



Lesson Title: Song to Story	<u>BIG IDEA & LEARNING OBJECTIVES</u> Students will be able to adapt a song/rap into a short story.
Content Area & Arts Discipline: <i>English and Music</i>	<u>PROCEDURES</u> The teacher/teaching artist will engage students (“the hook”) by playing the song “Romeo and Juliet” by Taylor Swift.
Overview of the lesson: The students will transform a song/rap into a short story.	The teacher/teaching artist will build knowledge by showing slides of the similarities between a song and a poem with a story.
Grade Level: 6, 7, and 8	The teacher/teaching artist will model the experience by having the students discuss the plot of “Romeo and Juliet” and anything that kept them interested in the song. The teacher will ask the students if they know of any songs that also tell a story.
Proposed Time Frame: <i>approximately 50 minutes or less</i>	The teacher/teaching artist will guide the practice with the students by giving each student a handout including the notes from the board and a copy of the lyrics to the song “Rude” by MAGIC! for them to interpret.
Date Lesson Created: May 25, 2014	The students will apply understanding by writing a short story based on the lyrics from the song “Rude” by MAGIC!
Lesson Author: Marley Maharrey	The teacher/teaching artist will create opportunities for reflection (Closing) by having students volunteer to share their short stories and citing which lines they used for their stories when possible.
	The teacher/teaching artist will assess the students’ learning by reading the stories they created based off of the song and looking for dialogue, plot, characters, conflict, and setting.

STANDARDS & PRINCIPLES

Please list the standards/competencies from the following:

Common Core State Content Standards:

- RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- W.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.7.3a** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.7.3b** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W.7.3c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W.7.3d** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W.7.3e** Provide a conclusion that follows from and reflects on the narrated experiences or events.

Resources:
handout of song lyrics for "Rude" by MAGIC!

Vocabulary:
exposition, stanza, chorus, characters, setting, plot, dialogue, theme and conflict

Music Arts Standards

6. Demonstrate awareness of music and musicians in various cultures, times, and places.

- a. Listen to and identify music from various cultures and ethnic groups.
- c. Investigate the role and function of music and musicians.

7. Develop and use a vocabulary to describe the mood and feelings expressed in different music selections.

- b. Develop a musical idea or story that will express moods or feelings.**

8. Describe connections between music, the other arts, and other subject areas.

- a. Identify poetic characteristics of song lyrics.
- b. Recognize the sequential order of musical events.
- c. Describe the ways in which the principles and subject matter of other disciplines are related to music.

Principles of [Universal Design for Learning](#)

Principal I. Provide Multiple Means of Representation: Guideline 1: Provide options for perception and Provide options for language, mathematical expressions, and symbols

Principle II. Provide Multiple Means of Action and Expression: Guideline 6: Provide options for executive functions

Principle III. Provide Multiple Means of Engagement: Guideline 7: Provide

	options for recruiting interest
	<p style="text-align: center;"><u>APPENDIX</u></p> <p>Extended Learning Activities: Students can find their favorite appropriate song to adapt into a story on their own. Song lyrics must be provided with the story when assignment is turned in.</p> <p>TIPS/FAQs: Students who are vision impaired will benefit from having headphones and hearing the song more than once. http://www.youtube.com/watch?v=zRIT8nAv6C4 – lyric video on YouTube</p> <p>References: “Rude” performed by MAGIC! and written by Nasri Atweh, Adam Messinger, Mark Pellizzer, Ben Spivak, and Alex Tanas</p>