



## Wishes, Lies and Dreams

**Overview:** This lesson provides an opportunity for students to express their feelings and emotions by connecting words with music.

**Theme:** Figurative Language    **Grade Level:** 3<sup>rd</sup> - 5<sup>th</sup> grades

**Concept:** Rhythm of Poetry    **Time needed for lesson:** (2) 45 minute lessons

**Objectives:** Students improvise, arrange and perform instrumental and vocal accompaniments to interact and aid in understanding of figurative language in poetry.

**Essential Question:** What is the relationship between music and poetry?

**Preparation for lesson:** Teacher exposes students to music based poetry such as “I Live in Music,” by Ntozake Shange or poetry with figurative language. Discuss and identify with students the sensory or emotionally based words used in the poems. Also, discuss with students the role that musical soundtracks play in creating emotions in films.

### Lesson Activities:

1. Students will create a poem using the “Wishes, Lies and Dreams” outline.
2. Students will divide into groups. Within groups, students will read each poem aloud. Students will decide on which poem will be presented to the class and who will be the narrator.
3. The remaining students in the group will arrange and accompany the poem with sound, using classroom instruments, voice or body percussion.
4. Each group will perform for the class.

**Extension of lesson:** Students could extend their learning of the various forms of poetry and create a poetry flipbook. Allow the students to video tape the experience. Students could also journal their thoughts and feelings about their experience of creating a poem and sound effects.

**Materials needed:** “Wishes, Lies & Dreams” outline, paper, pencils, various classroom instruments, (rhythm sticks, shakers, drums, cowbells, etc.)

**Vocabulary:**

- Descriptive language, self expression, imagination, variation, tone, mood, rhythm, metaphor, soundscapes, soundtrack, creative, rhythm, sound effects, improvisation, timbre, accompaniment, name of instruments used.

**Benchmarks*****Language Arts:***

Modes and forms of writing - The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.

Comprehension/Critical Literacy - The student will interact with the words in the text to construct an appropriate meaning.

- Participate in creative response to text (e.g., art, drama, and oral presentation).

Figurative Language and Sound Devices - Identify and discuss certain words and rhythmic patterns that can be used in a selection to imitate sounds (e.g., rhythm, rhyme, alliteration).

***Music:***

Performing on instruments, alone and with others, a varied repertoire of music.

Improvising melodies, variations, and accompaniments.

Composing and arranging music within specified guidelines.

Understanding relationships between music, the other arts, and disciplines outside the arts.

**Whole child**

*Thinking/Cognition:* Students will find connections between words & music. The collaborative nature of this activity will promote interpersonal intelligence.

*Feelings/Emotions:* This lesson provides an opportunity for personal expression. Student will apply life skills needed for making presentations. This activity uses the intrapersonal intelligence in writing poetry. It also promotes self-reflection.

*Doing/Physical:* By playing musical instruments, using body percussion, using the voice for speaking or sound effects, this lesson is clearly a bodily-kinesthetic activity. Visual/spatial intelligence will be required in the creation of musical instruments.

*Creating/Intuition:* Students create poetry and music and communicate through expressive class performance

**Teacher Assessment**

Using a scale of 0 to 5 (5= *very much*, 0 = *not at all*)

\_\_\_\_ Student understands words in text.

\_\_\_\_ Student displays understanding of figurative language through the use of metaphors.

\_\_\_\_ Student is able to work collaboratively.

\_\_\_\_ Student understands and follows “Wishes, Lies & Dreams” format.

\_\_\_\_ Student demonstrates confidence in performing.

Was the music appropriate for the poem?      \_\_\_\_\_ Yes      \_\_\_\_\_ Somewhat      \_\_\_\_\_ No

Were the words spoken clearly during the performance?      \_\_\_\_\_ Yes      \_\_\_\_\_ Somewhat      \_\_\_\_\_ No

Was the student engaged during the activity?      \_\_\_\_\_ Yes      \_\_\_\_\_ Somewhat      \_\_\_\_\_ No

Did the student improvise a melody?      \_\_\_\_\_ Yes      \_\_\_\_\_ Somewhat      \_\_\_\_\_ No

Did student display originality in their arrangement and/or performance?      \_\_\_\_\_ Yes      \_\_\_\_\_Somewhat      \_\_\_\_\_No

**Student Self-assessment**

**Strongly Disagree**      **Strongly Agree**

1. I thought that this lesson was very interesting.      1      2      3      4      5

2. I learned how music and poetry are a lot alike.      1      2      3      4      5

3. I liked working in a group.      1      2      3      4      5

4. I felt like I did a good job reading my poem.      1      2      3      4      5

5. I felt like I did a good job creating and playing music.      1      2      3      4      5

6. During this lesson, I learned a lot about other students in my class.      1      2      3      4      5



