

Unit/Lesson Instructional Plan

Unit/Lesson Title: Learning Literary Terminology through Music

Grade Level: 7th

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School / District: American Union / American Union

Essential Understanding

What is the “Big Idea” of the unit or lesson?

Students will understand that music and literature share a common language, and that hearing the language of music helps us to understand the language of literature.

Skills and Knowledge Students Need and/or Will Develop

Students need a basic understanding of reading and literature to fully benefit from this lesson. Exposure to advanced level reading skills and core literature will aid in deeper understanding, however it is not necessary for this unit.

Students will develop knowledge of the relationship between musical and literary terminology; they will also gain the knowledge necessary for successful fulfillment of California State Content Standards in Literary Response and Analysis as they solidify their understanding of literary terminology. At the same time, they will gain exposure to a wide range of music from popular music to classical.

Standards Addressed

<u>Music Content Standards</u>	<u>Content Standards in Other Subject(s)</u>
<p>4.1 Use criteria to evaluate the quality and effectiveness of musical performances and compositions.</p> <p>5.1 Identify similarities and differences in the meanings of common terms used in various arts and other subject areas.</p>	<p>English and Language Arts:</p> <p>3.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.</p> <p>3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).</p> <p>1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations</p>

Objectives: (final performance or product)

In what way(s) will students demonstrate what they have learned?

Students will:

- 1) Choose a piece of music, classical or modern, and identify the musical terminology that shares its meaning with a literary term.
- 2) Prepare a one page summary discussing the musical and literary terminology in the music.
- 3) Present the song to the class, while giving an ongoing commentary about what is happening in the music using the terminology.

Student Pre-Assessment

How do you know what the students already know? What pre-assessment activities will help you determine what students already know?

Before beginning this lesson, students will be given a basic comprehension test to see how far along they are in their understanding of basic literary elements such as plot, theme, etc. Then, students will be assessed on how they perceive music by doing an activity where they listen to a classical piece of music, and draw their rendering of the flow and progression of the music using markers, crayons, or colored pencils.

Teacher's Needs Assessment

What content knowledge and resources will you need to implement this lesson?

- 1) Knowledge of basic literary elements,
- 2) Knowledge of basic musical elements,
- 3) CD Player,
- 4) Art Supplies, and
- 5) A selection of Classical and Popular music.

Final Student Assessment

How will you know that students have achieved the standard?

Students will demonstrate their achievement through the written paper and oral presentation that is due at the end of the unit.

Learning Sequence

The Lesson Plan: What are the various steps in the unit/lesson implementation?

Day 1: Music Introduction

- 1) Choose a genre of music that your students enjoy – Top 40 radio music, or any other popular music, and as students enter, be playing it for them.
- 2) Pick one specific song, and type out the lyrics for them. Put it on the overhead, and listen to the song as the kids read the words. Ask guiding questions during the song like:
 - a) Did you know the song said this?
 - b) What emotion does he/she feel right now?
 - c) What is he/she trying to say?
 - d) Is he/she doing a good job conveying this emotion?
- 3) After the song is over, bridge understanding to encompass the idea that music conveys emotion and stories. Then, go back and listen one more time to allow the students to hear what in the music conveyed this emotion. Was it the rise in tone or volume? If the students have a difficult time hearing this, try to find that song without words. This forces them to look deeper into the heart of the music itself.
- 4) Have the students take home a copy of the lyrics and brainstorm next to the words what they remember hearing. What stuck out to them as most effective for conveying meaning?

Day 2:

- 1) As a class, listen to the song one from Day 1 one more time. Have the students call out the things that they brainstormed for homework.
- 2) Isolate the musical terminology that they should know. For example (there are many more!):
 - a) decrescendo
 - b) crescendo
 - c) tempo
 - d) forte, piano, etc
 - e) composition
- 3) As you play the song yet again, orally point out the musical terms as they happen and ask the students questions concerning the effect of the technique on the listener. (Ex: “How does the music being Forte make you feel?”)
- 4) Now, bridge their learning to a piece of classical music. Ask them to point out those terms, and identify how the music is supposed to make us feel, and if it is effective. For example, if your students hear a crescendo in the music, ask them to remember back to the crescendo that they heard in the popular music and what they felt when hearing it, and if they same feelings are applied to the classical music. If so, then the technique was effective and can be felt/heard throughout the rest of the piece.
- 5) For homework, have the students complete a Venn Diagram comparing and contrasting the two works they have heard so far using terminology you have taught. (EX: The classical piece was more forceful because it used much more *forte* than the slow, romantic piece of popular music we heard which used more *pianissimo*.)

Day 3:

- 1) As students come into class, have them separate into small groups. Give each of them a musical term on a 3X5 card and have them define it. Then, using a large sheet of white butcher paper on the board, have them come up and write and define their word in large print.
- 2) Read a short story to them. It can be any short story that has a quality rising and falling action, foreshadowing, climax and resolution. I like to use the classical fairytale of “The Three Little Pigs.” Have them listen to the story read aloud, and make notes about where they can “hear” the different musical terms on the board. (EX: “Little pig. Little pig, let me in!” – Forte; “Not by the hair of my chinny chin-chin” – Piano; huffing and puffing – crescendo; etc.)
- 3) Then, bridge the terms of music to the literary ones (EX: Rising action, falling action, climax, resolution, repetition, foreshadowing). Because the students have “heard” these terms now, they can more readily identify them in the text.
- 4) Assign final project: Students are to choose a piece of popular music or classical music and analyze it using the terminology presented to them in class. In their oral presentation, they will play a section of the music and talk about the terminology as they present, also talking about the literary term it is related to. For a written evaluation, they will have a one page summary paper ready to turn in with the presentation.

Day 4:

Oral presentations!

Vocabulary

What vocabulary will students need to know and learn, in order to achieve the standards addressed in the unit/lesson?

A varying array of musical and literary terminology. I will give some examples, however the level with which your students have had exposure to music and literature will affect how much they can/will take in.

Musical Terminology Examples: forte, piano, pianissimo, crescendo, decrescendo, staccato, rhythm, meter, harmony, melody, counter melody.

Literary Terminology Examples: rising action, falling action, repetition, climax, conflict, resolution (denouement), plot, character.

Compare and Contrast
Summary

Equipment, Materials and Resources

What equipment, materials, and resources will you need to implement the unit/lesson and the student assessment?

A CD Player, selections of classical as well as popular music, butcher paper, overhead projector, 3X5 cards.

Additional Notes

What adaptations might you make to the learning sequence, to meet the needs of different students? Any other notes or comments you would offer with regard to implementing this unit/lesson?

Depending upon the basic understanding the students have of musical and literary terminology, adjustments can be made on the depth of knowledge gleaned from this unit. You can take the terms from very basic, up through advanced. For language learners, this is an extraordinary lesson because music is a universal language and you can bridge for them something they understand (music) to an English term.