

GRADE 5

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

ELA5W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

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

MUSIC

GRADE 3

M3GM.6: Listening to, analyzing, and describing music

GRADE 4

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

GRADE 5

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

National Standards

ENGLISH LANGUAGE ARTS

NL-ENG.K-12.4: Students adjust their use of spoken, written, and visual language (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 non-print 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).

MUSIC

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

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

Idea Contributed by Deborah Kupperbusch
Modifications, Extensions, and Adaptations Contributed by:
Candy Bennett, Patty Bickell, Vilma Thomas, and Lori Young
Reviewed by Emily Threlkeld

2011 - 2012 © ArtsNOW
100 Edgewood Ave, Suite 100
Atlanta, GA 30303
Phone: 404.688.2480
Fax: 404.688.2424
www.artsnowlearning.org

Inferences • Tempo • Dynamics • Persuasive Writing



Students will be taught that inferring can occur not only in everyday reading but that music also has a way of preparing us for things that are about to happen. Students will examine music from a selection of TV or movie soundtracks and see how music is used to set the stage for events. Students will listen to music and describe how music gets louder, softer, slower, quicker, smoother, and choppy and will then discuss what is going on after each occurrence of that particular section of music.

Essential Question:

How can I listen to music and infer what is about to happen?

Process

- The teacher will choose a short, suspenseful, age-appropriate movie clip that involves music to play for the class (ex: *ET*, *Fantasia*). Play the clip once without the sound, and then repeat with the sound on. Ask the students if they felt a different level of suspense when the sound was on than when it was off.
- Discuss inference, and explain that the music helps the audience to make an inference about what will happen next in the movie.
- Next, play the various sound clips and discuss the speed, dynamics, pitches, and overall mood of the music.
- Discuss the ways that each of these musical techniques can be used to foreshadow upcoming events.
- Ask the students to describe the events that they can infer will happen from the music, explaining their reasoning using musical terms.
- Students will be allowed to experiment with the musical instruments to determine if they can create a mood. After time to practice the mood, ask the students to perform for the class. The class will then see if they can infer what is about to happen.
- Students can use their musical knowledge to write a short persuasive writing piece explaining the inference they drew from the excerpt and why they believe the inference is correct.

Assessment

- Students perform a short piece on an instrument to create a mood.
- Students use musical terms to persuade the audience that their inference is correct.

Materials

- selection of movie soundtrack excerpts (ex: *Jaws*, *Top Gun*, *Beetlejuice*, *Clint Eastwood movies*, *Wizard Of Oz*, *Old Batman TV shows*, *Willy Wonka and the Chocolate Factory*, *The Little Mermaid*, *Ferris Beuller's Day Off*)
- a variety of musical instruments for students to experiment with

Vocabulary

Tempo

The speed at which a music piece is performed

Dynamics

Volume of sound (loudness, quietness)

Pitch

Relative high or low quality of a tone in relation to other tones

Staccato

Short, detached sounds

Legato

Smooth, connected sounds

Resources

Sound track excerpts may be found online from streaming music websites such as <http://www.grooveshark.com> (search for the name of the movie, or common film score composers such as John Williams, Danny Elfman, Hans Zimmer, Ennio Morricone, or Thomas Newman)

<http://www.brainpopjr.com/readingandwriting/comprehension/makeinferences/grownups.weml>

ESOL Modifications and Adaptations

Teacher will need to do a mini lesson on the concept of inference before teaching this lesson ([Brain Pop Jr](#) has a clip). Introduce vocabulary: tempo, dynamics, high notes, low notes, staccato, and legato.

ESOL Assessments

Same as lesson

Gifted Modifications and Extensions

Working with a partner or small group, assign students a picture book that has strong inferences (an example would be *Train to Somewhere* by Eve Bunting). Students create a "soundtrack" for the story using readily available instruments depicting the techniques and knowledge gained in the initial portion of the lesson. They will then read the story with its new soundtrack to the class.

Gifted Assessments

The soundtrack should have the appropriate tempo, pitch, and dynamics as discussed in the earlier lesson.

Special Education Modifications and Adaptations

Model examples for students on the instruments. Introduce only two soundtracks at a time to students. Provide picture/visual representations for the different types of musical vocabulary.

Special Education Assessments

Assessment methods for the general education lesson are adequate for special education as well.

Common Core Georgia Performance Standards

(*CCGPS implementation year 1: 2012-2013*)

ENGLISH LANGUAGE ARTS

GRADE 3

ELACC3W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ELACC3SL2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

GRADE 4

ELACC4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

ELACC4RI8: Explain how an author uses reasons and evidence to support particular points in a text.

ELACC4W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE 5

ELACC5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELACC5RL7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

ELACC5RI8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).

ELACC5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

WIDA English Language Proficiency Standards

Standard 1: English language learners communicate for social and instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Georgia Performance Standards

ENGLISH LANGUAGE ARTS

GRADE 3

ELA3R3: The student uses a variety of strategies to gain meaning from grade-level text.

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.

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

GRADE 4

ELA4R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

ELA4W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

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