

A4L Notebook

Unit 4 *Planting a Community*

Table of Contents

PAGE		COMPLETED
3	Unit Overview for Students	
4	Seedfolks Character Chart – Kim, Ana, Wendell	<input type="checkbox"/>
6	Reflection Journal – Kim	<input type="checkbox"/>
7	Notation Chart – Kim	<input type="checkbox"/>
8	Composer’s Questions – Kim	<input type="checkbox"/>
9	Reflection Journal – Ana	<input type="checkbox"/>
10	Notation Chart – Ana	<input type="checkbox"/>
11	Composer’s Questions – Ana	<input type="checkbox"/>
13	First TRAIL Marker	<input type="checkbox"/>
15	Reflection Journal – Wendell	<input type="checkbox"/>
16	Notation Chart – Wendell	<input type="checkbox"/>
17	Composer’s Questions – Wendell	<input type="checkbox"/>
18	Seedfolks Character Chart – Additional Characters	<input type="checkbox"/>
20	Reflection Journals & Notation Charts – Additional Characters	<input type="checkbox"/>
27	Second TRAIL Marker	<input type="checkbox"/>
29	Seedfolks Central Theme	<input type="checkbox"/>
31	Third TRAIL Marker	<input type="checkbox"/>

This page is intentionally blank.

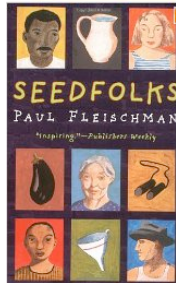
UNIT OVERVIEW FOR STUDENTS

Planting a Community

This is the path Unit 4 takes to create a *Seedfolks* performance.

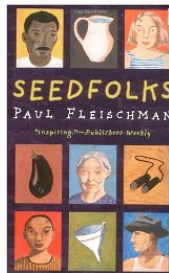
Part 1

Using music to explore characters in *Seedfolks*



Part 2

Learning about characters and theme by creating motifs and our *Seedfolks* composition






Part 3

Sharing our *Seedfolks* music composition for an invited audience



Seedfolks Character Chart

Character	Basic facts about Kim	What did Kim do in the garden? Did she interact with another character?
<p style="text-align: center;">Kim</p> 		
Character	Basic facts about Ana	What did Ana do in the garden? Did she interact with another character?
<p style="text-align: center;">Ana</p> 		
Character	Basic facts about Wendell	What did Wendell do in the garden? Did he interact with another character?
<p style="text-align: center;">Wendell</p> 		

Seedfolks Character Chart

Continued

<p>Look back at your annotations. What kind of person is Kim? What was she feeling throughout the chapter? Did she change?</p>	<p>What <u>sounds</u> can you use to represent Kim's feelings and transformation?</p>
<p>Look back at your annotations. What kind of person is Ana? What was she feeling throughout the chapter? Did she change?</p>	<p>What <u>sounds</u> can you use to represent Ana's feelings and transformation?</p>
<p>Look back at your annotations. What kind of person is Wendell? What was he feeling throughout the chapter? Did he change?</p>	<p>What <u>sounds</u> can you use to represent Wendell's feelings and transformation?</p>

Notation Chart – Kim

Theme: _____

Beginning of Theme				End of Theme
Instrument <input type="text"/>				
Instrument <input type="text"/>				
Instrument <input type="text"/>				
Instrument <input type="text"/>				

COMPOSER'S QUESTIONS – KIM

THEME: _____

Directions: Use these questions to guide your composing process. Before you complete your composition, talk with your ensemble about each question and then check it off each question and/or write notes for yourself.

- What characteristic, emotion, and/or change are we showing through music?

- How will we begin and end the theme?

- Will we start and end with the same instrument; start with one instrument and end with another; or end with all our instruments?*

- Which instruments will overlap?

- Which music elements (dynamics, duration, pitch, timbre) will change?

- Should we use counting off to help us organize our sounds?

- Have we fulfilled all the criteria for a theme?

Notation Chart – Ana

Theme: _____

Beginning of Theme				End of Theme
Instrument <input type="text"/>				
Instrument <input type="text"/>				
Instrument <input type="text"/>				
Instrument <input type="text"/>				

COMPOSER'S QUESTIONS – ANA

THEME: _____

Directions: Use these questions to guide your composing process. Before you complete your composition, talk with your ensemble about each question and then check it off each question and/or write notes for yourself.

- What characteristic, emotion, and/or change are we showing through music?

- How will we begin and end the theme?

- Will we start and end with the same instrument; start with one instrument and end with another; or end with all our instruments?*

- Which instruments will overlap?

- Which music elements (dynamics, duration, pitch, timbre) will change?

- Should we use counting off to help us organize our sounds?

- Have we fulfilled all the criteria for a theme?

This page is intentionally blank.



First TRAIL Marker

Reflecting on Reading and Music



My ensemble wanted to show that Ana...

because the text said... _____
(Write 1-3 clues from the text that led you think those things about Ana.)

In our theme, we showed Ana's feelings and how she changed throughout the chapter by

(Describe how you decided to play your *theme*.)

This page is intentionally blank.

Notation Chart – Wendell

Theme: _____

Beginning of Theme	End of Theme
Instrument <input type="text"/>	
Instrument <input type="text"/>	
Instrument <input type="text"/>	
Instrument <input type="text"/>	

COMPOSER'S QUESTIONS – WENDELL

THEME: _____

Directions: Use these questions to guide your composing process. Before you complete your composition, talk with your ensemble about each question and then check it off each question and/or write notes for yourself.

- What characteristic, emotion, and/or change are we showing through music?

- How will we begin and end the theme?
- Will we start and end with the same instrument; start with one instrument and end with another; or end with all our instruments?*

- Which instruments will overlap?

- Which music elements (dynamics, duration, pitch, timbre) will change?

- Should we use counting off to help us organize our sounds?

- Have we fulfilled all the criteria for a theme?

Seedfolks Character Chart

Character	Basic fact about him/her	What did s/he do in the garden? Did s/he interact with another character?
<div style="border: 1px solid black; width: 100%; height: 100%; position: relative;"> <div style="border-top: 3px double black; width: 100%; height: 0; position: absolute; top: -10px;"></div> </div>		
Character	Basic facts about him/her	What did s/he do in the garden? Did s/he interact with another character?
<div style="border: 1px solid black; width: 100%; height: 100%; position: relative;"> <div style="border-top: 3px double black; width: 100%; height: 0; position: absolute; top: -10px;"></div> </div>		
Character	Basic facts about him/her	What did s/he do in the garden? Did s/he interact with another character?
<div style="border: 1px solid black; width: 100%; height: 100%; position: relative;"> <div style="border-top: 3px double black; width: 100%; height: 0; position: absolute; top: -10px;"></div> </div>		

Seedfolks Character Chart

Continued

<p>Look back at your annotations. What kind of person is s/he? What was s/he feeling throughout the chapter? Did s/he change?</p>	<p>What <u>sounds</u> can you use to represent her or his feelings and transformation?</p>
<p>Look back at your annotations. What kind of person is s/he? What was s/he feeling throughout the chapter? Did s/he change?</p>	<p>What <u>sounds</u> can you use to represent her or his feelings and transformation?</p>
<p>Look back at your annotations. What kind of person is s/he? What was s/he feeling throughout the chapter? Did s/he change?</p>	<p>What <u>sounds</u> can you use to represent her or his feelings and transformation?</p>

Notation Chart

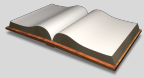
Theme: _____	Beginning of Theme	End of Theme
	Instrument <input type="text"/>	
	Instrument <input type="text"/>	
	Instrument <input type="text"/>	
	Instrument <input type="text"/>	

Reflection Journal: _____

Directions:

Use this space to write your personal thoughts and reflections on this character. You can write about anything that stood out for you. Here are some questions to get you started.

- What have *you* learned from the character?
- What do you think is the *most important thing* to remember about the character?
- Did this character, or something that happened in the chapter, make you *think of an experience in your own life*?



My thoughts and reflections:

BIG IDEA

Write one big idea that this character has left you thinking about. It can be a short sentence or a word or phrase.

Notation Chart

Theme: _____	Beginning of Theme	End of Theme
Instrument		
Instrument		
Instrument		
Instrument		

Notation Chart

Theme: _____

Beginning of Theme				End of Theme
Instrument <input type="text"/>				
Instrument <input type="text"/>				
Instrument <input type="text"/>				
Instrument <input type="text"/>				



Second TRAIL Marker

Reflecting on Reading and Music



My ensemble wanted to show that _____...

because the text said... _____
(Write 1-3 clues from the text that led you think those things about your character.)

In our theme, we showed _____'s feelings and how s/he changed throughout the chapter by

(Describe how you decided to play your *theme*.)

This page is intentionally blank.

Seedfolks Central Theme

Brainstorm

The central story theme of *Seedfolks* could be...

The central theme of *Seedfolks* is...

This page is intentionally blank.



Third TRAIL Marker

Reflecting on Reading and Music



Directions: Take a step back and reflect on what you are learning about reading and music.

My ensemble performed _____ Theme.

1. My ensemble wanted to show that _____...

2. In our theme, we showed these things by...

(Describe how you decided to play your *theme*.)

3. What Central Story Theme did your class choose for your *Seedfolks* Composition?

- *The central theme we chose for the book is:*

- *This theme is a good fit for the story because...*

4. Think about your favorite part of the unit. This can be something you read, music you created, or our whole class composition. Talk with a partner and then write about your choices here.

- *My favorite part of the unit is...*

- *I liked it because...*
