



# K-2 LESSON 7

California County Superintendents Educational Services Association (CCSESA) Arts Initiative • [www.ccsesaarts.org](http://www.ccsesaarts.org)



## RESOURCES

- Showcase
  - Good News, Bad News by Jeff Mack (book) [goo.gl/hYdqw2](https://goo.gl/hYdqw2)
  - Tool to record the final Soundscape performance
- Summative Assessment
  - Rubric/guide for assessing responses

## STANDARDS

### 2.4 Creative Expression

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

### 3.3 Historical and Cultural Context

Use a personal vocabulary to describe voices, instruments, and music from diverse cultures.

### 4.2 Historical and Cultural Context

Describe how ideas or moods are communicated through music.

### 5.2 Connections, Relationships, Applications

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

## OUTCOMES

Students will . . .

- Demonstrate appropriate use of **BEAT, DURATION, TEMPO, PITCH, DYNAMICS**, and **TIMBRE** through performance of created “Soundscape”.
- Demonstrate understanding of **EMPATHY** verbally or in writing.
- Demonstrate understanding of the role music plays in daily life for themselves as well as those living in Brazil verbally or in writing.

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## SOUNDSCAPE REVIEW

7 mins

1. Review the student's suggested revisions from Lesson 6 and try to incorporate those revisions into their final showcase performance.

## SOUNDSCAPE SHOWCASE

20 mins

1. Students choose to share their "Soundscape" through one of the following:
  - a. Live performance of the "Soundscape" and story
  - b. Sharing a video performance of the "Soundscape" and story
  - c. Produce a live or video performance of the soundscape and story involving family members/students from other classes/school staff members participating in the soundscape
2. Students choose to share their message about Empathy and the Role of Music by answering the following questions verbally or visually (poster or slide presentation)
  - a. What is empathy and why is it important to you?
  - b. What things did you learn about the Brazilian people and music that were similar to your life?
  - c. What did you learn about the Brazilian people and their music that you feel is important to share with others?

## SUMMATIVE ASSESMENT

1. Did students demonstrate appropriate use of the six elements of music covered in this unit?
2. Did students correctly define the six elements of music covered in this unit?
3. Did students demonstrate understanding of empathy in their verbal or visual statement? (*use the rubric below*)
4. Did students demonstrate understanding of the role of music in lives of those living in Brazil and in their own lives? (*use the rubric below*)

*Rubric for measuring understanding Empathy and the Role of Music*

| Level 1                                                                  | Level 2                                                                                                            | Level 3                                                                                                            |
|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| Students give a technical description of Empathy                         | Students give a technical description of Empathy and use terms associated with negative value judgements           | Students give a technical description of Empathy and use terms associated with positive value judgements           |
| Students give a technical description of the Role of Music in daily life | Students give a technical description of the Role of Music and use terms associated with negative value judgements | Students give a technical description of the Role of Music and use terms associated with positive value judgements |