LIMITLESS SPACE INSTITUTE

Limitless Lyrics - P.I.P.'s Theme Song

Subject: Music/Science/ELA

Grade: Kindergarten through 8th Grade

Time: 60 minutes

Learning Objectives:
Understand the purpose and elements of a theme song and analyze the key themes and characters in a story. Explore rhyming words and simple poetic devices. Present and perform their written lyrics with confidence.
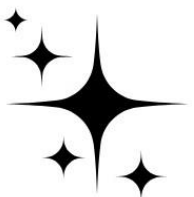
Standards and Competencies:

NGSS Elementary (K-5)
- 3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- 3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- 3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

NGSS Middle School (6-8)
- MS-ESS1-3. Analyze and interpret data to determine scale properties of objects in the solar system.
- MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
- MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
- MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
- MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Background Knowledge:
- Basic Understanding of Story Elements:
  - Familiarity with key elements of a story, such as characters, plot, setting, and theme.
- Basic Understanding of Rhyme and Rhythm:
  - Some knowledge of rhyme and rhythm in the context of poetry or lyrics.
- Basic Music Concepts:
  - A rudimentary understanding of musical concepts such as melody, harmony, and tempo.
- Familiarity with Theme Songs:
  - Exposure to theme songs from various media (movies, TV shows, video games) to understand their role in setting the tone for a story.
- Writing Skills:
  - Basic writing skills are essential for drafting lyrics. Students should be comfortable expressing their ideas in written form.
- Group Work Skills:
  - Ability to work collaboratively in small groups for activities like story analysis and peer feedback.

Materials:
- Printed copies of *P.I.P. Goes Incredibly Fast!*
- Instrumental music for P.I.P.'s Theme Song (mp3)
- Device to play instrumental music
- Writing materials (pencils, colored pencils, paper)
- Audio recording devices (optional)

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Procedure:

I. **Introduction (10 minutes)**
- Begin with a brief discussion on the importance of theme songs in various forms of media.
- Introduce the concept of a theme song as a musical representation of a story's essence.
- Show examples of theme songs from movies, TV shows, or video games.

II. Review and Analyze Story (15 minutes)
- Provide students with a short story or excerpt.
- Break the class into small groups to review and analyze the story's key elements.
- Discuss how a theme song can capture the emotions, characters, and overall theme of the story.

III. Drafting Lyrics: Brainstorming, Rhyming Review, Drafting Lyrics (20 minutes)
- Brainstorming:
  - Encourage students to brainstorm keywords, emotions, and themes related to the story.
  - Use the whiteboard to create a collective list.
- Rhyming Review:
  - Discuss basic principles of rhyme and rhythm in songwriting.
  - Provide examples and practice rhyming as a class.
- Drafting Lyrics:
  - Instruct students to draft lyrics for their theme songs using the brainstormed ideas.
  - Emphasize the importance of capturing the story's essence in their lyrics.

IV. Peer Feedback: Polish, Practice, Revise, Edit, Rehearse, Refine (10 minutes)
- Peer Feedback:
  - Arrange students into pairs or small groups.
  - Have them exchange lyrics and provide constructive feedback on each other's work.
- Polish, Practice, Revise, Edit, Rehearse, Refine:
  - Instruct students to polish and revise their lyrics based on peer feedback.
  - Practice singing or reciting their lyrics.
  - Emphasize the iterative nature of the creative process.

V. Presentation: Theme Song Showcase (10 minutes)
- Each student or group presents their theme song to the class.
- Encourage constructive feedback from classmates.

VI. Reflection (5 minutes)
- Facilitate a class discussion on the experience of creating theme songs.
- Ask students to reflect on the challenges faced and lessons learned.
- Discuss the importance of feedback and revision in the creative process.

Assessment:
- Participation in discussions and activities
- Quality of drafted lyrics
- Presentation skills during the Theme Song Showcase

Additional Resources:
Extension Activities
- Visual Representation:
  - Ask students to create a visual representation of their theme song using colored pencils or markers.
  - This visual representation can be a simple illustration that captures the essence of the story or specific elements of their lyrics.
- Audio Compilation: Record the students' theme songs and create an audio compilation of their original creations.
- Community Impact: Share the theme songs with other classes or during school events to showcase students' creativity.

**Note: The duration and complexity of the design challenge can be adjusted based on the students' age, skill level, available materials, and time constraints.