Freedom Song Composition

Standards:
- Students will create short pieces using instruments and voice.
- Students will experiment with rhythm and melody in terms of movement.
- Students will be productive in a group.

Task:
During 3rd quarter of fifth grade, there is an African American Slavery unit where we focus on the songs of slavery (freedom songs). Students learn a variety of songs/dances pertaining to slavery and the meanings behind them. We discuss the music in relation to history and culture. For this assignment, students are to create their own slavery freedom song using voice and instruments. Their song needs to reflect the issues of slavery during this time. (This will be evaluated at a later time.) Students will choose their own group of 4. It is their choice of using a poem or lyrics of their own. Part of the composition needs to be a dance that reflects the style and lyrics. For instance, if the song is slow, the movements should be slow. If the lyrics are sad or somber, students should not be happy and moving quickly.

Requirements for the composition include:
- Three instruments: voice and two unpitched instruments
- Dance that reflects the lyrics/style
- Lyrics can be original or taken from a poem, not a known song! The subject of the lyrics should concern slavery in some way. You may look on the internet or in the library for poems.
- 12 measures long (no repeats)
- 4/4 time signature
- Rhythms to be used: quarter, half, eighth, dotted quarter, corresponding rests
- Key of C major

Process:
- Students will decide their own groups of 4.
- Students will have three weeks to write their composition and one to practice.
- Teacher will observe each group and the contribution of group members.
- On week four, students will perform their compositions for the class.
Rubric:

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3-2</th>
<th>1-0</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruments Used</strong></td>
<td>Used correct number and type of instruments</td>
<td>Used correct types of instruments, but one less than needed</td>
<td>Used less number of instruments than needed and wrong type</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rhythms</strong></td>
<td>Used all rhythms correctly</td>
<td>Used all rhythms with 1-2 measure mistakes</td>
<td>Used most of they rhythms with 1-2 mistakes</td>
<td>Used 3-0 of rhythms with 3+ more mistakes</td>
<td>X2</td>
</tr>
<tr>
<td><strong>Notes</strong></td>
<td>Used correct key signature and notes</td>
<td>Used correct key signature and made 1-2 errors in notes</td>
<td>Used incorrect key signature</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Movement</strong></td>
<td>Movement written for <em>entire song</em> and <em>fits</em> with style</td>
<td>Movement <em>fits</em> style of song, written for <em>2/3 or more of song</em></td>
<td>Movement <em>partially fits</em> style of song, written for <em>entire song</em></td>
<td>Movement <em>does not fit</em> style of song</td>
<td>X2</td>
</tr>
<tr>
<td><strong>Contribution</strong></td>
<td>All students wrote composition</td>
<td>3-4 students wrote composition</td>
<td>3-0 students wrote composition</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Performance</strong></td>
<td>All students perform</td>
<td>3-0 students perform</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total _____/35