

# The Speech Piece Lesson Plan

Looking to compose quickly and easily with your students? Darlene Guida from James A. Jackson Elementary in Clayton County, GA has a great idea on how to do it! Add a few Note Knacks and you're in business!!

**NAFME Content Standard 2:** Performing on Instruments and 4: Composing and Arranging Music within Specified Guidelines

## **Objectives:**

- Students will create a short introduction, an ostinato and an instrumental postlude.
- Students will play their piece on instruments

## **Materials:**

- Set of Note Knacks and Time Signature Frames
- Ms. Guida's speech piece in 4/4 where each word is it's own measure:

*Love* (quarter, rest, rest, rest), *Joy* (quarter, rest, rest, rest), *Peace* (quarter, rest, rest, rest),  
Whole note rest  
*Patience* (quarter, quarter, rest, rest) *Kindness* (same), *Goodness* (same)  
Whole note rest  
*Self-Control* (Eighth, eighth, quarter, rest, rest) *Faithfulness* (same), *Gentleness* (same)  
Whole note rest

## **Methods:**

- Teach children speech piece
- Create an introduction with your students using Note Knacks and the 4/4 time signature frame.
- Have children decide how many measures an introduction should be.
- Split kids up into that number of groups and have each group compose a measure with their own set of Note Knacks and the 4/4 frame.
- Place measures together and decide on instrumentation.
- Practice it using the color method
- Create an ostinato to be played while group chants the speech piece. Again in 4/4. It makes it easier if the ostinato is 4 beats long versus 8. There can be 2 or more ostinatos going on at once if you want to really make it fun!
- Choose the instrumentation for those parts and practice it.
- Create a postlude using Note Knacks and the 4/4 time signature frame. Decide again on the length.
- Choose the instrumentation for those parts and practice it.
- The final piece will look like this: **Intro/ Speech piece with ostinato/ Postlude**. Ms. Guida did this 4 times, but had kids first yell the words, then whisper the words, then sing the words, then speak the words. Feel free to make up any tune you like for the singing part.

## **Assessment:**

- Did students create a short introduction, an ostinato and an instrumental postlude?
- Did students play their piece on instruments correctly?