



P.S. ARTS  
WE ALL BELONG

This 30-minute lesson teaches the 2024-25 P.S. ARTS theme song "The Belong Song" emphasizing the role of a composer, vocal technique and expression, steady beat, movement, texture, and community in line with the P.S. ARTS theme for the 2024-2025 school year:

# "COME AS YOU ARE: THE ART OF BELONGING."

## Lesson Objective:

By the end of the lesson, students will be able to perform the chorus of "The Belong Song" and be able to describe the welcoming and celebratory environment of a space where everyone feels that they belong.

## Lesson Materials:

Theme song recording and bluetooth speaker OR a musical Instrument you can use to play it, physical visual aids (posters of: this year's theme + class agreements + lyrics to "The Belong Song")

## Key vocabulary:

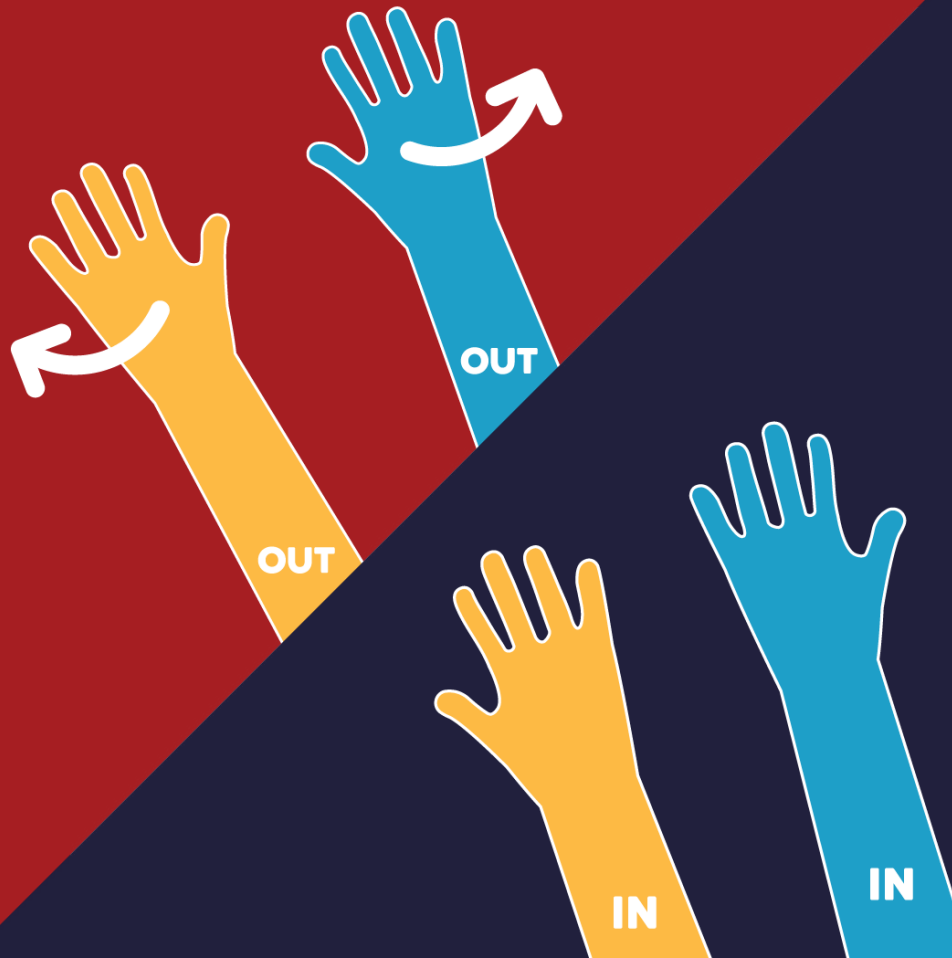
- ✿ Chorus
- ✿ Melody
- ✿ Lyrics
- ✿ Rhythm
- ✿ Composer
- ✿ Texture

## INSTRUCTIONAL SEQUENCE

### INTRO

- ✿ Class greeting
- ✿ Vocal warm up (standing): melodic chunk echoes - Do Re Mi, Re Mi Fa, Mi Fa Sol, Sol Fa Mi Re Do hummed, then oohs, then ahhs emphasizing breathing and good posture to support singing, using our singing voice, and relaxing the jaw when singing ahhh (as in the word "awesome")
- ✿ Have students take a seat and announce that today we'll be learning a special song that has to do with this year's theme: "Come As You Are: The Art of Belonging"
- ✿ Ask students to listen for those words and keep a steady beat as we listen to the song. Demonstrate the ASL sign for applause and ask students to "applaud" when they hear those words.

ASL sign for applause  
Waving both hands in the air using a twisting movement



- ✿ After playing the song for them, ask if anyone wants to share what they like about the song, what instruments they heard and for upper grades how this song connects to our theme, and how many people were singing (texture). Do you think this song is telling you to change or is it telling you to be yourself?
- ✿ Share the Image and information below about the song's composer Otieno Terry with the class and discuss what it means to compose and what the particular Inspiration was for this song: our theme and the P.S. ARTS mission.



## Otieno Terry

A singer, songwriter, producer and teaching artist. His musical style evokes a dynamic blend of soul, Jazz, RnB, with flairs of electronic, folk, and alternative influences. Otieno has collaborated with a variety of artists and has played on stages across North America and other parts of the world.

## STUDIO TIME THE BELONG SONG

USE YOUR VOICE  
SING YOUR SONG  
IF YOU ARE HERE,  
THEN YOU BELONG

SOME DAYS ARE EASY  
SOME DAYS ARE HARD  
YOU ARE STILL YOU  
SO COME AS YOU ARE

WE ALL GROW IN OUR  
OWN WAYS AS WE GO ON  
WORKING TOGETHER  
WILL KEEP US STRONG

WE HAVE THE POWER TO  
CREATE AND THE  
FREEDOM TO DREAM  
ON A CANVAS, A STAGE  
THROUGH THE WORDS WE  
SING

WE SPEAK TO THE  
WORLD WITH THE ART  
THAT WE MAKE  
WE INSPIRE EACH OTHER  
AND FIND WAYS TO RELATE

AND WHEN YOUR  
SEAT IS EMPTY  
HOW CAN WE BE  
COMPLETE? THE WORLD  
ISN'T WHOLE WITHOUT  
YOU AND THE GIFTS THAT  
YOU BRING

I HOPE YOU KNOW THAT  
YOU'RE MISSED WHEN  
YOU'RE GONE AND  
WHEN YOU'RE HERE  
YOU'RE SOMEWHERE THAT  
YOU REALLY BELONG,  
SO COME ON

USE YOUR VOICE  
SING YOUR SONG  
IF YOU ARE HERE,  
THEN YOU BELONG

SOME DAYS ARE EASY  
SOME DAYS ARE HARD  
YOU ARE STILL YOU  
SO COME AS YOU ARE

- ☸ Begin teaching the song with echoes (melody and lyric). One line at a time, then two at a time, then all four lines.
- ☸ After each section, show/speak the lyrics and invite students to explain what each line or phrase means to them. For 2nd-5th grade: ask class to point out any rhyming words in the lyrics.
- ☸ Sing the entire section once again before moving on to the next section, and sing the first two sections together before moving on to the third section.
- ☸ After going through the third section, ask students to stand and sing all three sections while keeping the steady beat.
- ☸ Still standing, continue with echoes for the fourth (spoken) section. Write the word “ART” in big letters and ask students to share what ART is / what forms of ART are mentioned or used in the song. With your list, emphasize that there are many ways for us to express ourselves, understand others, and cultivate community through art.
- ☸ Ask students to sit for the final section. Go through each line with echoes as before, asking students what those lyrics mean to them.
- ☸ Play recording once more and ask class to stand, keep the steady beat with body percussion (claps, snaps, lap pats), and add their voices to our performance of the song.



### REFLECTION

What is your favorite way to express yourself?  
 Why do we miss you when you're not here?  
 What makes you feel like you belong?

### Differentiated Instruction

Students may move or tap along to the songs as needed or receive assistance from a teacher or friend or take on an alternate role such as conductor, teacher helper, beat keeper, etc.

### Classroom Teacher Take-Away Prompt

This lesson can be used as a precursor to any art activity or a writing assignment for upper grades.