

Lesson Plan Kick- Starter

The primary goal of this lesson is to learn the song “Lean on Me,” and be able to sing it or play it on an instrument. Regardless of instrumental, vocal, or general music, listening to the song/analyzing the lyrics will allow musicians to further connect emotionally with the music. The parameters of music that are addressed can be adjusted based on each teacher within the music curriculum. Further, everybody can at least share their projects with local/community health care workers or first responders. We encourage those who are willing to post on Youtube/social media utilizing #LeanOnUs to show the world how united musicians/artists can be during a time of crisis. By reflecting on this day after, hopefully we will all see the value of practicing gratitude in our own life.



Music Standards	SEL Connections/Competencies
<ul style="list-style-type: none"> • NCAS #3 - Refine and complete artistic work. • NCAS #4 - Select, analyze, and interpret artistic work for presentation. • NCAS #6 - Convey meaning through the presentation of artistic work. • NCAS #8 - Interpret intent and meaning in artistic work. • NCAS #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. 	<ul style="list-style-type: none"> • Self-Awareness - 2. Recognize the impact of one’s feelings and thoughts on one’s own behavior. • Self-Management - 5. Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors. • Social Awareness - 8. Recognize and identify the thoughts, feelings, and perspectives of others. • Responsible Decision Making - 14. Evaluate personal, ethical, safety, and civic impact of decisions. • Relationship Skills - 16. Utilize positive communication and social skills to interact effectively with others.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How does the awareness of one’s strengths, limitations, feelings, and thoughts influence the generation of creative ideas? • In what ways does an artist consider personal, ethical, safety, and civic impact when making decisions as part of the creative process? • In what ways does an artist consider personal, ethical, safety, and civic impact when making decisions as part of the creative process? 	<ul style="list-style-type: none"> • Recognizing the impact of one’s feelings and thoughts may influence the creative process. • Managing emotions, thoughts, and behaviors is an integral part of the generation, refinement, and completion of creative ideas. • The artist’s intent will influence to what degree the thoughts, feelings, and perspectives of others are considered. • Artists consider the impact of decisions made during the creative process.

Objective: *Students will be able to:*

- Discuss and reflect on the power that music has in and on our community.
- Perform "Lean On Me" as a vehicle for expressing gratitude to healthcare professionals and first responders.
- Identify gratitude in their own lives.
- Describe how being involved with music is a catalyst for lifelong service.

GRADE LEVEL BAND	LESSON IDEA/ DESCRIPTION	KEY VOCABULARY	MATERIALS
GENERAL MUSIC K-2	Learn the song. Discuss meaning of lyrics.	-Gratitude -Melody -Musical vocabulary can be adapted to meet the students' needs	-Lyrics -Sheet music
GENERAL MUSIC GR. 3-5	Recorder students learn to play "Lean on Me."	-Gratitude -Social Impact -Musical vocabulary can be adapted to meet the students' needs	-Recorders -Sheet music
GENERAL MUSIC GR. 6-8	Analyze the lyrics. Learn the song. Write your own lyrics. Make a video collage for local hospitals.	-Gratitude -Social Impact -Melody -Musical vocab can be adapted to meet the students' needs	-Sheet Music -Video software -Photos -Computers -Lyrics
GENERAL MUSIC HIGH SCHOOL	Learn the song. Analyze the lyrics. Teach family about gratitude & music. Write letters to local hospitals.	-Gratitude -Social Impact -Melody -Musical vocab can be adapted to meet the students' needs	-Paper -Lyrics -Sheet Music
VOCAL MUSIC	Use Solfege to learn the melody. Have the students teach families the song. Record a rendition of the melody with a beat box track.	-Gratitude -Social Impact -Melody -Musical vocab can be adapted to meet the students' needs	-Sheet Music -Multi-Track video recording software, such as "Acapella" app
INSTRUMENTAL MUSIC	Learn the song on one's instrument. Talk about how music can make a social impact.	-Gratitude -Social Impact -Melody -Musical vocab can be adapted to meet the students' needs	-Sheet Music -Instruments -Lyrics

ADDITIONAL LESSON IDEAS

PERFORMANCE IDEAS

- Play the song on recorders
- Sing the song with your family
- Play the song on various instruments
- Teach the song to your family or friends (virtually)

NON-PERFORMANCE IDEAS

- Write letters to the local first responders/hospitals themed around the lyrics
- Analyze the lyrics
- Draw a picture to represent what you hear when you listen to this song
- Draw a picture to show the emotions that you hear portrayed in this song
- Make a photo collage themed around the song and gratitude
- Write your own version of the song by changing the lyrics and creating a parody
- Journal the thoughts you have and/or emotions you feel while listening to the song

LIMITED TECHNOLOGY IDEAS

- Make a montage video for local hospital using the song
- Learn sign language and sign along in a video of the song
- Perform a multiple tongue exercise with the melody
- Write the tune in various rhythms
- Write the tune in various meters
- Make articulation exercises around the song
- Write your own verse
- Reharmonize the song
- Learn the melody in all 12 keys
- Improvisation methods for the song - improvise on the melodic and/or harmonic structure of the song
- Instrumentalists - although our versions (winds) won't have the lyrics, how can we convey the emotional meaning of the song through the parameters of music? (dynamics, tempo, etc.)
- Play the song using different styles of music (swing, opera, chant, metal, etc.)

TECHNOLOGY IDEAS

- Acapella app, Tik Tok
- Use GarageBand, Soundation, Soundtrap, BandLab, etc. to create a rhythmic accompaniment. Record yourself singing and/or playing with the rhythmic accompaniment track.
- Chrome Music Lab (Song Maker, Melody Maker, and/or Chords) - Create the melody or chords when given starting pitches (encouraged to sing along!)
 - <https://musiclab.chromeexperiments.com/Song-Maker/>
 - <https://musiclab.chromeexperiments.com/Melody-Maker/>
 - <https://musiclab.chromeexperiments.com/Chords/>
- Chrome Music Lab (Rhythm Maker) - Students given the melody, create a rhythmic accompaniment to go with it (encouraged to sing along!). You could then record yourself singing with the rhythm you created!
 - <https://musiclab.chromeexperiments.com/Rhythm/>
- Incredibox - Create a rhythm backing track using Incredibox, then record yourself singing the song with your new Incredibox accompaniment.
 - <https://www.incredibox.com/>
- Sing/play the melody and record a track and use found / self-made instruments to create a rhythmic accompaniment. Record those in too!
- Beatbox along with a track. You could record yourself singing or playing the melody and then add another track to record your beatboxing!
- YouTube - to post your creation/performance

REFLECTION QUESTIONS

- What goal do you hope to achieve by sharing your work / performance? Do you think you achieved that goal?
- If you did not share your work / performance, why not? How can you express your gratitude in another way?
- How can you continue to practice gratitude going forward?
- How can you use music as a vehicle for service for the rest of your life?
- What was the most challenging part of learning this song? How can you apply what you learned with "Lean on Me" to learning new songs in the future?
- How did you feel while analyzing the lyrics of "Lean on Me"? What messages or emotions do you hope to translate to others when you share the song?
- What emotions do you hear in "Lean on Me"? Were the emotions different in various versions? Were the emotions different in your version?
- How did you channel your emotions into your work / performance?
- What creative choices did you make to personalize your performance? Why did you make those choices?

MUSIC RESOURCES

- **Lyrics:** <https://www.azlyrics.com/lyrics/billwithers/leanonme.html>
- **Background:** <https://www.songfacts.com/facts/bill-withers/lean-on-me>
- **Music:** <https://www.noteflight.com/scores/view/0785db1b6b62609b9bdcb67fb416779cf3b77f39>

GRATITUDE LINKS

- <http://www.new.meaningandhappiness.com/gratitude-visit/268/>
- <https://www.edutopia.org/blog/heart-habits-gratitude-students-reflect-act-on-maurice-elias>
- <https://greatergood.berkeley.edu/topic/gratitude/definition#how-cultivate-gratitude>

YOUTUBE PLAYLIST

- <https://www.youtube.com/playlist?list=PLSLScKxmNNHAWpYFmj0MYn0qPjB0bcN4d>

ADDITIONAL SONGS THAT HAVE MADE A SOCIAL IMPACT

- Bob Dylan - The Times They Are a-Changin'
- Lin Manuel Miranda (from Hamilton) - Who Lives Who Dies Who Tells Your Story
- Edwin Starr - War
- Bob Marley - Get Up, Stand Up
- The Beatles - Revolution
- John Lennon - Imagine
- Tupac Shakur (2pac) - Dear Mama
- Eric Clapton - Tears in Heaven
- Mackelmore and Ryan Lewis (ft. Mary Lambert) - Same Love
- Dolly Parton - 9 to 5
- Sam Cooke - A Change is Gonna Come
- Beyoncé - Formation