



**Durham Arts Council CAPS Teaching Artist Roster
Lesson Plan Template**

Program Title: Songbuilding to Support Curriculum Concepts		Teaching Artist Name: Karen Novy	
Grade Level: K-5	Maximum Student Participants: 25	Length of Program: <i>Total Days: 1</i> <i>Length of session(s): 1 hour and fifteen minutes per class/group</i>	
Arts Focus: Music/Songwriting		Curriculum Focus: Literary Arts, Science, Social Studies, Self-Esteem	
<p>Primary Learning Goal(s): <i>(What should students learn during this residency, workshop, or performance?)</i> Through the process of discussing the current topic of study in a classroom/group setting, students will communicate key concepts and brainstorm to create statements that we will then translate into song form. The process of summarizing concepts, communicating them and then transforming them into song lyrics will solidify concept learning and the song will then become a useful tool to retain that concept. It is a fun, interactive way to support learning of concepts in ELA, Science, Social Studies or Self-Esteem</p>			
<p>Connecting NC Essential Arts Standard <i>Identify at least one NC Essential arts standards being addressed by the program and primary learning goal.</i></p> <p>5.ML.3.2: Create compositions and arrangements within specified guidelines. We will learn song form and then develop lyrics accordingly.</p> <p>This workshop utilizes benefits of art education: Adapting to and respecting others' diverse ways of thinking, working, and expressing themselves; communicating effectively. All students will benefit from skills and processes that are developed through the songbuilding process and that can be applied in a variety of disciplines and settings.</p>		<p>Connecting Common Core State Standard(s) <i>Identify at least one common core standards in math or language arts being addressed through your residency for the grade level specified above.</i></p> <p>Grade 4 example, can be applied to all elementary levels: Comprehension/Collaboration, Use of Vocabulary, Presentation and Knowledge of Ideas, Communicating Key Ideas of a Text or Concept</p>	
<p>Connecting NC Essential Standard(s) <i>Identify at least one NC Essential science, social studies, information & technology, healthful living, or world languages standards being addressed by the residency and primary learning goal.</i></p> <p>Anchor Standard RL.2 –Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>			

Program Overview *(Describe the activities you will present each day of the residency, or for the timeframe of the workshop/performance in order to develop participant understanding of the primary learning objective and the connecting arts and core curriculum standards. (Include approximate length of each activity).*

As an introduction, we will listen to a pop song and quickly dismantle the form of the song to understand a typical song form. A A B A or A B A B C B
5-7 minutes

We will then begin a discussion on the concept the song/workshop will be focused on – we will brainstorm, collecting the idea gems on the blackboard/whiteboard to distill into lyric ideas later in the session. 10-12 minutes

We will rephrase certain statements to include rhyming conventions that appear in songwriting, for flow and ease of singing and memorizing.
10 minutes

We will create a strong chorus section to really solidify the MAIN concept of the curriculum lesson we are supporting, which will get repeated throughout the song 2-3 times
10 minutes

We will create 2-3 verses of the song, which will detail and expand upon the concepts that we are referencing in the chorus section
15 minutes

I will create a melody for the song and will play the song for them. I will teach them the melody to sing along to on the piano or guitar. If desired by teacher, we can record the song so that students can continue practicing the song in the classroom to use as a learning tool.
15-20 minutes

Materials: *List materials that will be required to conduct this program.*

Students may use reference materials (textbooks, notes) to generate ideas and statements; Whiteboard/blackboard and writing implements to document brainstorm session; Artist will provide: Bluetooth speaker; guitar/piano; Recording capability

Teacher Involvement

Teacher(s) role: *Describe the role of the classroom teacher before, during, and/or after the sessions and activities.* Before the session, artist and teacher will meet to discuss concept to be supported and generate some lyric ideas in advance. 30 minutes

Teacher can support the brainstorm session by asking probing questions or contributing some ideas to the statement collection. Teacher is welcome to record the song after the students learn it.

After the session, the teacher and I will discuss the outcome.

Program Evaluation

Evaluation Tool(s): *Describe how you will evaluate your program's success. Address at what points you will check in throughout the residency to determine student learning and participation levels.*

I will keep watch on student participation and attempt to get all students engaged in the brainstorm session and the songbuilding process.

I will discuss the program and the resulting song with the teacher via phone or email the week afterward to determine if the program was successful.

<p>Teacher-Artist Orientation: <i>Outline your orientation checklist, including any questions, suggestions, collaboration ideas and any information you will provide to teachers/staff as part of this program.</i></p> <p>Will bring some songwriting concepts to discuss with teacher Can discuss educational concept with teacher Can generate some main points/ideas to keep students focused on</p>	<p>Extension Activities: <i>Describe the tools you will leave behind for teachers and staff to develop and implement after you have left the classroom.</i></p> <p>Teacher and students will have a copy of the song to use as a tool for concept reinforcement.</p>
<p>Resources: <i>List resources consulted or used during the residency (books, DVD's, music, web resources, and other supporting materials)</i> https://www.musical-u.com/learn/anatomy-of-a-song-the-three-most-common-song-forms/ Girls Rock Madison songwriting workshop tools MP3s of local artists/national artists as song form reference</p>	
<p>Space Requirements: Classroom/music room</p>	<p>Technical Needs: Whiteboard or blackboard, writing implements, outlet to plug in my portable piano, unless music room is available to work in</p>
<p>Program Variations Available: <i>Describe any flexibility in the program or other variations of the program offered, etc.</i> Program can be expanded to 90 minutes if concept will take longer to discuss, and if the song product needs more time to be learned or recorded. This will become clear in the Orientation meeting between myself and the teacher.</p>	
<p>Additional Comments:</p>	