

Music

WCBF 6-7

Objective: Students will explore the emotions people feel when listening to a variety of music.	IRP PLO(s) addressed: Grade 6, Music A2: <i>analyse thoughts, images, and feelings derived from a variety of music media sources</i> Grade 7, Music A2: <i>assess how music evokes thoughts, images, and feelings</i>
Materials needed ▪ Various songs and a device to play the music (NOT included in Kit)	Optional Resources (NOT included in the Kits) ▪ Scott James on X Factor: https://www.youtube.com/watch?v=GDapi5_YhuY

		Teacher guide	Student guide
Opening	Time 5 min	Play a song for the students to listen to and ask them what they feel when they listen to the song and what the artist may have felt when writing the music. For example, play a popular current song that could be interpreted different ways. Ask students what they think about when they hear the song and what they think the artist is singing about. <i>Sample student responses:</i> <ul style="list-style-type: none"> • Students may describe various scenarios they feel the song is depicting. • Students may describe various emotions they feel and what they think the artist was feeling while singing this song. 	Students listen to the music and describe their emotions.
Pre-Activity	5 min	Invite students to share what kinds of music they prefer to listen to when they feel various emotions. For example, ask students what genres or artists they listen to when they feel good, upset, angry, etc. <i>Sample student responses:</i> <ul style="list-style-type: none"> • Students may say they listen to fast-paced music when they are happy, loud music when they are angry, etc. 	Students share what music they like to listen to with the class or in small groups.

Activity	20 min	<p>Play different types of music for students including music performed by individuals with autism. Play music on its own as well as play clips of movies with music in the scenes. Have the students write down the way they feel when listening to the music, what they see when hearing the music, and what thoughts they think about. Have them consider what the artist may have felt, seen, or thought when writing the music. Have them consider why that piece of music was chosen to be added to the movie scene.</p> <p>For example, play an up-beat pop song, a loud rock song, a slow ballad, classical music, jazz music, etc. Play a movie clip with loud and fast-paced music, a clip with an upbeat tempo, etc.</p> <p><i>Sample student responses:</i></p> <ul style="list-style-type: none"> • Students may describe various emotions, images, and thoughts such as happiness, sadness, friends, family, etc. • Students may say the artists had a similar experience when writing or performing the music or they may say the artist may have felt, seen, or thought different things. • Students may say the music was added to the scene to make it more powerful, to make the audience feel more emotion, to make the scene more fun to watch, etc. 	<p>Students record their feelings, images, thoughts and consider how the artist felt, what they saw, and what they thought when creating the music. Students also consider the reasons behind why the music was chosen to be added to the movie and how the addition of music makes them feel.</p>
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Closure	5 min	<p>Invite a few students to share what they wrote down. Discuss how people can experience music differently and how the same piece of music may be meaningful to different people for varying reasons.</p> <p>For example, describe what certain artists have said about particular songs they wrote and ask students to consider if it differs from their experience of the artist's music and if they are surprised by the artist's intention. Review how students in the class heard the same songs but felt and thought about different things while listening to them.</p> <p><i>Sample student responses:</i></p> <ul style="list-style-type: none"> • Students may say they were surprised by how others interpreted the songs. 	<p>Students share their experience of the music and listen to others experience of the same music.</p>
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Adaptations:

- Play songs for a shorter amount of time, instead of the whole song, to keep students engaged.
- For students who are non-verbal, place emotion cards and have them select how the music makes them feel and hold the card up so their classmates can see.
- For students who are non-verbal, write down the names of songs they listen to and have them select their favourite one.

Extension Activities:

- Students choose scenes from a movie, mute the sound and play a different type of music over the scene and discuss how this changes their experience of watching the scene.

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?