



6-8 LESSON 7

California County Superintendents Educational Services Association (CCSESA) Arts Initiative • www.ccsesaarts.org



RESOURCES

- Showcase
 - My Name is Celia by Monica Brown (book) goo.gl/x7PVJ5
 - Tool to record the final “Soundscape” performance
- Summative Assessment
 - Rubric for assessing responses

STANDARDS

1.5 Artistic Perception

Analyze and compare the use of musical elements representing various genres and cultures, emphasizing meter and rhythm.

3.1 Historical and Cultural Context

Compare music from two or more cultures of the world as to the functions the music serves and the roles of musicians.

3.3 Historical and Cultural Context

Describe distinguishing characteristics of representative musical genres and styles from a variety of cultures.

4.1 Aesthetic Valuing

Develop criteria for evaluating the quality and effectiveness of musical performances and compositions, including arrangements and improvisations, and apply the criteria in personal listening and performing.

4.2 Aesthetic Valuing

Explain how various aesthetic qualities convey images, feelings, or emotion.

OUTCOMES

Students will . . .

- Demonstrate appropriate use of **BEAT, RHYTHM, DURATION, TEMPO, PITCH, DYNAMICS,** and **TIMBRE** through performance of created “Soundscape.”
- Demonstrate understanding of **EMPATHY** verbally or in writing.
- Demonstrate understanding of the role music plays in daily life for themselves as well as those living in South Africa verbally or in writing.
- Demonstrate how use of the elements of music can convey images, feelings, or emotion.

LESSON BEGINS ON NEXT PAGE



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SOUNDSCAPE REVIEW

7 mins

1. Review the student's suggested revisions from Lesson 6 and try to incorporate those revisions into their final showcase performance.

SOUNDSCAPE SHOWCASE

20 mins

1. Students choose to share their "Soundscape" through one of the following:
 - a. Live performance of the "Soundscape" and story
 - b. Sharing a video performance of the "Soundscape" and story
 - c. Produce a live or video performance of the soundscape and story involving family members/students from other classes/school staff members participating in the soundscape
2. Students choose to share their message about Empathy and the Role of Music by answering the following questions verbally or visually (poster or slide presentation)
 - a. What is empathy and why is it important to you?
 - b. What things did you learn about the South African people and music that were similar to your life?
 - c. What did you learn about the South African people and their music that you feel is important to share with others?
 - d. How did you use the elements of music to convey images, feelings, or emotion in your "Soundscape"?

SUMMATIVE ASSESSMENT

1. Did students demonstrate appropriate use of the six elements of music covered in this unit?
2. Did students correctly define the six elements of music covered in this unit?
3. Did students demonstrate understanding of empathy in their verbal or visual statement? *(use the rubric below)*
4. Did students demonstrate understanding of the role of music in lives of those living in Ireland and in their own lives? *(use the rubric below)*

Rubric for measuring understanding Empathy and the Role of Music

Level 1	Level 2	Level 3
Students give a technical description of Empathy	Students give a technical description of Empathy and use terms associated with negative value judgements	Students give a technical description of Empathy and use terms associated with positive value judgements
Students give a technical description of the Role of Music in daily life	Students give a technical description of the Role of Music and use terms associated with negative value judgements	Students give a technical description of the Role of Music and use terms associated with positive value judgements