

OUR STORIES

2

Grade Level

“Recycle This!”

Educational Objectives

Students will compare and contrast the use of recycling and adapting in music and art.





Completion
Time:

Music/Arts Concepts

- Repetition
- Theme and variation
- Pitch
- Tempo

Subject Areas:

Materials

-  Book: *Something from Nothing* by Phoebe Gilman
-  CD: *In the Fiddler's House* with Itzhak Perlman
-  CD: *Appalachian Spring* by Aaron Copland
-  Tape: Shaker tune, “Simple Gifts”
- Rhythm instruments (from music teacher)

Teaching Strategies**Session 1**

- Read story: *Something From Nothing*.
 - Draw the six-stage life cycle of Joseph’s blanket on the board. (blanket, jacket, vest, tie, handkerchief, button)
 - Discuss with the students the following: Just as Joseph’s blanket was recycled, what are some of the things we recycle every day? Do you think it might be possible to recycle music and art in any way?
 - Listen carefully to *Simkhes Toyre Time* from Perlman’s *In the Fiddler’s House*: Do you hear anything that is reused or recycled? (Hint: The first sung melody you hear is repeated in many ways.)
 - List the various forms of this “recycled” sung melody that the class hears. (e.g. solo voice, group of voices, low solo voice, different solo voice, child’s voice, woman’s voice)
- Note:** For special education students, you may need to make the transition to “music” recycling more specific.

Competencies:

- Reading comprehension
- Recycling
- Oral communication
- Compare and contrast

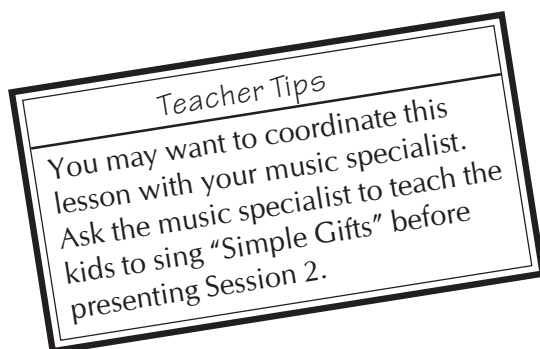
Teaching Strategies cont'd

- Listen to *Simkhes Toyre Time* again. Encourage the students to clap along.
- Challenge the students to listen for the specific changes and show the changes with a new action.

e.g.:	first male voice	clap hands
	group voices	tap thighs
	low solo voice	stomp feet
	different solo voice	tap shoulders
	child's voice	jump
	woman's voice	turn in small circle
- Have fun repeating this movement sequence and incorporate suggestions from the students for new and recycled movements. Don't forget to join in with the recording for a final "oy!"

Session 2

- Explain to the students that composers recycle and reuse music in their new compositions all the time.
- Play the tape of "Simple Gifts." Explain that the song is a song from the Shaker people who were a sect of the Quaker church originally founded in 1747. This song is one of their best known songs.
- Play *Allegro, vigoroso* from Aaron Copland's *Appalachian Spring*. When the track is finished playing, hold a class discussion: Can anyone recognize Copland's use of the Shaker song "Simple Gifts"?
- Share some information about Aaron Copland: Copland was a Jewish American composer who was born in 1900 and died in 1990. He is often considered one of the founders of American music. His unique sound combined traditional American songs with jazz rhythms and melodies. (See "About the Music and Composers" in Tab 4 for more information.)
- Play the track again. Ask the students to raise their hands each time they hear the melody from "Simple Gifts."
- Conclude with a discussion comparing and contrasting *Appalachian Spring* to *Simkhes Toyre Time*: How did both songs reuse and recycle music? How is this idea related to how Joseph reused his blanket?

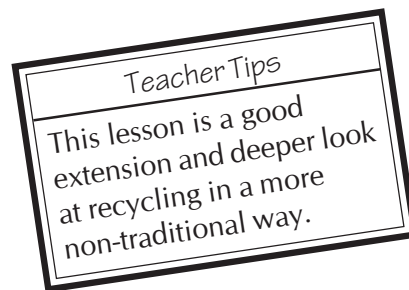


Extensions

- Pass out rhythm instruments and slowly build layers of sound based upon the same rhythm.
- Remove and add layers of instruments one at a time while having the students listen carefully to these sound transformations.
- Reuse and recycle!

More Info...

Simkhes Toyre Time is a perfect example of Klezmer music. Klezmer music is the dance and folk music of poor, Polish Jewish ghettos; the setting for the story *Something from Nothing*.



Related Web Sites



Recycling

www.afandpa.org

www.epa.gov/recyclecity

Assessment Strategies

Observation Assessment

While listening to *Simkhes Toyre Time*, observe the students for evidence of learning and comprehension:

- 1) Does each student respond to the specific changes in the music?
- 2) Does each student respond to the changes with a new action?

Curriculum Connections

This support unit satisfies the following objectives as outlined in the revised Ohio Academic Content Standards.

Arts



Music: Historical, Cultural and Social Contexts

- The learner will identify and demonstrate rounds/canons. (1)
- The learner will sing, listen and move to music from various historical periods. (3)
- The learner will identify, listen and respond to music of different composers. (4)

Music: Analyzing and Responding (Grade 3)

- The learner will identify and respond to simple music forms. (3)

Music: Connections, Relationships and Applications

- The learner will identify and describe connections between music experiences and other curricular subjects. (3)

Dance: Historical, Cultural and Social Contexts

- The learner will create movements that represent familiar everyday actions. (2)
- The learner will use movement to interpret cultural stories, myths and folk tales of various time periods. (3)

Language Arts



Reading Process: Concepts of Print, Comprehension, and Self-Monitoring Strategies

- The learner will compare and contrast information in texts with prior knowledge and experience. (3)
- The learner will create and use graphic organizers such as Venn diagrams and webs to demonstrate comprehension. (5)

Reading Applications: Informational, Technical, and Persuasive Text

- The learner will arrange events from informational text in sequential order. (2)

Reading Applications: Literary Text

- The learner will identify the theme of a text. (6)

Communication: Oral and Visual

- The learner will compare what is heard with prior knowledge and experience. (2)