

Adam Delp  
Teaching the Music of Language Reflection  
8/9/19

In taking the “Teaching the Music of Language” course I was introduced to the strategies of “Sound Writing” and “Word Painting.” Both of these learning tools seem like effective ways to incorporate music and rhythm into language arts (and other subjects) in a way that helps encourage engagement and memory. Although “Sound Writing” could be considered the beginning stage of the strategies, both can be utilized together or individually in any type of classroom.

“Sound Writing” involves students learning to use sounds and physical movement to help build fluency. The students use repetition, rests, rhythm, rhyme, alliteration, and form to help them create or identify aspects of poetry. The subjects of these poems can then tie into whatever subject matter the teacher and students are covering at the time to give a more creative alternative to worksheets or speeches.

“Word Painting” is slightly different in that it focuses more on musical expression in speaking and reading. Students learn to map out a text in musical terms such as tempo, dynamics, etc. They then incorporate gestures and this expression to make a text “come to life.” This not only makes it more interesting for those observing but also helps to add multiple modalities of learning to the text.

Both strategies have merit and provide unique activities that help students develop fluency and comprehension. Of the two I found “Sound Writing” to be the easiest to incorporate for my classroom as it works seamlessly with language arts and history texts, which is why I chose it for my lesson plan. I think that it will give an engaging and unique learning strategy for my students in the future.

# LESSON TEMPLATE



<b>A. FOUNDATION</b>	
<b>Teacher: Delp</b>	
<b>Grade Level: 6th</b>	
<b>Standards</b>	
<u>Art Form:</u>  MU: Pr 6.1.6- Convey meaning through the presentation of artistic work.	<u>Other Curriculum Content:</u>  SS 6.17 - Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how this affects the life of the people who live there.
<b>Objectives</b>	
<u>Art form:</u>  Students will use "word painting" to help present and connect with historical facts.	<u>Other Curriculum Content:</u>  Students will choose a Greek culture and discuss and present what they have chosen as important aspects of the culture. Students will later compare/contrast the cultures.
<b>Materials Required</b>	
-Word painting poster -printed copies of Sparta and Athens facts (enough for groups of 4) -Colored markers -Poster paper	
<b>Room Set-up Required</b>	
Tables for students to work on, wall space to present their posters	

<b>B. LESSON TIMING</b>	
<b>INTRODUCTION</b>	<b>TIME: 10</b>
<b>LEARNING ACTIVITY</b>	<b>TIME: 30-35</b>
<b>CLOSURE</b>	<b>TIME: 10</b>
	<b>TOTAL: 50-55</b>

**C. INTRODUCTION**

**Min: 10**

- **State Purpose:**  
**Explain the purpose of the activity today is for the students to choose what they think are the most important facts about Athenian and Spartan culture and present them in an interesting way**

- **Preview Lesson**  
**Today we will:**

1. **Break into groups picking a Athens or Sparta as a topic**
2. **Read through the information with your group, choosing what 5 facts are the most important.**
3. **Create a poster of those facts, and word paint the poster**
4. **Practice their presentation if time allows.**

- **Review Prior Learning**
  - **Remind the students that Sparta and Athens Were both Greek city-states, but had very different cultures. They even went to war over it.**
  - **Review the word painting poster with the students Reminding them about tempo, inflection, dynamics, repetition, and rest.**

- **Communicate Expectations**

- **Remember our rules about:**
  - Working as a group
  - Level of volume in discussion
  - Giving your best effort
- **I expect that by the end of class you will...**
  - Have 5 facts chosen for your culture
  - Have your poster word painted in a way to make your presentation interesting and to help us better connect with the content

- **State Purpose**  
*The purpose of our lesson is for you to learn about/ review ...*
- **Preview Lesson**  
*Today we will ... (describe what students will do/create)*
- **Review Prior Learning**  
*You already know... Remember from our last lesson...*
- **Communicate Expectations**  
*Remember our rules about... I expect that you will...*

# LESSON TEMPLATE


<b>D. LEARNING ACTIVITY</b>		
<b>TITLE: Word Painting Greek Cultures</b>		
<b>Step #1: Student will break into group of 4. Each choosing a culture they wish to present on.</b>	<b>Min:</b>	5 mins
<b>Step #2: Students will then get their fact sheets, posters, and markers and move to their team table.</b>	<b>Min:</b>	2 mins
<b>Step #3: Students will then choose what they feel are the 5 most important facts about that culture (walk around to help with discussion).</b>	<b>Min:</b>	10 mins
<b>Step #4: They will then check in with the teacher before moving their facts to their poster sheet.</b>	<b>Min:</b>	---
<b>Step #5: The students will then organize their facts in a way that is interesting and begin to word paint their poster</b>	<b>Min:</b>	10 mins
<b>Step #6: Students will practice reading their poster if time allows</b>	<b>Min:</b>	5 mins
<b>Step #7:</b>	<b>Min:</b>	
<b>Step #8:</b>	<b>Min:</b>	
<b>Step #9:</b>	<b>Min:</b>	
<b>Step #10:</b>	<b>Min:</b>	
<b>Step #11:</b>	<b>Min:</b>	
<b>Step #12:</b>	<b>Min:</b>	
<b>Step #13:</b>	<b>Min:</b>	
<b>Step #14:</b>	<b>Min:</b>	
<b>Step #15:</b>	<b>Min:</b>	
<b>Step #16:</b>	<b>Min:</b>	
<b>Step #17:</b>	<b>Min:</b>	

# LESSON TEMPLATE

<b>Step #18:</b>	<b>Min.</b>	
<b>Step #19:</b>	<b>Min.</b>	
<b>Step #20:</b>	<b>Min.</b>	

<b>E. CLOSURE</b>	
	<b>Min: 10</b>
<p><b>Review the Purpose:</b>                      Today we choose what they think are the most important facts about Athenian and Spartan culture and worked to present them in an interesting way</p> <p><b>Restate Main Ideas:</b>                      The main ideas to remember from our work today are:</p> <ul style="list-style-type: none"> <li>• Cultures are affected by many different factors</li> <li>• There are many different ways in which to present information</li> </ul> <p>• <b>Invite Reflection:</b></p> <ul style="list-style-type: none"> <li>• Quickly discuss with your group how they worked on this assignment.</li> <li>• Were there any Greek facts that surprised you?</li> </ul> <p>• <b>Recognize Challenges and Accomplishments:</b></p> <ul style="list-style-type: none"> <li>○ What did we find challenging today?</li> <li>○ What did we accomplish?</li> </ul> <p>• <b>Connect to Future Learning</b></p> <ul style="list-style-type: none"> <li>○ Next time we will finish up our posters, present our facts, and compare the two cultures.</li> <li>○ Before our next lesson, remember to:</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Review Purpose</b> <i>Today we learned about...</i></li> <li>• <b>Restate Main Ideas</b> <i>The main ideas to remember from our work today are...</i></li> <li>• <b>Invite Reflection</b> <i>(See question starters in Tab 7, 7-18)</i></li> <li>• <b>Recognize Challenges and Accomplishments</b> <i>Today we found [x] challenging...</i></li> <li>• <b>Connect to Future Learning</b> <i>Next time we will... Before our next lesson, remember to...</i></li> </ul>

## LESSON TEMPLATE

- think of any props you may want for your presentation.
- Consider why neighboring cultures may be different...