



artsNOW

Integrated learning solutions

READING WITH CUPS...AND MORE!

Grade Band: K-1

Content Focus: Music & ELA



LEARNING DESCRIPTION

Help students explore and connect the worlds of music and language arts while cultivating creative and critical thinking using various activities that support and improve literacy!

LEARNING TARGETS

Essential Questions	"I Can" Statements
How do music and language arts naturally overlap to promote literacy and cultivate creative and critical thinking?	<p>I can write a narrative inspired by music.</p> <p>I can compose a rhythmic pattern using cups.</p> <p>I can read/recite a poem/nursery rhyme to accompany rhythmic patterns.</p>

GEORGIA STANDARDS



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Curriculum Standards	Arts Standards
<p>Kindergarten: ELAGSEKRF4 Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); read emergent-reader texts with purpose and understanding.</p> <p>ELAGSEKW3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>Grade 1: ELAGSE1RF4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. 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. d. Read grade-appropriate irregularly spelled word.</p> <p>ELAGSE1W3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>Kindergarten: ESGMK.CR.2 Compose and arrange music within specified guidelines.</p> <p>ESGMK.PR.2 Perform a varied repertoire of music on instruments, alone and with others.</p> <p>ESGMK.RE.1 Listen to, analyze, and describe music.</p> <p>ESGMK.RE.2 Evaluate music and music performances.</p> <p>ESGMK.CN.1 Connect music to the other fine arts and disciplines outside the arts.</p> <p>Grade 1: ESGM1.CR.2 Compose and arrange music within specified guidelines.</p> <p>ESGM1.PR.2 Perform a varied repertoire of music on instruments, alone and with others.</p> <p>ESGM1.RE.1 Listen to, analyze, and describe music.</p> <p>ESGM1.RE.2 Evaluate music and music performances.</p> <p>ESGM1.CN.1 Connect music to the other fine arts and disciplines outside the arts.</p>

SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
<p>Kindergarten: ELA.K.F.4.2 Read texts orally with accuracy and expression.</p> <p>ELA.K.C.3.1 Use a combination of drawing, dictating, and writing to narrate a single event or linked events in a logical order.</p> <p>Grade 1: ELA.1.F.4.2 Read texts orally with accuracy, appropriate rate, and expression.</p>	<p>Anchor Standard 1: I can arrange and compose music.</p> <p>Anchor Standard 4: I can play instruments alone and with others.</p> <p>Anchor Standard 6: I can analyze music.</p> <p>Anchor Standard 7: I can evaluate music.</p>



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ELA.1.C.3.1 Write narratives to develop real or imagined experiences. When writing: a. detail events in a logical order using temporal words to signal event order (e.g., before, after); b. include details that describe actions, thoughts, and feelings; and c. provide a sense of ending.

Anchor Standard 9: I can relate music to other arts disciplines, other subjects, and career paths.

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"> ● <u>Poetry</u> - A form of literary expression that uses aesthetic and often rhythmic qualities of language—such as meter, rhyme, and structure—to evoke emotions, convey ideas, or tell a story ● <u>Narrative</u> - A structured account or story that describes a sequence of events, real or fictional, that unfold over time ● <u>Setting</u> - Where and when a story takes place ● <u>Characters</u> - The individuals, animals, or beings who take part in the events and actions of the narrative 	<ul style="list-style-type: none"> ● <u>Pitch</u> - The highness or lowness of a sound ● <u>Timbre</u> - The unique quality of a sound; also known as tone color or tone quality ● <u>Dynamics</u> - Volume of sound (loudness, quietness) ● <u>Tempo</u> - The speed of the beat ● <u>Steady beat</u> - An unchanging continuous pulse

MATERIALS

- Plastic cups in various colors and sizes
- Sound source (e.g., computer and speakers)
- Musical recordings
- Paper and writing utensils (pencils)

INSTRUCTIONAL DESIGN

Opening/Activating Strategy

Classroom Tips: Depending on your students, you may find it important to discuss proper use of, and care for, instruments prior to use. Discuss “resting” position, meaning no sound at all from instruments.

- Play a musical selection for students, such as, “Carnival of the Animals: Aquarium” or “Carnival of the Animals: Fossils”.



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- As students listen, review/discuss elements of music: Pitch, timbre, dynamics, and tempo. It may be helpful to play a video of the performance on YouTube or another platform so that students can see the instruments being played.
- Ask students to make observations about the sounds that they hear and what the images make them think of.

Work Session

Responding to Music

- Have students discuss elements of a story: Setting and character(s).
- Listen again the the piece of music from the warm-up, such as “Carnival of the Animals: Aquarium” or “Carnival of the Animals: Fossils” by Camille Saint-Saëns.
- As students listen, ask them:
 - Where do you think this piece of music takes place?
 - What characters do you hear/see in the music?
 - Ask students to articulate WHAT in the music makes them hear and/or see these things, such as the loud dynamics or the disjointed sounds.
- Students will continue this activity by next writing, drawing or dictating a narrative inspired by the music.
 - Remind students that their narrative must show/tell about the setting and characters.
 - Students’ writing should meet grade-level standards criteria.
 - Allow students time to dictate their narratives if they are drawn.

Composing with Cups

- Play a pattern on different colored cups. Predetermine the value for each cup (e.g., blue – quarter note, yellow – eighth notes, clear – quarter rest). Students can describe this as a short sound, a medium sound, or a long sound.
- Ask students to see if they can determine the value of each colored cup (which one is a short sound? Long sound? Medium sound?).
- Pass out one cup to each student. Students should “play” their cups along with you as you play the pattern.
- Next, demonstrate how to recite a short poem or nursery rhyme to the rhythm of the pattern created with cups. Have students practice reading/reciting the poem/nursery rhyme with you.
- If students are able, group them in small groups of three students to create an 8-beat rhythmic pattern using their cups.

Closing/Reflection

- Students will perform their compositions for the class. Discuss appropriate audience participation and etiquette prior to performances.
- Then, have students perform again; this time, however, have the class speak the poem/nursery rhyme to the rhythm of the pattern.

ASSESSMENTS

Formative



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Teachers will assess students' understanding of the content throughout the lesson by observing students' participation in the activator, ability to discuss music using musical vocabulary, conferencing with students during the writing process, and collaboration with groups to create a rhythmic pattern to accompany a short poem.

Summative

CHECKLIST

- Students can respond to music by writing a narrative that has a beginning, middle, end, setting, and characters.
- Students can compose a rhythmic pattern using cups.
- Students can read/recite a poem/nursery rhyme to accompany rhythmic patterns.

DIFFERENTIATION

Acceleration:

- Divide students into two groups and have them read a selection such as "Fireflies" from *Joyful Noise: Poems for Two Voices* by Paul Fleischman. Discuss the separate "voices" and the overlap of the "voices". Students can then do a choral reading of the poem. Play musical selection representing different "voices" such as "Canceling Stamps in Ghana". Compare it to musical "voices" or parts, discussing melody, harmony, and texture.

Remediation:

- Instead of creating a rhythmic pattern, simply practice a steady beat using cups. Then, have students practice reciting a familiar nursery rhyme to the steady beat.

ADDITIONAL RESOURCES

NA

**This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.*

Ideas contributed by: Maribeth Yoder-White. Updated by: Katy Betts.

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