



MINDFUL HAIKU SOUNDSCAPE

Music & Language Arts + Cross Cultural

Neil Stewart Topic: Sound Scape/Poetry	Class: Fourth Grade and Up	Date:
Content Objectives: National Standard: MU:Cr2.1.4a Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context. Improvise, compose and arrange music. I will create a piece of music to describe the words of a Haiku.	Language Objectives: I will tell my partner something I know about Japan, or a word in Japanese. I will listen to haiku read by my classmates. I will read about what a Haiku is. I will write a haiku.	
Key Vocabulary: <ul style="list-style-type: none"> ● Content Vocabulary: Improvisation, dynamics, tempo, form ● Cross-Curricular Vocabulary: Poem, haiku, syllable 	Materials (including supplementary and adapted): Map showing Japan Examples of Haiku Various classroom instruments – pitched (set to pentatonic) and unpitched. Haiku worksheets (attached), writing utensils http://www.youtube.com/watch?v=TvcgVRULaWw (syllable lesson)	
Higher-Order Questions: How effective was your group in creating music that described your haiku? Are there changes you could make to make your compositions stronger?		



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Lesson Sequence	Activities
<p>First day</p>	<p>Building Background</p> <ol style="list-style-type: none"> Students discuss with a partner anything they know about Japan or tell their partner a word in Japanese. Using a map projected onto the screen, show class Japan. Then show images of Japan: people, musical instruments, villages, cities, etc. Invite students to share what their partner may have said in the partner share. <p>Explain that we are going to be making music to go along with a type of Japanese poem called a Haiku. Divide students into pairs and pass out first haiku worksheet. Have students read the first part of the sheet to each other. Show the youtube video on syllables and then partners work together to complete the rest of the sheet. Display the Haiku about Haiku on the board. {I am first with five Then seven in the middle -- Five again to end}. Explain to class that they will be writing their own Haiku to go with music they are going to create. Invite class to think of things that haiku can describe that could be also described in music. (direct toward things that make sounds...weather, animals, the ocean, etc.) Pass out the second Haiku worksheet and invite students to complete it and create their own Haiku.</p> <p>Assessment –haiku worksheets</p> <p>Day 2</p> <p><i>Before class pre-select three or four haiku that work particularly well for the composition activity, or (once class is divided in groups) allow each group to choose one of their member’s haiku to use for the composition.</i></p> <p>Review haiku concept.</p> <p>Invite students to share with a partner what their haiku was about and what sounds might describe the topic of the haiku.</p> <p>Invite students to share responses that their partner made. Divide class into groups and have each group brainstorm as many aspects of music as they can. Guide them to include tempi, expressive qualities, form, dynamics, etc. Lead discussion about the many ways possible to create their music. Will the haiku be read straight through? Before the music? After the music? While the music is playing? Will one person read it or the</p>



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	<p>whole group or???? Will the music be fast or slow? Will it be loud or soft? Will there be sound effects? Will you use unpitched instruments or pitched? Or both? Will you use non-traditional methods for playing instruments (mallets turned around, fingers on barred instruments, etc?) Will there be a conductor?</p> <p>Depending on the class it might be helpful to create a piece of your own and show the class. I find that this can also restrict their creativity. One might get a lot of compositions that look like the teacher's. I do find it helpful to model certain aspects to give students ideas. Think of ways to express certain words such as running water, snow, a rabbit, or a turtle. Point out ways for the music to describe these contrasting words. Once students are prepared, let groups set about composing their music. Monitor groups to encourage or help as needed.</p> <p>Assessment: Teacher observation and Written self-evaluation:</p> <p><i>How effective was your group in creating music that described your haiku? Are there changes you could make to make your compositions stronger?</i></p> <p><i>Explicit Links to Previous Experiences:</i> x Foreign language study, school culture, home culture</p> <p><i>Explicit Links to Past Learning:</i> x instrument playing, musical form, dynamics, tempo</p>
<p>Lesson Sequence</p>	<p>Student Activities (Check all that apply for activities throughout lesson):</p> <p><i>Scaffolding:</i> <input checked="" type="checkbox"/> Teacher Modeling <input checked="" type="checkbox"/> Guided (Small Group/Partner) <input checked="" type="checkbox"/> Independent (I watch and respond; You do independently)</p> <p><i>Grouping:</i> <input checked="" type="checkbox"/> Whole Class <input checked="" type="checkbox"/> Small Group <input checked="" type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent</p> <p><i>Language Processes:</i> <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking</p> <p><i>Strategies:</i> <input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Links to Objectives</p>
<p>Lesson Sequence</p>	<p>Review and Assessment (Check all that apply):</p> <p>Individual <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Oral <input checked="" type="checkbox"/></p>



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	<p>(Include methods of assessment throughout Lesson Sequence)</p> <p><i>Review Key Vocabulary: How and When?</i> Frontload vocabulary at the beginning of the lesson by writing words, displaying pictures, and creating definitions with students. In the middle of the lesson in preparation for the composing aspect.</p> <p><i>Review Key Content Concepts: How and When?</i> Students will practice improvising music to accompany poetry during the beginning, middle, and end of the lesson using realia, demonstration, and building background through Japanese Language study.</p> <p><i>Review of all content and language objectives: How and When?</i> Students will review objectives at the beginning, during, and end of the lesson by think/pair share, thumbs-up, small group activity, and ticket out the door.</p> <p>Reflection: What worked? What didn't? Why?</p>
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(Adapted from lesson plan format created by John Seidlitz. Used with permission. Reproduction of this material is restricted to use with Echevarria, Vogt, and Short, 2013. *Making Content Comprehensible for English Learners: The SIOP® Model.*)

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Academy of World Languages, CPS

EXTENSION - Mindful noticing, Haiku for Mindful Music

1. Mindfulness aspect: Whether haiku are read before the music, after the music, or before the music, students can be invited to close their eyes, focus on their breath, and explore with their minds how the music reflects the haiku. They can also reflect on where the art of the words and/or the music takes them in their thoughts. Does it make them imagine a scene? What do they see or think about during the mindful meditation?
2. Haiku about Music: Write a Haiku about a piece of music, perhaps one you listen to during Mindful Music. In keeping with Japanese theme, we suggest listening to One Fine Day from Madame Butterfly by Puccini. Ask students if they can make a haiku about the song.

Tip: A trick is to repeat the same line twice for both the first and third line, like this:



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Madame Butterfly
Opera's fluttering wings
Madame Butterfly