



A Best Project* Music

Project Title: Poetry: Understanding Through Performance and Composition

ArtsBridge Campus: Lawrence University

Host School: Clovis Grove Elementary School

Grade Level: 1st grade

ArtsBridge Scholar: Kim Maenle

ArtsBridge Host Teacher: Linda Thompson

National Standards (Music) Addressed:

Content Standard 1:

Singing, alone and with others, a varied repertoire of music.

Content Standard 2:

Performing on instruments, alone and with others, a varied repertoire of music.

Content Standard 3:

Improvising melodies, variations, and accompaniments.

Content Standard 6:

Listening to, analyzing, and describing music.

Content Standard 8:

Understanding relationships between music, the other arts, and disciplines outside the arts.



Content Area Connections:

- Language Arts

Description of the Project:

ArtsBridge scholar Kim Maenle taught students how to understand the meaning and emotions behind both poetry and music by having students express their feelings and ideas through words and songs. Maenle expanded the students' knowledge and understanding of their own feelings and the feelings of others by having them interview their parents and siblings about feelings. Students then demonstrated their understanding of the proper expressions of feelings through dramatic interpretation and written poetry. One activity had students writing a collective poem based on the feelings of one person. Each student's line in the poem told some emotion about the character in no more than three unrhymed words. Students also learned about rhythm and beats and their relationship to syllables in songs and poetry. In order to better understand rhythm students created their own percussion instruments which they then used to show the rhythms in their own poems. Students loved making the instruments and made some interesting discoveries about how to change the sound of their instrument by shaking it or by playing on it like a drum. As a culminating project, students created a collection of poetry that they wrote and then used these poems to create their own songs using the concepts they had learned during the ArtsBridge project. Although some students initially had stage fright, all of the students conquered their fears and performed their compositions for their parents and other students at their school.

* This brief analysis has been compiled by ArtsBridge from project materials submitted by the scholar.
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