



AULLEN ANDERSON

RESPECT SONG

4th - 5th Grade | Music & Drawing

UWM Lesson Plan Template
(adapted from PSOA Art Education Area)

Name:	Aullen Anderson	Email:	aullen@uwm.edu
Lesson Title:	Respect Song	# of Sessions	12-18 weeks
Level/Grade/Age:	4 th – 5 th Grade		

BIG IDEA

(Describe how the big idea is important to this age group in relation to student assets and the content area):

The big idea is to communicate singing/songwriting through common values.

OBJECTIVES AND NATIONAL STANDARDS:

Form & Structure (i.e., how does the lesson allow students to analyze and demonstrate art making approaches using art elements and principles of design to convey meaning?)

The form and structure of this lesson plan allows students to determine the meaning of their song through choosing words, and concepts of their big idea.

Production (i.e., how does the lesson allow students to analyze and use techniques and materials through methods of experimentation and investigation to develop art and/or design?)

The production of the lesson allows students to create a song through brainstorming and cooperation with fellow classmates. In addition, the production of the song will also allow students to practice proper pronunciation of words.

Context (i.e., how does the lesson allow students to relate art to personal, social, cultural and/or historical perspectives?)

The context of the lesson reflects common values with the community and with fellow classmates.

Personal Perspective (i.e., how does the lesson provide opportunities to students for personal choices with content, methods, or styles?)

The personal perspective of the lesson allows students to contribute their own voice, and thoughts to the production of a song.

ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:

Academic language to be used:	Articulate, Discuss, Explore, Formulate, Inform
Where academic language will be practiced (<i>i.e. through writing and art making</i>):	Academic language will be practiced from brainstorming the song to singing it.

LANGUAGE FUNCTION USED THROUGHOUT LESSON:

Type of language function:	Language is used by
Emphasis of language function (<i>describe the main purpose of using this language function for your lesson</i>):	The main purpose of the language function will be to provide confidence in pronunciation of words for students.
Where language function will be practiced (<i>i.e., through writing and art making</i>):	The language function will consist of students articulating their thoughts about what the song is about. The language function will also be used in pronunciation of words during production.

UNIT or LESSON OVERVIEW:

The overall lesson is to begin with students brainstorming the song they would like to sing. Ideas about positive environments and well being are encouraged. With this idea, instructors will formulate a song to accommodate these ideas by using sentences given by students. After the song is written, students will work together to sing the lyrics provided with audio equipment.

UNIT or LESSON DETAIL (*provide for each lesson session*):

Motivation/introduction:	Students will be presented with an inquiry about what positive messages exist to support each other, or their community.
Art Making:	<p>Supplies: audio equipment, audio software, white board, markers, and anything required to supplement students not singing at any given point such as one day projects.</p> <p>Teacher instruction: Teachers will take two or three students at a time to sing lyrics provided for them. While the class is split, additional lessons are needed to accommodate the students not singing.</p> <p>Objective: The objective is to produce a song which involves as many students as possible.</p> <p>Students at work: Students at work will either be singing or making art when they are separated from the production group.</p> <p>Closure: The end of the project will showcase the song for all the students to hear and reflect on their experiences with music production.</p>

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ADAPTATIONS:	The lesson can be adapted for emphasis on speech and articulating words correctly.
RELEVANT THEORIES:	
ASSESSMENTS:	<p>Initial (formal/informal): The initial assessment I had was the excitement the students had for making a song with music recording equipment.</p> <p>Progressive/Formative (formal/informal): Throughout the lesson, I found it very difficult to make lessons on the fly related to what we were doing. While the class was split, finding appropriate projects to do with them was a learning process.</p> <p>Final/Summative (formal/informal): Overall, I had a lot of fun with this project. While splitting the class became difficult at times, the support I had from my partner site was extremely helpful. I would say that exposing children to music production at such an early age is very beneficial for students that are musically talented.</p>