



9-12 LESSON 3

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 (presentation 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
- Exploring the Elements of Music
 - “The Sound of Life: What is a Soundscape?” reference for teacher (article) goo.gl/wMPBDC
 - [Soundscape Resources for Teachers](#) (Google Doc)
 - Paper/Whiteboard and Pencils/Markers to draw symbols for Soundscape

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.

2.5 Creative Expression (proficient)

Perform on an instrument in small ensembles, with one performer for each part.

4.2 Aesthetic Valuing (proficient)

Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.

OUTCOMES

Students will...

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

LESSON BEGINS ON NEXT PAGE



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PRE-ASSESSMENT

5 mins

1. Cultural questions
 - a. Identify Brazil on a map
 - b. What do you remember about of Brazil from the last lesson?
 - c. Can you identify something else you have in common with the people of Brazil you didn't share during the previous lesson?
2. Musical Questions
 - a. What is **TIMBRE**?
3. Empathy Question
 - a. Ask students to share their definition of empathy as they remember it from the previous lesson.
(Empathy is when you're able to understand and care about how someone else is feeling)

EXPLORING EMPATHY

8 mins

1. Share the book Red by Michael Hall with the class. This could be done before this lesson.
 - a. A similar book from the curriculum could be used.
 - b. Additional book titles include:
 - i. Freedom in Congo Square by Carole Boston Weatherford & R. Gregory Christie
 - ii. Four Feet, Two Sandals by Karen Lynn Williams & Khandra Mohammed
 - c. Optional extension of lesson could include books such as:
 - i. El Deafo by Cece Bell
 - ii. Wonder by R.J. Palacio
 - d. Ask students the following questions. Turn to these pages in the book during the discussion as needed.
 - i. What was this story about?
 - ii. How did Red feel when he just wasn't able to do what everyone expected of him? What evidence can you cite to support your claim?
 - iii. Were the other crayons and art supplies trying to be hurtful or helpful?
 - iv. What was it that finally turned things around for Red?
 - v. How many crayons did it take for Red to finally feel valued?
 - vi. What did Berry do that made Red feel valued?
 - vii. Have you ever felt like Red did in this story?
 - viii. Have you ever been one of the other crayons or art supplies in this story?
 - ix. Are there students that you know that may feel like Red at the beginning of the story?
 - x. What could you do to help them feel more valued and appreciated?

THE ELEMENTS OF MUSIC

4 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. Ask students to explore movements (stomp, clap, snap, tongue click, thigh slap) used in the two videos
 - e. Demonstrate each of the percussion instruments 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
2. 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 THE ELEMENTS OF MUSIC

15 mins

1. Creating a soundscape
 - a. Explain to students that a soundscape is a way to observe, record, and replicate the sounds in the environment.
 - b. Ask student groups to select a children's book from the selection provided. Titles could include:
 - i. Freedom in Congo Square by Carole Boston Weatherford & R. Gregory Christie
 - ii. When the Beat Was Born by Laban Carrick Hill
 - iii. Duke Ellington by Andrea Davis Pinkney
 - iv. The Noisy Paint Box by Barb Rosenstock
 - v. My Name is Celia by Monica Brown
 - vi. Chato's Kitchen by Gary Soto
 - vii. Hush! by Mingfong Ho
 - viii. Tito Puente by Monica Brown
 - ix. Squeak, Rumble, Whomp! Whomp! Whomp! by Wynton Marsalls
 - x. Zin! Zin! Zin! a Violin by Lloyd Moss
 - xi. If You Ever Want to Bring a Circus to the Library, Don't! by Elise Parsley
 - c. Ask each group to read the book and determine what opportunities exist to replicate sounds in the story.
 - d. Ask each group to create a 1-2 minute soundscape using body percussion, electronic sounds, or percussion instruments to accompany a portion of the selected book.
 - e. Student groups share their soundscape with the whole group

REFLECTION

3 mins

1. Do you believe your use of the elements of music in creating and performing the “Soundscape” conveyed the images you intended to communicate to the listeners?
 - a. Why or why not?
2. If you were going to perform this “Soundscape” again, what would you change?
 - a. Why or why not?