|  |  |
| --- | --- |
| **Subject:**  | Music  |
| **Title:**  | Take Me to a Hockey Game  |
| **Grade Level:**  | 5  |
| **Purpose:**  | * To create a hockey song using a familiar tune
 |
| **Curricular** **Connections:**  | * The student will be able to make up new words to songs.
 |
| **Materials:**  | * “Take Me Out to The Ballgame” lyrics (original) and audio file. Found at <http://en.wikipedia.org/wiki/Take_Me_Out_to_the_Ball_Game>  .
* Paper, pens
* ‘Create a New Song to A Familiar Tune Rubric’(optional)
 |
| **Activity:**  | 1. Play song, ‘Take Me Out to the Ballgame’.
2. Provide students with lyrics and have them sing along as the song plays. Repeat, until students are comfortable with lyrics.
3. Explain that the United States’ national sport is baseball. Ask students what Canada’s national sport is?  (Winter-hockey, Summer-lacrosse.)
4. Brainstorm what students know about hockey games. Record.
5. Inform students that they are going to create a song about hockey using the tune for ‘Take Me Out to the Ballgame.’
6. Explain that when making new lyrics for an existing tune, you need to use the same number of syllables in each line.
7. Review what a syllable is and work with the students to break the song lyrics into syllables using a  /  Example:  Buy / me / some / pea/nuts / and / cracker / jacks.
8. Students:
* work in pairs to create a hockey song
* practice their songs.
* perform their songs.
 |
| **Extension:**  | 1. Students create hockey songs to other tunes they know.
 |
| **Assessment:**  | 1. Are students able to match syllables? Are they able to create a new song?  (Teachers may use rubric provided.)
 |

Name:

**Create a New Song to A Familiar Tune Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | **Excellent**  | **Above Acceptable**  | **Acceptable**  | **Not Yet**  |
| **Song creation**  | Students created a highly original song for the tune.   | Students were able to create an original song for the tune.  | Students created a song for the tune.  | Students were not able to create a song for the tune.  |
| **Syllabication**  | Syllables match the music perfectly.  | Most of the syllables match the music.  | Some of the syllables match the music.  | Few or none of the syllables match the music.  |