THE EDUCATION FUND

FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

2021-2022

Ideas With IMPACT

idea packet

sponsored by: MusicAccess Miami, The Miami Foundation

Lyrik Tok

“Lyrik Tok”

Disseminator’s Name: Odalys Cordero

Disseminator’s E-mail: ocordero@dadeschools.net

Rockway Elementary

School Mail Code: 4721

(305) 221-1192

For information concerning Ideas with IMPACT opportunities including Adapter and Disseminator grants, please contact:

The Education Fund

305-558-4544, Ext. 113

Email: audrey@educationfund.org www.educationfund

Table of Contents

Goals and Objectives…….3

Florida State Standards……3

Course Outline/Overview……..4

Lessons Plan #1……5-6

Lesson Plan #2.....7-8

Lesson Plan #3.....9

Lesson Plan #4.....10-11

Resource Section……12-18

Goals and Objectives

The goal of this project is to expand the students' knowledge, awareness and experience within the genre of Latin Jazz. Three main components that will be touched upon throughout the project are: (1) Music History: Highlighting artists musical contributions from the 1960's & 1970's (2) Analyzing musical elements and lyrics from the chosen artist of the specific genre. Using resources such as printed lyrics, videos, etc. (3) Composing lyrics in the assigned genre while making application of literary devices. The lyrics will be composed and displayed on a popular social media template. The project will conclude with teacher recorded performances of lyrics written by the students. The student groups will perform their lyrics using recorded soundtracks void of any lyrics. For the final product, the recorded material will be featured on "Lyrik Tok" (a compilation of performances recorded by the teacher). This recorded performance piece will be led by a couple of student disc jockeys chosen by the teacher. Their contributions will include brief mentions of historical facts, interviews of the performers and a couple of student-made commercials/jingles.

Florida State Standards

MU.5.H.1.1: Identify the purposes for which music is used within various cultures.

MU.5.H.1.2: Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.

MU.5.H.2.1: Examine the contributions of musicians and composers for a specific historical period.

MU.5.H.3.1: Examine critical-thinking processes in music ad describe how they can be transferred to other disciplines.

MU.5.F.1.1: Create a performance using, visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.

MU.5.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

DA.5.H.2.2: Classify a dance performance or repertoire piece by origin, genre, or period.

LAFS.5.RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.
1. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Course Outline

In an effort to contribute to educating our students in musical comprehension and improving their literacy skills, this project will embark our students on a journey of creativity through lyric writing while simultaneously refining literary skills of the elementary student population.

Songwriting can have a positive impact on a child's life. Their knowledge of literary devices is no doubt being utilized and put into practice through their original compositions, but it does not stop there. The effect lyric writing has on a student's personal growth as a creative individual is the key to enabling our students to become not only skilled writers but well-rounded music students. Writing lyrics to popular songs is a great steppingstone for students to explore their feelings and ideas through words. Many of these expressions are sung to a melodic rhythm which in turn, reinforces their aural awareness of rhythm and pitch.

"Lyrik Tok's" interdisciplinary approach can simultaneously foster creativity while further reinforcing essential literary skills. From personal experience, ELL students who are from a Spanish speaking country have benefited and enjoyed the structure of this project. Having an opportunity to write lyrics based on a language they understand allows flexibility for self-expression.

The "Lyrik Tok" project merges academic disciplines by exploring music and movement, highlighting music artist historical contributions, and incorporating literary devices with lyric writing. The culmination of creativity and self-expression will crescendo to an energetic, student-led performance of original lyric compositions with an instrumental accompaniment.

Lesson Plan #1

Date:

Lesson Title: Latin Jazz in the 1960's and 70's

MU.5.H.2.1: Examine the contributions of musicians and composers for a specific historical period.

DA.5.H.2.2: Classify a dance performance or repertoire piece by origin, genre, or period.

Lesson Focus and Goals:

- I can clap out a cha-cha rhythm.
- I can dance basic cha-cha steps.
- I can compare & contrast two different versions of "Oye Como Va"

Materials Needed:

- SMART Board
  Oye Como Va Lyrics
- Maracas or Homemade egg shakers
- Audio Recordings
- Video presentations

Anticipatory Set/Essential Questions:

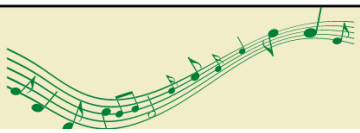
Play the song "Oye Como Va" (SEE RESOURCES) on the stereo as students enter the classroom.

(Original lyrics will be translated for the students into English. Some adjustments were made from the original lyrics for the sole purpose of the lyric writing exercises.)

Group discussion: Were the lyrics in English, Spanish or both? Can anyone clap out the main rhythm heard throughout the song?

Structure / Activity:

1. Learn about Tito Puente and his contributions to the Latin Jazz community.
2. Show a brief biography video on the life of Tito Puente (YouTube link)
https://www.youtube.com/watch?v=GLH90w8HZ2g
3. Discuss highlights from the video "Oye Como Va", a song written by Tito Puente 1963 This song made an impact in the genre of Latin Jazz. https://www.youtube.com/watch?v=ZFpCALtVUcE
Carlos Santana, an extremely talented guitar player, made another version of this song in 1970.
4. Play a short video clip of this song performed live by Carlos Santana.
YouTube link: https://www.youtube.com/watch?v=nD4eynxoUso
5. Group discussion: In Carlos Santana's version, how did the song change? (Tempo? Style? Lyrics? Instrumentation?)
6. Display lyrics on the board and play the first half of the song so that students can follow along. (See Resource List)
7. The style used in this song is "cha-cha-cha." A cha-cha-cha rhythm will be displayed on the board. The students will clap out the rhythm following the teacher. (See "Cha cha cha rhythm Picture" in Resource List)
9. As a group, students will BRIEFLY learn the basic cha-cha step according to the rhythm on the board. For more information on dancing basic cha cha, see video....https://www.youtube.com/watch?v=PWiLi22Cq8w (Approx. 10 minutes)
10. Students will be given maracas (or any shaker) and play out the rhythm while dancing the basic step.
11. Maracas will be collected. The class will perform the basic cha-cha step to the song "Oye Como Va."



Lesson Plan #1

(Continued)

Closure:

· Students will will create a Venn diagram. Each student will compare and contrast "Oye Como Va" (1962 version) and Carlos Santana's version (1970) i.e., tempo, dynamics, instrumentation, etc.
· As the class exits, students will turn in their work to the teacher.

Assessment and Follow-Up:

· Student Venn Diagram on the musical elements of "Oye Como Va."

Resources Used:

· Audio Recordings: "Oye Como Va" by Tito Puente & Carlois Santana (Resources).
· Original Chorus section translated into English (Resources).
· Video clip: Interview with Tito Puente (Resources).
· Audio clip: Carlos Santana's recording of "Oye Como Va" recorded in 1970 (Resources).
Oye Como Va Venn diagram (Tito Puente & Carlos Santana) (Resources)

Lesson Plan #2

Date:

Lesson Title: Writing Lyrics

MU.5.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

LAFS.5.RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.
l. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Lesson Focus and Goals:

I can write lyrics that include onomatopoeias.

I can identify the syllabic structure within a Chorus section.

Materials Needed:

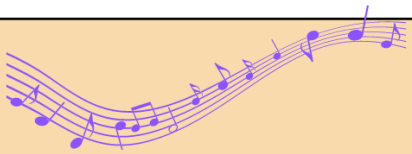
· SMART Board
· Lyrik Tok Practice Sheet
-Lyrik Tok Original
· Onomatopoeia chart (See Resources)
· Index Cards

Essential Questions:

- What is an onomatopoeia?
- Did "Oye Como Va" have any onomatopoeias?
- Is the dance and rhythmic style "cha-cha-cha" an onomatopoeia?

Structure / Activity:

1. Briefly introduce onomatopoeias and provide a couple of examples.
2. On an index card, each student will choose four examples of onomatopoeias.
3. Underneath each word, students will write how many syllables there are for each word. Students can share with the class what they chose.
4. Introduce the song the Chorus section to the Latin Jazz hit, "Oye Como Va." The chorus section of the song will be displayed on the board along with its translation.
5. The class group will identify if there is any rhyming and/or onomatopoeias of the chorus section.
6. Writing lyrics: The class will be divided by the teacher into the original three or four groups. Each group will be given the "Lyrik Tok Practice Sheet."
7. Students within the group will discuss the syllabic structure for each line and determine the total number for each line.
8. The teacher will go to each group and give any needed assistance.
9. Once a group completes the Practice Sheet, they will receive the "Lyrik Tok Original" Sheet.
10. Students will replicate the number of syllables per line but using their OWN choice of words.
11. Each group's composition of lyrics must include rhyming and at least one onomatopoeia.
12. Choose a couple of energetic, responsible students to serve as DJ's for the following class.



Lesson Plan #2

(Continued)

Closure:

· Towards the end of class, each group will have the opportunity to sing/perform their lyrics with the accompaniment the "Oye Como Va" instrumental track.
https://www.youtube.com/watch?v=FNPPFA0khKI

· Students will turn in their "Lyrik Tok Practice" sheet and "Lyrik Tok Original" sheet as the line up to exit music class.

Assessment and Follow-Up:

· Student work should incorporate rhyming, following the original syllabic structure and include at least one onomatopoeia in t heir "Lyrik Tok Original" sheet.

Resources Used:

- Audio Recording: "Oye Como Va" Instrumental Track (YouTube Recording)
- "Lyrik Tok Practice Sheet" (Resources)
- "Lyrik Tok Original" (Resources)

Lesson Plan #3

Date:

Lesson Title: Final Group Composition PRACTICE & creation of "Lyrik Tok Musical Break" (dance, commercial or jingle).

Standards:

MU.5.F.I.I: Create a performance using, visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.

Lesson Focus and Goals:

· I can perform an original composition based on the syllabic structure chorus section of "Oye Como Va."

I can create within a group, a 10-15 second jingle, dance or commercial.

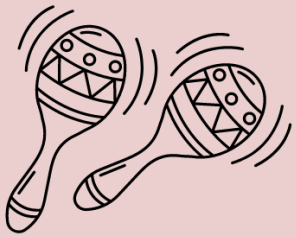
Materials Needed:

· Stereo
· Audio Recordings
· "Lyrik Tok Original"

Structure / Activity:

1. Students will break into their original groups and create a "Group Name.".
2.. With the guided assistance of the teacher, student groups will refine their lyrics. Students will have the option to include percussion instruments to accompany the performance of the lyrics (10 minutes)
3. "Lyrik Tok Musical Break": Each group will also create a 10-15 second dance, jingle or commercial in preparation of the "Lyrik Tok" presentation.
4. Student DJ's will.... (30 minutes)

- Briefly collect information about each group and research a few facts about Latin Jazz. pertaining to the previous lessons. For example, collecting information about the song "Oye Como Va", Tito Puente, etc.
- Student DJ's may use the classroom computer or student device to collect information.
- After collecting information, DJ's will prepare a brief script that introduces each group name, a fact about the group and a "Latin Jazz Fact".



Lesson Plan #4

Date:

Lesson Title: Final Group Composition & Performance

Standards:
MU.5.F.I.I: Create a performance using, visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.

Lesson Focus and Goals:

· I can perform an original composition based on the syllabic structure chorus section of "Oye Como Va."

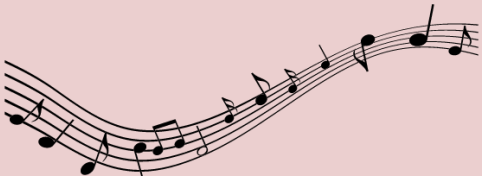
Materials Needed:

· Stereo
· Audio Recordings
· "Lyrik Tok Original" Sheet

Structure / Activity:

1. Students will break into their original groups.

2. "Lyrik Tok Presentation:
   - Each group will be introduced by the Student DJ's with a Group fact and a Latin Jazz fact.
   - The group performs their Original Lyrik Tok with an instrumental accompaniment track of "Oye Como Va."
   - Lyrical performance will be followed by the "Lyrik Tok Musical Break"
   - The musical break will be followed by the Student DJ introduction to the next group.



Lesson Plan #4

(Continued)

Closure: (20-25 minutes)

· Showcase: Each group will showcase their composition of lyrics with the instrumental track played in the background. If permitted by administration, students and parents, a visual recording of student performances can be recorded and broadcasted through school media.

Assessment and Follow-Up:

· Showcases of group performances based on the Group performance Rubric. (See Resources)

Resources Used:

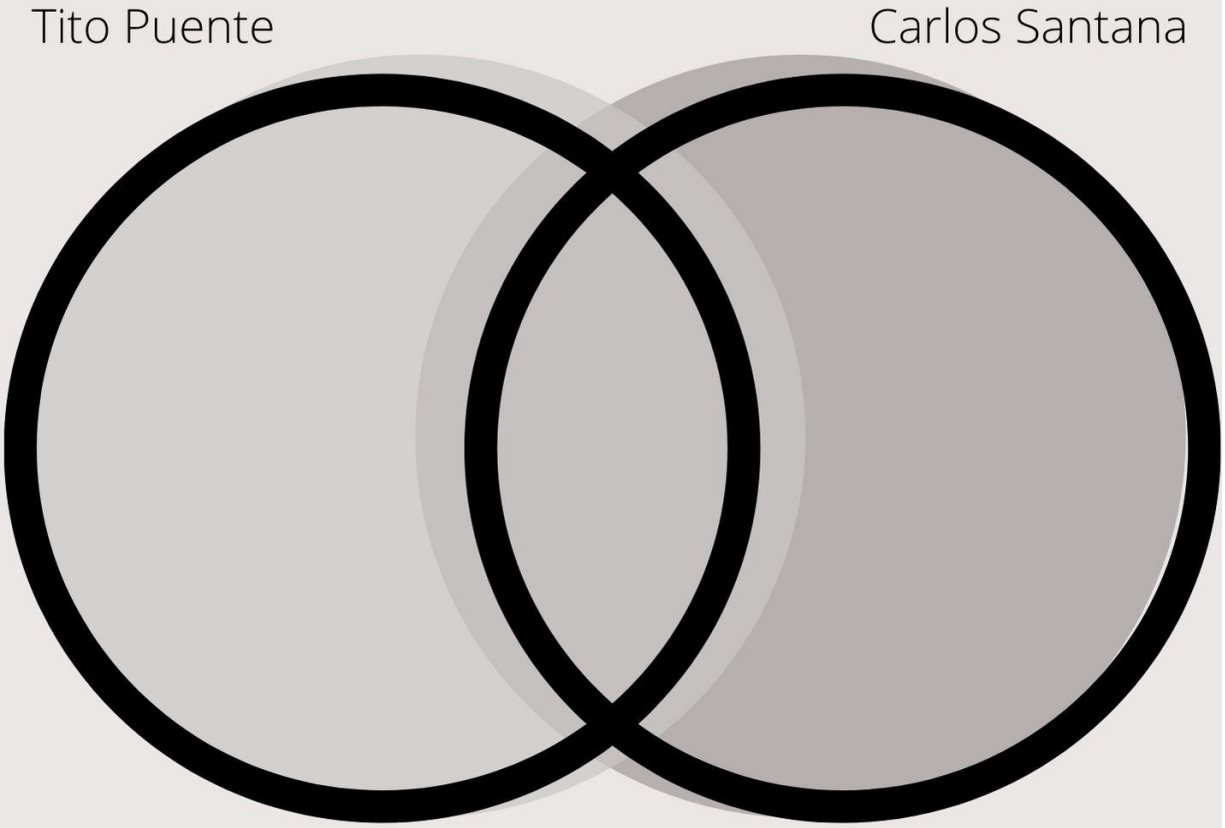
· Audio Recordings: "Oye Como Va" (Instrumental Track)

"Oye Como Va" Lyrics

Oye como va	Listen how it goes,
Mi ritmo	my rhythm
Bueno pa gozar	It's good for having fun,
Milagro*	Miracle*

*Lyrics have been modified solely for the purpose of this assignment

Oye Como Va
Venn Diagram



What are the differences in styles, tempo, instruments?
What were similarities in the song?

Lyrik Tok Practice

"Oye Como Va"

Chorus Section:

Fill in the number of syllables for each line.

Oye como va=_____

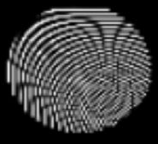
Mi ritmo=_____

Bueno pa gozar = _____

Milagro*_____

#syllables #LatinJazz #TitoPuente

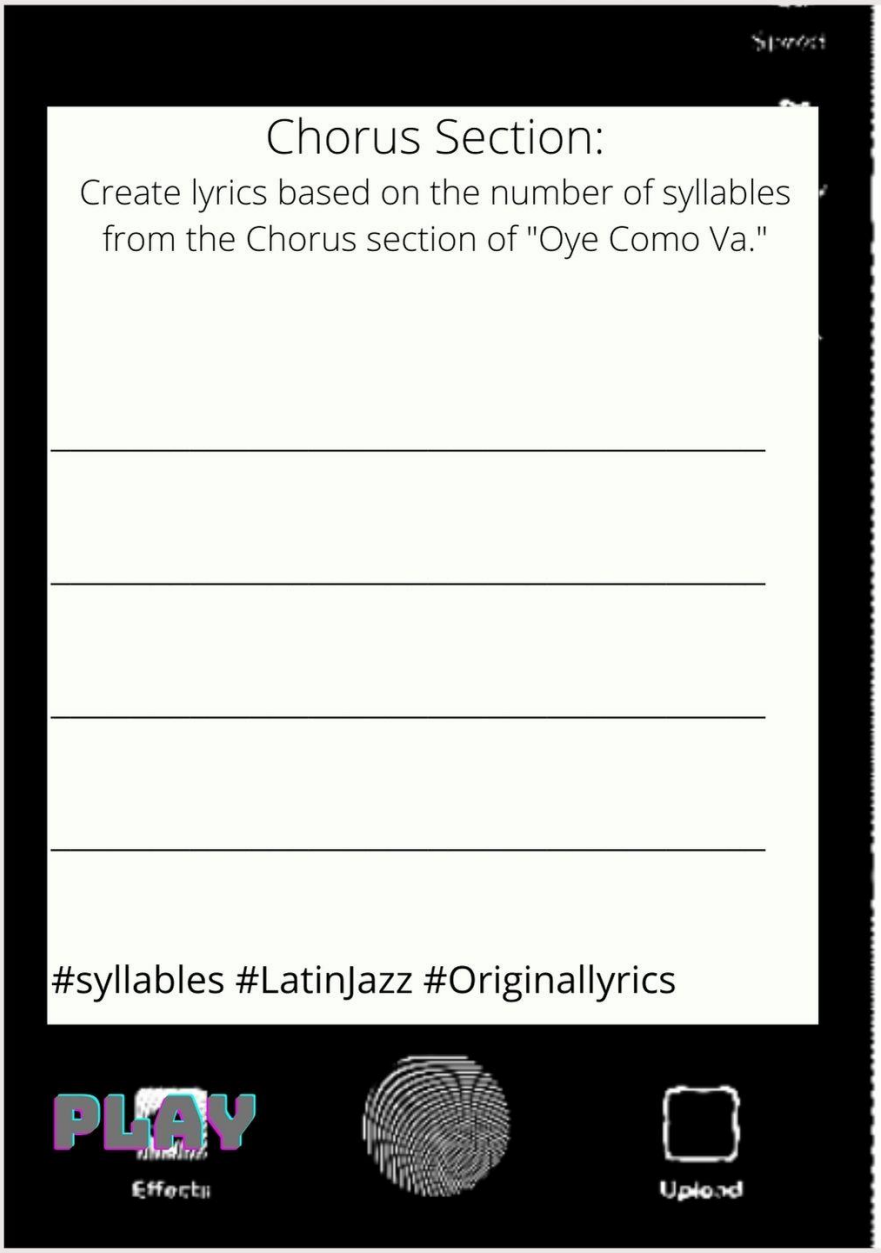
**Lyrics have been modified solely for the purpose of this assignment*



Name:_____

Lyrik Tok Original

Title: _____



Name:_____

Onomatopoeia

When sounds are
put into word form

For example:

vroom vroom
kapow!
woops
boom!
woof woof
baaaaaaaa
honk
hiss
screech

Ask yourself:

Does that word imitate a sound?

Group Performance Rubric

Elementary School

Criteria	Exceeded Expectations 4 pts	Met most Expectations 3 pts	Met some Expectations 2 pts	Did not meet Expectations 1 pts
Lyrics	Original student lyrics incorporate at least three literary devices (i.e., onomatopoeia, rhythm & rhyme, imagery, etc.) within their lyrics.	Original student lyrics incorporated two literary devices (i.e., onomatopoeia, rhythm & rhyme, imagery, etc.) within their lyrics.	Original student lyrics incorporated one literary devices (i.e., onomatopoeia, rhythm & rhyme, imagery, etc.) within their lyrics.	Original student lyrics *did not* incorporate literary devices (i.e., onomatopoeia, rhythm & rhyme, imagery, etc.) within their lyrics.
Rhythmic Syllables	Student lyrics reflect the *exact* rhythmic syllabic structure as the original Latin Jazz piece.	Student lyrics reflect the *most* rhythmic syllabic structure as the original Latin Jazz piece.	Student lyrics reflect *some* of the rhythmic syllabic structure as the original Latin Jazz piece.	Student lyrics *does not* reflect the same rhythmic syllabic structure as the original Latin Jazz piece.
Performance	Group performance reflects collaboration of *all* students in the group.	Group performance reflects collaboration of *most* students in the group.	Group performance reflects collaboration of very few students in the group.	Group did not perform the student lyrics.

Total: _____

Grading Scale:

11-12 = A 7-8 = C
9-10 = B 5-6= D
0-4 = F

Created and used for this unit by Odalys Cordero

Video and Audio Links

Biography of Tito Puente

https://www.youtube.com/watch?v=GLH90w8HZ2g

Tito Puente "Oye Como Va" (Original Recording, 1963)

https://www.youtube.com/watch?v=ZFpCALtVUcE

Carlos Santana ("Oye Como Va")

https://www.youtube.com/watch?v=nD4eynxoUso

Basic Cha Cha Cha Tutorial

https://www.youtube.com/watch?v=PWiLi22Cq8w

Oye Como Va Instrumental Track

https://www.youtube.com/watch?v=FNPPFA0khKI