

# What's the Big Idea?

Patriotic Composition

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



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*for Arts Education*

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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

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

Total Points \_\_\_\_\_/100