

Music Collaboration

WCBF 4-5

<p>Objective: Students will work co-operatively to develop a piece of music to perform as a group.</p>	<p>IRP PLO(s) addressed: Grade 4, Health and Career Education C5: <i>describe interpersonal skills necessary to build positive relationships</i> Grade 4, Music A2: <i>explain thoughts, images, and feelings derived from a music experience</i> Grade 4, Music A3: <i>apply elements of rhythm, melody, and expression in composition</i></p>
<p>Materials needed</p> <ul style="list-style-type: none"> ▪ Examples Music collaborations and a device to play the music, musical instruments (NOT included in Kit) 	<p>Grade 5, Health and Career Education C5: <i>assess their own interpersonal skills as they apply to building and maintaining positive relationships</i> Grade 5, Music A2: <i>explain thoughts, images, and feelings derived from a music experience</i> Grade 5, Music A3: <i>apply elements of rhythm, melody, and expression in composition</i></p>
<p>Optional Resources (NOT included in the Kits)</p> <ul style="list-style-type: none"> ▪ Under Pressure - Queen and David Bowie: https://www.youtube.com/watch?v=aUW_8cWG7YA ▪ Lucky - Jason Mraz and Colbie Caillat: https://www.youtube.com/watch?v=acvIVA9-FMQ ▪ Give Me A Reason - Pink and Nate Ruess: https://www.youtube.com/watch?v=Gwx4iTRLXG8 	

	Teacher guide	Student guide
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Opening	Time 10 min	<p>Introduce various pieces of music that have been created by more than one person. Encourage students to comment on what they like about the music.</p> <p>For example, Under Pressure - Queen and David Bowie, Lucky - Jason Mraz and Colbie Caillat, Just Give Me A Reason - Pink and Nate Ruess, etc.</p> <p><i>Sample student responses:</i></p> <ul style="list-style-type: none"> • Students may say they like the how the music sounds, they like how the instruments sound together, etc. 	<p>Students share what they like about the music.</p>
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Pre-Activity	Time 10 min	<p>Discuss the challenges and the benefits of working as a group to create a piece of music.</p> <p>For example, when working together you can discuss lots of ideas and creatively combine everyone’s skills; however, people may have different ideas about how the music should sound.</p> <p><i>Sample student responses:</i></p> <ul style="list-style-type: none"> • Students may discuss that people could disagree with each other. Students may say the benefit of working together is that they can come up with more ideas and everyone can add something to the music to build on it. <p>Inform students that they will be creating music that depicts what friendship means to them. Briefly have them describe what being a good friend means.</p> <p><i>Sample student responses:</i></p> <ul style="list-style-type: none"> • Students may say a good friend is helpful, shares things with you, listens when you are talking. 	<p>Students share what they think would be potential struggles they could encounter as well as the benefit of working together.</p>
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Activity	25 min	<p>Students work co-operatively in small groups to create music that depicts what friendship means to them. Students decide what their music will sound like, what instruments they will use, and assign tasks to all of the individuals in their group.</p> <p><i>Sample student responses:</i></p> <ul style="list-style-type: none"> • Students may create a song using vocals and instruments that describes what friendship feels like and what it means to them. Each student will add to the music piece in some way such as playing an instrument, singing a part of the lyrics, etc. 	<p>In small groups, students will collaboratively create a piece of music that reflects what friendship means to them.</p>
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Closure	5 min	<p>Invite each group to share their music and describe what friendship means to them, as well as what they liked about creating their music piece.</p> <p><i>Sample student responses:</i></p> <ul style="list-style-type: none"> • Students may say they liked the instruments they used. They may say they liked hearing other people's ideas, they liked combining other people's ideas with their own, they found it easier to work with others than alone, etc. 	<p>Students share what friendship means to them and what they enjoyed about the process of creating their music piece.</p>
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Adaptations:	
<ul style="list-style-type: none"> • Play songs for a shorter amount of time, instead of the whole song, to keep students engaged. • For students who are non-verbal show them pictures of actions such as a friend offering a hand to help, a friend sharing, a person listening to their friend talking, etc. Ask them to show you or point to what a good friend looks like. • For students who are non-verbal, show them instruments and have them chose which ones they would like to play. 	

Extension Activity:	
<ul style="list-style-type: none"> • Have students work collaboratively to create artwork in groups. 	

Reflection: What went well? What needs to be changed for next time? What did I observe about my students? What would better facilitate my teaching of this topic? What needs to be considered for subsequent lessons on this topic?