



# DIANNA HERRON

**COMMUNAL COMMUNICATION: LYRICISM AS A  
FORM OF LANGUAGE**

**6th-8th Grade | Music**

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

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<b>Lesson Title:</b>		<b># of Sessions</b>	planned on 26 days
<b>Level/Grade/Age</b>	ninth grade; approximately 13-15		

**BIG IDEA**

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

Communal Communication: lyricism as a form of language

I think showing students how lyricism is its very own art form is very relevant to ninth graders. Recognizing the way music has the power to unite people, inspire people, and challenge people's comfortability is an asset since students unknowingly bring a musical identity with them into the classroom. It is also important for literature because it examines the way language influences our social systems. I also believe this is relevant because the projects, discussions, and analysis we will do requires students to honestly look at their community, and the world we live in.

**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?)**

SL.9-10 1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. Since this standard is so in-depth, I plan to cover each part over the span of approximately twenty-six days. The day by day break down is explained wholly down below.

This lesson will have students learning how to develop craft for creating a final piece. When I model for students how to create their pieces, they will see how important it is to envision their work in pictures at least for the things they can't physically observe. They will see expression in the model I perform, but I am confident that their final project asks them to express their ideas, feelings and or personal meanings presented within the "text". When we look at the art that is used to challenged social norms, they will be asked to do some observation, and they will write or draw them however they choose. The letter and the journaling, as mentioned further below, allows students to reflect on the process, but also on the thinking process that they have engaged in.

**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?)**

Students will be asked to access many pieces of art/music over the span of three to seven days. Some of this will be modeled by me, some of it will be completed with peers and some of it will be a practice that demonstrates what they may be in need of when perfecting needed skills.

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

Student will first be introduced to the contextual background of the work. Students will be interacting with the music, the images, and the social relations of said mediums. The fact that I will look at music from more than one generation touches on the historical perspectives that they will be asked to examine.

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

Students are given many models throughout the course of the unit, but when they are taking notes or journaling, they are provided personal choice when it comes to how they transcribe them for further interactions. But most of the personal choice comes in with the final project that students are asked to create. They are also allowed to utilize their own constructing practice, or ideas.

**ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:**

Academic language to be used:	restoration•healing•analyze•reconstruct•compose
Where academic language will be practiced ( <i>i.e. through writing and art making</i> ):	Students will have chances to practice using the academic language in the sketches they create, the journaling they do, lyrical mashup they will be asked to examine, the notes they produce, the discussions they engage in, the letters they are asked to produce at the end explaining their thought process, and the musical or artistic portfolio they are eventually assessed on.

**LANGUAGE FUNCTION USED THROUGHOUT LESSON:**

Type of language function:	Personal, Interactional, Heuristic, and Representational
Emphasis of language function ( <i>describe the main purpose of using this language function for your lesson</i> ):	<p>I chose personal language function because of the nature of restoration and healing. I will have students define restoration as defined in the dictionary, but I will expect students to define what healing is to them. They will be asked to think about ways that they heal from traumatic, stressful, or anxious experiences in their lives.</p> <p>Ideally the exposure to artist that use their mediums to spread a message or contact other people for the sake of building new communities will help students see the value of the interactional usage of this art piece. They may even decide to use a piece that was created for the purpose of spreading a message. If they don't use a piece that like that, they are asked to create something that is meant to be spread or shared amongst their peers, so either way they will have a chance to engage with the interactional function of language.</p> <p>Challenging society and talking about artist who call attention to the social environment we live in should help students recognize the heuristic use of restoration and healing.</p> <p>Hopefully students will talk about restoration and healing using language that is representative of facts or information when they recreate or build their own pieces. If they don't I think the background content I provide within the first five days should help students engage with the representational function of language.</p> <p>Academic language will also ask students to analyze, compose, and reconstruct students are asked to describe, compare and contrast, name objects or ides which will help students have greater success when operating the four aforementioned functions.</p>
Where language function will be practiced ( <i>i.e., through writing and art making</i> ):	Students will be asked to practice using the language in the sketches they create, the journaling they do, lyrical mashup they will be asked to examine, the notes they produce, the discussions they engage in, the letters they are asked to produce at the end explaining their thought process, and the musical or artistic portfolio they are eventually assessed on.

**UNIT or LESSON OVERVIEW:**

This unit covers four specific pieces, and each part will require specific time frames for students to have enough time to engage with the concepts and ideas. The first stage will be to explore the art form of music, and the mistreatment of music, and the mistreatment of musicians in relation to the capitalistic nature of the music industry. It must be noted that I start with music because it is easier to connect to. Working through ArtsEco internships have taught me that many teens are overtly self-conscious when it comes to produces art. Art has, in the same way that literature has, a bad reputation with students. They don't think their work is good enough, pretty enough, or even worth looking at because of its "mediocrity". At the same time music has a history of challenging social norms created by those in power. Students also know this too about the music industry and underground works.

The next step in the process would be the deconstruction of lyrics. I would want to use three days to do this, so that students can really get an idea of how to "rip apart" a text. This way I can teach them how to dissect the text, I can model it for them, and give them time to try it as a whole class before sending them off to eventually deconstruct a work on their own. The next part looks at how art is used in communities across the world as a means to heal people of their pain. The purpose will be to full explore the ways that art can heal. The ways that art can unite, and the ways that art can challenge social norms. This is another three to five-day process. The idea is to look at different types of art, different artist, and different ways it all interacts with society. It will also require the same process mentioned above about teaching, modeling, and whole group examinations prior to individual exploration.

The final step is going to include crafting and/or reconstructing a piece of their own or a piece from someone else that they have chosen to mix arts with. This will take anywhere from nine to eleven days. The plan is for me to first model ways to craft a work of my own. Then to model ways to reconstruct a work that a professional or published person has already created. It will look slightly different for art than it will for music, so this may take two days. Then students will be given time to start working to create or recreate. They will be given class time to work, but I think there to five days would be another way to go for building. Once they are finished, they are going to share these works they've made with their peers. Then after they share, they will write me a letter describing the work process. This letter can be done while they are building, or after.

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

<p>Motivation/introduction: My hook will be two examples of the final project.</p>	
<p>Art Making:</p> <p>Students are expected to craft or reconstruct a song of their own choice.</p> <p style="text-align: center;">-or-</p> <p>Students are expected to craft or reconstruct an art piece of their own selection</p>	<p>Supplies: pen•paper•slides•music•graphic organizer•journaling templates</p> <p>Teacher instruction: Teacher will model as many things as possible, so students can feel prepared and ready for success.</p> <p>Objective: Students will make new connections in light of the evidence and reasoning presented, so this will be students creating a critical piece that is well thought out for the sake of challenging or assessing society.</p> <p>Students at work: This will look like students copying ideas while I model for them, students engaging in conversations about things they observe, students annotating lyric sheets, students making marginal notes about art work in their journal, and students building pieces as they use peers to support their process.</p> <p>Closure: student submit portfolio work with letter to professor</p>

<b>ADAPTATIONS:</b>	Multiple options for students to pick from, but I will also talk one on one with my students that are in need of extra supports, long before the first piece of practice is enacted.
<b>RELEVANT THEORIES:</b>	The reason why I have given my students so many options to work from for their final assessment is because research has proven students are more likely to follow through when they can have some autonomy (Conley).
<b>ASSESSMENTS:</b>	<p>Initial (formal/informal):</p> <p>Progressive/Formative (formal/informal): deconstruction of lyrics</p> <p>Final/Summative (formal/informal): Creation of one's own work or recreation of another's work.</p>