



**UNIT: POLLUTION MATTERS**  
**GOOD GARBAGE (Lesson 2 of 3)**  
**Grade Band: 3, 5**  
**Content Focus: Music & Science**



**LEARNING DESCRIPTION**

In this lesson, students will examine the effects of pollution on the ecosystem through music! This project includes students creating new lyrics to a song about pollution. Students will step into the role of lyricists and use music to help others understand the causes and effects of pollution around them.

**LEARNING TARGETS**

Essential Questions	"I Can" Statements
How can I use music to evaluate and communicate information about the effects of pollution on people and the environment?	I can write song lyrics that explain the various types of pollution.
What are the effects of pollution on people and the environment?	I can create an adaptation for a song that relates to pollution and its effects on the environment.
	I can rehearse and perform a song for an audience.



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	I can explain the effects of pollution on people and the environment.
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## GEORGIA STANDARDS

Curriculum Standards	Arts Standards
<b>Grade 3:</b> S3L2. Obtain, evaluate, and communicate information about the effects of pollution (air, land, and water) and humans on the environment. a. Ask questions to collect information and create records of sources and effects of pollution on the plants and animals. b. Explore, research, and communicate solutions, such as conservation of resources and recycling of materials, to protect plants and animals.	<b>Grade 3:</b> ESGM3.CR.2 Compose and arrange music within specified guidelines.  ESGM3.PR.1 Sing a varied repertoire of music, alone and with others.

## SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
<b>Grade 5:</b> 5-ESS3-1. Evaluate potential solutions to problems that individual communities face in protecting the Earth's resources and environment.	<b>Anchor Standard 1:</b> I can arrange and compose music.  <b>Anchor Standard 3:</b> I can sing alone and with others.

## KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"> <li>• <u>Garbage</u> - Waste materials that are no longer useful or wanted and are typically discarded</li> <li>• <u>Pollution</u> - The introduction of harmful or toxic substances, known as pollutants, into the environment</li> <li>• <u>Compost</u> - A nutrient-rich, organic material created by decomposing natural waste, such as food scraps and yard waste, through a controlled process of decay</li> <li>• <u>Biodegradable</u> - Substances that can</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Rhythm</u> - A strong, regular, repeated pattern of movement or sound</li> <li>• <u>Tempo</u> - the speed of the beat</li> <li>• <u>Form</u> - the organization of a piece (how the music is put together)</li> <li>• <u>Rondo</u> - A musical form in which one section (A) repeats between two or more contrasting sections</li> <li>• <u>Melody</u> - The "tune;" the way the pitches move up, down, or stay the same</li> </ul>



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<p>naturally break down and decompose into simpler compounds</p> <ul style="list-style-type: none"> <li>• <u>Non-biodegradable</u> - Substances that cannot break down easily and can persist in the environment for years, often contributing to pollution</li> <li>• <u>Reduce, reuse, recycle</u> - A sustainability concept aimed at minimizing waste and conserving resources</li> <li>• <u>Conservation</u> - The careful management, protection, and preservation of natural resources, the environment, and wildlife to prevent depletion, degradation, or extinction</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Lyrics</u> - The words of a song</li> <li>• <u>Verse</u> - Writing arranged with a metrical rhythm, typically having a rhyme</li> <li>• <u>Chorus</u> - Writing arrangement that is a repeated section of a song</li> </ul>
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## MATERIALS

<ul style="list-style-type: none"> <li>• Recycled materials (<a href="#">Suggested Collected Items</a>)</li> <li>• Computer/tablet if using <a href="#">Padlet</a></li> <li>• Sticky notes</li> <li>• Science journals</li> <li>• <a href="#">Carbon Footprint Calculator</a></li> <li>• <a href="http://footprint.wwf.org.uk/">http://footprint.wwf.org.uk/</a></li> <li>• <a href="#">“Good Garbage” by Tom Chapin</a></li> <li>• <a href="#">Pollution Matters Song Verse Rubric</a></li> </ul>
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## INSTRUCTIONAL DESIGN

Opening/Activating Strategy
<p><i>Teacher pre-work: Review the list <a href="#">Suggested Collected Items</a> with students, and ask students to find five or six items to bring into the classroom.</i></p> <ul style="list-style-type: none"> <li>• Review the items that students brought in. With the class, use Padlet (<a href="http://www.padlet.com">www.padlet.com</a>) to generate ideas on how the items can be reused.</li> <li>• As a whole class, use the <a href="#">Carbon Footprint Calculator</a> or <a href="http://footprint.wwf.org.uk/">http://footprint.wwf.org.uk/</a> to determine students' carbon footprint. Discuss students' reactions and how their footprint can be improved.</li> </ul>
Work Session



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### Part 1

- Listen to the song "[Good Garbage](#)" by Tom Chapin.
- Discuss in whole group vocabulary such as compost, biodegradable/non-biodegradable, recycle, reuse and reduce.
- As a whole group, discuss the author's purpose of writing the song. Why is it catchy? Discuss the melody, rhythm, tempo, lyrics, chorus, verse, rhyme, etc.
- Tell students that they will write a verse about pollution to the tune of another song.
- As a whole group, discuss well-known songs that students may like to use to create/write a class pollution song.
  - Discuss the form of the song (rondo form would be chorus-verse 1-chorus-verse 2-chorus-verse 3-chorus-verse 4-chorus, etc.), rhythm, and tempo of the various songs to ensure that it matches the topic: Pollution and conservation.

### Part 2

- After the song has been selected, write a chorus collaboratively as a class. The chorus should be generic.
- Divide the class into four groups. Have students create verses for the four categories: Air, land, water, and conservation. Facilitate the writing process.
  - Remind students to communicate their main idea (air, water, or land pollution or conservation) and use supporting details in their lyrics.
  - Students must use at least four relevant facts about their topic in their verse.
  - Students must define their topic (i.e. air pollution) in their verse.
  - Students' lyrics must fit the form of the song the class selected (tempo, rhyme scheme, melody, rhythm, etc.).

### Part 3

- Review "Good Garbage" song as a whole group.
- Have the students revise or edit their verses for their song.

*Optional: Come up with music for the class song using Quaver or GarageBand.*

### **Closing/Reflection**

- Have students perform the class song. Review audience etiquette and expectations prior to performances.
  - The song will be performed in rondo form: Whole class will sing the chorus, group one will sing their verse, whole class will sing the chorus, group two will sing their verse, whole class will sing the chorus, groups three will sing their verse, whole class will sing the chorus, group four will sing their verse, whole class will sing the chorus.
- Audience members should discuss the main idea and supporting details of the lyrics of each verse after the performance.

## **ASSESSMENTS**

### **Formative**

- Teacher will check for appropriate usage of unit vocabulary during lyric writing.
- Teacher will observe students' ability to identify the melody, rhythm, tempo, lyrics, chorus, verse, and rhyme in "Good Garbage".



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## Summative

- Students' verses meet the following criteria:
  - Use at least four relevant facts about their topic in their verse.
  - Define the topic (i.e. air pollution) in their verse.
  - Fit the form of the song the class selected (tempo, rhyme scheme, melody, rhythm, etc.)

## DIFFERENTIATION

### Accelerated:

- Students can also create their own instruments to create their music for their group's songs or use body percussion (stomping, snapping, clapping, etc.)
- Have students come up with music for their verse using Quaver or GarageBand.

### Remedial:

- Provide students with the lyrics from the "Good Garbage" song to use as a model for writing their verses including sentence frames and a word bank.
- Have students choose three to five key vocabulary words from the vocabulary list generated in project one to include in their verse.

## ADDITIONAL RESOURCES

- [www.quavermusic.com](http://www.quavermusic.com)
- <http://robinfrederick.com/learn-how-to-write-a-song/>

## CREDITS

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*\*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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