**Technology in the Music Classroom Lesson Plan Assignments**

**Lesson title:** Expressions and personal interpretations of musical styles and sounds through physical movement

**Class/Grade:** Fourth Grade General Music Class

**Standards:**

* MU:Re8.1.4a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers’ and personal interpretations to reflect expressive intent.
* MU:Re8.1.4a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers’ and personal interpretations to reflect expressive intent.
* MU:Re8.1.6a Describe a personal interpretation of how creators’ and performers’ application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.
* MU:Re7.2.1a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

**Learning Outcomes:**

* Students will be more aware and have better recognition of personal expression by hearing various music styles.
* Students will have a better understanding of how major and minor chords and melodies change one’s physical response and expression.

**Assessment Evidence:** Students will demonstrate improved listening skills and have a better understanding of an individual personal response to various music styles.

**Prior Knowledge and Skills:** Students will have good listening skills and be able to hear changes in timbre, melodies and harmonies and tonal structure of various musical styles.

**Materials**

* + CD Player (with audio playback)
	+ Video Camera
	+ Computer with internet access to YouTube linked to white board in classroom
	+ CD with prerecorded music tracks
	+ Piano or keyboard

**Learning Activities:**

* Students enter room and are given instructions on the day’s activities
* Discussion on how individuals physically respond to various styles of music
* Students will watch example videos of individuals physically responding to music in various ways. (dancing, marching, jumping, physical expression)
* The class will be divided in two equal groups. Group 1 stays in the classroom and Group 2 goes to a room where they are secluded from the other group.
* Group 1 is given instructions to physically express themselves when they hear three songs that have been prerecorded.
* The three songs; Beethoven’s Moonlight Sonata, Cotton Eyed Joe (with lyrics) and Sousa’s Stars and Stripes Forever are now played individually on the CD player. Only a few minutes of each song is played.
* The physical expressions of Group 1 are videotaped.
* Group 2 will now enter the classroom with Group 1.
* The three songs will be played again as Group 2 listens. (the sequence of the songs must be played in a different order.
* Group 2 will watch the videotape (no audio) of Group 1.
* Group 2 will be asked to match the three videotaped expressions to the three songs.
* Discussion on how students were able to identify physical expressions with the three songs.
* Group 1 will leave the room and Group 2 will hear three different songs; La Bamba, Schubert’s Fantasy in F minor and The Elephant (Saint-Saens) Only a few minutes of each song is played.
* Group 2 is videotaped while responding to these songs.
* Group 1 will now enter the room and match the videotaped physical responses of Group 2 with the three songs.
* Discussion on how students were able to identify physical expressions with the three songs.
* Discussion on how individuals react differently to different styles of music. Students discuss questions;
	+ Why does certain music make you happy and physically respond the way you do?
	+ Why does certain music make you sad and physically respond the way you do?
	+ What makes music sound sad?
	+ Is there certain music you don’t like, and why?
	+ What are your favorite songs and why?
* Discussion and introduction to major and minor chords.
	+ A C major chord will be played on the piano followed by a C minor chord.
	+ Students will be asked if they hear the difference in the two chords.
	+ Students will acknowledge how one note can change the sound of a chord
	+ Students will be asked if they recognize any similarities in the chords to the music they responded to earlier in the class.
* Final discussion