



NASHVILLE SYMPHONY

YOUNG PEOPLE'S CONCERTS

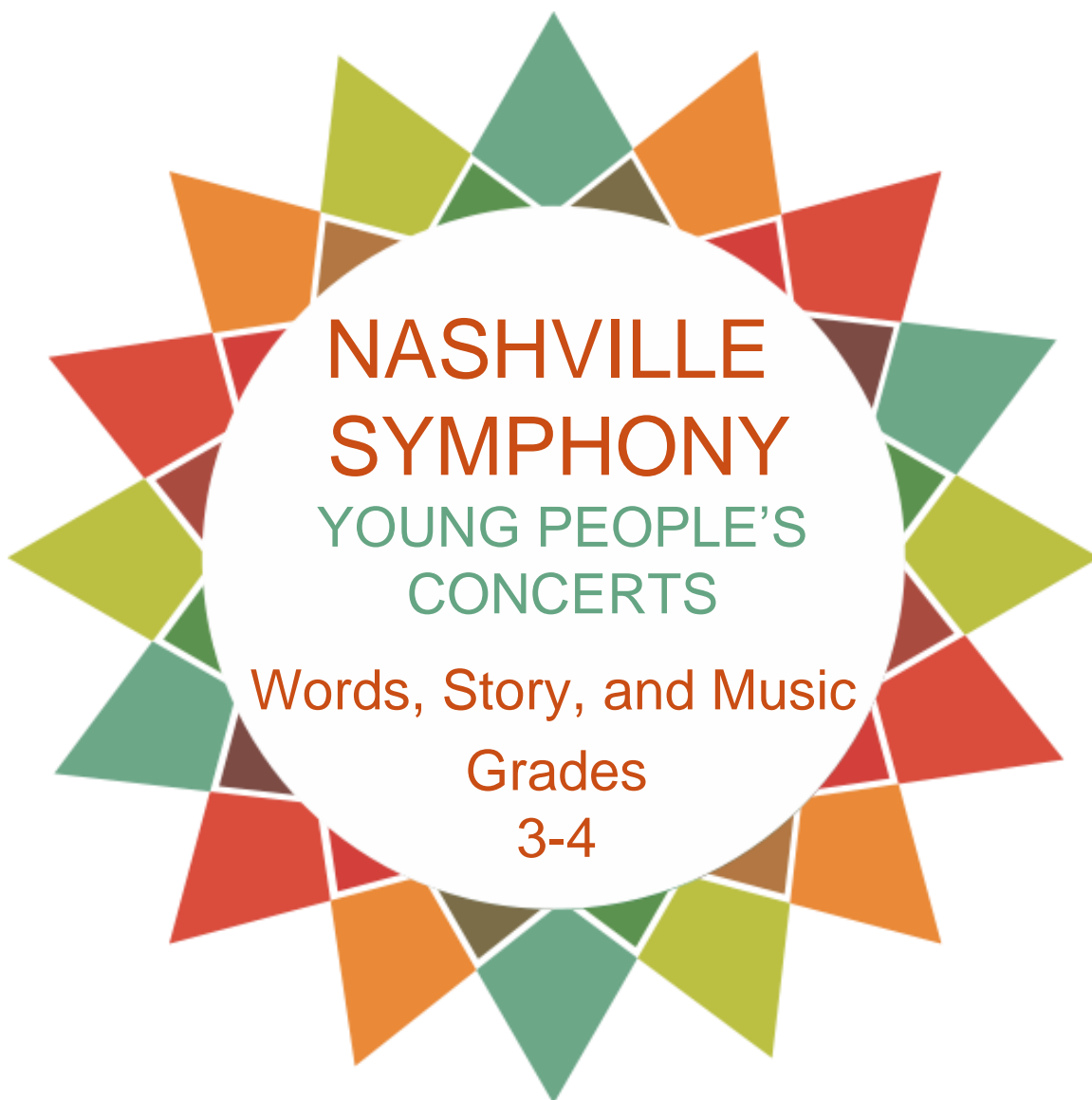
Words, Story, and Music
Grades 3-4



Nashville
Symphony



CONCERT PROGRAM



CONCERT PROGRAM

Anna Clyne | Masquerade

Leonard Bernstein | West Side Story, Cool

Hector Berlioz | Symphonie Fantastique, mvmt. V

Rimsky Korsakov | Scheherazade Op. 35, mvmt II

Henry Burleigh, arr. Nicole Neely | The Young Warrior

LESSON #2 METERED VERSE

GRADES 3-4



STANDARDS

4.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.



OBJECTIVES

- Students will be able to identify and define metered verse.
- Students will be able to recognize stressed and unstressed syllables within metered verse.
- Students will be able to write their own metered verse.



MATERIALS

- Metered Verse resource page (attached)

GRADES 3-4 CONTINUED



PROCEDURE

Define metered verse: Meter in poetry is the rhythmic structure of the lines or verses. Usually, when looking at metered poetry, you are looking for stressed and unstressed syllables. For example: in the word “percussion,” the stress is on the middle syllable: perCUSsion. You can write an unstressed syllable with a “U” shape, and the stressed with an accent (‘) or dash (/). Mapping the stressed and unstressed syllables in the word “percussion” looks like this:

U / U
Per CUS sion

Some words and names already have accents that tell us how to say the word. Like Azafrán, or José.

Sets of stressed and unstressed syllables are often called “feet” in a poem. Here are some of the different kinds of “feet” used in metered poetry:

Iamb - U / (ba-DUM ba-DUM ba-DUM)
Trochee - / U (DA-dum DA-dum DA-dum)
Dactyl - / U U (ONE-two-three ONE-two-three)

ACTIVITY #1: Read the poem *Concert* out loud. Have students recite some of the lines, or the whole poem all together. Give copies of the poem to students, and have them write in the stressed and unstressed syllables. Ask the students to match the patterns to the types meters on top of the page. What type of meter is Stanza # 1? What type of meter is Stanza # 2? Does one of them sound like a waltz? **BONUS:** listen to a waltz and compare it to the rhythm/meter of the second stanza.

ACTIVITY #2: Have students write their own names down and write in the stresses and unstresses. Share with the class. Jo-SÉ. A-MAN-da. EM-il-y. HA-san.

MUSIC CONNECTION

Music has meter too! Meter, or the time signature, tells the musician how many beats to put in one measure and what note receives one beat. There are also stressed and unstressed beats in each meter marking. 4/4 time has beat 1 and beat 3 as the stressed beats, just like the poetry meter mentioned above.

Metered verse:

Iamb - U / (ba-DUM ba-DUM ba-DUM)

Trochee - / U (DA-dum DA-dum DA-dum)

Dactyl - / U U (ONE-two-three ONE-two-three)

CONCERT**By Kelley Bell**

The strings are full of merry songs
The winds are humming tunes,
The brass is buzzing right along,
Percussion taps its shoes

Singing alone would be rather a bore
Dancing alone would be worse!
Instruments everywhere? Music galore?
Time for a concert of course!

Metered verse with emphasis:

The STRINGS are FULL of MERry SONGS
The WINDS are HUMming TUNES,
The BRASS is BUZZing RIGHT aLONG,
PerCUSsion TAPS its SHOES

SINGing aLONE would be RATHer a BORE
DANCing aLONE would be WORSE!
INStruments EVERYwhere? MUSic gaLORE?
TIME for a CONcert of COURSE!

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