

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

LITERATURE THROUGH MUSIC

Date: December, 2007

Subject Area: Elective

Proposed Grade Level(s): 6-8

Course Length: 1 Trimester

Grading: A-F

Prerequisites: None

COURSE DESCRIPTION:

Literature through music is a course that allows students to explore literature through music, both lyrically and musically at an introductory level. Students will engage in a standards based analyzation of the lyrics and music of a variety of genres of music via whole group discussion, writings, and class presentations. Consequently, this course will enhance their speech and communication skills, as well as teach them appropriate listening skills.

GENERAL GOALS/PURPOSES:

Students will:

- Analyze a variety of texts
- Engage in whole group discussions
- Learn and reinforce LA standards in the areas of reading, writing, listening, & speaking

STUDENT READING COMPONENT:

Students will:

- Analyze lyrics and music based on literary elements such as theme & tone
- Be able to support their conclusions with textual evidence

STUDENT WRITING COMPONENT:

Students will:

- Write a standards based interpretation on a song of their choice
- Apply grammar, vocabulary, and punctuation
- Prepare a speech to present in front of class

STUDENT ORAL COMPONENT:

Students will:

- Prepare and present individual standards based speech in front of class

DETAILED UNITS OF INSTRUCTION:

1. Students will be introduced to Standards 3.4, 3.5, 3.6 & 3.7 as a precursor to whole group guided practice leading to independent practice.
2. Students will begin mastery of the standards via whole group interpretation of songs (to be chosen from list provided on pg 4) & their lyrics while showing the ability to verify word meanings within the context of the songs.

3. Students will also begin to consider and analyze the relevance of the tone of the accompanying music for each song via whole group guided practice.
4. Students will continue the standards based interpretation of lyrics & music via occasional independent practice as well as whole group instruction.
5. Students will begin to write responses to some of the songs being discussed via guided practice.
6. Students will begin to write responses to some of the songs via independent practice.
7. Students will begin to develop ideas for a song based written and oral response of their choice.
8. Students will analyze a work of literature via working in small groups & individually on a written response to a song of their choice.
9. Students will deliver an oral response to literature in class via a formal presentation based on a standards based written response to a song of their choice.

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR THE FCUSD EXIT EXAMS:

Reading, Writing, and Language Arts

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

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| (8) Standard 1.1 | Students use word meanings within appropriate context & show ability to verify. |
| (8) Standard 3.4 | Students will analyze the relevance of the setting to the mood, tone, and meaning. |
| (8) Standard 3.5 | Identify & analyze recurring themes. |
| (8) Standard 3.6 | Identify different literary devices such as irony, metaphor, etc. |
| (8) Standard 3.7 | Analyze a work of literature, showing how it reflects its author's beliefs. |
| (8) Standard 2.2 | Write responses to literature. |
| (8) Standard 2.2 | Deliver oral responses to literature. |

DISTRICT ESLRs TO BE ADDRESSED:

Students will:

- **Self-Directed Learners:** Take initiative, participate, and learn how to use self assessment as well as teacher assessment to improve performance.
- **Effective Communicators:** They will develop the necessary skills to effectively communicate via whole group discourse as well as an individual presentation.
- **Quality Producers:** Via constant class discourse as well their individual presentation.
- **Constructive Thinkers:** Be required to support their generalizations with textual evidence. They will then need to creatively express themselves and share what they have learned in their final presentation.
- **Collaborative Workers:** Through the constant usage of group discourse, students will learn how to implement what they have learned on a daily basis.
- **Responsible Citizens:** Through the interpretation of various texts via whole group discourse, as well as the course work and units of study, students will develop a better understanding of themselves and the world around them.

Song Titles

“Mother” by Roger Waters/ Pink Floyd
“Us & Them” by Roger Waters/ Pink Floyd
“Have A Cigar” by Roger Waters/ Pink Floyd
“The Happiest Days of Our Lives” by Roger Waters/ Pink Floyd
“Another Brick in the Wall Pts I-III” by Roger Waters/ Pink Floyd
“Me & Bobby McGee” by Kris Kristofferson
“Texas Flood” by Stevie Ray Vaughan
“Denial Twist” by Jack White/ The White Stripes
“God Save the Queen” by Johnny Rotten/ The Sex Pistols
“Man in Black” by Johnny Cash
“Payback” by James Brown
“Let’s Stay Together” by Al Green
“Lonesome Death of Hattie Carroll” by Bob Dylan
“Times They are A Changing” by Bob Dyla
“Smells Like Teen Spirit” by Kurt Cobain/ Nirvana
“In Bloom” by Kurt Cobain/ Nirvana
“Black” by Eddie Vedder/ Pearl Jam
“Daughter” by Eddie Vedder/ Pearl Jam
“Under the Bridge” by Anthony Kiedis/ Red Hot Chili Peppers
“Dani California” by Anthony Kiedis/ Red Hot Chili Peppers
“I’m a Mess” by Todd Schaeffer/ Railroad Earth
“Railroad Earth” by Todd Schaeffer/ Railroad Earth
“Soulshine” by Gregg Allman/ Allman Brothers Band
“Back in Black” by ACDC
“Sweet Home Chicago” by Robert Johnson/ Eric Clapton
“Gallows Pole” Fred Gerlach/ Led Zeppelin
“That’s the Way” Robert Plant & Jimmy Page/ Led Zeppelin
“No Woman, No Cry” By Bob Marley

Principal/Administration must review lyrics