

# Main Idea and Detail through Song

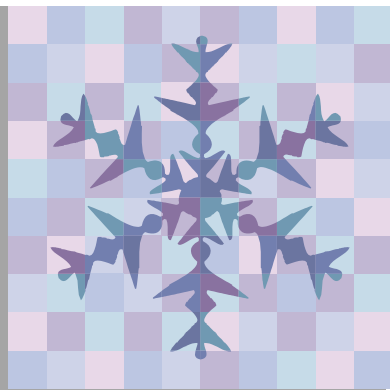


## Music & Language Arts

Grade  
4

**Language Arts Common Core Standard(s) Grade 4**  
CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  
CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**Music (MD) Standard(s) Grade 4**  
3.1.a Use instruments or voices to improvise simple rhythmic and melodic ostinato accompaniments.



## CONNECTED OBJECTIVES

The students will identify the main idea found in a series of songs and create a simple ostinato (repeated pattern) using the main idea of the text (lyrics).

## MATERIALS & RESOURCES

- A recording of the songs "Heave-Ho", "Going, Going, Gone" and "The Snow" (CD 8-15 for pages 182-183 of the Silver Burdett Making Music grade 4) or similar songs.
- Student copies of the lyrics of the songs (see below)
- Definition of *Rondo*
- Definition of *Ostinato*
- Highlighters for underlining main idea and key details

## KEY CONTENT VOCABULARY

- Main Idea
- Details

## KEY ARTS VOCABULARY

- Lyric
- Rondo Form -A musical form where the A section falls between every other section.
- Ostinato - A repeated rhythmic or melodic pattern heard throughout a song.

# A S S E S S M E N T

- Key details underlined on the lyrics sheets.
- Rubric for assessing performance of ostinatos.



# L E S S O N S T E P S

Discuss the concept of main idea and details

Analyze the Text for Main Idea

- Provide students with a copy of the lyrics for the songs “Heave-Ho”, “Going, Going, Gone” and “The Snow”.
- Students read each of the text.
- As whole class, determine what words and ideas each of the songs have in common and list on the board for the students.

Finding Key Details in each song

- Students identify a main idea that is common to all the songs.
- Students each underline/highlight the key details in the text that support the main idea.
- Students share the key details they underlined.

Analyzing the Music

- Provide students with the definition of rondo.
- Play the songs “Heave-Ho”, “Going, Going, Gone” and “The Snow”. Students should follow along reading the lyrics.
- Students articulate the sequence they heard in the playing of the song, which section came first, second, third, fourth, and fifth.
- Play the songs again while the students sing along.
- Students explain why this set of songs follows a rondo form (because the A section is repeated between every other section).

Using the Main Idea to create an Ostinato

- Call on students to restate the main idea of the text and some key details they identified in the text.
- Provide students with the definition and examples of an Ostinato: A repeated rhythmic or melodic pattern heard throughout a song.
- Put students into groups of 4 or 5 students.
- Students work in their groups to use the main idea or a detail from the text to create an ostinato. For example, the students can say or sing the word “snow” throughout the snow. Students can stomp their feet together in rhythm to sound like they are going through the snow. Students can repeat a detail from the song.

Performing Ostinatos

- Students can come up in groups to perform their ostinatos for the class. Play the songs “Heave-Ho”, “Going, Going, Gone” and “The Snow” while the students are performing.
  - Performers should say what influenced their ostinato, was it the main idea or a detail from the text.

# EXTENSIONS & OPTIONS SOURCES & RESOURCES

- The teacher assigns each group 1 song. The students perform their ostinato only during that song.
- The teacher changes the main idea to “sunshine” instead of “snow”. The students then rewrite the lyrics in the song so that the key details in the lyrics refer to “sunshine”.

- Silver Burdett [Making Music](#) Grade 4 textbook.

G E T S M A R T T H R O U G H T H E A R T S

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Name \_\_\_\_\_

## Song Lyrics

### Heave-Ho (A Section)

Heave-ho, buckets of snow, the giant is combing his beard.

The snow is as high as the top of the sky, and the world has disappeared.

### Going, Going, Gone (B Section)

Going, going, gone, your daddy won't be long.

Where did he go? To shovel the snow. Going, going, gone.

Repeat Section A

### The Snow (C Section)

In no way that I chose to go could I escape the falling snow.

My footsteps made a shallow space and then the snow filled up the place.

Repeat Section A

# Ostinato Performance Rubric

0 points	4 points	6 points	8 points	10 points
The student does not perform an ostinato.	The student performs an ostinato.	The student performs an ostinato. The ostinato vaguely reveals the main idea or a key detail in the text.	The student performs an ostinato utilizing performance/public speaking skills. The ostinato clearly shows the main idea or a key detail in the text.	The student performs an ostinato clearly utilizing performance/public speaking skills. The ostinato clearly shows the main idea or a key detail in the text. The ostinato is performed during the entire song.

Students Name \_\_\_\_\_

Score \_\_\_\_\_

Teacher Comments:

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