Miranda Frek

**Teacher**: Ms. Miranda Fierek

**Grade**: 5th Grade

**Subject**: Music

**MN Standards/Benchmark**:

Music 4.2.1.3.1. Improvise and compose rhythms, melodies, and accompaniments using voice or instruments to express a specific musical idea.

Music 4.1.3.3.2. Describe how music communicates meaning.

Music 4.1.2.3.2. Sing in a group demonstrating proper posture, breathing, technique, age-appropriate tone quality and expressive intent.

**Objective**:

Students will use their knowledge of substance abuse from the D.A.R.E. program and collaborate with each other to write a song that conveys an anti drug abuse, and pro-communication song.  Students will be learning to work together to create something, but need to maintain a sense of independence, as each is responsible for one meaningful line of lyric.  The students will also be using their musical training to come up with a melody of the right tone, texture, and form that helps convey the message in their lyrics.

Need to synthesize
The students will be able to create a song focused on addiction and come up with a melody of the right tone, texture, and form that helps convey the message in their lyrics.

**Procedure**:

Students will be put into groups of four and each person is to write a line of musical lyrics that rhyme and make sense with their group partner’s lyrics about why they don’t want to abuse substances and would be willing to seek out help if they needed someone to talk to about a serious matter.  Each student will be expected to have written one meaningful line of lyric and will need to write their name next to it.  When the lyric writing time is up, the teacher will put the lyrics on a projector, so the students can read along as they are read aloud.  The class, with teacher guidance, will arrange each set of four lyrics into an appropriate pattern for a song.  The teacher will then play a set of chords, adding a possible melody for the lyrics.  As the teacher plays possible melodies, students will be able to give suggestions and feedback about the melody for their song.  After a melody is chosen, the song will be entered into and printed out of music software for the students to learn and perform.

**Assessment**:

Students will be assessed separately for their composition and performance participation.  For the composition they will receive a score out of 15: 5 for the line of lyric being meaningful, 5 for their lyric making sense with their partner’s lyrics, and 5 for contributing positively to the composition of the melody.  Students will also be able to receive 10 points of their overall performance grade for being able to learn and perform the song with the rest of the class.