

Residency Plan

“Yeah, Write!—Persuasive Writing in Song”

School:	Wildwood Middle High, Wildwood FL	Planning Start Date:	Dec. 17, 2012
County:	Sumter County	Total Number of Sessions:	7
Grade:	8	Class Session Dates:	Jan. 14,18,22,24,28, Feb. 5, 8, 2013
Site-based collaborator:	Nicole Duslak, Language Arts Teacher 215-694-0406; Nicole.duslak@sumter.k12.fl.us	Length of Sessions:	1:50
Teaching Artist:	Jeff Brown, 2013 FAAE Teaching Artist 505-803-4074; jeffbrown3@gmail.com	Presentation Date:	Feb. 13, 2013
Music Standards Consulting:	Cara Canedi, Music Teacher, Wildwood MH		

Description of Residency

Yeah, Write!—Persuasive Writing in Song engages students as both expressive writers and musicians. Students work in teams to generate original persuasive arguments from in-class study material (book, *Catching Fire* from the Hunger Games Trilogy), using writing strategies from Language Arts studies. From these writings, students create new songs by putting their persuasive arguments in lyric form, applying musical repetition, rhythm, melody and phrasing to artfully enhance the impact of each argument. They will rehearse their work and perform in a public recital presentation together with professional musicians.

The class will produce supporting visual materials that reinforce original writings and residency vocabulary. Participants will assess their progress via post-residency survey. Teachers will assess changes in student writing skills some weeks after the residency.

Arts Integration Strategy

Students will write and perform new songs incorporating rhetoric and literary concepts, building skills as both writers and musicians. Activities will combine persuasive writing with music composition and ensemble singing to challenge students in high-order, multi-disciplinary communication and expression.

Project leaders will guide lessons in music writing and persuasive writing, showing how both depend on main ideas, supporting material, repetition, dialogue, and concluding statements.

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Plan information, cont.

Residency Theme

Persuasive writing goals and techniques often correlate with those of songwriting: the point is to “sell” a story or position or perspective using efficient, expressive communication. This residency will use the content of a current book of adolescent literature to explore these connections and their implications.

Overall Residency-Lesson Strategy

Build student confidence in writing and performing by way of small successes in sequence. Group work will start with simple movements and writing activities; Individual expression drills begin with short games, progressing to sustained speaking, dramatizing and singing.

Generate share-able “content”: still Photos of group work and in-class sharing; Tableaux pictures; audio recordings of musical ideas and song development; Persuasive Argument Structure Diagrams, brainstorming; Word Wall; Song Structure Diagrams; In-Process Song Lyric Sheets; Final Song Lyric Sheets.

Vocabulary

Music

Verse/Chorus/Bridge/Hook
Chord/Accompaniment
Key
Tone/Resonance
Enunciation
Musical theme/Main
Motif/Statement
Development
Dynamics/Crescendo/Decrescendo
Musical Introduction
Conclusion/Finality
Ensemble
Commitment in Performance

Language Arts

Position (thesis/focus) Statement
Planning Frame
Main Idea/Supporting Details
Concluding Statement
Position
Hook
Facts/Quotation/Statistic/Dialogue
Call to Action
Revising
Audience

Common Core Standards

W.1.1b Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating and understanding of the topic or text (also see Academic Standards, next page).

Materials

Book *Catching Fire* by Suzanne Collins
Piano and/or Electronic Keyboard
Stereo
Smartphone cameras, sound recorders, video recorders
Projector/ Doc Camera
Percussion Instruments – bells, congas, bongos, claves, vibraphones
Large Pad Paper (easel-size); Markers; White Board; Colored Dry Erase Markers

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Academic Standards

Music and Language Arts Standards

MU.68.O.2.1:	4DA.68.S.2.1:	MU.68.S.1.4:	MU.68.O.3.1:	MU.68.H.3.1:	MU.68.C.2.3:	LACC.8.RST.2.4:
Create a composition, manipulating musical elements and exploring the effects of those manipulations.	Sustain focused attention, respect, and discipline during classes and performances.	Sing or play melodies by ear with support from the teacher and/or peers.	The students will be able to describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood and/or image.	The students will identify connections among music and other content areas (Language Arts) through interdisciplinary collaboration.	Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.	Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

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Goals and Objectives

Overall Learning Goal: Students will be able to interpret musical and literary terms/symbols, integrating lyric writing with instrumental/vocal musical skills that will culminate in an original public performance.

Learning Goal 1: Students will be able to identify the building blocks and expressive elements of instrumental and vocal music, including rhythm, melody, dynamics, articulation and form. Students will be able to manipulate musical components and create a new song that complements and magnifies the emotional content of a written text.

Objective: Students will be able to create an original melody through instrumental or vocal means.

Objective: Students will be able to understand and include the musical attributes of dynamics, rhythm, and articulation.

Objective: Students will be able to understand musical form as it pertains to an original, melodic composition.

Objective: Students will be able to analyze the relationship between literary content and musical performance and its resulting emotional implications.

Standards: MU.68.S.1.4, MU.68.O.3.1, MU.68.H.3.1, MU.68.O.2.1

Learning Goal 2: Students will explore and understand the ingredients of storytelling, advertising and persuasion by comparing today’s cultural environment to the imagined world of Katniss Everdeen in “Catching Fire”. The students will synthesize position statements, opinions and story elements into persuasive writing. Students will then construct song lyrics based on these original writings.

Objective: Students will write a piece of persuasion writing that integrates best practices—such as focused thesis, supporting ideas, elaboration and organized progression of ideas—and principles of storytelling and rhetoric.

Objective: Students will be able to present their persuasive writing example through storytelling.

Objective: Students will create lyrics by distilling their persuasive writings into a more poetic form suitable for setting to music.

Standards: 4.DA.68.S.2.1, MU.68.O.3.1, LACC.8.RST.

Learning Goal 3: Students will study and employ the elements of public communication to stage an ensemble musical performance of their persuasive writing piece. Students will engage in a reflective discussion following performance component.

Objective: Students will understand the perspective of being both an audience member and a performer.

Objective: Students will critique performance through self, peer, and teacher assessment so that feedback can be utilized.

Standards: MU.68.C.2.3, 4DA.68.S.2.1

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Residency Outline

Overall strategy: empower students as musicians and writers, step-by-step.

- Session 1—** Introduce project goals
Begin to write music—create a project “theme song.”
Examine the notion of “being a writer”
Review persuasive writing guidelines from Language Arts
Work on beginning vocal expression (speaking, singing)
- Session 2—** Review Theme Song.
Refine vocal expression, singing.
Physical activities in clear communication.
Discuss *Catching Fire* conflicts, topics for persuasion
Create a new melody for an existing poem; sing it.
- Session 3—** Begin writing persuasive arguments
Focus on clear communication in writing
Review singing: Theme Song and existing poem.
Begin creating group rhythms, “class rhythms”
- Session 4—** Finalize persuasive arguments
Begin merging lyrics with melody ideas
Refine lyrics and song sections, begin to sing them
Begin merging lyrics and melodies with “class rhythms”

- Session 5—** Finalize song structures
Practice songs; master melodies, rhythms
Practice instrumental rhythms
Focus on clear communication in song
- Session 6—** Finalize performance sequence
Review vocal power, vocal clarity techniques
Discuss the notion of “persuading in performance”
Dress rehearsal
- Session 7—** Review performance sequence, songs
Rehearse
Perform

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Sample Session Detailed Plan: Session 1

Key Terms of the day: Communication, Expression, Participation, Creativity

1:10 - 1:20 Introductions, Group warm up—voice & motion, tools:

- >Body (emphasize)
- >voice (emphasize)
- imagination
- concentration
- musicianship
- cooperation
- self-control

Stretch – “Machine” warm-up

Breathe – nose, air tank

Voice – “ee” / “ooh” / “huh” / “soon we sing the tune...”

(Learning Goal 1, objective 1, see previous page)

1:20 - 1:25 Discuss project goals

- Write a persuasion piece
- Build ourselves in these areas: music and written expression, communication
- Catching Fire

1:25 - 1:30 Preview today's session content

- using the voice
- working in groups
- using the imagination: ‘working on problems that aren’t solved yet, don’t have 1 right answer.’

Imagine: creature, machine, force of nature that moves forward

imagine: that thing moving forward with active momentum

imagine: an obstacle

imagine: moving past the obstacle – force, over, under, around?

1:30 - 1:45 Writing skills—Audio book on writing / listen & discuss

Audio book: *If You Want to Write* by Brenda Ueland, chapter 1

1:45 - 1:55 Writing exploration—create tableaux out of writing discussion.

(Learning Goal 2, objective 1)

1:55 - 2:05 Team building activity—Air Traffic Control

(materials 6 paper plates, 1 blindfold)

Game of guiding a blindfolded listener through obstacles to a finish line. Emphasis on clear sequence of communication.

(Learning Goal 3, objective 1)

2:05 - 2:15 Music Exploration—singing

Sing a well-know song to assess singing skill level, comfort level.

(Learning Goal 1, objective 1)

2:15 - 2:25 Music Writing—Project theme song

Write a new song in 10 minutes on the Key Terms of the day:

- Communication
- Expression
- Participation
- Creativity

(Learning Goal 1, objective 1)

(Learning Goal 1, objective 3)

2:25 - 2:40 Persuasion skills

-Speaking with energy, physical portrayal of River poem

-Coach speaking for intelligibility, word stress, projection, pacing, enunciation

(Learning Goal 3, objective 1)

2:40 - 2:50 Reflect on Day / Preview Wednesday:

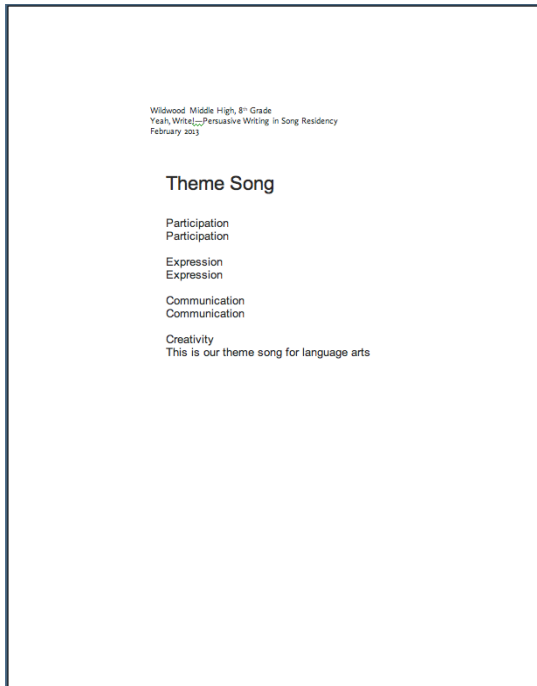
Catching Fire, persuasion techniques

“See the writer moving forward”—link the previous imagination activity to the self-images of a writer with forward momentum, growing as a writer, writing the next idea.

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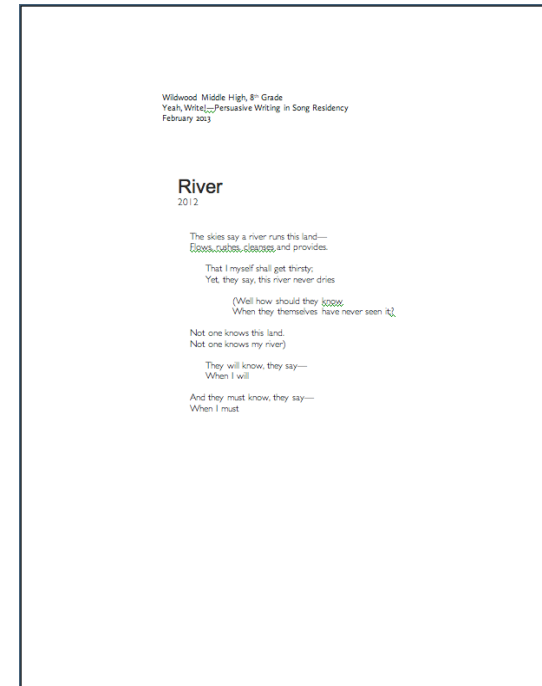
Conclusion

Documentation of Student Learning— Student Work Samples:



Theme song

Created from the “Key Terms for Session 1:” Participation, Expression, Communication, Creativity; Uses repetition, and melodic motif in ascending sequence, “Straight-8” rhythmic foundation, composed by students. Arranged with solos, and call-and-response patterns.



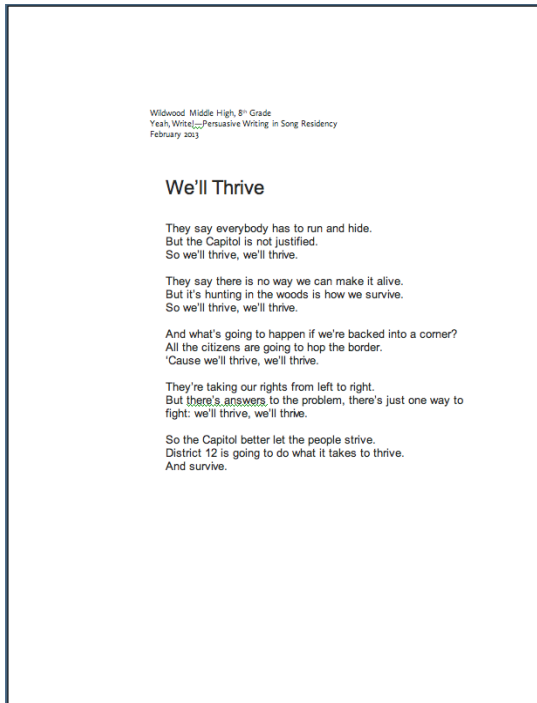
River song

Existing poem was used to practice composing melody to language. Students created melodic and rhythmic themes after studying diction and stress patterns. Form of song was determined by examining the emotional contour of the poem’s phrase units. Based on “3-2 Clave” rhythm.

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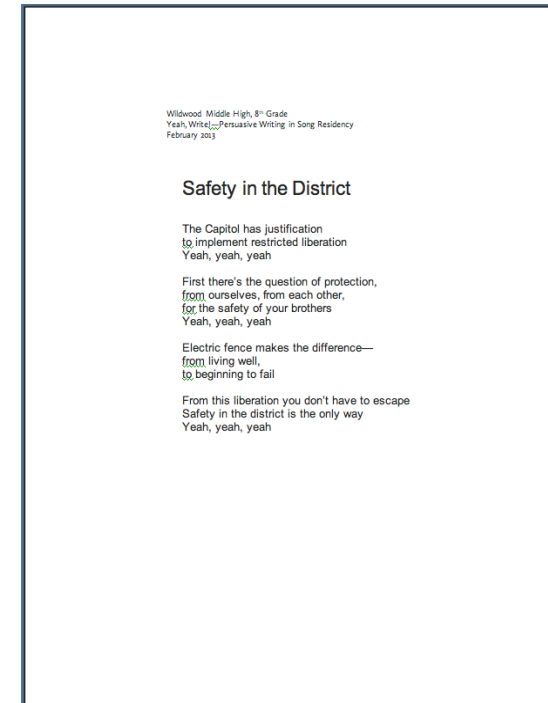
Conclusion (cont.)

Documentation of Student Learning— Student Work Samples:



We'll Thrive

Argues for why the Capitol would not benefit from dictating to District 12 new, restricted ways of life. Students chose to use repetition of the idea “we’ll thrive” to unify all sub-points and create both argument and persuasive “rallying cry.” Call-and-response with soloist.



Safety

Argues for the Capitol’s crackdown on District 12’s freedoms on behalf of civic security. Students were asked to rewrite and refine ideas until they achieved a structure of main idea and supporting points. Song arrangement included separate parts for females and males, plus changing rhythm motifs for each section.

Photos of Class Sessions and Culminating Experience



Exploring ensemble tableaux.



Forward motion postures.



Confronting an obstacle exercise.



Group read-thru of song presentation.



Ensemble vocal and instrumental group presentation.

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Conclusion (cont.)

Culminating Experience Description

Students lead a public presentation of their work in a combined concert-discussion alongside professional musicians. They present to their audience using written, vocal and physical elements of persuasive communication. They perform their new songs with singing and instruments, and introduce each song with solo spoken introductions.

As part of the performance they take questions from the audience and describe their creative process during the residency.

Plan for Building Public Awareness of This Work

- Create and post student-created wall art, vocabulary and songs
- Announce performance to School Administrators
- Invite all 8th grade students to attend final performance
- Publish Residency documents on FAAE Website
- Present project summary to FAAE conference calls, summits, etc.

Teacher Reflections

—“Student S. T. almost never spoke up in class this year. I was shocked to hear him take risks and sing during this project.”

—“Students learned about expanding their communicating. They were given visual and aural examples of how to write and verbalize ‘bigger.’”

Student Reflections

—“I have learned that I need to be clear in my writing so I don’t confuse the reader.”

—“I know that I can write songs that other people can sing.”

Suggestions for “Next Steps” (follow-up experiences)

- Replay performance videos for students before end of year.
- Reflect on persuasive communication after FCAT testing:
 - what techniques could have been applied to FCAT?
- Discuss options for further personal self-study of persuasion techniques—internet, books, audio books, library.
- Discuss options for further personal self-study of songwriting—internet, books, audio books, library.
- Discuss career opportunities in persuasive writing and songwriting.

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Conclusion (cont.)

Teaching Artist Reflections

- The residency successfully challenged students as artists and writers. And students responded with creative solutions and committed performance. Learning goals were met by a clear majority of participants, as demonstrated by student works and their presentation.
- I was impressed with the 8th graders’ willingness to take risks. At first teachers were wary of the intention to engage students as singers. It turned out that students embraced music making and vocalizing and even performing and public speaking. Residency plans need to show teachers how students will be prepared for success with ‘risky’ activities like singing and performing.
- On-site collaborator Nicole Duslak was critical to the project’s success. From administration to teaching assistance and moral support, Nicole’s vision and contributions were vital to the project’s ability to engage students from beginning to end.

- 43 was a big class size. A class size of 20-30 allows for optimal learning. The difficulty of writing songs and music requires intense focus. When class sizes are smaller, students benefit from more discussion of individual ideas, more chances to play instruments and more time to write and re-write.
- I would like to have included dramatic movements in our final presentation. As musician, I focused on building musical skills. But I believe there is opportunity to add dramatic movements for richer interpretations of the student writings. I intend to try this in future residencies.

Signatures of Residency Collaborators:

Teaching Artist Jeff M. Brown **Site Collaborator** Nicole Duslak **Date** 2/15/13

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