



9-12 LESSON 2

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



RESOURCES

- Pre-assessment
 - The Elements of Music
 - Definitions of Beat, Rhythm, Tempo, and Pitch (presentation slides)
 - Use musical examples provided below or select other appropriate examples for the students
 - high sounds: Samba Whistle Demonstration (video) goo.gl/nbB2SB
 - low sounds: Tuba Demonstration (video) goo.gl/ZHkmp1
 - World Map
- The Elements of Music
 - “Czechoslovakia” (presentation slides)
 - Definition of Dynamics (presentation slides)
- Exploring Empathy
 - Respectful Listening guidelines (presentation slides)
 - Sesame Street: Mark Ruffalo: Empathy (video) goo.gl/JSnQKj
- Exploration of Culture, Music, and Empathy
 - World Map
 - Basic cultural facts (presentation slides)
 - Please add facts relative to other appropriate content standards

STANDARDS

1.5 Artistic Perception (advanced)

Analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive.

OUTCOMES

Students will...

- Analyze and describe the elements of music ((**BEAT, RHYTHM, TEMPO, PITCH, DYNAMICS**)).
- Demonstrate awareness of **EMPATHY** through whole class discussion.
- Demonstrate awareness of the role music plays in daily life for themselves as well as those living in Brazil.

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PRE-ASSESSMENT

5 mins

1. Musical Questions to ask the students
 - a. Ask students to explain the elements of music **BEAT, RHYTHM**, and **TEMPO** to an elbow partner
 - b. Listen to a musical excerpt:
 - i. Do you hear high or low sounds (**PITCH**)?
 - high sounds: Samba Whistle Demonstration Video (play for :30 seconds)
 - low sounds: Tuba Demonstration Video (play for :30 seconds)
 - ii. Tell students the highness and lowness of sounds is called **PITCH**
2. Cultural Questions
 - a. Has anyone heard of a country called Brazil?
 - b. Can someone show me where Brazil is on the map?
 - c. What language(s) do you think are spoken/written in Brazil?

THE ELEMENTS OF MUSIC

3 mins

1. **DYNAMICS**
 - a. Ask students to perform “Czechoslovakia” from Lesson 1 together.
 - b. Tell students you will make changes to one of the elements of music in the call and response section and you would like them to respond accordingly.
 - c. Ask students what was different in the call and response section.
 - d. Tell students they just used **DYNAMICS** when performing “Czechoslovakia”.
 - e. **DYNAMICS** are the loudness or softness of a sound.

EXPLORING EMPATHY

8 mins

1. Introduction to empathy
 - a. Sesame Street: Mark Ruffalo: Empathy video
 - b. Guided Discussion
 - i. What is empathy?
 - Share the following definition with students: Empathy is when you're able to **understand and care about** how someone else is feeling. (Definition from the video)
 - During the video Mark tells Murray about the time he lost his favorite teddy bear. Think of a time when you lost something and how it made you feel.
 - Share your story with your elbow partner.

- Were you able to imagine how your partner was feeling when they told you their story?
- Remind students: Empathy is when you're able to understand and care about how someone else is feeling.

EXPLORATION OF CULTURE, MUSIC & EMPATHY

10 mins

1. Introduction to the culture
 - a. Locate Brazil on a map
 - b. Address questions from the pre-assessment as well as other questions students may have
 - i. What is the capital city of Brazil?
 - ii. What is Brazil famous for? (samba, fútbol, the Amazon, olympics, world cup)
 - iii. What languages are spoken/written in Brazil? What reasons can you give to explain the use of the particular language(s) in this country?
2. The role of music
 - a. People all around the world, for as long as humans have lived in communities, have used music as part of their daily lives, in celebrations, and in rituals.
 - b. At what events/occasions/locations do YOU hear music?
 - i. Teacher lists student responses
 - c. Do you think people in Brazil hear music at the same kinds of events/occasions/locations as you?
 - d. Ask students to take turns sharing their answers with a partner.

REFLECTION

5 mins

1. Students share:
 - a. What is one thing you learned today about Brazil?
 - b. What is one thing you learned today about Empathy?
 - c. What is one thing you learned today about Music?