

Notes/Reflections:

Form/Structure/Organization • Relationships • Vertebrates
• Invertebrates • Classification



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What Class Are You In?

Drawing evidence from informational text and using it to compose text for ABA form in music, students have the opportunity to see their research come to life in composition.

Essential Question:

How do scientists group organisms? How can music help deepen the understanding of material in other content areas?

Process (1)

- Warm-up the group by creating a short body percussion pattern, four to eight counts long. The musical term for this pattern is ostinato.
- Present the following chant, and have the students learn it while performing the pattern they created:
*Classify this
Just give it a try.
Put it in a group
In the blink of an eye.*
- Discuss classification with the class, and explain the difference in vertebrates and invertebrates.
- Working in pairs, have the students adapt the body percussion pattern so that they make contact on at least one beat. Have them say the chant, and then name animals and whether they are vertebrates or invertebrates to the rhythm. The students continue until they break the rhythm of the chant. The form will be the chant, and then a continuous naming and classification.

Process (2)

- Lead the class in a brief discussion of vertebrates and their different groupings: fish, mammals, birds, reptiles, and amphibians. Explain to the class that they are going to work in small groups to create contrasting sections of a form of music known as ABA.
- Play a recording of the “Russian Dance” from Nutcracker by Peter Ilyich Tchaikovsky, having the students hold up a one for the A section, and a two for the B section when they hear it.
- Using cards with contrasting pictures of animals, have the students work in small groups to create contrasting movements illustrating ABA form. This can also be done with vocalizations, contrasting sounds.
- Distribute an animal file to each group, which includes informational text about one of the categories of vertebrates, and a card with the vertebrate poem. This poem will serve as the A section for each group, and the students will work together to create a contrasting B section.
*Different, similar, we are grouped by characteristics
Birds or fish it's a matter of logistics.
Amphibians or mammals, even reptiles,
Let's see what we conclude by looking in our files.*

(Their B section will need to match the length and phrase structure of the A section, with four groups of eight.)

- See the beat chart below:

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X X X X X X X X
X X X X X X X X
X X X X X X X X
X X X X X X X X
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Materials

- Printed resources about vertebrates and invertebrates in file folders
- paper and pencils
- rhythm instruments (for an extension),
- music stereo, a recording of “Russian Dance” from Tchaikovsky’s Nutcracker,
- animal form cards,
- beat chart

Vocabulary

ABA form, musical phrase, beat, rhythm, body percussion, classification, characteristics, differences, similarities, groups, amphibians, fish, reptiles, mammals, fish, vertebrates, invertebrates

Classroom Tips

This lesson will probably take several class periods. A listening map can be included for Russian Dance.

Extensions

Un-pitched rhythm instruments can be added to enhance the contrasting sections of the B section. Movement can also be explored by each group. The final product can be video or audio recorded and shared with other classes as well. This could add the technology component in found in section 3 of the speech language component. “ ELACC3SL5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.”

- Allow the groups to share their ABA forms with the class. The students can refrain from naming their category name in their B section and have the class guess following their performance.

Assessment

- The groups’ performances of their B sections can be assessed in areas of the teacher’s choosing, such as: groups’ work dynamic, groups’ spoken presentation. The groups’ notes and their evidence gathered can be assessed for ability to research and obtain information. The groups can also present reports on their information and explain how they narrowed it down for the B section.

Georgia Performance Standards

GRADE 5 SCIENCE

S5L1.: Students will classify organisms into groups and relate how they determined the groups with how and why scientists use classification. Demonstrate how animals are sorted into groups (vertebrate and invertebrate) and how vertebrates are sorted into groups (fish, amphibian, reptile, bird, and mammal).

ENGLISH/LANGUAGE ARTS

ELACC3RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

ELACC5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

MUSIC

M5GM.1: Singing, alone and with others, a varied repertoire of music. Sing and perform with others speech canons, rounds, ostinati, and partner songs.

M5GM.5: Composing and arranging music within specified guidelines. Create rhythmic and melodic motives to enhance literature.

M5GM.6: Listening to, analyzing, and describing music a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures – AB, ABA, rondo, introduction and coda

National Standards

MUSIC

1. Singing, alone, and with others, a varied repertoire of music.
4. Composing and arranging music within specified guidelines.
6. Listening to, analyzing, and describing music.
7. Evaluating music and musical performances.
8. Understanding relationships between music, the other arts, and disciplines outside of the arts.