

WRITE A WATER SONG

Objective

To help students understand the power of music to not only connect with us emotionally but also to communicate feelings and ideas, in this case, about the importance of water.

Purpose of Activity

Apply Skills, Read or Listen, Collaborate, Create, Communicate

Cognitive Level

Strategic Thinking, Extended Thinking

Class Time

45 minutes

Materials

- Music player
- Lyrics to a favorite song from a lyrics website of your choice
- Chalkboard or whiteboard
- Markers
- Notebook paper
- Instruments

Procedure

Ask students, "What is a song?" Listen to all ideas then tell them that in a song there usually are:

- Lyrics – the words
- Melody – the notes
Have them hum "Happy Birthday" to hear the melody.
- Chorus – what the song is usually about
It repeats itself more than once.
- Verse - writing that is arranged in short lines with a regular rhythm

Hand out the lyrics to the song and read the lyrics together. Then play the song and have the students follow along on their paper. After the song is over, ask if anyone can identify the chorus. Tell the students that today they are going to be writing their own song all about the importance of water in our lives.

Have the students brainstorm together as a class some ideas about water that they could put in their song. For instance: the moon reflecting off a lake; the ducks swimming in a pond; the rain falling on a rooftop; the sound a washing machine makes; the vastness of the ocean; snow and hail, etc.

Using chalkboard or whiteboard, write down all of the suggestions. Remind students that

all ideas are welcome. Tell the students that they will be working in groups to write the song. They will have about 30 minutes. The first thing they should do is look at the words they came up with during the brainstorming and decide which ones they want to include in their song. Then they should come up with a verse and chorus. Have the students write their ideas on notebook paper.

Each student must write the song down on their own notebook paper. Once they have finished, check their song. Make sure it has verse and a chorus. Once they have completed their song, ask them what kind of music they are going to put with the song. Tell the students that they will be using instruments to create music to go along with their songs.

Tell the class that they will be working on creating music to go along with the lyrics. Allow the groups about 15 minutes to create the music. Once you have allowed each group to finish creating their music, give about 10 minutes for the groups to practice.

After the students have had a chance to practice, have them perform their song for the class.

WRITE A WATER SONG *(cont.)*

Sample Song Lyrics

Yesterday
by The Beatles

CHORUS

VERSE

Yesterday, all my troubles seemed so far away
Now it looks as though they're here to stay
Oh, I believe in yesterday

Suddenly, I'm not half the man I used to be
There's a shadow hanging over me
Oh, yesterday came suddenly

Why she had to go
I don't know, she wouldn't say
I said something wrong
Now I long for yesterday

Yesterday, love was such an easy game to play
Now I need a place to hide away
Oh, I believe in yesterday

Why she had to go
I don't know, she wouldn't say
I said something wrong
Now I long for yesterday

Yesterday, love was such an easy game to play
Now I need a place to hide away
Oh, I believe in yesterday

Source:

www.azlyrics.com/lyrics/beatles/yesterday.html

Critical Thinking Questions

Did some of the songs have similar lyrics?

The brainstorming session may have generated themes and lyrics.

What different kinds of instruments did the groups use? Were some types of instruments more effective at getting the message across?

Some instruments may sound like water, thunder or rain.