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Teaching and Learning Across the Curriculum

Band Time with Animals & Plants

Project Essential Questions

How can we use music to compare and contrast the basic needs of plants and animals?
How are food and nutrients different for plants and animals?

PROJECT DESCRIPTION

In this project, students will try their hands at being a part of a band in the first grade science classroom! Students will become musical experts on plants and animals. They will work collaboratively with their peers to compose a song with original lyrics and beats, describing the basic needs of plants and animals.

LEARNING TARGETS

"I Can…"

- **Compose a song with my peers**
- **Create lyrics for a song with my peers**
- **Explain the needs of plants and animals**

The Art of Plants and Animals   Band Time with Animals & Plants   Grade 1
Project *2 of 3*
Approx. Duration of Project: 2-3 days

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ESSENTIAL QUESTIONS

- How can we use music to compare and contrast the basic needs of plants and animals?
- How are food and nutrients different for plants and animals?

STANDARDS

Curriculum Standards	Arts Standards
• SILI. Obtain, evaluate, and communicate information about the basic needs of plants and animals. b. Ask questions to compare and contrast the basic needs of plants (air, water, light, and nutrients) and animals (air, water, food, and shelter)	With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose. With limited guidance, perform music for a specific purpose with expression.

KEY VOCABULARY

Content Vocabulary:	Arts Vocabulary
● air ● water ● light ● nutrients ● food ● shelter	● cymbal ● maracas ● tambourine ● bells ● drum ● rhythm

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	- tempo - pattern - beat - verses - chorus

TECHNOLOGY INTEGRATION

- GarageBand App
- Imovie App

ASSESSMENTS

Formative	Summative
- Teacher will observe the students working in small groups composing and practicing their songs. - Teacher will check for understanding through questioning and reviewing student- written songs.	- Project 2 Rubric (SEE DOWNLOADS)

MATERIALS

Deluxe Rhythm Band Sets
Ipad (Optional)
Garageband (Optional)
Imovie (Optional)
Chart paper

Activating Strategy (5- 10 min)
- Teacher will lead students in completing a word map on an anchor chart and discussing the basic needs of plants and animals. - Teacher will introduce the students to the Deluxe Rhythm Band Set or the GarageBand App. (Classroom teachers, consider connecting with your Music Specialist in your building for support in this part of the project.)
Main Activity

Part 1:
Facilitate a whole group discussion of the importance of each need (air, water, nutrients, light, food, and shelter). Explain to students that they will work in groups to create a song/rap/chant explaining the basic needs of plants and animals. Teacher will explain the parts of a song (verse and chorus). The song should have two verses and a chorus. One verse should explain the needs of a plant and one verse should explain the needs of an animal. The chorus should capture the main idea or which needs are shared by both animals **and** plants. Use the **Song-Making Template Sheet** (SEE DOWNLOADS) for this part of the pactivity.

Part 2: Each group should compose a beat to use with the lyrics of the song.

Part 3: Students will perform the song for the class.

Part 4: Optional: Students can create a music video performing the Animal and Plant song.

Classroom Tips: Students should be grouped according to strength. For example, students with strong content knowledge should be in each group to create the lyrics to the song. Students that are comfortable creating beats and patterns

REFLECTION

Reflection Questions

- What was your favorite part about this project? Why?
- If you could do this project again, what would you do differently? Why?
- How did music help you understand and remember the needs of plants and animals?

DIFFERENTIATION

Below Grade-Level/EL Students:
- Provide copies of word map to students who need a word bank for the needs of plants and animals.
- Provide sentence stems as writing prompt for writing the lyrics to the song.
- Allow students to work with partners for positive peer modeling of language, writing, and work expectations.

Above Grade Level:
- Students should use synonyms for words such as nutrients, food, shelter, etc. in the lyrics.

- Challenge Advanced students to include a rhyme scheme within the lyrics of their song.

EL Students:
- Preview the key vocabulary with pictures listed beside each word on an anchor chart, word wall, or flashcards.
- When discussing the basic needs of plants and animals:
ELP 1-2 Repeat phrases about plant needs listed by peers (e.g. Plants need water.) while teacher points to a picture of plant needs.
ELP 3-4 State plant needs while providing details (e.g. Plants need water because…).
- When writing the song, group students heterogeneously based on English proficiency. Students with lower levels of English proficiency will benefit from their peers modeling the language.

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APPENDIX

- Song-Making Template Sheet
- Rubric for this project

CREDITS

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Band Time with Animals and Plants

CHECKLIST	☺	😐	☹
I wrote lyrics that accurately described the basic needs of plants and animals. I used all of my science vocabulary words in the lyrics.			
I demonstrated how melody and/ or beat could be used as we sung our lyrics clearly. During the performance we kept the musicality of the song strong from start to finish.			
My song had two verses, one for animals and one for plants with a chorus that was repeated 2 times.			
I worked well with my group. I took turns listening and speaking when brainstorming and rehearsing together.			

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Name:

VERSE 1

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CHORUS

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_____

VERSE 1

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CHORUS

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Name: