



OMAHA SYMPHONY



Concentrationary Music: Poetry as Lyrics

HANDOUTS

Poetry Form and Activity Sheet

Thank you to our partners



THESE ARE THE
GENERATIONS OF
TEMPLE ISRAEL





OMAHA SYMPHONY

Concentrationary Music: Poetry as Lyrics

Key Topics: Poetry, Songwriting, Folk Songs, Listening Skills, Setting the Text, Historical Recognition

Grade: 7-12

Materials:

- Laptop/Projector
- Link to [Concentrationary Music: Poetry as Lyrics Video](#)
- Poetry Form, Activity Sheet & Glossary and Translations Pages

Activity Extension:

Explore the unit on Jewish Resistance by [Echoes and Reflections](#).

Length: 60-90 min

Password: Concentrationary

Nebraska State Standards:

LA 8.W.3, LA 10.RP.1, LA 12.W.2,
FA 8.4.1b, FA 12.4.1e

Pre-Teaching Overview

Open [this video](#) and listen through until 9:20. Take a moment to reflect, then ask the following questions:

- What did that song make you think of?
- Were there repeated parts of the lyrics?
- Even though it's in another language, what did it make you feel?
- How did Francesco fill in the gaps and piece the missing parts together?
- Can a piece of music be impactful with so few lyrics?

Watch the rest of the video and then continue below.

Learning Objective

Students will be able to identify musical counterparts between instruments and vocals as well as create their own expressions of poetry set to music.

Lyrics are Poetry

Open and listen to [this video](#) about "How to write better song lyrics." Ask the following questions:

- Have you ever written your own song?
- What are the components of song lyrics?
- Is it okay to be "bad" at writing lyrics?
- What are some words you want to put into a song?

Watch [this interview](#) by Holocaust Survivor, Roman Kent. Ask the following questions:

- How can writing poetry or creating music be an act of resistance?
- Where else in history have we seen examples of art as resistance?
- After watching the first video, what are 3 key words you'd use to describe "A Song Without Words?"

Reference "A Song Without Words" (12:42) as the musical structure for the lyric activity sheet.



OMAHA
SYMPHONY

Concentrationary Music: Poetry as Lyrics

As you can see below, this song follows a specific format, as most songs do. Listen to the song's format and break it up into smaller parts. Each of the letters collectively represent the "form" of the song. So as you're writing lyrics, think about verse, and chorus.

- A is typically a verse, or a story.
- A' means that it's repeated but a little bit different.
- B typically represents a chorus, or a repeated phrase that ties the stories together. Though for this song, it's not a traditional chorus so we should treat it as a verse.
- The chorus takes us back to where we started at A.
- After our last A part, we get O, an outro to finish out the song.

A-A'-B-A-O

On the following sheets, you'll notice that these sections are broken up by letter. Listen along to the violin and try to write your own lyrics to accompany the song. The lyrics can rhyme, but they don't need to. This song lends itself to many styles of poetry.

Think about a story that this song is trying to tell, and just write out the story first. Then we can come back and piece it together with the song. You'll find yourself changing and getting rid of a lot words to fit the song, and that's okay!



OMAHA
SYMPHONY

A - This is the beginning of the story; the introduction.

A' - This is a continuation of the story but a little bit different.

B - This is the middle part of the story. We can develop here.

A - Bring us back to the beginning, remind us.

O - Wrap up the song with pieces from the rest of the lyrics.