



6-8 LESSON 4

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



RESOURCES

- Musical Exploration
 - Choir Creates Rain Storm (video) goo.gl/MGpKsW
 - Body Percussion (video) goo.gl/aWRRUH
 - The Elements of Music
 - Definitions of Beat, Tempo, Pitch, Duration, Dynamics, Timbre (“Lesson Resources” slides)
 - List of possible Musical instruments
 - 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
 - Students could also use electronic devices to produce sounds
 - Ollie from ‘Beat Goes On’ teaching Body percussion (video) goo.gl/HPso1t
- Exploring Empathy and Elements of Music
 - The Invisible Boy by Trudy Ludwig (book) goo.gl/xw31ct
 - List of possible body percussion and musical instruments (see above)
 - [Soundscape Resources for Teachers](#) (Google Doc)
 - Paper/Whiteboard and Pencils/Markers to draw symbols for Soundscape
 - Tool to record the Soundscape

STANDARDS

1.5 Artistic Perception

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

2.5 Creative Expression

Arrange simple pieces for voices or instruments, using traditional sources of sound.

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.

4.3 Aesthetic Valuing

Identify aesthetic qualities in a specific musical work.

OUTCOMES

Students will . . .

- Make observations of the sounds in a given environment (**ACTIVE LISTENING**).
- Identify **TIMBRE** in environmental sounds, body percussion, and musical instruments.
- Demonstrate awareness of basic elements of music (**TIMBRE**) through experimenting with body percussion and musical instruments.
- Apply understanding of **BEAT, RHYTHM, DURATION, TEMPO, PITCH** and **DYNAMICS** by creating a "Soundscape".

LESSON BEGINS ON NEXT PAGE



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PRE-ASSESSMENT

5 mins

1. Empathy questions
 - a. What do you remember about the book The Invisible Boy?
 - Who are the main characters?
 - What examples can you think of to explain the title of the book - The Invisible Boy?
 - What changes for both Brian and Justin by the end of the book?
 - What is the word we learned to describe when we understand and care about the feelings of someone else? (Empathy)
2. Cultural questions
 - a. What is the name of the country we are learning about?
 - b. What can you remember about South Africa?
 - Share your answer with your elbow partner, and then join another pair to share your answers.
3. Musical Listening questions
 - a. Where do you hear music around you? At school? At home? At the grocery store? (add any other locations you know the students visit regularly)
 - Share your answer with a partner

MUSICAL EXPLORATION

5 mins

1. Exploring body percussion, musical instruments and **TIMBRE**
 - a. Watch the Choir Creates Rain Storm video and observe the different sounds produced
 - b. Ask the students how the choir in the video created the sounds from a rainstorm?
 - c. Watch the Body Percussion video and observe the different sounds produced
 - d. Briefly review each movement (stomp, clap, snap, tongue click, thigh slap) that was used in the video and ask the students to do try out the different sounds
 - e. Demonstrate each of the classroom instruments that will be used in the next portion of the lesson for the students and then have a few individuals try the instrument in front of the class
 - i. Repeat this procedure for each of the percussion instruments
 - f. Share this definition: **TIMBRE** is the quality or tone color of a sound; it's what makes one instrument or sound different from another

EXPLORING EMPATHY & ELEMENTS OF MUSIC

15 mins

1. Creating a soundscape:
 - a. Ask students to identify sounds found in the classroom
 - b. Review/reread the book The Invisible Boy
 - c. Ask the students to identify the sounds found in the book including:
 - Students whispering, shouting, whining
 - Bell ringing

- Students eagerly volunteering to be chosen for the kickball team
 - Students eating lunch
 - Dragon breathing fire
 - Intergalactic battle
 - Digging for treasure
 - Students whispering
 - Students laughing at lunch
 - Students walking quickly in the classroom
 - Add other sounds students suggest to this list
- d. Explore how to imitate these sounds as a whole class or in small groups
 - Suggest students consider body percussion (rub palms together, clap, snap, tap knees, click tongue, etc.)
 - Suggest students consider percussion (rainstick, maracas, shakers, sandpaper blocks, cymbal, claves, drums, etc.)
 - Suggest students consider **DURATION, TEMPO, PITCH, DYNAMICS**, and **TIMBRE** when choosing the sounds to use
 - e. Determine which student will be responsible for creating each sound
 - f. Read the story again and have students perform the sounds for each page or set of pages
 - g. Make a simple audio or video recording of the students performing their “Soundscape”
 - h. Share the recording with the students and ask them to offer suggestions for improvement

REFLECTION

3 mins

1. Students choose:
 - a. Ask students why they chose the instrument they did to create their particular sound for the soundscape.