

ARTS INTEGRATION LESSON FRAMEWORK (ARTS/OTHER DISCIPLINE)

Title: El Agua/The Water		Grade: 2-5
Subject/Content Area & Art Form: Science, Writing and Music		Lesson Duration: 3 hours
Driving Question: How is water important to life and well-being?		
Connected Objective: Students will learn about the different forms of water and how they support life. They will connect the physical aspects of water to related and unrelated ideas and feelings by using expressive writing with similes and metaphors.		
Subject/Content Area Objective Students will know: The three forms of water and how water changes from one form to another. Students will be able to: Explain the importance of water in each form.		Art Form Objective Students will know: How to create similes and metaphors by looking at how they are used in song lyrics. Students will be able to: Create their own similes and metaphors in the context of a song.
Subject Area Standard(s): <u>Science:</u> LS2.A- Interdependent Relationships in Ecosystems- Plants depend on water and light to grow (2-LS2-1) ESS2.A- Earth Materials and Systems- Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms and gravity break rocks, soils, and sediments into smaller particles and move them around. (4-ESS2-1) <u>ELA/Literacy:</u> W.2.7 - Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record	Art Elements: MUSIC ORGANIZE AND DEVELOP ARTISTIC IDEAS AND WORK. REFINE AND COMPLETE ARTISTIC WORK. CONVEY MEANING THROUGH THE PRESENTATION OF ARTISTIC WORK. PERCEIVE AND ANALYZE ARTISTIC WORK. SYNTHESIZE AND RELATE KNOWLEDGE AND PERSONAL EXPERIENCES TO MAKE ART.	21st Century Skills: (Choose skills that apply to lesson) <ul style="list-style-type: none"> ★ Creativity & Innovation <input type="checkbox"/> Critical Thinking & Problem Solving ★ Collaboration & Teamwork ★ Communication ★ Cross-cultural Understanding

<p>science observations). (2-LS2-1), (2-LS4-1)</p> <p>RI.4.7 - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (4-ESS2-2)</p> <p>Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</p>		
<p>Formative Assessment(s): Students will create a venn diagram to compare songs and ideas in lyrics about rain.</p> <p>Create a list of similes and metaphors for water and/or rain.</p>	<p>Summative Assessment(s): Students will write new words to a familiar melody expressing how aspects of water are similar or different to aspects of mental well-being.</p>	
<p>Lesson Materials/ Preparation:</p> <ul style="list-style-type: none"> ● Melodic Planet episode 4, Son Jarocho ● Paper, pencils or tablets ● Internet connection ● A familiar song that the class can sing well 		
<p>Lesson Steps/Strategies for Learning</p> <ul style="list-style-type: none"> ● Introduce: Watch the Melodic Planet video episode 4 Son Jarocho from 12:55-20:10 ● Engage: Talk about his songwriting process and why he chose to write about water. Discuss why water is so important to our environment, the different forms water takes and where water is abundant or scarce. ● Build Knowledge: Choose an area of the world where water is abundant and one where water is scarce. What does the music sound like from those two places? Do the people sing about water? Does the music sound like rain or water moving? Examples- North Africa (water is scarce) and the British Isles (water is abundant) 		

Mali (Tourareg) [▶ Tinariwen \(+IO:I\) - Sastanàqqàm](#)

Britain [▶ MARMALADE - I SEE THE RAIN - August 25th 1967](#)

USA Folk song [▶ Don't Ask What a River Is For](#)

- **Deepen/Assess Understanding:** Discuss the lyrics, how does each group see water? What role does water play in their lives? What similes and metaphors are used in the songs to create a deeper meaning to water. Why are similes and metaphors important in songwriting? How do writers use them to engage their audience or to help people understand what the song is about? Make a list of metaphors for rain, water, clouds, anything water related that you want to write about in your song.

Experiment with rain or water sounds to include in your song.

[▶ Body Percussion Rainstorm](#) OR [▶ Let's Make It Rain! - Body Percussion](#)

You can use a rain stick, thunder sheet or thunder tube, whistles for wind or improvise with home made items like dropping beans or dried peas from one container to another, using small shakers or ocarinas. If it's a nice day and you can go outside with tubs of water you can play the water like a drum: [▶ water drumming](#) OR [▶ Baka Women play the Water Drums \(liquindi\)](#)

- **Apply:** Take a familiar song and change the lyrics to state your feelings about water or rain or to explain the water process. Can you add similes and metaphors to make the song more interesting? Add a basic accompaniment to the song including rain sounds or water sounds. Play your song for another class.
- **Reflect:** How did your audience like your song? Were they able to follow the water cycle or ideas about water from your lyrics? How did you draw them into the cycle or make your feelings about rain or water clear?

Lyrics and Translation of El Agua

El Agua

Lyrics and chords by Ximena Violante

Cuando viajo con las nubes

Voy soñando a su nivel

Van soltando sus pesares

Sus certezas del ayer

Cómo te voy a olvidar

cómo voy a recordar

**agua, dueña de la vida
muéstranos tu soledad**

Coro

**El agua va el agua viene
Yo a su lado aprenderé
Las lecciones de la vida
De esas cosas cantaré**

**Voy nadando en el río
Cada cosa en su lugar
La corriente se acelera
Solo déjate llevar**

**Del glaciar, el congelado
Muestra simple dignidad
Adaptándose a los cambios
Pero puesto en su lugar**

**Los copos ya van cayendo
Y cubriendo a la ciudad
En su silencio aprendemos
De su gran diversidad**

TRANSLATION

**When I travel with the clouds
I dream at their level
They release their woes
Their certainties of yesterday**

**How will I forget you?
How could I remember?
Water, giver of life
Show us your solitude**

Chorus

**The water goes, the water comes
By its side I'll learn**

**The lessons of life
And of those, I'll sing**

**I'm swimming in the river
Everything in its right place
The current accelerates
Just let yourself go**

**Of the glacier, the frozen one
Showing us simple dignity
Adapting itself to change
While staying put**

**The snowflakes are falling,
Covering the city
In their silence we learn
Of their great diversity**

I See the Rain- Marmalade

Lyrics

**Beautiful day, I'd like to lie on the green lawn
The ducks are congregating round, and round the lily pond
And the cows have all gone, running home to put their coats on
Stay indoors, while it pours, 'til tomorrow
I see the rain again, I must complain again, why does the rain let me down
Will you try and make it sunny in the morning?
Five to ten, now it's time for the weather
The sun will shine and in its time, get better
But it won't last for long, clouds are spreading over London town
Stay indoors, while it pours, 'til tomorrow
I see the rain again, I'll take the blame again, I see the rain lets you down
But I'm gonna make it sunny in the morning
Stay indoors, while it pours, 'til tomorrow
I see the rain again, I'll take the blame again, I see the rain lets you down
But I'm gonna make it sunny in the morning**

