

Arts Integration Lesson Plan Musical Soundscape Creation

Name: Kellen Law	Date: July 2024	Subject/Grade Level: K-6th	Duration: Varies depending on grade level
Lesson Title: Musical Soundscape Creation			
LESSON FOUNDATIONS			
Learning Objective(s): <ul style="list-style-type: none"> ● Students will analyze how singers use their voices to portray different sounds in a song. ● Students will practice using their voices expressively to recreate musical elements. ● Students will engage in collaborative creation of a musical soundscape. ● Students will perform a song together, incorporating expressive vocal techniques. 		Materials/Resource(s): <ul style="list-style-type: none"> ● Paper ● Markers ● Lyric sheets (optional) ● Recording of "Mama Will Provide" from Once On This Island 	
Essential Questions/Enduring Understandings: <i>What do I want my students to understand?</i> <ul style="list-style-type: none"> ● How do singers use their voices to create different sounds and express emotions in music? ● How can we use our voices expressively to recreate musical elements? 		Academic Language Focus to Support Academic Language Use: <ul style="list-style-type: none"> ● Purposes for Communicating: Describing, analyzing, creating ● Text Understandings: Musical elements, vocal techniques ● Sentence/Clause and/or Phrase Understandings: Using descriptive language for sounds and musical elements 	
FOCUS STANDARDS/COMPETENCIES TO BE ADDRESSED AND ASSESSED IN CONTENT, ARTS, AND SEL			
Common Core State Standards: Mathematics Math		CA Arts Standards:	

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<p>English Language Arts ELA</p>	<ul style="list-style-type: none"> ● 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). ● MU: Pr6.1.K.a - With guidance, perform music with expression. ● MU: Pr4.2.K With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.
<p>Next Generation Science Standards : NGSS History/Social Science HSS</p>	<p>Social Emotional Learning (SEL)- CASEL Competencies /Cultural Relevance:</p> <ul style="list-style-type: none"> ● Self-Management, Social Awareness, Relationship Skills
<p>ELD STANDARDS: ACADEMIC LANGUAGE FOCUS TO MOST IMPROVE ACADEMIC LANGUAGE USE</p>	
<p>English Language Development Standards: ELD</p> <ul style="list-style-type: none"> ● Part I: Interacting in Meaningful Ways ● Part II: Learning About How English Works ● Domain: Speaking, Listening, <p>K-2nd Grade Standards:</p> <ul style="list-style-type: none"> ● 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. ● ELD.PI.K-2.5: Listening actively (Interpretive): Students demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions with oral sentence frames and substantial support. ● ELD.PII.K-2.1: Understanding text structure (Structuring Cohesive Texts): Students apply understanding of how different text types (in this case, song lyrics and musical structures) are organized to express ideas. 	

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CA EL Roadmap Principles:

- Principle 1: Assets-Oriented and Needs-Responsive Schools This activity builds on young students' natural curiosity about their environment and ability to mimic sounds
- Principle 2: Intellectual Quality of Instruction and Meaningful Access Students engage in age-appropriate analysis of environmental sounds and creative expression.

3-6th Grade Standards:

- ELD.PI.3-6.1: Exchanging information/ideas (Collaborative): This activity values students' diverse musical experiences and their ability to analyze and recreate musical elements.
- ELD.PI.3-6.5: Listening actively (Interpretive): Students demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support.
- ELD.PII.3-6.1: Understanding text structure (Structuring Cohesive Texts): Students apply increasing understanding of how different text types are organized to express ideas, analyzing the structure of song lyrics and musical composition.
- ELD.PII.3-6.5: Modifying to add details (Expanding and Enriching Ideas): Students expand sentences with adverbials (e.g., adverbs, adverb phrases) to provide details about the music, such as how singers use their voices or how certain parts of the song sound.

CA EL Roadmap Principles:

- Principle 1: Assets-Oriented and Needs-Responsive Schools This activity values students' diverse experiences with different environments and their ability to recreate and analyze sounds
- Principle 2: Intellectual Quality of Instruction and Meaningful Access: Students engage in higher-order thinking by analyzing vocal techniques and collaboratively creating a musical soundscape.

INSTRUCTION, PRACTICE, AND INTEGRATED/DESIGNATED ELD SUPPORTS

Number of Students: 20-30

Emerging:

- Students identify basic musical elements (e.g., loud/soft, fast/slow) in the song.
- Teachers provide substantial support in recreating vocal sounds and rhythms.

Expanding:

Word Understanding:

Content Specific Vocabulary:

- Emerging: melody, rhythm, fast, slow
- Expanding: tempo, dynamics, timbre, pitch
- Bridging: articulation, phrasing, resonance, modulation

General Academic Vocabulary:

- Emerging: listen, sing, repeat
- Expanding: describe, compare, demonstrate

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<ul style="list-style-type: none"> ● Students describe more complex musical characteristics and attempt to recreate them vocally. ● Teachers offer moderate support in refining vocal techniques and participation in the soundscape. <p>Bridging:</p> <ul style="list-style-type: none"> ● Students independently analyze musical elements and recreate them with expressive vocal techniques. ● Students lead small group practice sessions with minimal teacher support. 	<ul style="list-style-type: none"> ● Bridging: analyze, interpret, synthesize <p>Cognates:</p> <ul style="list-style-type: none"> ● Melody (melodía), rhythm (ritmo), tempo (tempo)
<p>Direct Instruction & Modeling:</p> <ul style="list-style-type: none"> ● Teacher plays the first 50 seconds of "Mama Will Provide" and models active listening. ● Teacher demonstrates how to analyze and describe the vocal techniques used in the song. ● Teacher models recreating specific sounds and rhythms from the song. <p>Instructional Strategies & Scaffolding/ Differentiation for: For English Learners (ELs):</p> <ul style="list-style-type: none"> ● Visual aids: Provide visual representations of musical elements and vocal techniques. ● Pre-teach vocabulary: Introduce key musical terms before the lesson. ● Sentence frames: Offer structures for discussing musical characteristics. 	<p>Guided Practice:</p> <ul style="list-style-type: none"> ● Students work in pairs to brainstorm sounds for a given environment. ● Teacher circulates to provide support and encouragement in sound creation. <p>Language Domains:</p> <ol style="list-style-type: none"> 1. Listening: Students listen to the musical recording and to each other's vocal recreations. 2. Speaking: Students discuss musical characteristics and use their voices to recreate sounds. 3. Reading: Students may read lyric sheets or musical notation. <p>Content Areas:</p> <ol style="list-style-type: none"> 1. Music: <ul style="list-style-type: none"> ○ Vocal techniques ○ Musical elements (dynamics, tempo, timbre) ○ Ensemble performance

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- Partner work: Pair ELs with proficient English speakers for discussions and practice.

For Special Education (SPED) students:

- Multi-sensory approach: Include visual and kinesthetic elements along with auditory.

- Simplified instructions: Break down the activity into smaller, manageable steps.
- Alternative participation: Allow students to use instruments or body percussion if vocalization is challenging.
- Visual schedules: Provide a clear outline of the activity steps.

For Gifted and Talented Education (GATE) students:

- Complexity: Encourage analysis of more complex musical elements or vocal techniques.
- Leadership roles: Have GATE students lead small group discussions or vocal practice.
- Creative extensions: Compose original vocal arrangements inspired by the analyzed piece.
- Cross-curricular connections: Explore the historical or cultural context of the musical piece.

2. Language Arts:
 - Descriptive language
 - Analytical discussion
3. Social Studies:
 - Cultural context of musical styles

Closure & Assessment:

- **Students reflect on how their understanding of vocal expression has changed through this activity.**
- **Teacher assesses students' ability to analyze musical elements, recreate sounds vocally, and perform collaboratively.**
- **Class discusses how the expressive qualities in the song contribute to its overall meaning and impact.**

Collaborative/Independent Practice:

- **Students independently choose and practice their environmental sound.**
- **Class creates a collective soundscape, with each student contributing their sound.**