



artsNOW

Integrated learning solutions

LISTEN, THINK, WRITE!
Grade Band: 2-3
Content Focus: Music & ELA



LEARNING DESCRIPTION

In this lesson, students will incorporate the elements of a story to create an engaging narrative inspired by a musical piece. Students will use temporal words and descriptive details to improve their writing.

LEARNING TARGETS

Essential Questions	"I Can" Statements
How can listening to music encourage creative writing?	I can use music to write narratives about real or imagined experiences. I can listen and respond to music.

GEORGIA STANDARDS

Curriculum Standards	Arts Standards
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<p>Grade 2: ELAGSE2W3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>Grade 3: 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. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.</p>	<p>Grade 2: ESGM2.RE.1 Listen to, analyze, and describe music. ESGM2.RE.2 Evaluate music and music performances. ESGM2.CN.1 Connect music to the other fine arts and disciplines outside the arts.</p> <p>Grade 3: ESGM3.RE.1 Listen to, analyze, and describe music. ESGM3.RE.2 Evaluate music and music performances. ESGM3.CN.1 Connect music to the other fine arts and disciplines outside the arts.</p>
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SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
<p>Grade 2: ELA.2.C.3.1 Write narratives to develop real or imagined experiences. When writing: a. establish and describe character(s) and setting; b. sequence events and use temporal words to signal event order (e.g., before, after); and c. provide a sense of ending.</p> <p>Grade 3: ELA.3.C.3.1 Write narratives to develop real or imagined experiences. When writing: a. establish a setting and introduce a narrator or characters; b. use temporal words and phrases to sequence a plot structure; c. use descriptions of actions, thoughts, and feelings to develop characters; and d. provide an ending.</p>	<p>Anchor Standard 6: I can analyze music.</p> <p>Anchor Standard 7: I can evaluate music.</p> <p>Anchor Standard 9: I can relate music to other arts disciplines, other subjects, and career paths.</p>

KEY VOCABULARY



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Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"> ● <u>Narrative writing</u> - A form of writing that tells a story or recounts a series of events ● <u>Exposition</u> - Explaining or describing something in a detailed and systematic manner ● <u>Rising action</u> - The series of events, conflicts, and complications that build tension and lead to the climax of the story ● <u>Climax</u> - The point at which the central conflict or problem reaches its peak ● <u>Falling action</u> - The part of a story's plot that occurs after the climax and leads to the resolution or conclusion ● <u>Conclusion</u> - The part where the story's conflicts are resolved ● <u>Setting</u> - The time, place, and environment in which the story takes place ● <u>Character</u> - A person, animal, or entity depicted in a story ● <u>Mood</u> - The overall emotional atmosphere or tone that a piece of writing evokes in the reader 	<ul style="list-style-type: none"> ● <u>Pitch</u> - High/low sounds ● <u>Rhythm</u> - Long/slow sounds ● <u>Tempo</u> - Fast/slow sounds ● <u>Dynamics</u> - Loud/soft sounds ● <u>Timbre</u> - Instrument sounds ● <u>Form</u> - Same/different sounds ● <u>Articulation</u> - Smooth/detached

MATERIALS

- Paper
- Pencils
- Teacher access to computer and Internet

INSTRUCTIONAL DESIGN

- Opening/Activating Strategy**
- Engage students in [“Listening: Ten Times Two” thinking routine](#) (modified to “Five Times Two”).



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- Prepare students for the listening activity by telling students they are going to listen to a musical composition and list five words or phrases that come to mind while they are listening. (See “Additional Resources” section for musical suggestions. Use a listening excerpt about 45-60 seconds in length. The excerpt can start and end at any point during the composition.)
- Wait until the **end** of the listening activity to tell students the title and composer. Revealing the title and composer before the activity may influence the listener.
- During the first time listening to the music, students listen without talking and generate their first list of five words and phrases.
- Students listen a second time without talking and add five additional words to their list.
- Students listen a third time without talking and write the sounds they heard that inspired their list. Musical sounds can include: pitch (high/low sounds), rhythm (long/short), dynamics (loud/soft), tempo (fast/slow), timbre (instruments), form (same [repetition], different), and articulation (smooth/detached).
- After the listening activity:
 - Students turn and talk to a neighbor, share their words/phrases, and discuss the musical sounds and music vocabulary they heard that inspired their list.
 - Ask students what the mood of the music is.
 - Students share out to the class. Validate the answers students give; there are no right or wrong responses.
- Facilitate a discussion with students about how musical sounds can inspire and enhance writing and storytelling. Ask students if there is any music that they associate with stories.
 - Remind students that songs have a structure—beginning, middle, and end, and that some songs have lyrics that tell a story that accompanies the melody of the song.
- Transition into the lesson about narrative writing.

Work Session

COLLABORATIVE NARRATIVE WRITING

- Introduce or review a lesson about narrative writing. Use modeling, visual representations, and hands-on manipulatives to help students understand the concept of narrative writing.
- Tell the students they are going to practice writing a narrative as a whole class using the opening activity as inspiration.
 - Remind students that narratives have a setting, characters, rising action, climax, falling action, and conclusion. The narrative should fit the mood of the music.
 - Encourage students to use descriptions of actions, thoughts and feelings to develop the characters.
- Tell students to refresh their memories of the opening music and review their list of words while the teacher plays the music again.
- Provide students with a graphic organizer such as the [Student Friendly Narrative Writing Graphic Organizer](#) PDF to guide the students in writing a whole class story.
- Teacher and students read the final product and discuss possible edits.
 - *Option: Students can act out the story.*

INDEPENDENT NARRATIVE WRITING

- Tell students they are going to do another “Five Times Two” with a different composition and write their own narrative based on that composition. (See “Additional Resources” section for musical suggestions. Use a listening excerpt about 45-60 seconds in length. The excerpt can start and end at any point during the composition.)



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- Students complete another round of “Five Times Two”. Remind students to think about the mood of the music.
- Provide students with a graphic organizer to structure their narrative.
 - Their narrative should fit the mood of the music.
 - Remind students to:
 - Use descriptions of actions, thoughts and feelings to develop the characters.
 - Include a setting, characters, rising action, climax, falling action, and conclusion.
 - Use temporal words and phrases such as, “today, yesterday, next, meanwhile, finally, later, suddenly”, to develop the plot.
- Allow students to develop their graphic organizer into a written narrative.
- Circulate the classroom, observe student progress, and offer constructive feedback or conferencing during the writing process.
- Allow students to present their narratives to a partner. Model how partners should provide a “grow” and a “glow”.
- Provide time for students to revise their narratives.

Closing/Reflection

- Allow students to volunteer to read their narratives to the class.
- Review the concept of narrative writing facilitating a conversation around the connection between music and storytelling.

ASSESSMENTS

Formative

Teacher will assess students by:

- Observing and listening to students’ discussions and answers.
- Conferencing with students during the writing process.
- Listening to students’ responses to the activity, Five Times Two.

Summative

CHECKLIST

- Students can effectively use storytelling elements, such as character development, establishing a setting, use of temporal words to indicate sequencing, logical plot progression, etc., to write a narrative.
- Students can use music to inspire a narrative that has a beginning, middle, and end.
- Students can use music elements to analyze and evaluate music.

DIFFERENTIATION

Acceleration: Students create their own music then write a narrative.

Remediation:

- Make a list of three words or phrases instead of five during the listening activity.



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- Younger students can use illustrations to show the beginning, middle, and end of the narrative.
- Use a simpler graphic organizer such as the [Narrative Writing Graphic Organizer](#).
- Use scribing or speech-to-text technology.

ADDITIONAL RESOURCES

- [“Listening: Ten Times Two” thinking routine](#)
- [Student Friendly Narrative Writing Graphic Organizer pdf](#)
- Simplified graphic organizer: [Narrative Writing Graphic Organizer](#)
- Listening Suggestions:
 - [YouTube: Dramatic Classical Music](#)
 - [YouTube: Tense Cinematic NoCopyright Background Music Compilation](#)
 - [YouTube: Classical Music for When You’re on a Deadline](#)
 - [YouTube: No Copyright Music-Royalty Free Music](#)
- *Optional: Show students an example of a story that is told through music – [New Jersey Symphony Orchestra’s presentation of Peter and the Wolf](#) (it is not necessary for students to watch the whole performance).*

**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.*

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