

**OBJECTIVE**

Students of all levels will learn ELA concepts and skills by making music in a real studio recording setting. Students will learn about and use music technology to help compose their own original ELA-themed song. Every student will participate in the song creation, the song rehearsal, the song performance, and the dance performance within a 60 minute session. All students will receive an accompanying YouTube lyric video of their performance upon completion that can be listened to or watched for test review, during brain breaks, or at home. All teachers will leave with follow-up lesson plans and a framework for song creation and recording in their own classes.

**STANDARDS**

This program was universally designed by ELA and music curriculum experts to align with state and national grade-level ELA and music standards (see attached standards below) and delivered by a CMA National Music Teacher of Excellence, UNCC Distinguished Alumnus, Elementary School Teacher of the Year, and national recording artist with over 20 years experience.

**ACTIVITIES**

Students will be introduced to Mr. B in physically and musically engaging ways to disarm them of any hesitation they may have about singing in front of others. Students will be introduced to professional level recording equipment such as: ProTools recording software, mixers, vocal recording techniques and microphones, and more.

Students will compile a list of things needed to compose their own original song (words/lyrics, rhythm/beat, instruments, melody, topic/theme.) Students will be taught various sections of a song that address each of these musical necessities, as well as the five most essential ELA concepts teachers want their kids to grasp, but may struggle with cementing.

Students will add lyrics to the song using words and characters from their school, as well as offering suggestions for parts of speech (nouns, verbs, adjectives) to complete each storyline. Lyrics will be unique to each school experience and will be highly interactive between students, teachers, and Mr. B. Students will also create their own accompanying movements for their song. Students will be offered the opportunity to lead the group in movements, singing, and other ways.

Students will learn the song, learn the movements, and record each section using the provided studio software. When the song is complete, they will do a final performance that will be mixed and edited into a YouTube lyric video the students can watch for review anytime.

## **CURRICULUM OVERVIEW**

“Studio Time with Mr. B” was designed in conjunction with ELA experts by a CMA National Music Teacher of Excellence and recording artist with over 20 years experience. It is a unique and engaging way to teach ELA concepts and skills to students of all levels by making music in a real studio recording setting. Students will learn about and use music technology to compose their own original and grade level appropriate ELA-themed song that reinforces and cements concepts from both ELA and essential music standards.

**K-2 students** will create, perform, and record an original song that teaches proper sentence structure, capitalization, punctuation, and different parts of speech while simultaneously teaching music concepts such as proper singing technique, steady beat, melodic patterns, and connecting movement to melody. Students will reference different texts throughout the recording process, as well as work with physically engaging and funny practice examples as they sing, dance, and learn together.

**3-5 students** will create, perform, and record an original song that helps students identify which questions in ELA have surface level answers (spelling, referring back to the text, different parts of speech) and which questions require deeper thought to get to their answer (using context clues, visualizing what’s occurring in the text, finding the theme of a story.) Students will be shown tips on how to answer each of these questions, as well as participate in physically engaging and funny examples with the group. All of this is taught alongside music concepts such as proper singing technique, steady beat, melodic patterns, and connecting movement to melody.

## **K-2 ELA AND MUSIC STANDARDS**

### **KINDERGARTEN ELA STANDARDS**

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

RL.K.2 With prompting and support, retell familiar stories, including key details.

RL.K.3 With prompting and support, identify characters, settings, and major event in a story

RL.K.7 With prompting and support, describe how the words and illustrations work together to tell a story

RL.K.10 Actively engage in group reading activities with purpose and understanding

RI.K.4 With prompting and support, ask and answer questions about words in a text

RF.K.1 Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. c. Understand that words are separated by spaces in print.

RF.K.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words.

W.K.5 Participate in shared investigation of grade appropriate topics and writing projects.

W.K.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.K.4 Speak audibly and express thoughts, feelings, and ideas clearly.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

## **FIRST GRADE ELA STANDARDS**

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3 Describe characters, settings, and major events in a story, using key details

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RF.1.1 Demonstrate understanding of the organization and basic features of print. a. Recognize and use capitalization and ending punctuation.

SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings

L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.

## **SECOND GRADE ELA STANDARDS**

RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text

RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RF.2.5 Read with sufficient accuracy and fluency to support comprehension. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media

SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

## **KINDERGARTEN MUSIC STANDARDS**

K.ML.1.1 Exemplify proper technique when singing and playing a variety of music

K.ML.1.3 Execute simple rhythms using body, instruments, or voice

K.ML.1.5 Illustrate a steady beat

K.ML.3.2 Select vocal and/or instrumental sounds to accompany readings, stories or dramatizations

K.ML.3.3 Create patterns that illustrate a steady beat

K.MR.1.1 Use singing, playing, and/or moving to respond to a variety of musical ideas

K.MR.1.2 Recognize contrasts in music, such as high/low pitch, loud/soft dynamics, fast/slow tempo, and same/different sections of music

K.MR.1.3 Recognize that music is performed in a variety of settings and for a variety of purposes

K.MR.1.4 Illustrate different vocal timbres by type (whispering, speaking, singing, and shouting)

K.CR.1.2 Recognize the relationships between music and concepts from other areas.

## **FIRST GRADE MUSIC STANDARDS**

1.ML.1.1 Use proper technique when singing and playing a variety of music

1.ML.1.2 Use accurate pitch to imitate three-pitch melodic patterns

1.ML.1.3 Execute rhythmic patterns using body, instruments, or voice

1.ML.1.4 Apply changes in dynamics and tempo when singing and playing music

1.ML.2.2 Execute three-pitch songs with voice and/or instruments

1.ML.3.2 Select a variety of traditional and non-traditional sound sources to accompany readings, stories, or dramatizations

1.MR.1.1 Use corresponding movements or actions to respond to prominent music characteristics (such as patterns in rhythm, melodic contour, dynamics, and form) while listening to and/or singing music

1.MR.1.3 Compare appropriate behaviors for different types of music performances (such as outdoor concerts, concerts with audience participation, vocal concerts, etc.)

1.CR.1.2 Understand the relationships between music and concepts from other areas

## **SECOND GRADE MUSIC STANDARDS**

2.ML.1.2 Use accurate pitch to sing three-pitch patterns

2.ML.1.3 Execute extended rhythmic patterns using body, instruments, or voice

2.ML.1.4 Apply changes in music to the elements of dynamics, tempo, melody, and form

2.ML.3.3 Create rhythm patterns using half and quarter notes, half and quarter rests, and beamed eighth notes in duple and triple meter

2.MR.1.1 Illustrate prominent musical characteristics or specific musical events while listening to and/or singing music

2.MR.1.2 Illustrate melodic patterns, dynamics, and forms

2.MR.1.3 Illustrate audience and participant behavior appropriate for the purpose and setting that music is performed

2.CR.1.2 Understand the relationships between music and concepts from other areas

# **3-5 ELA AND MUSIC STANDARDS**

## **THIRD GRADE ELA STANDARDS**

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.4 Determine the meaning of general academic and domainspecific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

W.3.4 With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

## **FOURTH GRADE ELA STANDARDS**

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.4 Determine the meaning of general academic and domainspecific words or phrases in a text relevant to a grade 4 topic or subject area.

W.4.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.

SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

## **FIFTH GRADE ELA STANDARDS**

RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.4 Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone.

RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text.

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

## **THIRD GRADE MUSIC STANDARDS**

3.ML.1.1 Apply elemental changes, including changes to dynamics, tempo, timbre, or texture, when singing or playing music.

3.ML.1.2 Execute the performance of major scale tones using the voice.

3.ML.3.2 Create soundscapes using a variety of sound sources.

3.MR.1.1 Illustrate the corresponding response to conductor gestures for meter, tempo, and dynamics.

3.MR.1.2 Use musical terminology when describing music that is presented aurally.

3.CR.1.2 Understand the relationships between music and concepts from other areas.

## **FOURTH GRADE MUSIC STANDARDS**

4.ML.1.1 Apply expressive qualities when singing or playing a varied repertoire of music representing genres and styles from diverse cultures.

4.ML.1.2 Execute the performance of vocal ostinatos, partner songs, counter-melodies, and rounds in two or more parts.

4.ML.2.1 Interpret rhythm patterns, including whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

4.ML.3.2 Create compositions and arrangements using a variety of traditional and non-traditional sound sources.

4.MR.1.1 Illustrate perceptual skills by moving to, answering questions about, and describing aural examples of music of various styles and cultures.

4.MR.1.3 Design a set of criteria for evaluating music performances and compositions.

4.CR.1.2 Understand the relationships between music and concepts from other areas.

## **FIFTH GRADE MUSIC STANDARDS**

5.ML.1.1 Illustrate independence and accuracy while singing and playing instruments within a group or ensemble.

5.ML.1.2 Illustrate blending vocal timbres, matching dynamic levels, and responding to the gestures of a conductor while singing in groups.

5.ML.2.1 Interpret rhythm patterns, including whole, half, dotted half, quarter, dotted quarter, eighth, and sixteenth notes and rests in 2/4, 3/4, 4/4, and 6/8 meter signatures.

5.ML.3.2 Create compositions and arrangements within specified guidelines.

5.MR.1.1 Interpret through instruments and/or voice the gestures of the conductor, including meter, tempo, dynamics, entrances, cut-offs, and phrasing, when singing and playing music.

5.MR.1.3 Exemplify appropriate behaviors as a participant and observer of music in relation to the context and style of music performed.

5.CR.1.2 Understand the relationships between music and concepts from other areas.



