



3-5 LESSON 6

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



RESOURCES

- Exploring Empathy and Elements of Music
 - Good News, Bad News by Jeff Mack (book) goo.gl/LPsxUR
 - List of possible body percussion and musical instruments
 - Paper/Whiteboard and Pencils/Markers to draw symbols for Soundscape
 - Tool to record the Soundscape
- Musical Exploration
 - Classroom instruments could include: sandpaper blocks, tambourine, sleigh bells, rhythm sticks, maracas, rainstick, triangle, castanets
 - Irish Instruments could include: frame drum
 - Students could make their own instruments such as maracas

STANDARDS

2.4 Creative Expression

Improvise simple rhythmic accompaniments, using body percussion or classroom instruments.

3.3 Historical and Cultural Context

Describe music from various cultures.

5.2 Connections, Relationships, Applications

Describe how the performance of songs and dances improves after practice and rehearsal.

OUTCOMES

Students will . . .

- Demonstrate understanding of **BEAT, DURATION, TEMPO, PITCH, DYNAMICS**, and **TIMBRE** by creating a “Soundscape” and making needed revisions in preparation for a presentation to an audience.

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PRE-ASSESSMENT

5 mins

1. Cultural questions
 - a. What are 2 things you remember about Ireland and the Irish people?
 - b. Think about the flag of Ireland. What colors are on the flag?
2. Musical questions
 - a. Where are some places we would hear music if we were in Ireland?
 - b. What is the name of the Irish dance we learned?

EXPLORING EMPATHY

2 mins

1. What is empathy?
2. Is empathy important? Why, or why not?

CULTURAL EXPLORATION

3 mins

1. What Irish words did we learn in our last lesson?
2. What type of Irish dance did we learn in our last lesson?

EXPLORING EMPATHY and THE ELEMENTS OF MUSIC

15 mins

1. Creating a soundscape:
 - a. Review the book “Good News Bad News”
 - b. Ask the students to identify the other sounds from each scene not connected to the weather
 - i. Umbrella opening
 - ii. Umbrella being turned inside out by the wind, Mouse crashing into the tree branches, Mouse falling to the ground
 - iii. Apple falling from the apple tree onto Mouse’s head
 - iv. Mouse taking a bite out of the apple, Mouse noticing the worm in his apple
 - v. A bee landing on the cupcake
 - vi. Rabbit swatting the bee with the flyswatter, icing splattering all over Mouse, Rabbit eating the icing and getting it all over his hands
 - vii. Swarm of bees arriving, Mouse and Rabbit running
 - viii. Mouse and Rabbit running while being chased by the swarm of bees and an angry bear
 - ix. Mouse and Rabbit climbing up the flagpole, the angry bear
 - x. Mouse and Rabbit landing in a mud puddle, the bear running away
 - xi. Mouse shouting “Bad, Bad, . . . News!”
 - xii. Rabbit looking surprised, Rabbit crying, Mouse getting a runny nose
 - Rabbit crying, Mouse running
 - Rabbit stops crying, Mouse saying “Good News?”

- The picnic basket falling on the ground and the fruit falling out, Rabbit and Mouse hug
- c. Explore how to imitate the sounds in each stage of the story as a whole class or in small groups
 - i. Suggest students consider **DURATION, TEMPO, PITCH, DYNAMICS** and **TIMBRE** when choosing the sounds to use
- d. Determine which student will be responsible for creating each sound
- e. Read the story again and have students perform the sounds their nature sounds for each page or set of pages
- f. Review the student's suggested revisions from Lesson 4 and try to incorporate those revisions into this performance.
- g. Make a simple audio and or video recording of the students performing their "Soundscape"
- h. Share the recording with the students and ask them to offer suggestions for improvement
- i. Students suggest what they would like to revise as teacher lists their responses

REFLECTION

3 mins

1. Did you decide to change anything in your "Soundscape" after performing it in class today?
 - a. What did you change and why?
2. Be prepared to share your answers to the following questions during the next lesson:
 - a. What is empathy and why is it important to you?
 - b. What things did you learn about the Irish people and music that were similar to your life?
3. What did you learn about the Irish people and their music that you feel is important to share with others?