

“There's a Song in Me”

National Standards:

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.

Objectives:

- Students will discuss the meaning of the lyrics of “There's a Song in Me.”
- Students will discuss how specific musical elements can express a composer's message.
- Students will learn the different terms associated with a director.
- Students will respond to the cues of a director.
- Students will sing the song using accurate pitches, rhythms, and entrances.
- Students will create choreography using composer's notes.
- Students will identify I, IV, V chords in the music as they play the roots of the chords on mallet instruments or guitar.
- Students will discuss and show an understanding of concert etiquette.

Materials:

- 2008 World's Largest Concert student copies of “There's a Song in Me” (www.sibeliusmusic.com/menc)
- Piano
- Board/Overhead Projector
- Conductor's baton
- Mallet instruments/guitar
- Student copies of “The ABC's of Concert Etiquette” (see link below)

Prior Knowledge:

- Students have experience playing mallet instruments and matching a steady beat.
- Students are familiar with a unison or two-part score.
- Students can accompany a song on mallet instruments while singing.

Procedures:

- 1.** Distribute student copies of “There's a Song in Me.” Play the song and ask students to follow along with the music.
- 2.** Have the students (as a class) read the words of each of the verses paying close attention to the repeat signs and endings.
- 3.** Lead students in discussion of occasions in their own lives when music has made them feel happy.
- 4.** List the following parts of a song on the board: Introduction, Guitar Chords, Repeat Signs, Descant and Endings. Have students find and label these in their copy of the sheet music.
- 5.** Have students sing “There's a Song in Me.”
- 6.** Lead students in a discussion on how the music expresses the message of the song. Discuss musical elements such as harmony, dynamics, and tempo.
- 7.** Invite students to work cooperatively in dance teams for “There's a Song in Me.” Using the movement directions, encourage students to be inclusive in the creative process, the performance and a critique of their efforts.
- 8.** Discuss the I, IV, and V chords in the song and how they are notated with a C, F, and G in the guitar chord part. Have them circle the notation in the guitar part on their music.
- 9.** Play the circled G, C, and D's on a mallet instrument as the students sing. Have students take turns playing this on the mallet instruments as their other classmates sing. Repeat as needed.
- 10.** Discuss the term *director*. What does it mean to direct a piece of music? List the various student responses on the board.
- 11.** Demonstrate how a director uses a baton. Define and provide examples of a *cue*, *downbeat*, *upbeat*, and *cut-off* using several common conducting patterns.
- 12.** Have students mirror each pattern and demonstrate examples of a *cue*, *downbeat*, *upbeat*, and *cut-off*. Ask students to identify where these are important. in their copy of the music
- 13.** Ask for a student volunteer to direct in 4/4 meter as the class sings along to the “There's a Song in Me” with piano accompaniment.

14. It's always prudent to refresh the minds of students, parents and colleagues on proper concert etiquette. MENC has published rules for Concert Etiquette:

◆ http://www.menc.org/guides/etiquette/etiquette_home.html#overview

15. Have students form small cooperative groups. Handout THE ABC's of CONCERT ETIQUETTE. Ask students to compile an alphabetical list of the do's and don'ts of concert etiquette. Encourage students to promote communication between all members of the group.

Indicators of Success:

- Students exhibit an understanding of how specific musical elements can express a composer's message.
- Students exhibit an understanding of the meaning of the lyrics of "There's a Song in Me."
- Students can read the musical score and identify the introduction, guitar chords, repeat signs, and endings.
- Students understand and respond to the different terms associated with a director.
- Students sing the song using accurate pitches, rhythms, and entrances while following a director's cues.
- Students can do choreographed movements while singing.
- Students can identify the I, IV, V chords by identifying them in the music and by playing the roots of the chords on mallet instruments
- Students understand the importance of good concert etiquette and can discuss the do's and don'ts with peers cooperatively.

Lesson plan for "There's A Song in Me" was provided by Maryanna T. Jones, Scott Middle School and Fort Knox High Schools Choral Director, Fort Knox Community Schools, Ft. Knox, Kentucky in dedication to Kathleen McNamara and all mentors who show how to teach from the heart as they touch lives. Ms. Jones is a member of KMEA.

Interdisciplinary Extensions:

Art Connection: Have students create pictures of the emotions they feel while listening to music.

Art Connection: Have students create their own drawings to depict the 2008 World's Largest Concert theme, "Music: Touches Lives." Encourage them to complete their work of art. Put drawings on display and ask faculty or support staff members to judge the top three. Include these masterpieces in your 2008 WLC printed program.

Art Connection: Wall Quilt: Have students draw faces, each with a different emotion on 8 ½" x 11" colorful cardstock. Punching holes in all 4 corners, tie the pages together with varied colored ribbons to make a wall quilt. Display at the 2008 World's Largest Concert.

Art Connection: A Photo Collage: Have students select images from several photos or magazines; cut them out, and combine them to make a collage.

Writing and Literacy Connection: Have students create stories, songs, or poems that express their feelings while listening to or performing a varied repertoire of music.

Language Arts Connection: Have the students write a short essay (250-350 words) on what the theme, "Music Touches Lives," means to them personally.

The ABC's of Concert Etiquette

A Applause	N
B	O
C	P
D	Q
E	R
F	S
G	T
H	U
I	V
J	W
K	X
L	Y
M	Z

Name _____

Date _____ CLASS _____