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# Creativity

## TASK CARDS

Grades: 4-5

***Change Sings***  
by Amanda Gorman

REimagining and Accelerating  
Literacy through Arts Integration

2023-2024

# ABOUT

The **RE**imagining and **A**ccelerating **L**iteracy through **A**rts **I**ntegration (REALAI) grant supports the literacy achievement of 3,200 students and 170 teachers, media specialists, and literacy coaches across six schools in Georgia and South Carolina.

In addition to professional learning for educators, this project contributes significantly to school library collections through the purchase of developmentally appropriate and culturally relevant books.

This grant also includes parent events to provide families with access to books and other content about how to support their child's reading development.

These materials and the accompanying book, *Maybe Something Beautiful*, are made possible through the **United States Department of Education** and **ArtsNOW Learning**.



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Artists use colors, shapes, and lines to create artwork to convey a message or express thoughts or feelings.

4-5  
**CHANGE  
SINGS**

# VISUAL ARTS

## Supplies Needed

- *Change Sings* book
- Markers, crayons, colored pencils, chalk, watercolor paints, pencil
- Paper

I CAN  
use inference and  
the elements of art  
to illustrate the  
meaning of a  
poem.

## Vocabulary

**Inference** - reach a conclusion by applying own knowledge and experience

**Stanza** - two or more lines in a poem arranged together as a unit

**Line** - an identifiable path created by a dot moving through space

**Shape** - an element of art that is 2-D, flat, or limited to height and width

**Medium** - the substance used to create an art piece. (Ex. pencil, dirt, condensation, paint, clay, cloth)

## Instructions

- 1 Before reading, take time to observe the illustrations on the covers and pages of the text. What colors do you see? What **lines** and **shapes** are part of the pictures? What mood or tone do the illustrations reflect?
- 2 Read the poem chorally (together at the same time), or take turns reading.
- 3 Make an **inference** by interpreting the deeper meanings of the **stanzas** by comparing the stanzas and the illustrations. How do the illustrations support the meaning of the stanzas?
- 4 Choose the stanza that was most inspiring to you. What did you infer about this stanza? How can you use the elements of art in an illustration to support your inference?
- 5 Design and create a piece of artwork that illustrates the meaning of the stanza you chose. Use color, lines, shape, and space to demonstrate your understanding of the stanza.
- 6 Share your masterpiece with family and friends.

## Extensions

- Look specifically at the words (adjectives) in the Dr. Martin Luther King, Jr. mural on pages 3-4. Discuss what those words mean and how the words can inspire change.
- Write an artist statement about your artwork. Include why you chose the **medium** you used and how your work of art illustrates the meaning of the stanza.

## 4-5 CHANGE SINGS

# THEATRE

Writers use words to create action and imagery in a text. Actors use their bodies, faces, and voices to tell a story.

### Supplies Needed

- *Change Sings* book
- At least 2 people (i.e. friends, family members, neighbors)

I CAN  
create a tableau for  
stanzas in the poem  
utilizing verbs from  
the text.

### Vocabulary

**Tableau** - a vivid living scene in a still frame form involving more than one person

**Verbs** - action words (ex. run, jump, sing, change, chant, play, build, etc.)

**Figurative Language** - a way of expressing oneself that does not use a word's strict or realistic meaning

**Stanza** - a group of lines forming the basic unit of a poem



### Instructions

- 1 Read *Change Sings* together. Read chorally or take turns reading.
- 2 Point out the **verbs** together.
- 3 Once a verb has been identified, use your bodies to create your **tableau** of a scene from the book demonstrating the actions that created change. Think about how your bodies could be used to represent each action. Remember to use high, middle, and low levels in your tableau.

### Extensions

- What happens next? Brainstorm other verbs to inspire change, and add to the poem with your own **stanza**. Try to maintain the poem's rhyme scheme.
- Create a tableau for your new stanza. Remember to take pictures and share!
- Write a script for the characters in your tableau explaining how actions can inspire change.

4-5  
**CHANGE  
SINGS**

# DANCE

Choreographers use movement to convey ideas, while authors use words. Let's take the words from the author and create a dance!

## Supplies Needed

- *Change Sings* book
- A device to play an instrumental song of your choosing

I CAN  
create a dance  
from a list of  
verbs.

## Vocabulary

**Choreography** - a sequence of steps and movement in dance; a dance composition

**Levels** - the height of a dancer in relation to the floor - high, middle, and low

**Locomotor** - a movement that travels through space

**Energy** - the flow of movement in dance; a word that refers to action, such as running, dancing, leaping

**Adjective** - a word that describes a noun (ex. the *beautiful* dancer)

**Adverb** - a word that describes a verb (ex. singing *loudly*)

**Author's craft** - the author's choice of words to convey a message

## Instructions

- 1 Discuss the purpose for reading the book, to look for verbs. These can be in the words of the book or displayed in the pictures.
- 2 Read through the book once, making a list of verbs that spark change.
- 3 Choose 6 of the verbs to create a movement for in preparation of composing a dance. Will your movements be **locomotor** or non-locomotor?
- 4 Prepare to read the book again to find **adjectives** or **adverbs**.
- 5 Make a cohesive list of adjectives and adverbs, again using ones that are clearly stated or those that are implied through pictures.
- 6 Choose the adjectives and adverbs that will tell how to move specifically. For example: If your verb was "dance," your adverb to pair with it could be "gracefully." Comparing the movements. How would they look differently? It could be larger, use more space, and have more energy and weight. It will add variety to your **choreography**.

- 7 Plan your choreography - writing down your three favorite word pairings.

Movement	Energy level	Level	Locomotor
Dance	Boldly	High	Yes
Leap	Highly	Medium	Yes
Pause	Gracefully	Low	No

- 8 Find an instrumental song to accompany your dance. Practice your choreography.

## Extensions

- Change the choreography. Choose some of the other words/movements you brainstormed at the beginning. Create a new dance with a beginning, middle, and end.
- Using the same words, create two pieces of choreography and perform them with a partner.
- Write your poem about how you can make change in your community.

Authors convey themes through words; composers convey themes through sound. Let's compose an ostinato to enhance the theme.

## Supplies Needed

*Change Sings* book

**I CAN  
create music to  
represent a  
theme.**

## Vocabulary

**Ostinato** - short repeated pattern

**Body percussion** - creating sounds using your body (ex. patting your legs, clapping, stomping, mouth sounds, etc.)

**Rhythm** - pattern of short and long sounds in a musical composition

**Steady beat** - a rhythmic pattern that holds a regular pulse

**Theme** - the message the author communicates through the text

**Text structure** - how the text is built, or organized

**Anthem** - an uplifting song identified with a group, body, or cause

## Instructions

- 1 Read the book's full title, including "A Children's Anthem." Discuss what an **anthem** is with your child.
- 2 Discuss the purpose for reading the book - to find the **theme**. What message is the author trying to convey?
- 3 Read through the book once. Discuss the theme. Write a short, meaningful phrase that conveys the theme and can be used for your **ostinato**, such as "We are the change" (over 4 beats) or "We all want change. Won't you sing along?" (over 8 beats).
- 4 Decide on a **rhythm** for your ostinato. Decide how often you want to perform the ostinato while rereading the text. Will you perform it after every page? Reread the text while performing your ostinato.
- 5 Make changes, if necessary, to your ostinato pattern. Choose **body percussion** to add to your performance.
- 6 Reread the text once more, performing your revised ostinato and body percussion.

## Extensions

Record your performance and share it with other family or school members.



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