

Lesson Plan Summary Sheet

TITLE OF LESSON: Why Use Music?

TYPE OF LESSON: talk/musical interlude

TYPE OF AUDIENCE: any, but primarily people wanting to instruct using music.

TIME REQUIRED: 20 minutes for entire program

LEARNING OBJECTIVES:

After this program, the learner will be able to;

- 1) Name three good reasons to use music
- 2) recall the title and/or subject matter of at least one song played in the lesson

WHY USE MUSIC?

This is the write-up for the introductory 'Why Use Music' part of the AIT workshop 'Music and Interpretation'. It consists of some brainstorming, some talking points and a play list of songs that can be played in little bits for the audience. Remember to keep reinforcing to the audience that they do not have to be able to play music to use music and that all of these cds are physical proof that there is a lot of stuff out there just waiting for them to use it to reinforce educational concepts.

Play list for The Intro to Music and Interpretation-

Materials Needed:

<u>CD TITLE</u>	<u>Musician/Band</u>
1.What Kind of Cat are You**	Billy Jonas
2.Mother Nature Rules**	Pamlico Joe
3.Animaniacs	Warner Bros
4. This Pretty Planet**	Tom Chapin
5. Stunt	Bare Naked Ladies
6. Films About Ghosts	Counting Crows
7. Dial a song (greatest hits)	They Might Be Giants
8. The Time has Come**	The Billies

*CDs with ** after them contain more than one song that may be useful for environmental education purposes; the ones without ** are cds that happen to just have a single song good for EE.*

START:- By introducing self and welcoming students. Explain that before we talk about how to use music we are going to talk about why you should music in the first place. Have the students brainstorm ideas as to why to use music (teaches the entire learner, is fun, cheap, can be easy, encourages creativity, use of rhythm, etc- as already mentioned in the lesson write-up). As you are brainstorming, stop every once in a while and play one of the above songs to reinforce the concept of the usefulness of music. Here are the songs from the CDs and what point I reinforce with them;

CD/Track#	Song Title	the Point it shows
1/10	Nocturnal	introduces one concept (nocturnal animals) and can incorporate music, hand gestures, and sounds to repeat that concept over and over again to young kids.
2/4	Pelycypod	catchy tune that introduces filter feeders and uses a humorous catch (the 'raspberry') to reinforce the concept it is teaching.
3/6 and 7	Yakko World and Wakkos USA	these two songs are just the nations of the world and the states of the us in music form. Music can be a great retention tool for memory. (just mention 'conjunction junction' from school house rock- everyone of a certain age group knows what you are talking about.
4/4	RECYCLE	this song teaches spelling and environmental stewardship at the same time and is very catchy and appealing to younger kids. This whole CD is full of great EE songs.
5/3	Light Up my Room	This is a song that is fairly recent and by a very popular band, and thus might connect with older kids as well. While it is a love song, it discusses lots of forms of industrial pollution and would make a great preview song to listen to before a free association writing assignment.
6/10	Big Yellow Taxi	This song, originally by Joni Mitchell, might also be very appealing to older kids and is a great statement about a world paved over in parking lots.
7/16	The Sun . . .	This song is all about the sun and it's chemical/physical properties. It also has a fairly ripping beat with a nice 'head-bangin' type feel, which might appeal to older kids.
8/10	Possum	This is a slightly morbid song about a dead possum on the side of the road and a person who comes along to move it back to the soil where it will be reincarnated in that whole decomposing circle of life type thing. It's morbid feel would be really appealing to middle school students.

The last five songs on the cd are all optional and are meant to show the diversity of types of music that you can use; song 10 is 'The Fox', by Nickel Creek. (BLUEGRASS) Song 11 is a Harry Belafonte tune called 'Turn the World Around' (PERCUSSION HEAVY), Song 12 is a dancy tune called 'H2O' by the pimps of joytown (HIP HOP), song 13 is 'Pollywog' by the Bare Naked ladies and song 14 is 'The Wheel and the Water by Tom Chapin.

Other resources not mentioned in the play list that might be used in the program-

1. the CD Nickel Creek, by the band Nickel Creek, which contains the song 'The Fox', which is a great song about predator prey relationships.
2. the CD The first Million Miles, by Bill Staines, which contains the songs 'River' and 'All God's Critters', both of which are neat singalong songs.
3. the DVD 'Everybody's in the Band' by Billy Jonas, which contains the songs (and videos) to 'Watermelon', 'Bear to the Left' and 'Nocturnal', all of which have sing along and hand and body movement potential.
4. Just about anything by Schoolhouse Rock
5. I also recommend the book 'Rise Up Singing' (edited by Peter Blood and Annie Patterson) as one of the finest all around campfire songbooks I have ever used. It contains simplified chords for hundreds of popular tunes, including a lot of kids songs.