

# Sensational Script and Songwriting



Facilitators:

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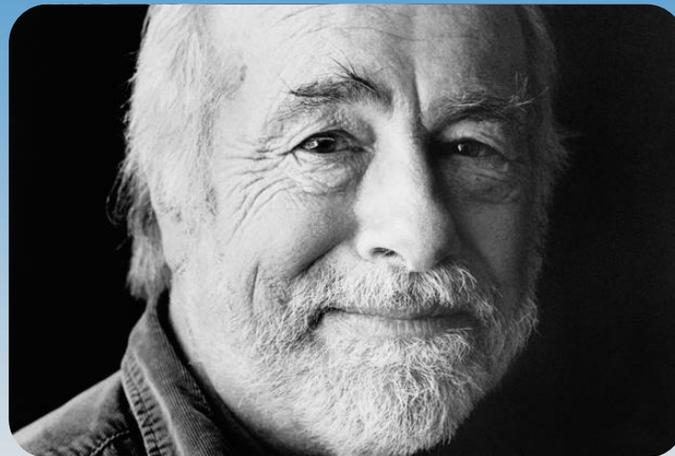
# The Performance Process



# Why Songs?

“A song needn’t be bone-dumb mind you, but it must strike past its quanta of intellection to the *quiddity* (thusness, thereness, 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



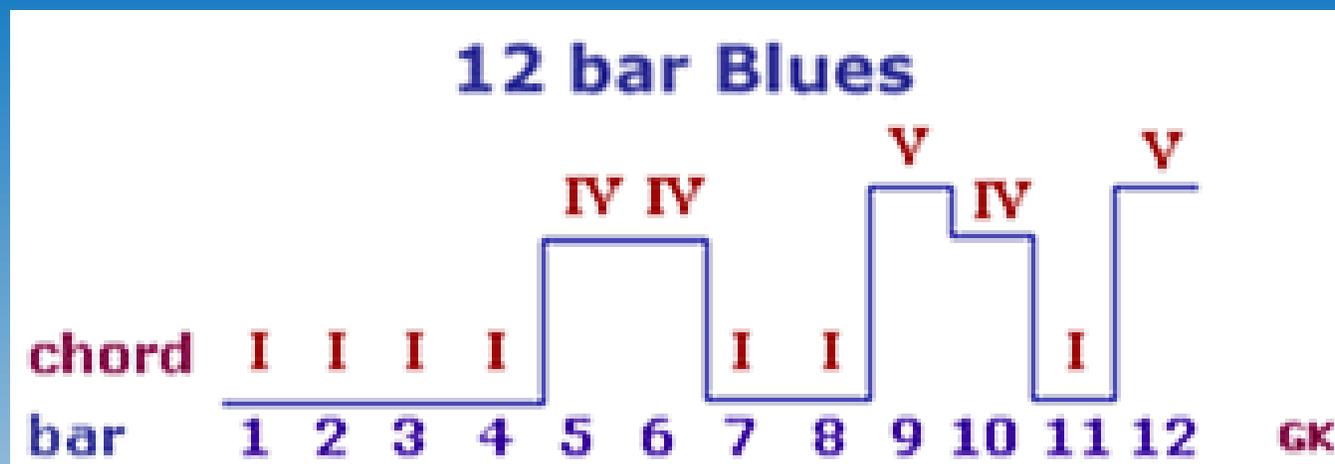
# Foundation Building: “The Blues” – A Little Theory

- Musical Alphabet Has Seven Letters
- Built on Major or Major 7<sup>th</sup> (dominant 7<sup>th</sup>) chords
- Built on I, IV, and V chords

A B C D E F G

- “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 – 4<sup>th</sup> 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”

# Our Song

# *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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