

4th-6th

Change Sings

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Students will identify dynamics and practice the difference between them.

Students will analyze rhythms and perform them

Materials:

* Change Sings By: Amanda Gorman

* Orff instruments

Visuals:

* Change Sings visual (I'm wondering if a SMARTboard type file can be created for this and create multiple slides that show the same thing, but each can be manipulated and changed.)

* Change Sings visual that can be created using Velcro and create a poster with moveable notes for the melody. For those that don't have the technology.

Vocabulary:

- Arranger
- Composer
- Melody

How to Prepare:

When it comes to being able to hear the changes in a melody your ear needs to be really grounded in the main melody. I sang the melody to myself and practiced hearing the pitches in my head to then be able to better hear changes that would be made as we arranged the melody.

PIAZZ PIECE:

This book has an incredible message to it for our students to show kindness to all no matter their background. The incredible poet Amanda Gorman created this for children and beautiful rhythm of the words should be heard by as many little ears as possible.

Lesson:

1. I found out this book was being published before it even hit the shelves and the word change really stuck out to me. In Florida, one of the standards for our 5th graders has to do with them arranging music and I always struggled

with this standard and how to introduce it to my students in small ways. This book gave me that possibility.

2. Begin by singing the melody of the refrain. Discuss the refrain with students and pull apart the melody and rhythm. Ask questions like,
 - a. What notes do you see?
 - b. Are the notes ascending or descending? Both? Where?
 - c. Are the notes moving by step, skip, or repeat? All? Where?
3. Make sure you have the visual of the melody close by so that students can reference it each time they sing the refrain.
4. Read the book through and after each page, or every other page, sing the refrain with students. If you need to have a recorder or glockenspiel nearby to insure that the pitch stays clear and does not waver.
5. After the first read, bring students to the discussion of an arranger. That an arranger can rework or adapt parts of a preexisting melody. And today we will become arrangers.
6. The rhythm will remain but ask students to choose only one note to change. Once one note is changed, use your piano or barred instrument to show students how it sounds now, then sing.
7. Continue this changing of notes, one at a time (or more if you feel the students are up for a challenge) until you have multiple arrangements of the refrain.

PIAZZ PIECE:

It is up to you to decide how many arrangements your children want to do for the next reading. There are 14 page turns in the book. I have students arrange 4 different melodies. Then we do the first arrangement after the first three pages, 2nd after the first three, and the final 2 after 4 pages. Some classes change only one note each time and some change different notes. The only one I don't allow them to change is the first pitch.

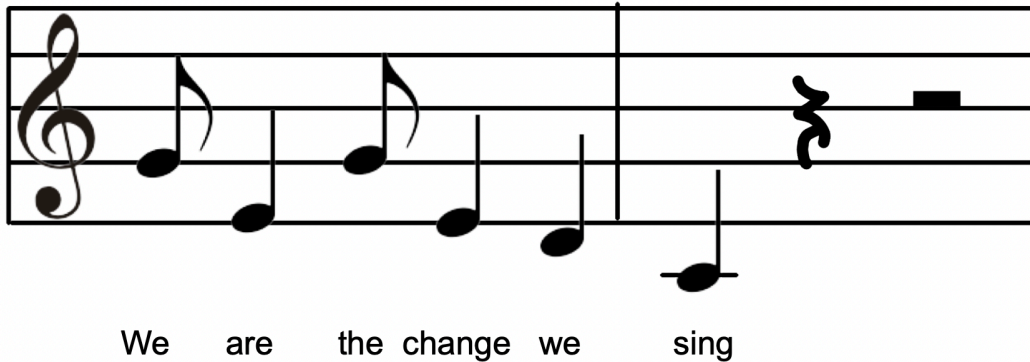
8. Read the book for the 2nd time, but with the various arrangements. Again, make sure that the visual is up for students to see as they sing the changes in each arrangement.

Extension ideas:

- I love having students explore these melodies on the barred instruments. We begin by practicing the original melody at the barred instruments.
- Then we begin the arrangement in the same way, one note at a time. However, this time when one note is changed, we have practice time to work on the new arrangement and analyze the difference from the main melody. Then perform the new arrangement with a few pages of the book.
- Then ask another student to make another change and continue the practice/performance pattern until the book is complete.

Assessment Ideas:

- After practicing the main melody and feeling confident with it, ask students to keep the first pitch, but arrange their own melody of the refrain. Some students may change just one note and others might change many. Go through and see what the students create!



The image shows a musical staff with a treble clef. The melody is written in a simple, diatonic style. The notes are: G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter), B4 (quarter), A4 (quarter), G4 (quarter). The lyrics "We are the change we sing" are written below the staff. The word "change" is written in a larger font than the other words. The word "sing" is written in a larger font than the other words. The word "change" is written in a larger font than the other words.

Example standards:

MU.4.0.2.1 - Create variations for selected melodies.

MU.5.S.3.5 - Notate rhythmic phrases and simple diatonic melodies using traditional notation.

MU.5.S.1.3 - Arrange a familiar song by manipulating specified aspects of music.