

Arts Integrated Lesson Seed



ART FORM:
Music



SUBJECT AREAS:
Science, Reading/English Language Arts

Lesson Title: Earth day musical	Grade: 4
Contributor, School: Diana Fritts, Calvert Elementary School	Time Frame: Two 30-minute classes

State Curriculum Content Standards, Indicators, Objectives

<p>Music Content Standard(s) 1.0 Perceiving and Responding: Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to music. 2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of music as an essential aspect of history and human experience.</p>	<p>Science Content Standard(s) 6.0 Environmental Science: Students will use scientific skills and processes to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective. Reading/English Language Arts Content Standard(s) 6.0 Listening: Students will demonstrate effective listening to learn, process, and analyze information.</p>
<p>Music Content Indicator(s) 1.2 Experience performance through singing and playing instruments in general, vocal, and instrumental settings and listening to performances of others. 2.3 Explore the relationship of music to dance, theatre, the visual arts, and other disciplines.</p>	<p>Science Content Indicator(s) Topic B. Environmental Issues 6.1 Recognize and describe that people in Maryland depend on change and are affected by the environment. Reading/English Language Arts Content Indicator(s) 6.2 Comprehend and analyze what is heard.</p>
<p>Music Content Objective(s) 1.2.b Sing and play a variety of music with accurate intonation and characteristic timbre. 2.3.b Identify ways to relate music content, processes, and skills with those of other subjects taught in the school.</p>	<p>Reading/English Language Arts Content Objective(s) 6.1.a Identify and describe that human activities in a community or region are affected by environmental factors. <ul style="list-style-type: none"> • Presence and quality of water • Soil type • Temperature • Precipitation 6.2.c Demonstrate an understanding of what is heard by retelling, asking questions, relating prior knowledge, and summarizing.</p>

Objective(s) (Connecting the content areas)

The students will learn songs and listen to music from environmentally themed trade books in order to analyze the information concerning ecological problems and make connections to Maryland’s environmental concerns.

Description of Lesson/Activities

The books *The Great Kapok Tree* by Lynne Cherry, *The Wartville Wizard* by Don Madden, and *Flute's Journey* by Lynne Cherry will be read. The ecological themes will be discussed along with how they could relate to environmental issues in Maryland. Songs about the environment suggested by the music teacher will be learned and presented to the school population as well as during an evening program for parents. Some suggestions for songs are *Garbage Blues* by Dennis Westphall, *Every Day an Earth Day* by Ron Brown, and *Pollution* by Kathleen Wiley.

Assessment Strategies

Students will match environmental themes to each of the songs and each of the books. They will then pick one theme and write a BCR about how this environmental theme relates to the state of Maryland. Students will be prepared to share their ideas about how the lifestyle of Maryland residents is affected by the environmental factors that they have learned in these books and songs.