

*A Lesson Plan (Grade 3-6) for:
Mr. Jaxsn's Poetry to Music Class
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OVERVIEW: Mr. Jackson's Poetry to Music Class. Theme: Recycling

This **Eight-Session unit for students grade 3-6** will focus on three learning skills:

1. Creating Rhythms:

Students will learn how to create rhythms from their minds.

I will impress on the students to think outside the box as they create their rhythms.

This rhythm-creating lesson will develop their motor skills in human timing,

And the *academic skills of math* by exercising time signatures and tempo changes.

This learning skill will develop the music standard from the Connecticut Curriculum Framework #:

#3. Students will improvise melodies, variations and accompaniments.

#4. Students will compose and arrange music.

#8. Students will make connections between music, other disciplines and daily life.

2. Recording & Performing:

Students will record their poetry work, combined with recorded rhythm, to create a song, rap, or poetic work to music.

This learning skill will develop the music standard from the connecticut curriculum framework:

#8. Students will make connections between music, other disciplines and daily life.

MATERIALS REQUIRED

Raw, used or abandoned materials to create sound.

Mic, duplicator, printer, mastering machine, rhyme recorder, compressor, smpte, 'verb, etc, and the musical talent of mr. Jaxsn.

Blank audio cd's

Anticipatory Set

I will introduce myself to the class, tell them what i plan to teach and what i expect from them to learn. I will give a short demonstration, then they will take my pre test.

Re: Test

PRE AND POST QUESTIONS:

Pre Residency Questions Will Include.

Creating Rhythm –

What is most important in creating a rhythm?

Recording & Performing Poetry –

How far should a vocalist's mouth be from a microphone?

Post Residency Questions Will Also Include.

What did you learn most from this class, that you did not know before?

Did Teacher make it easy to learn how to make beats and record poetry?

Re: Miscellaneous

Goals And Objectives:

Helping students understand that the art of music is so universal, it can be applied to break barriers between many cultures, which is, **#8 in the Music Standards from Connecticut Curriculum Framework.**

STEP-BY-STEP PROCEDURES

Mr. Jackson will teach and assist each Student how to create a rhythm, after being a model of what he is expecting from the students.

Mr. Jackson will ask each to student Create a sound from recycled items

Children, will begin to Record their own rhythm.

Children, will begin to Write their own poetry.

REVIEW ANTICIPATORY SET

After the workshop is completed and all students have finished a ***“Poetry to Music”*** work, I will ask the students to create a ***“Poetry to Music”*** work without my assistance.

Re: Outline Lesson Plan

Session 1-

I will introduce myself to the class by creating a sound with a piece of paper from the garbage. Then I will have each student Try to make a different sound from a piece of paper. We will read “**Dean's New Beads**” The students will be ask to think of sounds that we can create in certain parts of the script, with the paper.

Homework: Find something that is recyclable, clean it, and try creating different sounds.

Session 2-

I will hear sounds students created from **Session One’s home work**.

We will go outside to find more raw materials, (used or abandoned items) that we can make new sounds from (blowing a grass blade, trash, etc). *We will review the script*, we will decide where to place the sounds (or make a rhytjm from the sounds) in the script. Each student will record the sound and rhythm they created.

Homework: Read the script, and think of other placements for sound.

Session 3-

We will review the script, as we confirm where the created rhythm or sounds are placed.

Session 4-

We will read and record the play, then we will add the sounds to the verble part of the play to hear how it sounds.

Session 5-

We will read and record the play, then we will add the sounds to the verble part of the play to hear how it sounds. We will edit if need be. We will also practice, live

Session 6-

We will visit the theatre class to intergrate our created sounds with the stage performance.

Session 7-

We will visit the theatre class to intergrate our created sounds with the stage performance.

Session 8-

I will pass out CD’s of the Rhythm and sounds each student created. And if time permits.