

Take a famous poem and try adding melody. Another variation on this is to rap a poem. Once completed, participants can share and compare their ideas.

Standards listed on next page

Supplies: none

Objective

Students will be able to create and apply melody to text.

Outline of Video

1. What's the difference between a poem and a song?
2. The main difference between a poem and a song is that in a song, the words, also known as lyrics, are set to music. Many famous songs started off as poems.
3. Here are a few you may know: See if you can guess them!
4. Pause to discuss (00:50). Does this melody sound familiar? The words were written in 1772 by the English poet and Anglican clergyman John Newton.
5. Pause to discuss (02:55). Did you recognize this song? Yes, it's our national anthem. It started out as a poem by Francis Scott Key, called "Defence of Fort M'Henry." He wrote it in 1814 after witnessing the Battle of Baltimore. It became our national anthem in 1931.
6. Listen along, or read this poem as a class:

"Clouds" by anonymous

White sheep, white sheep,
On a blue hill,
When the wind stops,
You all stand still.
When the wind blows,
You walk away slow.
White sheep, white sheep,
Where do you go?

The chords for the seaside song are: C,
A min7, F, G7, F, D min, F, C, G7, C

As you read this poem, what are some of the things you imagine? What do you see in your mind? How do you feel? Take a moment to write down some of your thoughts. Pause (04:55).

4. What is the *mood* of this poem? Pause to discuss (05:50).

5. Before we set this poem to music, we need to determine the following, based on the mood:
 Should the *tempo of this piece be fast or slow? Why?*
 Should the *dynamics of this piece be loud or soft? Why?*
6. Listen to all of the melody options, and decide as a class, or as individuals, which melody you like the best!
7. Let's try this process with another poem! This time, you all will be in charge of creating the melodies.

Listen along, or read this poem as a class:

"At the Seaside" by Robert Louis Stevenson

When I was down beside the sea
 A wooden spade they gave to me
 To dig the sandy shore.
 My holes were empty like a cup,
 In every hole the sea came up,
 Till it could come no more.

The chords for the seaside song are: G, C, D G, C, D, G

As you read this poem, what are some of the things you imagine? What do you see in your mind? How do you feel? Take a moment to write down some of your thoughts. Pause to discuss (15:25).

1. Before we set this poem to music, we need to determine the following, based on the mood:
2. Should the tempo of this piece be fast or slow? Why?
3. Should the dynamics of this piece be loud or soft? Why?
4. Now, use this time to experiment with different melodies! You can do this as a class, small groups, or individuals. Pause to complete (16:35).
5. Listen to the given melodic example, and take time to allow students to share their own creations!

DIY: Find a poem that inspires you and write your own melody to fit the words. Later, you can share this new song with your class.

Kentucky Standards:

RF.3.4 b. Fluently read grade-level prose and poetry orally on successive readings.

RF.4.4b. Fluently read grade-level prose and poetry orally on successive readings.

RF.5.4b. Fluently read grade-level prose and poetry orally on successive readings.

Ohio Standards:

RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade

RL.2.10 By the end of the year, read and comprehend literature, including stories and

poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas,

and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and

poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas,

and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

RF.3.4b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.4.4b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.5.4b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.