

## Arts Integration Lesson Plan - Song Lyric Check-In

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Teaching Artist: Kellen Law	Date: July 2024	Subject/Grade Level: K-6th	Duration: Varies depending on grade level
Lesson Title: Song Lyric Check-In			
LESSON FOUNDATIONS			
Learning Objective(s): <ul style="list-style-type: none"><li>Students will express their current emotional state through song lyrics.</li><li>Students will practice active listening and empathy through sharing and discussing lyrics.</li></ul>		Materials/Resource(s): <ul style="list-style-type: none"><li>Paper</li><li>Markers</li><li>Lyric sheets (optional)</li></ul>	
Essential Questions/Enduring Understandings: <i>What do I want my students to understand?</i> <ul style="list-style-type: none"><li>How can music and lyrics express our emotions?</li><li>How do we connect with others through shared musical experiences?</li></ul>		Academic Language Focus to Support Academic Language Use: <ul style="list-style-type: none"><li>Purposes for Communicating: Expressing, describing, interpreting</li><li>Text Understandings: Lyrical content, emotional context</li><li>Sentence/Clause and/or Phrase Understandings: Using descriptive language to express emotions</li></ul>	
FOCUS STANDARDS/COMPETENCIES TO BE ADDRESSED AND ASSESSED IN CONTENT, ARTS, AND SEL			
Common Core State Standards: Mathematics <a href="#">Math</a> English Language Arts <a href="#">ELA</a>		<a href="#">CA Arts Standards:</a>	

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	<p><b>MU:Pr4.3.5 - Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).</b></p>
<p><b>Next Generation Science Standards :</b> <a href="#">NGSS</a> <b>History/Social Science</b> <a href="#">HSS</a></p>	<p><b>Social Emotional Learning (SEL)-</b> <a href="#">CASEL Competencies</a> / <a href="#">Cultural Relevance</a>:</p> <ul style="list-style-type: none"> <li>• Self-Awareness, Social Awareness, Relationship Skills</li> </ul>
<p><b>ELD STANDARDS: ACADEMIC LANGUAGE FOCUS TO MOST IMPROVE ACADEMIC LANGUAGE USE</b></p>	
<p><b>English Language Development Standards:</b> <a href="#">ELD</a></p> <ul style="list-style-type: none"> <li>• <b>Part I:</b> Interacting in Meaningful Ways</li> <li>• <b>Part II:</b> Learning About How English Works</li> <li>• <b>Domain:</b> Speaking, Listening,</li> </ul> <p><b>K-2nd Grade Standards:</b></p> <ul style="list-style-type: none"> <li>• ELD.PI.K-2.1: Exchanging information and ideas (Collaborative): Students participate in exchanges of information and ideas in various contexts and ELD.PI.K-2.1: Exchanging information/ideas (Collaborative): Students contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases.</li> <li>• ELD.PI.K-2.3: Offering opinions (Collaborative): Students offer opinions and negotiate with others in conversations using basic learned phrases (e.g., I think X), as well as open responses.</li> <li>• ELD.PII.K-6.5: Modifying to add details: Students expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details about their emotions and the lyrics they choose.</li> </ul> <p><b>CA EL Roadmap Principles:</b></p> <ul style="list-style-type: none"> <li>• Principle 1: Assets-Oriented and Needs-Responsive Schools This activity values young students' emotional experiences and their ability to express themselves through familiar song lyrics</li> </ul>	

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- Principle 2: Intellectual Quality of Instruction and Meaningful Access Students engage in age-appropriate self-reflection and expression, connecting personal emotions to lyrical content.

### 3-6<sup>th</sup> Grade Standards:

- ELD.PI.3-6.1: Exchanging information/ideas (Collaborative): Students contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.
- ELD.PI.3-6.3: Offering opinions (Collaborative): Students offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I agree with X, but...), as well as open responses.
- ELD.PII.K-6.5: Modifying to add details: Students expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details about their emotions and the lyrics they choose.

### CA EL Roadmap Principles:

- Principle 1: Assets-Oriented and Needs-Responsive Schools This activity recognizes and builds upon students' cultural and linguistic assets by allowing them to choose lyrics that are meaningful to them.
- Principle 2: Intellectual Quality of Instruction and Meaningful Access Students engage in higher-order thinking by analyzing lyrics and connecting them to personal emotional states.

### INSTRUCTION, PRACTICE, AND INTEGRATED/DESIGNATED ELD SUPPORTS

#### Number of Students: 20-30

##### Emerging:

- Students may write or draw simple emotions and match them to the provided song lyrics.
- Teachers offer substantial support in identifying and expressing emotions through lyrics.

##### Expanding:

- Students select lyrics that match their emotions and share them with basic explanations.
- Teachers provide moderate support in connecting lyrics to emotions.

##### Bridging:

#### Word Understanding:

##### Content Specific Vocabulary:

- Emerging: happy, sad, excited, lyrics
- Expanding: emotions, expression, interpret
- Bridging: convey, articulate, nuance

##### General Academic Vocabulary:

- Emerging: feel, think, like
- Expanding: describe, explain, compare
- Bridging: analyze, evaluate, synthesize

##### Cognates:

- Emotions (emociones), lyrics (letra), interpret (interpretar)

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<ul style="list-style-type: none"> <li>Students independently select and analyze lyrics, explaining their emotional connections in detail.</li> <li>Students lead discussions about lyrical interpretations with minimal teacher support.</li> </ul>	
<p><b>Direct Instruction &amp; Modeling:</b></p> <ul style="list-style-type: none"> <li>Students independently write down lyrics that match their current emotions.</li> <li>Students share their selected lyrics in small groups or with the whole class.</li> </ul> <p><b>Instructional Strategies &amp; Scaffolding/ Differentiation for: For English Learners (ELs):</b></p> <ul style="list-style-type: none"> <li>Visual aids: Provide emotion charts with corresponding lyrics examples.</li> <li>Sentence frames: Offer structures like "I feel ____ because the lyrics say ____."</li> <li>Partner work: Pair ELs with proficient English speakers.</li> <li>Pre-teach vocabulary: Introduce key emotion words and common lyrical phrases.</li> </ul>	<p><b>Guided Practice:</b></p> <ul style="list-style-type: none"> <li>Students work in pairs to select lyrics and practice sharing them.</li> <li>Teacher circulates to provide support and encouragement.</li> </ul> <p><b>Language Domains:</b></p> <ol style="list-style-type: none"> <li>Listening: Students listen to their peers share song lyrics and explanations.</li> <li>Speaking: Students share their chosen lyrics and explain their emotional connections.</li> <li>Reading: Students read song lyrics (either from memory or provided lyric sheets).</li> <li>Writing: Students write down the song lyrics that best describe their feelings.</li> </ol> <p><b>Content Areas:</b></p>

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- Multilingual resources: Allow students to share lyrics in their native language, then translate.
- Graphic organizers: Use charts to connect emotions with lyrics and explanations.
- TPR (Total Physical Response): Incorporate gestures for different emotions.
- Word banks: Provide lists of emotion words and useful phrases for sharing.
- Audio support: Allow students to listen to songs for context if needed.
- Translated instructions: Provide activity steps in students' home languages.

### For Special Education (SPED) students:

- Multi-sensory approach: Include visual, auditory, and kinesthetic elements in the activity.
- Simplified instructions: Break down the task into clear, concise steps.
- Extended time: Allow extra time for processing and sharing.
- Alternative response methods: Accept drawing or acting out emotions instead of writing.
- Emotion scaling: Use a 1-5 scale for emotions if identifying specific feelings is challenging.
- Preferential seating: Position students where they can best focus and participate.
- Pre-selected lyrics: Offer a bank of lyrics to choose from if recall is difficult.
- Visual schedules: Provide a clear outline of the activity steps.

1. English Language Arts (ELA):
  - Reading comprehension (of song lyrics)
  - Vocabulary development
  - Figurative language interpretation
  - Oral communication skills
2. Music:
  - Lyrical analysis
  - Emotional expression through music
  - Music appreciation
3. Social-Emotional Learning (SEL):
  - Self-awareness (identifying and expressing emotions)
  - Social awareness (understanding others' perspectives)
  - Relationship skills (active listening, empathy)
4. Psychology:
  - Emotional intelligence
  - Self-reflection
5. Cultural Studies:
  - Cultural expressions through music
  - Diversity of emotional expression across different musical genres
6. Performing Arts:
  - Vocal expression (if students choose to sing their lyrics)
  - Performance skills (presenting lyrics to the class)
7. Technology (optional):
  - If using digital devices to look up or play song snippets

### Closure & Assessment:

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- Frequent check-ins: Ensure understanding throughout the activity.
- Sensory tools: Provide fidget tools or noise-cancelling headphones if needed.

### For Gifted and Talented Education (GATE) students:

- Complexity: Encourage analysis of multiple lyrics or entire songs.
- Abstract connections: Ask students to find unusual or metaphorical connections between lyrics and emotions.
- Cross-disciplinary integration: Connect lyrics to historical events or scientific concepts.
- Leadership roles: Have GATE students lead small group discussions.
- Creative extensions: Encourage students to write their own lyrics expressing complex emotions.
- Critical analysis: Compare and contrast different artists' approaches to expressing similar emotions.
- Mentorship: Connect students with local musicians or songwriters for deeper exploration.
- Independent projects: Allow students to create a presentation on music and emotion.
- Advanced vocabulary: Introduce more sophisticated emotional and musical terminology.
- Philosophical discussions: Explore the role of music in society and personal expression.

### General strategies that can benefit all students:

- Flexible grouping: Vary between individual, pair, and group work.

- Students reflect on how hearing others' lyric choices affected their understanding of their peers.
- Teacher assesses students' ability to express emotions through lyrics and engage in respectful listening.

### Formative Assessments of All Standards:

*Ongoing & informal evaluations of student mastery that indicate reteaching/clarifying needs*

### Summative Assessments of All Standards:

*Culminating event, portfolio, presentations, exam, etc.*

- Content Standards-
- Arts Discipline-
- ELD-

### Lesson Extensions:

**-Student-Family/Community Engagement**

### Collaborative/Independent Practice:

- Teacher demonstrates how to select lyrics that match a current emotional state.
- Teacher models sharing lyrics and explaining the emotional connection.

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- Choice: Allow students to select their preferred method of sharing (speaking, writing, singing).
- Modeling: Demonstrate the process with your own example.
- Scaffolded practice: Gradually release responsibility to students.
- Culturally responsive teaching: Celebrate diversity in musical choices and emotional expression.
- Technology integration: Use music apps or websites to enhance the activity when appropriate.
- Reflection opportunities: Include time for students to think about their learning and emotional journey.
- Peer support: Encourage students to help each other with respectful feedback.
- Multiple means of representation: Present information in various formats (visual, auditory, kinesthetic).
- Safe space: Ensure a supportive, non-judgmental environment for sharing.