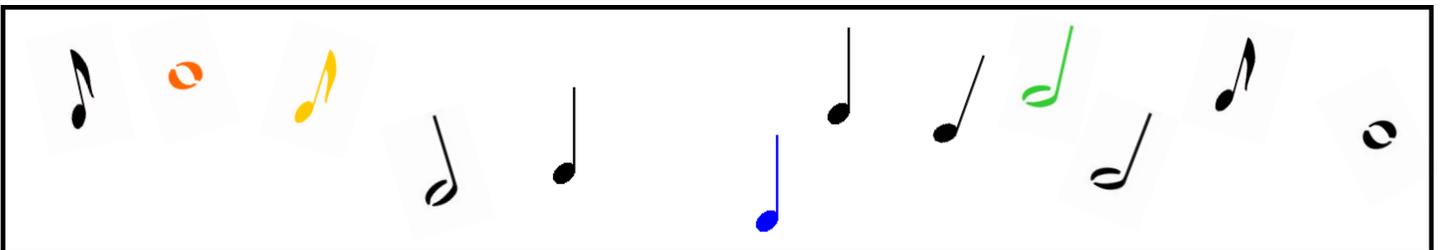
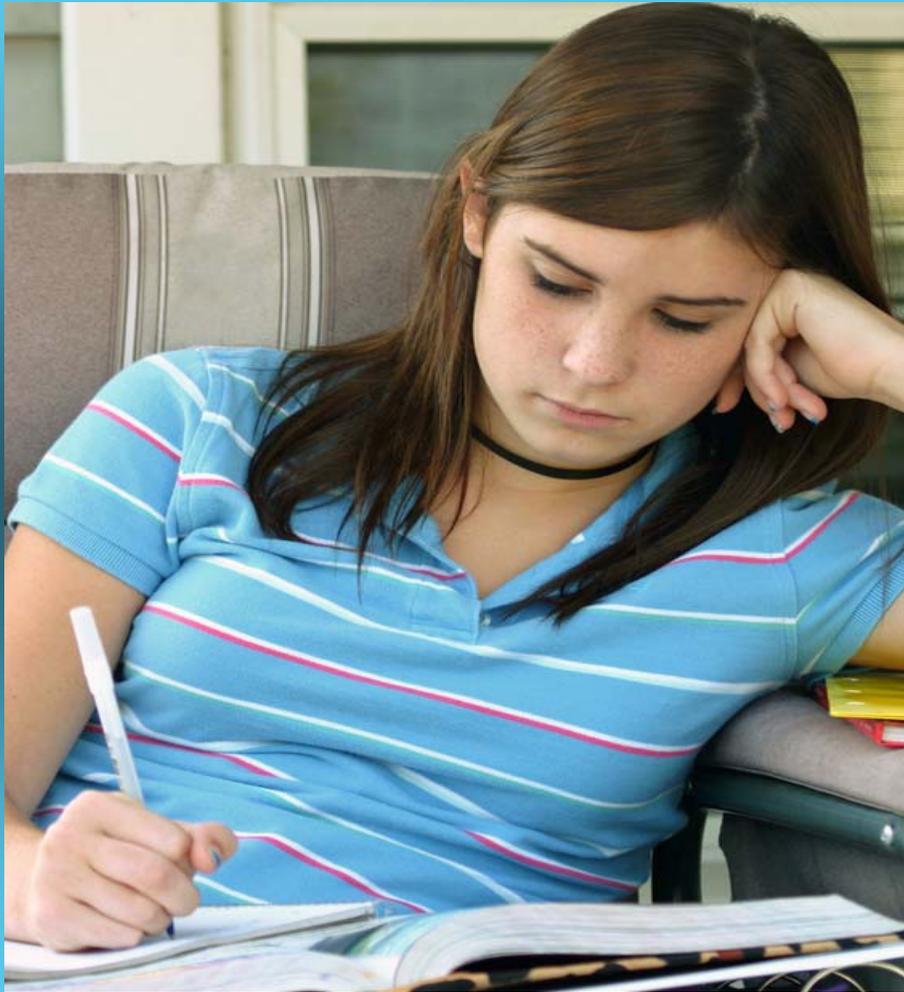


Form/Structure/Organization • Compare/Contrast • Poetry •
Diamante • Synonyms/Antonyms • Parts of Speech •
Soundscape • Composition • Timbre



Discover how music can be the impetus for written and musical composition!

Using music as an impetus for creating original poetry and music, students will develop skills and understandings in language arts and music. Creative thinking, vocabulary development, and structural understanding are necessary to create poetry and music in a prescribed form. Musical skills addressed include improvising, composing, listening, and speaking.

Essential Question: How can music inspire written and musical composition?

Process

- Review definitions of noun, verb, adjective, and gerund using a hand drum (or other sound source).
 - Have students identify instrument and classify as noun.
 - Have students describe the sound and/or visual appearance of the hand drum; classify as adjectives.
 - Have students describe how one might play the drum (strike, rub, thump); classify as verbs and then transform to gerunds (striking, rubbing, thumping).
 - Challenge students to think of an instrument that produces a much different sound from a hand drum (cowbell) and repeat the process.
- Review musical elements (rhythm, melody, harmony, form, timbre, tempo, dynamics) as needed to guide listening.
- Distribute paper and writing utensils to students. Listen to selected music and have students generate nouns, verbs, adjectives, and gerunds associated with what they have heard.
- Distribute 3 colored index cards to students and have them write their name on the bottom of the card. Challenge students to transfer 3 selected words to the appropriate card, using 1 color card for nouns, a different color card for adjectives, and a different color for gerunds.
- Post student responses on wall in columns and discuss responses. Challenge students to use musical terminology when discussing why they chose certain words to describe what they heard.
- Display sample diamante poem and challenge students to discover the form.

Seasons Change

Winter
Icy, cold
Skiing, sledding, snowball fighting
Mountains, wind, breeze, ocean
Swimming, sweating, sun tanning
Sunny, hot
Summer

Line 1 – 1 noun (A)

Line 2 – 2 adjectives describing line 1 noun (A)

Line 3 – 3 gerunds describing line 1 noun (A)

Line 4 – 4 nouns: 2 for line 1 noun (A), 2 for line 7 noun (B)

Line 5 – 3 gerunds describing line 7 noun (B)

Line 6 – 2 adjectives describing line 7 noun (B)

Line 7 – opposite of line 1 noun (B)

- Lead students to understanding that (1) the poem is shaped like a diamond (hence the name diamante); (2) diamante poems can be about one topic (synonyms) or about opposites (antonyms); (3) the number of words and parts of speech vary by line; (4) line 4 transitions from the first part of the poem to the second; and (5) all words relate to the first and last lines of the poem.
- Play selected audio recording, having students write words associated with what they hear. Challenge students to use these words to create their own diamante about the music.

Materials

- Paper/notepads
- Sticky tac/tape
- Sound source (CD player, iPod, etc.)
- Audio recording (e.g., Vivaldi's *Four Seasons*)
- Whiteboard/flipchart and markers
- Colored index cards/strips of paper (3 different colors)
- Writing utensils (pencil/pen and crayon/ marker) for each student
- Visual of diamante form
- Visual of diamante poem ("Seasons Change")
- Hand drum (or other sound source)

Vocabulary

Adjective

Describes a noun

Noun

Person, place, or thing

Gerund

Verb ending in *-ing* that acts as a noun

Diamante

Poem that looks like a diamond (derived from Italian word for diamond)

Verb

Action word

Body percussion

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

Found sound

Sounds produced by non-traditional sound sources in the environment (e.g., scraping a ruler along a binder spine, tapping a pencil on a desk)

Timbre

Quality of sounds that causes different instruments and/or voices to sound different from each other

Program music

Compositions with extra-musical content intending to evoke a literary or pictorial association; particularly popular in the 19th century

Absolute music

Compositions with no intended literary, dramatic, or pictorial association

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.

- Have students experiment with various ways of performing student-created diamantes musically (individually or in small groups).
 - Create soundscape (using body percussion, found sound, unpitched percussion, etc.) to accompany reading of diamante.
 - Transfer the text of the diamante to body percussion.
 - Transfer the text of the diamante to unpitched percussion instruments.
 - Use different combinations of voices and/or instruments to perform the diamante (e.g., line 1 = solo; line 2 = duet; line 3 = trio; line 4 = quartet; line 5 = trio; line 6 = duet; line 7 = solo). Alter the tempo (fast/slow) and dynamics (loud/soft/crescendo/decrescendo) while reading the diamante.
- Perform student-created diamantes with musical renderings.

Extensions

- Have students experiment with other forms of poetry (e.g., acrostic poems, shape poems, cinquain poems).
- Write diamantes about other topics (e.g., shapes for visual art and math; habitats for science).
- If using program music, share the composer's intent and title. Then have students write a different diamante using the composer's intent as inspiration. Compare and contrast student writing and musical renderings.

Assessment

- Students will write diamante using appropriate form, spelling, and vocabulary.
- Students will create and perform effective musical rendering of their diamante.

Georgia Performance Standards

ENGLISH LANGUAGE ARTS

GRADE 3

ELA3W1: The student demonstrates competency in the writing process.

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

GRADE 4

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

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.

Georgia Quality Core Curriculum

MUSIC

GRADE 3

Standard 1: Responds to music in a variety of instrumental and vocal styles through listening, moving, singing, and playing instruments.

Standard 3: Distinguishes among repeating and contrasting phrases, sections, and simple formal structure—AB, ABA, and AABA

Standard 8: Participates in singing games, action songs, simple folk dances, and musical dramatizations

GRADE 4

Standard 1: Responds to music in a variety of instrumental and vocal styles through listening, moving, singing, and playing instruments.

Standard 6: Recognizes how melody, rhythm, timbre, and texture affect the style of music.

Standard 7: Distinguishes among repeating and contrasting phrases, sections, and simple formal structure—AB, ABA, AABA, and ABACA

GRADE 5

Standard 1: Responds to music in a variety of instrumental and vocal styles through listening, moving, singing, and playing instruments.

Standard 6: Distinguishes among repeating and contrasting phrases, sections, and simple formal structure—AB, ABA, AABA, and ABACA, theme and variations.

Standard 15: Demonstrates growth in knowledge of music vocabulary appropriate to the level.

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).

National Arts Standards

MUSIC

Standard 4: Composing and arranging music within specified guidelines

Standard 6: Listening to, analyzing, and describing music

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

Georgia Performance Standard Explanation of Coding

Sample: ELA1R4

English/Language Arts, Grade Level 1, Reading Standard # 4

Sample: ELA12W2

English/Language Arts, Grade Level 12, Writing Standard # 2

(R=Reading, W=Writing, LSV=Listening/Speaking/Viewing, C=Conventions of Language)

Notes/Reflections:

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