What’s the Big Idea?

Patriotic Composition

A Fine Arts Performance Task using Understanding by Design© by Nancy Forquer

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Patriotic Composition
Fine Arts Performance Task

Submitted by: Nancy Forquer
School District: Green City RI School
For: Sixth-Grade Music integrating Communication Arts

What’s the Big Idea?

1. Topic that Leads to the Big Idea: Patriotism

2. The Big Idea: Students will understand the role of music in communicating patriotism.

3. Knowledge, Skills and Abilities Addressed as Learner Objectives:
   - Students will learn develop vocabulary of patriotic words.
   - Students will develop and apply skills in writing poetry and using rhyming schemes.
   - Students will develop and apply vocal skills.

4. The Essential Question: How does music communicate a message about patriotism?

How Will You Know What They Are Learning?

5. Identify the performance tasks that will produce evidence of learning.
   - Students will create and perform an original patriotic song.

What Do Students Need to Learn?

6. Show-Me Standards and Grade-Level Expectations:

Communication Arts
CA 1: Writing
2. Compose well-developed text
   A. Audience and purpose
      Grade 6: Compose text showing awareness of audience

CA 2: Reading
2. Develop and apply skills to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times
   A. Text Features
Grade 6: Use grade-level text to:
   a. interpret and analyze information in title
   b. recognize and interpret text features of fiction, poetry and drama

Music
FA 1: Product Performance
4. Develop and apply skills to compose, arrange and create music to communicate through the arts
   A. Composition and Arrangement
      Grades 6-8 Vocal and Instrumental Performance: create or arrange a short song/ piece or phrases using a variety of sound sources within specified guidelines

How Are You Going to Make it Happen?

Describe what the teacher will do; describe what students will do.

The teacher will:
   • present various patriotic songs (“Star Spangled Banner”, “Battle Hymn of the Republic”, “America”, “America the Beautiful”, “When Johnny Comes Marching Home”, “Yankee Doodle”) and discuss the meaning of the words and the history of the songs
   • present many patriotic songs so students have a large repertoire of patriotic songs
   • facilitate students (as a class) to write a patriotic poem of four phrases using a rhyme scheme
   • notate the song students sing
   • divide the class in groups and facilitate them as they create a patriotic poem of four phrases with a rhyming scheme
   • notate each group’s patriotic song as they sing it (unless students are capable of notating their songs)

Students will:
   • become familiar with a variety of patriotic songs
   • write a patriotic poem as a class
   • determine a melody for the song as a class
   • write a patriotic poem in cooperative groups
   • determine a melody for the songs to which the poem is applied as lyrics in cooperative groups
   • if applicable, notate the song
   • perform the song in class

Scoring Guide is on page 4. If students notate the melody, revise the scoring guide to reflect the notation skills.
### Four-Phrase Patriotic Composition Scoring Guide

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Advanced 20 Points</th>
<th>Proficient 15 Points</th>
<th>Basic 10 Points</th>
<th>Below Basic 5 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Worked Cooperatively</strong></td>
<td>Student contributed to the musical composition and poem throughout all of the process</td>
<td>Student contributed to the musical composition and poem during most of the process</td>
<td>Student contributed to the musical composition or poem during the group work</td>
<td>Student contributed little to the musical composition and poem during the group work</td>
</tr>
<tr>
<td><strong>Patriotic Topic</strong></td>
<td>Words are consistently on topic throughout the song that consists of four phrases</td>
<td>Words are on topic during most of the song that consists of four phrases</td>
<td>Words are on topic during some of the song that consists of four phrases</td>
<td>Words are not on topic during the song</td>
</tr>
<tr>
<td><strong>Rhyming Scheme</strong></td>
<td>Rhyming scheme shows creativity and much thought</td>
<td>Rhyming scheme is evident throughout poem</td>
<td>Rhyming scheme is somewhat recognizable</td>
<td>Rhyming scheme is not present</td>
</tr>
<tr>
<td><strong>Rhythm</strong></td>
<td>Words fit the rhythm in all measures of the song</td>
<td>Words fit the rhythm during most measures of the song</td>
<td>Words fit the rhythm during some of the measures of the song</td>
<td>Compatibility of music and words is evident in few of the measures</td>
</tr>
<tr>
<td><strong>Melody</strong></td>
<td>All phrases demonstrate a pleasing melody that shows repetition and are within the vocal range of the performers</td>
<td>Most of the phrases demonstrate a pleasing melody that shows repetition and most or all of the measures are within the vocal range of the performers</td>
<td>Some of the phrases demonstrate a pleasing melody that may or may not show repetition and may or may not be within the vocal range of the performers</td>
<td>Few phrases demonstrate a pleasing melody and the song may or may not show repetition and may or may not be within the vocal range of the performers</td>
</tr>
</tbody>
</table>

Total Points ________________/100