

Friday, December 2nd, 2016

Music Appreciation

Using Classical Music to Understand Emotion

Standards

the differences between positive and negative emotions. Virginia

expression of ideas and thoughts to create positive relationships; Virginia

Compare and contrast emotions that may make a person happy and emotions that may make a person feel unhappy or mad. Virginia

Identify appropriate ways a person may express the emotions of happy, unhappy, or mad. Virginia

Demonstrate ways to express emotions appropriately. Virginia

The student will describe personal ideas and emotions evoked by music. Virginia

identifying ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive; and Virginia

describing the roles of music and musicians; Virginia

The student will identify elements of performances that he/she likes or dislikes and explain why. Virginia

The student will explain the purposes of music in various settings. Virginia

Objective

The students will understand:

1. What emotions are and what kinds exist
 2. What pitch and tempo are
 3. That the same musical piece can have different parts that evoke different emotions
 4. How music can be used to cope with emotions they experience from day to day
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Anticipatory Set - Grabbing the Students' Attention

Pre-lesson

- The teacher will, seemingly "on a whim," without any prompting, play the clip from YouTube of Snoopy going back and forth between crying and dancing happily while Schroeder plays the piano. The students' love of cartoons will draw them in almost immediately, and the teacher will likely be met with a chorus of giggles and a few "I've seen this before!"s or "Ooo, I love Charlie Brown!"s. Once the two-minute clip is over, the teacher will move to the front of the room and let the students know that, shortly, they are going to do an activity where they get to be Snoopy and the teacher gets to be Schroeder!
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Main Lesson Activities

Minutes 0-1

- The teacher will tell his/her students to listen to a few seconds of a song, 3:30-4:09 of Mahler's Symphony No. 1: i. Langsam. Schleppen will play. The teacher will then ask them to tell him/her what type of music they just heard.
- The students will offer responses; some might know the term "classical," but others might offer up "fancy," "old," "grown-up," etc.

Mins. 1-2

- The teacher will tell his/her students not to worry, because they will be coming back to the song. But then he/she will shift gears and prompt a discussion about emotions by asking the class if anyone knows what emotions are.
- The students will raise their hand and offer their best answers.
- If the best answer is not given, the teacher will guide the students towards figuring out that emotions are like feelings.

Mins. 2-4

- The teacher will ask the students to help him/her make the biggest list of emotions on the whiteboard that they can make.
- The students will start calling out emotions (happy, sad, angry, scared, disappointed, excited, nervous, etc.)
- If a lull in shout-outs occurs and there are still more emotions the teacher knows s/he wants to discuss during the lesson, the teacher will ask "What about _____?" or "What if xyz were to happen? That would make you feel...?"

Mins. 4-5

- The teacher will ask why the students think Snoopy was sometimes crying and other times dancing with a smile on his face while Schroeder played the piano.
- The students will offer answers, likely referencing the fact that when the sound of the music changed, Snoopy's feelings changed, too.
- If the class is unable to come to this conclusion, the teacher will guide them to it.

Mins. 5-7

- The teacher will ask the students what makes the music sound happy or sad.
- The students will offer answers.
- The teacher will suddenly get really excited and tell the students that now it's time for him/her to take on the role of Schroeder while they take on the role of Snoopy. By playing Gustav Mahler's "Symphony No. 1: i. Langsam. Schleppen," the teacher will incorporate the answers the students gave to introduce and demonstrate tempo (**how slow {0:21-0:30} or fast {14:15-14:20} the music is**) and pitch (**how high {1:35-1:40} or low {2:28-2:36} the music is**).

Mins. 7-12

- The teacher will play 2:29-3:10 and then ask the students how that music made them feel.
- The students will respond with answers likely ranging from sad, scared, and nervous to angry, mad and upset.
- The teacher will ask the students why they think the music made them feel that way and guide them through a conversation about tempo (slow) and pitch (low) again.
- The above three steps will be repeated for more sections of Mahler's piece:
 - 6:28-6:45 (fast, high) will make the students feel happy, excited, joyful, entertained, maybe even silly
 - 11:17-11:27 (medium tempo, high) will make the students feel content, peaceful, happy, or calm
 - 12:40-12:48 (fast, medium pitch) will make the students feel furiously angry, mad, or on the other hand, really scared
 - 13:02-13:13 (fast, high) will make the students feel proud, confident, or excited

Mins. 12-13

- The teacher will briefly mention how sometimes music that is fast and high pitched can sound happy, while it can sound angry other times. S/he will explain that the "voices" of different instruments, what some people call tone color, is the reason for this. S/he might ask the students to give an example of an instrument they heard that they think sounds happy and one they think sounds angry.
- The students will offer answers.
- The teacher will guide them towards the best answers if necessary.

Closure

Mins. 13-15

- The teacher will point out to his/her little Snoopys that the classical music (that they likely earlier called "grown-up," "old," or "fancy") made them feel lots of different things. S/he will then ask the students if they think they could use what they learned by themselves in their life to do anything.
- Students may or may not offer answers.
- The teacher will guide the students toward ideas of how they can use classical music to help them understand their emotions and even to help them cope with emotions they do not like.
- For example, the teacher might explain that sometimes all we want to do is be sad or angry for a little while without anyone trying to change that, and that's okay, so long as we are not hurting anyone else. But it is never good to be sad or angry for too long. A good strategy for handling our emotions like good citizens is to go to a quiet place by ourselves, listen to one classical piece that helps us continue to feel sad or angry, and then as soon as that piece is over, switch to another piece that makes us feel better (happy, content, calm) to force the sad or angry emotions go away.

Taking it a Step Further (Especially for Talented and Gifted Students)

To develop further understanding of the material, the teacher may opt to ask the following questions:

- Can you think of any other ways that what we learned about how music changes our emotions is used in our day-to-day life?
- Students may come up with a variety of ideas (to help cheer up a friend, to set the tone of TV shows or movies, etc.)
- What is your favorite song (it doesn't have to be a classical song)? Let's play that on the speakers. What is the tempo of this song/this part of the song?
- How does this song/this part of the song make you feel? Why do you think that is?
- What is another song you like? Let's play that on the speakers. What is the pitch of this song/this part of the song?
- How does this song/this part of the song make you feel? Why do you think that is?
- **The teacher should pick a video clip of a scene from a cartoon or movie that has music in the background but no dialogue.**
- Let's listen to some music. **[The teacher should not allow the video to show up on the projector screen so the students can't see it, then proceed to play the video clip at full volume.]** What is the tempo of this music? The pitch? What does this music make you feel?
- Now let's take a look at this video clip **[The teacher should mute the speaker while s/he shows the clip.]** What is happening in this scene? What do you think the character is feeling? **[Now the teacher should play the video so that the students can both**




see it and hear it and make the connection that they go together.] If the students' answers to just the visual video and just the audible music match, the teacher should open that point for discussion. If the students' answers to just the visual video and just the audible music did not match, the teacher should open that point for discussion and ask the students why they think the directors/producers decided to put music that normally makes people feel one way for a scene where the characters are supposed to be feeling another way.

Evaluate

Students will demonstrate their understanding of the material through the completion of their homework assignment.

Homework

1. Ask a grown-up to turn on the radio to any station they like. If a song is playing, wait for it to end and use the very next song that comes on that you or your grown-up knows the name of. If no music is playing, wait for music to start playing and use the first song that comes on that you or your grown-up knows the name of.
2. Draw a picture of a face that shows how this song makes you feel in the middle of the top of your paper. Write the emotion below the face. (Just spell the best you can). Every time the song makes you feel a different way, draw another face below it and write the new emotion below the new face.
3. On the left side of each face, write "fast," "medium," or "slow" to describe what the tempo of the song was when you felt that way.
4. On the right side of each face, write "low," "medium," or "high" to describe what the pitch of the song was when you felt that way.
5. Write the name of the song you listened to somewhere on your paper.
6. Look at your teacher's example for help understanding:

Tempo	Feeling	Pitch	
slow	 sad	low	Name of Song 'Wasting All These Tears'
medium	 okay	low	
fast	 confident	high	