



6-8 LESSON 6

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



RESOURCES

- Exploring Empathy and Elements of Music
- My Name is Celia by Monica Brown (book) goo.gl/x7PVJ5
 - 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
 - South African Instruments could include: djembe and Kpanlogo drums
 - Students could make their own instruments such as maracas

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 understanding of **BEAT, RHYTHM, DURATION, TEMPO, PITCH, DYNAMICS**, and **TIMBRE** by creating a “Soundscape.”
- Develop criteria for evaluating the quality and effectiveness of a “Soundscape.”
- Utilize criteria in evaluating the “Soundscape” and make needed revisions in preparation for a presentation to an audience.
- Develop a statement to explain how use of the elements of music can convey images, feelings, or emotion.

LESSON BEGINS ON NEXT PAGE



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PRE-ASSESSMENT

5 mins

1. Cultural questions
 - a. What are 2 things you remember about South Africa and the South African people?
 - b. Think about the location of South Africa on a map?
 - c. What is unique about the number of official South African languages?
2. Empathy questions
 - a. What is empathy?
 - b. Is empathy important to you? Why, or why not?

EXPLORING EMPATHY & CULTURE

7 mins

1. Read the book My Name is Celia
2. Ask students what challenges Celia faced in her life? (poverty, racism, revolution, moved to Mexico and the United States)
3. What similar challenges have you faced?
 - a. Ask students to share their answers with a partner
4. How did Celia connect to her culture even after moving to Mexico and the United States?
5. How do you connect with your own culture?
 - a. Ask students to share their answers with a partner

EXPORING EMPATHY & THE ELEMENTS OF MUSIC

15 mins

1. Creating a soundscape:
 - a. Read the book My Name is Celia once again
 - b. Ask the students to identify potential sounds they could recreate from each scene in the book as they listen to the story
 - c. Divide the class into groups and assign each group a set of pages from the book
 - d. Each group will be responsible for creating a soundscape for the assigned pages
 - e. Groups can explore how to imitate the sounds on their pages
 - Suggest students consider **RHYTHM, DURATION, TEMPO, PITCH, DYNAMICS** and **TIMBRE** when choosing the sounds to use
 - f. Ask students to determine who will be responsible for creating each sound and what instrument they will use
 - g. Read the story again and while student groups perform their sounds for their assigned pages
 - h. Make a simple audio and or video recording of the students performing their “Soundscape”
 - i. Share the recording with the students and ask them to offer suggestions for improvement
 - j. 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. Do you believe your use of the elements of music in creating and performing the “Soundscape” conveyed the images, feelings, and emotions you intended to communicate to the listeners?
3. 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 people and music of South Africa that were similar to your life?
4. What did you learn about the people and their music that you feel is important to share with others?