

# Poetry in the Music Classroom

By Debra Navin

Florida Music Educators Association Conference 2022

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## I Don't Care if the Rain Comes Down

Folk Song

The musical notation is written on four staves in G major (one sharp) and 2/4 time. The first two staves are the main melody, and the last two are a variation. Chords D, A7, and G are indicated above the notes. The lyrics are: 'I don't care if the rain comes down, I'm gon-na dance all day, Hey, hey, car-ry me a-way, I'm gon-na dance all day!'.

### Process:

Sing song for the students. Introduce the magic word 'Hey' that makes us freeze and then start again.

Invite students to join.

Change out the weather words. Eventually, change out the movement words.

## Rain on the Green Grass

Traditional Poem

Rain on the Green Grass

Rain on the Tree

Rain on the Rooftop

NOT ON ME!

### Process:

Speak poem

Add body percussion to underlined words. Transfer these sounds to instruments if desired.

Speak in a round.

Perform as an instrumental piece.

Extend: Where else could the rain land? Do we want it to rhyme? Does it need to rhyme?

## Honey You Can't Love One (New River Train)

Folk Song



### Process:

Sing song with the students adding a new thing for each number (i.e. can't love two and always be true).

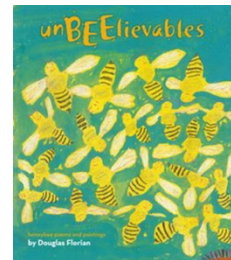
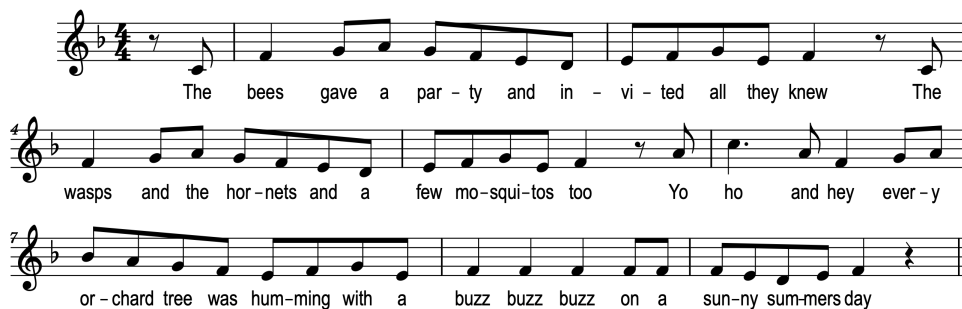
Students give ideas for what you can't add finding a rhyme for the number.

Students sing solos.

## The Bee's Party

Folk Song

Paired with "unBEElievables" by Douglass Florian



The bees said, "Good-day, and won't you make yourself at home?"

The band played sweet music, which it made upon a comb

A lovely scene was that happy party, gaily singing  
buzz-buzz-buzz as they danced upon the green.

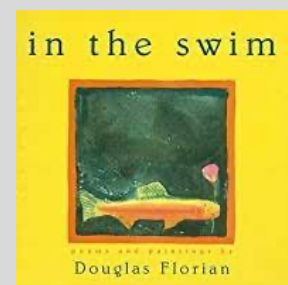
Miss Wasp asked the Bumblebee if he would sing a song

She said they would listen if it wasn't very long

The bee said, "Oh, very gladly I will sing for you, but  
hum-sweet-hum is the only tune I know."

The hours passed too quickly and the day was too-soon sped  
The wasps and the hornets said "good-night" and went to bed  
But ho! and hey! the mosquitoes never stopped their singing  
buzz-buzz-buzz 'til the dawning of the day.

Another wonderful book for this process is  
'in the swim' by Douglas Florian. Pairs well  
with "Have You Ever Gone a Fishin'"



### Process:

Teach song.

Demonstrate how to build a musical piece out of a poem by adding motions and sounds to words.

Have the students create in groups how they will make a musical adaptation for their poem.

## The Many Colors of Harpreet Singh

By Supriya Kelkar

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### Process:

Read book and insert the song throughout

Students write a color poem (note: if possible, the students could work on this with their classroom teacher and bring it to music class)

### Color Poem Structure:

Option One: Write a poem about your favorite color. Express your feelings about a single color with analogies or similes or list nouns which are that color.

Option Two: Follow this format:

(Color) looks like...

(Color) sounds like...

(Color) smells like...

(Color) tastes like...

(Color) feels like...

Extension opportunity: groups or individuals pick a color/mood to represent. Using this mood, scarves, voices, instruments, and movements, they create new sections of the music.

## I am a Pizza

By Charlotte Diamond

*Music can be easily found in a google search. Here is a video demonstration:*

[https://www.youtube.com/watch?v=0O16-V\\_JtYs](https://www.youtube.com/watch?v=0O16-V_JtYs)

### Process:

Learn echo song. Have students take over singing the call.

Write a song together as a class. Make note of phrase length. Make decisions about rhyming.

Students work in small groups to create their own silly food songs.

### **Group instructions:**

1. Fill in each line with one thing (work together!)
2. Try to sing your song
3. Fix anything that needs to be fixed
4. Show Mrs. Navin
5. Add movements

I am \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I am \_\_\_\_\_

\_\_\_\_\_

### Poetry

Poetry is a collection of words that express an emotion or idea, sometimes with a specific meaning, sound, or rhythm.

What Can Poetry Help Us Do? (*according to 1<sup>st</sup> grade teacher, Nancy VandenBurge, Firstgradewow.blogspot.com*)

- \*Helps us build connections
- \*Helps us experiment with words
- \*Helps us express feelings
- \*Helps us use all our senses
- \*Helps us get inspiration
- \*Helps us build fluency

What else do they do in the music classroom...

- \*Helps us understand rhythm
- \*Gives us a springboard for creation



Deb Navin teaches General Music and Choir at Greenfield and Beverly Elementary Schools for the Birmingham Public Schools in Beverly Hills, Michigan. She has degrees from The Crane School of Music and Temple University. Deb has trained in Orff-Schulwerk, Music Learning Theory and World Music Drumming. She has taught General Music, Choir, and Band in public and private schools in Massachusetts, Pennsylvania, and Michigan.

#### PLEASE NOTE:

*Activities presented today are intended for use of participants of this session in a classroom setting.*

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