

The Art of the Song Lyric, Melody, and Rhythm: Integrating the Arts and Literacy Professional Development for Educators

Curriculum Designed and Taught by Eliza Ladd

This experiential workshop touches on the arts of music, theater, and movement and how these forms can be used in creating a fun and worthwhile learning environment. Through the performance of a song and then a studying of the lyrics, rhythm, and melody we discover exercises that can be used for the kinesthetic, aural, and visual learner. All of the exercises are set in a context of establishing a group ensemble of play and communication.

The Art of the Song

Introduction:

1. Sit in Circle and each person say name and brag about themselves
2. Name favorite song

Context/Support:

1. Brainstorm on what we mean by Literacy, The Arts, the Bridge between . . .
2. Demonstration of performance of song "Way Over Yonder", by Carole King with focus on **observation** of communication and **active listening** for one word.
3. Brainstorm / Reflect: What are the aspects of literacy used to **communicate** through song? What are the **art forms/skills** utilized? (voice, body, music- rhythm, melody, lyric, harmony -, theater, dance, gesture, image, emotion ...)

Skills:

A. Language

1. Identify and physicalize one word of song, or create visual image for a word
2. Learn how to mirror another's physical gesture
3. Generate a group vocabulary of physical gestures associated with words
4. Generate word lists based on seed sounds of words (ie: Way, w sound)
5. Play with repetition, sequence, and call and response using words and physical gestures
6. Discuss and analyze lyrics, main idea, character, point of view, description, imagery, simile, metaphor, vocabulary
7. Propose writing projects based on these lyrics (ie: Dream Place)

B. Rhythm

1. Discuss Rhythm, beat, measure, time
2. Teach counting, repetition, listen and respond, call and response using voice, clapping, body, desk, coordination, motor skills, . . .
3. Sequence -- repeat rhythm, pass it around circle, pass it in half groups,
4. Integrate Rhythm and Lyric, Learn Melody, coordinate use of body and voice
5. Share as group, individual

Application:

1. Throughout workshop point to and ask for ideas about how a particular skill can be used in or adapted for particular classrooms
2. Ask participants to demonstrate teaching a skill with material of their own

Reflection:

1. Ask participants to identify a literacy, math , or social skill used in workshop
2. Ask participants to identify one way to implement one skill in classroom

Many aspects of this curriculum can be expanded or eliminated depending on the situation.