

Music & Emotions - How does Music make you feel?

Stage 1 – Desired Results

Grade Level: 1

Strand(s): C2: Reflecting, Responding, and Analyzing.

- **C2.1:** Express initial reactions and personal responses to musical performances in a variety of ways (e.g., move like an animal of which the music reminds them)

Understanding(s)/Goals

- Students will learn to effectively convey their emotions and cognitive responses to music through a variety of expressive methods.

Essential Question(s):

- How does the music make you feel?
- Are there happy sounds in the music?
- Are there sad sounds in the music?

Objectives (targets/outcomes):

Students will be able to:

- connect music to personal life experiences.
- respond to music through emotions.
- express emotions from music in a variety of expressivity including visual, verbal, and/or written methods.

Stage 2 – Assessment Evidence

Performance Task(s):

- Dalcroze approach to Halloween themed music (interpretation through movement)
- Think, Pair, Share (related to worksheet, opportunity to share in front of class)
- Demonstrate knowledge of physical and emotional connections to music through discussion with teacher and with peers

Other Evidence:

- Worksheet that includes space to visually represent their thoughts as well as space to explain their thoughts in writing
- Understanding and demonstrating of the learning goals
- informal Thumbs Up/Thumbs Down assessment of understanding throughout the lesson
- Traffic light self-assessment (green=got it, yellow= almost there, red= needs more)

Stage 3 – Learning Plan

Learning Activities (40 min total):

SLIDE PRESENTATION LINK:

https://www.canva.com/design/DAFvq-bv4rA/VGSo72_ME1wUB8bVgOViag/edit?utm_content=DAFvq-bv4rA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

1. Introduction to the lesson (8 min)

- a. Explain that Halloween is coming up soon (October 31)
- b. Ask students what types of emotions music can make us feel?
- c. Present YouTube video ‘Five Little Pumpkins’ as an introduction to the emotions

2. Discuss Expectations of the lesson (2 min)

- a. Learning goal:
 - i. To express appropriate emotions to given music
- b. Success criteria:
 - i. I can connect music to personal life experience
 - ii. I can respond to music through emotion
 - iii. I can express emotion from music in a variety of ways

3. Move to the music (8 min)

- a. Demonstrate how the students could dance to music that makes you feel each of the primary emotions (happy - hop like a pumpkin, sad - droop like a ghost, excited - arms in the air like a goblin, afraid - wobble like a skeleton)
- b. Play given Halloween songs
- c. Ask students to move and dance around the room
- d. Students should change how the dance based on how the music makes them feel

4. Worksheet (15 min)

- a. Have students sit down and distribute the given worksheet ‘Musical Magic’
- b. Explain the instructions for the worksheet: Students will write how the music made them feel and why, and draw a picture of them dancing
- c. Give students time to complete, approximately 10-15 min
- d. Once everyone is finished, have a few volunteers share their worksheet

5. Just Dance (5 min)

- a. Play given ‘Just Dance’ video and allow students to follow along to the video

6. Pass the Pumpkin (if time available)

- a. Have students sit in a circle, one student sits in the center with their eyes closed
- b. With music playing have the students pass a pumpkin or ball around the circle until the music stops
- c. The student with the ‘pumpkin’ when the music ends says “I have the pumpkin’ in tune, and the student in the middle must guess who has the ‘pumpkin’

7. Closing (2 min)

- a. Students should return to their seats
- b. Distribute ‘traffic light’ assessment sheets for students to self-monitor their learning (green - I understand, yellow - I am still unclear on some topics, red - I am struggling)
- c. Provide students time to share how they enjoyed the lesson and what activities they liked/disliked

Instruction

Lesson Title

Halloween Emotions - Music

Objective(s)	<p>Learning Goals: Students will learn to effectively convey their emotions and cognitive responses to music through a variety of expressive methods.</p> <ol style="list-style-type: none"> 1. I can connect music to personal life experiences. 2. I can respond to music through emotions. 3. I can express emotions from music in a variety of ways. <p>- Written on slide and discussed, also posted on chart paper at the front of the room to refer back to.</p>
Key Vocabulary	<p>Key vocabulary will include the emotions we will be focusing on. For example:</p> <ul style="list-style-type: none"> ● Happy ● Sad ● Scared/Worried ● Excited ● Feelings <p>This is discussed before the first activity.</p>
Sequence	<p>Introduce</p> <ul style="list-style-type: none"> ● Presenting the general content prior to beginning the lesson ● An introductory video will be viewed to introduce students' to the lesson ● Present learning goals and success criteria ● Interact with students through a video that allows them to act out emotions to music <p>Specific questions</p> <ul style="list-style-type: none"> ● How does this song make you feel? ● How can you present different emotions in various ways? ● Does this sound make you feel happy, sad, angry, etc..? <p>Assess</p> <ul style="list-style-type: none"> ● Students' will be assessed with their ability to move around the room in a variety of ways, linked to the emotions listed in the powerpoint. ● Students will be assessed on their ability to reflect their emotions through expressive drawings on the worksheet. ● Students will be assessed on their ability to come up with a sentence related to their emotions. ● Students should be able to respond to music through specific actions (spooky music = Scary actions (such as zombie or ghosts)). <p>Closure</p> <ul style="list-style-type: none"> ● Reflect with students on what they have learned and how they feel ● Conclude with an additional dance along video

<p>Safety considerations and Modifications</p>	<p>Safety Considerations</p> <ul style="list-style-type: none"> ● Ensure all chairs and equipment are moved out of the way allowing open space for movement. ● All exits should be accessible and not blocked off by equipment, to avoid any fire hazards. ● No cords or cables are removed from the area to prevent tripping. ● Make sure every student has enough room to move around without bumping into one another (>2 feet) ● Allow time for stretching before any active movement. <p>Modifications</p> <ul style="list-style-type: none"> ● In the case that there is a student who has a physical disability, we are able to modify the movement from dancing to sitting and loving arms or using facial expressions. ● In the case that there is a child with hearing sensitivity to loud noises, they can wear headphones to dull the loud music.
<p>Materials & Equipment</p>	<ul style="list-style-type: none"> ● slideshow presentation ● open space ● computer/laptop ● projector ● speakers ● internet access ● worksheets ● crayons ● Halloween themed music ● pumpkin or ball ● traffic light assessment sheets

PRESENTATION SLIDE:

https://www.canva.com/design/DAFvq-bv4rA/VGSo72_ME1wUB8bVgOViag/edit?utm_content=9DAFvq-bv4rA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Name: _____

Date _____



MUSICAL MAGIC



Write about how the music made you feel. Did it make you happy, sad, excited, or worried? And draw a picture of you dancing.



The music made me feel...

Because...

