Sensational Script and Songwriting

Facilitators:

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The Performance Process

- Pre-Planning
- Creation
- Rehearsal
- Performance
- Post-Production
Why Songs?

“A song needn’t be bone-dumb mind you, but it must strike past its quanta of intellection to the quiddity (thulessness, thereeness, suchness) of feeling, music itself being the most direct route to the big red pump.”

-- Robert Hunter, Songwriter
What does it look like?
What does it look like?
What does it look like?
What does it look like?
Sample Lesson “Third Grade Vertebrates”

“I’m a Little Teapot”
I’m a little teapot short and stout
Here is my handle here is my spout
When I get all steamed up hear me shout
Tip me over and pour me out

Vertebrates
We are vertebrates we have backbones
Fishes, birds, and amphibians
Mammals count, as you’d expect,
Reptiles too, but no insects.
Group Songwriting
Foundation Building: “The Blues” – A Little Theory

- Musical Alphabet Has Seven Letters
- Built on Major or Major 7th (dominant 7th) chords
- Built on I, IV, and V chords
- “12 Bars” (or 12 measures of 4 beats) is “traditional”, but can be 8 or 16 bars.
- Blues Progressions – I, IV, V – basis for pop, rock, swing, and country songs.
“The Blues” – A Little More Theory
Content: What Is Our Song About?

• How do we value and **celebrate** the importance of the arts in education?

• How can we cultivate deeper connections by **sharing innovative practice** around the arts in education?

• What **current trends** should we consider as we continue to impact policy around arts in education?

• How do we **think forward** and continue to **inspire others** to take action towards the vision of a complete education that includes the arts for every student?
Brainstorming

• Groups of two or three.
• Share your thoughts about the essential questions.
• What emotions or feelings are stirred up when you consider the question?
• What might be a metaphor for the thoughts, emotions or feelings?
Blues Example – 4th Grade NC Regions/Animal Adaptations

Based On: “I Lost My Job” by Brownie McGhee

“I was walking by the stream this morning
Someone chased me and I could not stop
I was walking by the stream this morning
Someone chased me and I could not stop
Well I was in the Piedmont Region
On my way to a feeding spot”
Unpacking – Questions to Ponder

What did you learn?

How did having a choice affect the creative/collaborative work?

What skills were used in creating the song?

How could this process be applied in the classroom?

How would the process have been different if we were writing a script instead of a song?
Thank YOU!

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