

Project Description	Learning Targets
<p>In this project, students will correlate musical instruments with living and nonliving things. They will classify the sounds of various instruments and then connect this concept to classifying living and nonliving things. At the end students will create a musical composition by sorting their living and nonliving things.</p>	<p>“I Can...”</p> <ul style="list-style-type: none"> ● Demonstrate how to characterize living and nonliving ● Explain contrasts in musical instruments. ● Describe music using appropriate vocabulary ● Use locomotor and non-locomotor movement to classify living and nonliving things

ESSENTIAL QUESTIONS

- How do I identify living and nonliving things?
- How can I represent living and nonliving things using musical instruments?
- How can I represent living and nonliving things using movements?

STANDARDS

Curriculum Standards	Arts Standards
<p>SKL1 Students will sort living organisms and nonliving materials into groups by observable physical attributes.</p> <p>a. Recognize the difference between living organisms and nonliving materials.</p>	<p>MKGM.6 Listening to, analyzing, and describing music.</p> <p>a. Distinguish between contrasts (pitch, dynamics, tempo, timbre) in various pieces of music.</p> <p>b. Describe music using appropriate vocabulary (e.g., high, low, loud, quiet, fast, slow).</p> <p>MKGM.10 Moving, alone and with others, to a varied repertoire of music.</p> <p>a. Respond to contrasts and events in music with gross locomotor and non-locomotor movements.</p> <p>DKFD.1 Identifies and demonstrates movement elements, skills and terminology in dance.</p> <p>f. Demonstrates the ability to perform simple movements in response to oral instruction.</p>

KEY VOCABULARY

Content Vocabulary
<ul style="list-style-type: none"> ● Living ● Nonliving ● Breath ● Eat ● Reproduce ● Classify ● Sort ● Alike/Different ● Compare/Contrast

Art Vocabulary

- Pitch: refers to the highness or lowness of a sound
- Locomotor: refers to a movement that travels through space
- Non-locomotor: refers to a movement that does not travel through space

TECHNOLOGY INTEGRATION

- Students could record their musical compositions in audio files using various apps or PC programs such as Garage Band, Voice Memos, etc...

ASSESSMENTS

Formative	Summative
<ul style="list-style-type: none"> ● Observation of matching movement for living and nonliving sounds ● Choice of instrument 	<ul style="list-style-type: none"> ● Rubric for Musical Composition (See Downloads)

MATERIALS

- Shakers/drums, or
- Wood instruments/metal instruments, or
- Pitched instruments/non-pitched instruments, or
- Instruments you can tap/instruments you shake
- Picture cards for living and nonliving things

Activating Strategy (5-10 min)

- Introduce or review non-locomotor movements (swaying, bending, twisting, stretching, turning, swinging) by following the leader. You can have students or teacher lead this activity. Discuss how your feet never moved during each movement. Remind or tell students these are called non-locomotor movements.
 - *Optional: Use the **Movement Spinners** to make this vocabulary review engaging (See Downloads).*
- Introduce or review locomotor movements (skipping, running, hopping, galloping, leaping, walking, jumping) by following the leader. You can have students or teacher lead this activity. Discuss how your feet moved around the room during each movement. Remind or tell students these are called locomotor movements.
- Read book *Gertrude and Reginald* by Eric Braun and Cristian Bernardini

Main Activity**PART 1**

- Teacher will review living organisms and nonliving materials.
- Teacher will lay out instruments and play each, one at a time, to model the sound and correct way to play.
- Discuss with students the sound it makes and review classification of instrument (pitched/non-pitched, wood/metal, tap/shake).
- Ask students which category of instruments would better represent living organisms and which would better represent nonliving materials.

PART 2

- Teacher will divide students into small groups and distribute one card per student from the **Living and Nonliving Sort Cards (See Downloads)**
- Students will experiment with instruments to choose one that matches their card.
- The group will decide the order of the cards and lay them out from left to right.
- The group will practice their composition by playing each part for four counts/beats.
- When ready, each group will perform their composition for the class.

PART 3

- Each small group will perform their composition three times for the class.
- The first two times, the audience will listen to the performance and determine whether the sound represents a living or nonliving thing.
- The third time, the audience will be asked to participate in the performance by representing living sounds with locomotor movements and nonliving sounds with non-locomotor movements. (Teacher can specify set movements.)
- Teacher will observe movements to assess students understanding of living and nonliving.

Classroom Tips: Allow enough room for students to move around using locomotor movements. Review how to treat instruments. Remind students of how to be a respectful audience member.

REFLECTION**Reflection Questions**

- *How did you choose the instrument that went with your card?*
- *Did you change the dynamics (fast or slow) or pitch (loud or soft) of your sound to match your card?*
- *Why did we use locomotor movements for living organisms and non-locomotor movements for nonliving materials?*

DIFFERENTIATION**Accelerated:**

Advanced students could create a song using percussive instruments: tambourines, cow bells, bongo drums, etc. that depict living vs. nonliving organisms, being sure to include a pattern in their song.

Remedial/EL Students:

- Part 1: Group activity; no modifications
- Part 2: Review vocabulary cards
- Part 3: Small group activity; no modifications
- Reflection: Small group discussion; modeled writing with sentence frame
 - Ex. I chose my instrument because it _____.
- Have students to demonstrate the dynamics and pitch they used.
 - Ex. The dynamics were (fast/slow). (*students will circle answer*) / The pitch was (high/low). (*students will circle answer*)
- Listening/Speaking: Responding with gestures to the composition while practicing/Following peer-modeled oral commands while practicing composition

ADDITIONAL RESOURCES**Books:**

- *Gertrude and Reginald* by Eric Braun, Cristian Bernardini

APPENDIX (See Downloads)

- **Musical Composition Rubric**
- **Living and NonLiving Sort Cards**
- **Movement Spinners**

CREDITS

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