

## National Standards

### ENGLISH LANGUAGE ARTS

**NL-ENG.K-12.4:** Students adjust their use of spoken, written, and visual (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

**NL-ENG.K-12.5:** Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

**NL-ENG.K-12.6:** Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

**NL-ENG.K-12.12:** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

### SCIENCE

**NSS-G.K-12.2:** Students will understand that people create regions to interpret Earth's complexity.

**NSS-G.K-12.3:** Students will understand the physical processes that shape the patterns of Earth's surface.

**NSS-G.K-12.5:** Students will understand how human actions modify the physical environment.

### MUSIC

**Standard 4:** Composing and arranging music within specified guidelines

**Standard 6:** Listening to, analyzing, and describing music

**Standard 7:** Evaluating music and music performances

**Standard 8:** Understanding relationships between music, the other arts, and disciplines outside the arts

Form/Structure/Organization • Systems • Relationships  
Unity/Diversity • Habitats • Environment •  
Interdependence • Classification



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100 Edgewood Ave, Suite 100  
Atlanta, GA 30303  
Phone: 404.688.2480  
Fax: 404.688.2424  
www.artsnowlearning.org

Idea Contributed by Maribeth Yoder-White

Through composition of original speech pieces, students will develop skills and understandings in science, language arts, and music. Teamwork and creativity are necessary to create a chant that demonstrates understanding of plant and animal life in various habitats. Musical skills addressed include improvising, composing, listening, speaking, and moving.

**Essential Question: How can music composition support learning in other curricular areas?**

**Process**

1. Play a musical composition in rondo form, challenging students to listen for repeated sections. [NOTE: Music with text may facilitate students' discernment of repetition and contrast.]
2. Identify form heard in composition as rondo form. Explain that students will now become composers of their own speech piece to illustrate rondo form.
3. Challenge students to establish a simple 2-, 4-, or 8-beat body percussion ostinato. [NOTE: Shorter ostinatos work better for younger children.]
4. While students perform the body percussion ostinato, teach the following chant by rote (teacher speaks, students echo).

Habitats define life and growth within a place where animals and plants naturally live in their space. Each are connected by the environment in which they live contributing uniquely they all have something to give.

To facilitate student success in learning the chant aurally, begin by speaking the entire chant, then speak the first phrase (1<sup>st</sup> 8 beats) and have students echo. Continue speaking each phrase and having students echo. Then combine 2 phrases (16 beats) and have students echo. Once students are comfortable with 8- and 16-beat phrases, speak the entire chant. This becomes the A section of the class composition.

5. Analyze the structure of the chant (32 beats long with the last word on beat 31). A visual such as follows may be helpful in guiding students' analysis.

1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8

To help students understand the chant's length and structure, point to each number while speaking the chant.

6. Analyze the rhyme scheme of the chant, marking on the visual of the chant to facilitate understanding.
7. Divide into small groups and give each group a Georgia habitat card (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean).
8. Working in small groups, have students create a chant about their habitat. Their chant must be the same length and use the same rhyme scheme as the A section.
9. Once students are satisfied with their composition, have them write it down (text only) on large paper. Encourage students to write their composition in 4 lines to facilitate understanding of the 4 phrases.
10. Combine group compositions with the original chant to create a rondo form. The original chant is the A section while student creations become the alternating sections.
11. Use cogni-tiles (or shapes drawn on board or cut from construction paper) and letters to illustrate rondo form.
12. Allow time for students to comment on the compositional efforts of others, perhaps noting distinctive rhythms and/or word choice.

**Assessment**

1. Students will create and accurately perform an original speech composition using the prescribed form and content.
2. Students will create and accurately perform a body percussion ostinato to accompany the speech composition.
3. Students will aurally and visually identify rondo form in musical compositions.

**Materials**

- Habitat card (individual cards with one habitat on each)
- Large paper and markers
- Cogni-tiles
- Visual of 4 8-beat phrases on the board
- Visual of A section text (to be displayed after chant is learned)
- Sound source (CD player)
- Recording of musical composition in rondo form

**Vocabulary**

**Rondo**

A form of composition in which the first section recurs throughout the piece, alternating with different sections (e.g., A-B-A-B-A or A-B-A-C-A, etc.). This form is found especially in compositions of the Baroque and Classical eras.

**Ostinato**

A repeated pattern

**Body Percussion**

Sounds produced by striking or scraping parts of the body; typically includes snapping, clapping, patting, and stamping

**Phrase**

Musical sentence or unit, commonly a passage of four or eight measures; a dependent division of music, much like a single line of poetry in that it does not have a sense of completion in itself. Usually two or more phrases balance each other.

**Habitat**

The natural environment of an organism; place that is natural for the life and growth of an organism

**Texture**

The thickness or thinness of sound

**Classroom Tips**

Have ample space in the room so that student groups can move far enough apart during the creating process to enable careful listening and minimize distraction from other groups.

**Extensions**

1. Have students record their creations and evaluate their work.
2. Challenge students to create and notate simple melodies for their text.
3. Have students listen to music in rondo form to discern the different sections.
4. Have students transfer their spoken text to body percussion (e.g., clap the rhythm of the words rather than speaking the words). Experiment with and discuss various textures. For example, have half the students maintain the ostinato while the other group performs their chant on body percussion; then have only the chant performed on body percussion. Discuss what happens to the texture as other parts are added or deleted.
5. After students have transferred their spoken text to body percussion, have 2 (or more) groups superimpose (perform simultaneously) their chants. Discuss the texture changes this compositional device creates.
6. To connect to dance, have students create movement compositions demonstrating plants and/or animals found in their habitats. Then have other students guess the habitat demonstrated through movement.
7. To connect to theater, have students create dialogues between plants and/or animals found in various habitats. Dialogues should not include the name of the habitat so that after performing their dialogues, other students can guess the habitat being discussed.

## Georgia Performance Standards

**ENGLISH/ LANGUAGE ARTS**

**GRADE 3**

**ELA3R2:** The student acquires and uses grade-level words to communicate effectively.

**ELA3W1:** The student demonstrates competency in the writing process.

**ELA3W2:** The student writes in a variety of genres, including narrative, informational, persuasive, and response to literature.

**ELA3C1:** The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

**ELA3LSV1:** The student uses oral and visual strategies to communicate.

**GRADE 4**

**ELA4R3:** The student understands and acquires new vocabulary and uses it correctly in reading and writing.

**ELA4W2:** The student demonstrates competence in a variety of genres.

**ELA4W3:** The student uses research and technology to support writing.

**ELA4W4:** The student consistently uses a writing process to develop, revise, and evaluate writing.

**ELA4C1:** The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

**ELA4LSV1:** The student participates in student-to-teacher, student-to-student, and group verbal interactions.

**ELA4LSV2:** The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.

**GRADE 5**

**ELA5R1:** The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

**ELA5R3:** The student understands and acquires new vocabulary and uses it correctly in reading and writing.

**ELA5W2:** The student demonstrates competence in a variety of genres.

**ELA5W3:** The student uses research and technology to support writing.

**ELA5W4:** The student consistently uses a writing process to develop, revise, and evaluate writing.

**ELA5C1:** The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

**ELA5LSV1:** The student participates in student-to-teacher, student-to-student, and group verbal interactions.

**ELA5LSV2:** The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.

**SCIENCE**

**GRADE 3**

**S3CS4:** Students will use ideas of system, model, change, and scale in exploring scientific and technological matters.

**S3L1:** Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.

**GRADE 4**

**S4CS4:** Students will use ideas of system, model, change, and scale in exploring scientific and technological matters.

**S4CS5:** Students will communicate scientific ideas and activities clearly.

**S4L1:** Students will describe the roles of organisms and the flow of energy within an ecosystem.

**S4L2:** Students will identify factors that affect the survival or extinction of organisms such as adaptation, variation of behaviors (hibernation), and external features (camouflage and protection).

**GRADE 5**

**S5CS4:** Students will use ideas of system, model, change, and scale in exploring scientific and technological matters.

**S5CS5:** Students will communicate scientific ideas and activities clearly.

**MUSIC**

**GRADE 3**

**M3GM.1:** Singing, alone and with others, a varied repertoire of music

**M3GM.2:** Performing on instruments, alone and with others, a varied repertoire of music

**M3GM.5:** Composing and arranging music within specified guidelines

**GRADE 4**

**M4GM.1:** Singing, alone and with others, a varied repertoire of music

**M4GM.2:** Performing on instruments, alone and with others, a varied repertoire of music

**M4GM.5:** Composing and arranging music within specified guidelines

**M4GM.6:** Listening to, analyzing, and describing music

**M4GM.8:** Understanding relationships between music, the other arts, and disciplines outside the arts

**GRADE 5**

**M5GM.1:** Singing, alone and with others, a varied repertoire of music

**M5GM.2:** Performing on instruments, alone and with others, a varied repertoire of music

**M5GM.5:** Composing and arranging music within specified guidelines

**M5GM.6:** Listening to, analyzing, and describing music

**M5GM.8:** Understanding relationships between music, the other arts, and disciplines outside the arts