

Notes/Reflections:

Technology Extension:

- Create and record 'soundscapes' for stories.
- Create a video of a 'drumming story' to share with fellow students.
- Search music sources for a unique piece of music to use with the activity Sound Stories.

TechnologyResources:

FlipGrid - www.flipgrid.com

A Rhythm Moment with Mr. Dave - <https://www.youtube.com/channel/UCKO-bdpMEKi0MBPKM1aNu2Q>

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Rhythm • Literacy • Reading Skills • Understanding
Rhyme Schemes



Explore how rhythmic play can help to engage a student's innate
sense of curiosity and creativity around language!

Using rhythmic play as a vehicle for expression and exploration, students will learn simple creative techniques to craft & share stories.

Essential Question:

How can rhythm be used as a FUNdamental way to teach storytelling and creative writing in the classroom?

Process

3 STEPS TO CREATIVE PLAY

- Extension. Start with a word, a sound or a movement and add another word, sound or movement. This exercise should be done without any contemplation or deliberation and with zero judgment.
- Substitution. Take any word, sound or movement and replace it with a different word, sound or movement. Make a game out of how many new words, sounds or movements you can come up with in 10 seconds!
- Rearrangement. Take 2 words, sounds or movements and rearrange them. Ex: “The dog splashed in the water.” becomes “The water splashed all over the dog.”

SCAT CARDS

- Hand out cards to individual students or small groups of students.
- Invite them to start sounding out the ‘scats’ and working with the ‘sound combinations’ until they can say the entire ‘scat.’
- While keeping a steady beat, encourage the students to create a rhythm with their ‘scats.’
- Create a ‘scat arrangement’ by layering in, combining or pulling out different ‘scat rhythms.’

BEAT STORIES

- Each student has a drum or found sound instrument. (Hand claps also great!)
- The teacher models 1 beat of silence and 1 beat on the drum. Students take turns playing 1 beat of silence and 1 beat on their ‘instrument.’
- The teacher then fills in the silent beat with a ‘story element’ (character, action or setting)
- Each student then takes a turn adding a ‘story element’ (character, action or place) in their 1 beat of silence.
- An emphasis should be placed on students filling in the ‘silent beat’ without thinking or hesitating. The sillier the ‘story element’ the better!

MIND MOVIES

Choose (or play) a short piece of music. Invite students to close their eyes and create a story, using their imaginations, that is accompanied by the music. Invite students to share their ‘mind movies.’ Write them down, make a real movie of them and edit them by applying the 3 step creative process.

HEY! WHAT CHA GOT?

Start a ‘play along rhythm’ with drums, percussion, found sounds or body percussion. When you stop, facilitate the students all shouting, “Hey! What Cha’ Got?” Invite them to share ‘what they’ve got’ IF it weren’t an instrument. Example: a pair of maracas becomes 2 turkey legs, a frame drum becomes a steering wheel and a shaker becomes a golf ball. Use the newly created ‘props’ and incorporate them into a group storytelling experience.

GUEST AUTHORS

Read a selection from the Drum Along Books. Challenge students to write a new page for the book. Use the 3 Step Creative Process to come up with at least 3 variations.

Assessment

Students will demonstrate ‘all in action’ by trying something new & participating. Students will use FlipGrid to create and share their original stories and soundscapes. Students will create their own Rhythm Rhymes following the 3 Step Creative Process. Students will collaborate to create a story and accompanying soundscape that demonstrate creative choices regarding mood, plot, setting and characters.

Materials

- Drums
- Shakers
- Found sounds
- Writing tools

Resources: Drum Along

Books: Rumble in the Jungle, Hand Hand Fingers Thumb, Giraffes Can’t Dance

Vocabulary

Couplet - two lines of verse, usually in the same meter and joined by rhythm, that form a unit.

Mood - the emotional ‘atmosphere’ of a story. The feelings evoked around a particular setting or sequence of events.

Soundscape - sound effects, music or found sounds that are created live or recorded to support a story’s mood, setting, characters or plot.

Scat - to improvise nonsense syllables, usually to an instrumental or rhythmic accompaniment.

Rhythm rhyme - 2 couplets, combined to create a short story, recited in rhythm.

Classroom Tips

- Circle up whenever possible!
- Do creative work in the morning!
- Start each creative activity with a kinesthetic activity; stationary sprinting, to the sky stretching or power posing

Georgia Standards of Excellence: (Core Curriculum & The Arts)

ENGLISH LANGUAGE ARTS

GRADE 3

ELAGSE3RL2 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.**ELAGSE3W3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **ELAGSE3L3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.*

GRADE 4

ELAGSE4W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely.**ELAGSE4W6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.**ELAGSE4SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required. **ELAGSE4SL5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

GRADE 5

ELAGSE5RL7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

ELAGSE5W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. **ELAGSE5SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

National Arts Standards

FINE ARTS

GRADES 3-5

ESGM3.CR.1 Improvise melodies, variations, and accompaniments. a. Improvise rhythmic question and answer phrases using a variety of sound sources. b. Improvise pentatonic melodies and accompaniments. **ESGM3.CR.2** Compose and arrange music within specified guidelines. a. Create rhythmic and melodic motives to enhance literature. b. Compose rhythmic patterns in simple meter (e.g. quarter notes, quarter rests, half notes, half rests, barred eighth notes, barred sixteenth notes). c. Compose melodic patterns. d. Arrange rhythmic patterns to create simple forms and instrumentation.**ESGM3.CN.1** Connect music to the other fine arts and disciplines outside the arts. a. Describe connections between music and the other fine arts. b. Describe connections between music and disciplines outside the fine arts.

(e.g. quarter notes, quarter rests, barred eighth notes). c. Vary the text for familiar melodies, chants, and poems. **ESGMK.CR3** Share creative work. a. With guidance, share a final version of personal musical work with peers. **ESGMK.PR.2** Perform a varied repertoire of music on instruments, alone and with others. a. Echo simple rhythmic patterns with appropriate technique using body percussion and classroom instruments. b. Perform steady beat and simple rhythmic patterns with appropriate technique using body percussion and classroom instruments. **ESGMK.CN.1** Connect music to the other fine arts and disciplines outside the arts. a. Describe connections between music and the other fine arts. b. Describe connections between music and disciplines outside the fine arts.