
  - b. The origin of the genre
  - c. When did it come along
  - d. The key components in each song of that genre
6. TLs will spend the first day doing that research. Once they have finished, they will begin to write their songs in one of the genres.
7. Each group must try to incorporate the key components in their song, and they are allowed to find a backing track to fit their song from their genre. TLW search YouTube to find a backing track.
  - a. TLs must include all parts of the cycle.
8. Once everyone has completed their song, they will perform their songs to the class.

**Recommended Resources**

N/A

**Extended Learning Activities**

N/A

**Sources**

N/A

**Tips**

N/A

**Author**

Winnie Jones