

Lesson 3: Our School Song

Purpose:

The purpose of this lesson is for students to learn their school song, making connections between the primary scores and the recordings heard in previous lessons.

Context:

This is the third lesson in this learning segment.

Objectives:

- Students will be able to perform a school song individually or with others with accuracy.
- Students will have an understanding of the musical aesthetics that characterize a school song.

Materials:

- Flash cards¹
- A copy of the school song (your school)
- Instruments (Orff, percussion, or band)
- Compare and Contrast chart²
- Pencils

Classroom Set-Up:

This lesson requires the use of instruments. The instruments should be set up, but allow room for students to sit in a semi-circle or in lines facing the front and away from the instruments. A projector should be set up at the front of the room with computer access. The media player should also be easily accessible.

Activities:

- Recognition of academic language
- Learning, singing, and playing the school song
- Compare and Contrast

Procedure:

1. Follow standardized procedure for entering the classroom. Upon entering, have students identify the academic language and their symbols via a flashcard. This is the

¹ See Supplemental Materials Pg. 3

² See Supplemental Materials Pg. 4

same activity used as an exit ticket in the previous lesson. (See Supplemental Materials pg. 3 for example flashcards).

2. Initiate a review of concepts learned in the previous lessons of the learning segment.
 - a. What are school songs/fight songs?
 - b. Where are school songs heard and why are they played?
 - c. Musical aesthetics that characterize school songs and the academic language that corresponds to these aesthetics.
3. Teach the melody of your school song to the students
 - a. For elementary and early middle school levels:
 - i. Split up the music into short phrases of about four measures each. Display these phrases for every student to see.
 - ii. Learn the phrases separately. Depending on the age level and classroom pedagogy, this can be done with solfege, scale degrees, or neutral vowels either allowing students to read the music independently or in a call and response method.
 - iii. When students can successfully demonstrate learning the notes of the melody, add lyrics.
 - b. For upper middle school and high school levels:
 - i. Display the song for every student to see.
 - ii. In middle school it may be appropriate to use a call and response method for learning the melody; however, the music should be used as a road map so that students are reading the music as they respond. If the call and response method is not used, the music will be used as a sight reading exercise for the students.
 - iii. When students can successfully demonstrate learning the notes of the melody, add lyrics.
4. Add instrumentation as appropriate and perform
 - a. For elementary and/or early middle school general music classes, create an Orff arrangement that complements the song melody.
 - b. For high school, percussion and/or band instruments are most appropriate.
 - c. Split students into a small group of varying music ability (about five students in each group).
 - d. Assign each student in the group to an instrument.
 - e. Before allowing students to pick up and play instruments, teach them their individual parts. All students in the class will participate in the initial learning activity so that they will know what to play during their turn. Music for each of the instruments should be displayed for the student to follow during the performance. Ensure that students can sing and/or clap the correct notes and rhythms of their respective parts before allowing them to pick up their instrument or mallets.
 - f. Give students one minute to practice their part individually.
 - g. Put singing and instrumentation together to perform the school song. Students who are not playing an instrument will sing the melody.

- h. After one repetition of the song, rotate groups so that a new group of five students are playing instruments. Repeat this process until all students have gotten the opportunity to play the song at least once.
5. Once every student has had the opportunity to play, gather class back into their original seats.
6. Pass out pencils and worksheets and instruct students on the Exit Ticket.

Exit Ticket (Closing):

Students will be asked to complete a chart that compares and contrasts their school song to one that they observed and heard throughout the learning segment. Upon completion of the chart, students will turn in all of their materials and exit the room. (See Supplemental Materials pg. 4 for worksheet).

Assessment:

Students will be assessed informally throughout instruction in the following activities:

- Entrance ticket—the ability to accurately define and recognize academic language
- Students' ability to match pitch and successfully sing the school song
- Students' understanding and performance of additional instrumentation
- Exit ticket—students understanding of academic language and ability to make comparisons.

Instruction will be adapted on the basis of these informal assessments

Additional Ideas

Below is a list of additional ideas that may be used as a supplemental lesson, student project, or formal assessment.

1. Collage
Have students create a collage that represents school songs/fight songs. The students should look for images and words that illustrate the historical aspect, musical aesthetics, and settings of school songs. Accompanying the collage should be a short paragraph that discusses the students' work and knowledge of content learned throughout the unit. This project is intended for the elementary and/or middle school levels.
2. Composition Project
Have students compose new lyrics for a school song based on the characteristics and values portrayed in the original scores and listening examples. If students are advanced in their musical knowledge (students who are enrolled in advanced placement music classes), musical composition may be an additional component to consider. This project is intended for the high school level.

3. Research Project

Have students research a school song from a neighboring school or school district. Depending on the size of your school district and number of districts in the area, students may pick a school in the same city or one in the same state. Students should gather information about the school history, find a recording or score of the song, and compare and contrast their research with material learned in class. This project can be illustrated in terms of a formal paper, presentation, or other creative representation of student knowledge. This project is intended for the high school level.