


Chorus 7⁸ & HS Chorus: “T.U.N.E.S.” of the Month

(Tasks Unofficially Needed for Exceptional Singing) -

Because Growing Your Voice Should Never Feel Like Schoolwork!

<u>Month</u>	 <u>T.U.N.E.S.</u> of the Month	<u>Description</u>	<u>Music To Choose From</u>	<u>Student Goal</u>	<u>Due Date</u>
Sept.	Vibe Check Playlist	<p>Choose one of our chorus songs and create a short 3-song playlist that matches the <i>vibe</i> or <i>message</i> of that piece.</p> <p>**Written Reflection:</p> <p>Turn it in by listing your 3 songs and writing 1 sentence for each: “This reminds me of the chorus song because...”</p>		Connect emotionally with your chorus songs	Friday, September 26th , 2025 on Google Classroom
Oct.	Mirror Moment	<p>Practice your favorite 30 seconds of a chorus song in front of a mirror. Notice your posture, expression, and breathing.</p> <p>**Written Reflection:</p> <p>“One thing I noticed about how I sing or look is...” <i>No recording necessary. Just self-awareness.</i></p>		Improve facial expression and confidence	Friday, October 31st, 2025 on Google Classroom

Nov.	Lyric Mood Board	<p>Choose one of our chorus songs and make a mini "mood board" (drawing, collage, or even just a piece of paper of images/colors/emojis) to show what it <i>feels</i> like.</p> <p>**Creative Response</p>		Deepen connection to the lyrics	<p>Tuesday, November 25th, 2025</p> <p>on Google Classroom / turned in in person</p>
Dec.	Singer's Journal	<p>Answer 2 of these:</p> <ul style="list-style-type: none"> ● What's one warm-up that helps me the most? ● What lyric or part of our song gets stuck in my head? ● What do I want to feel when I sing this? ● What does my voice need today? <p>**Written Reflection</p>		Build a habit of reflection and vocal care	<p>Monday, December 22nd, 2025</p>
Jan.	"Who Sang It Better?" Game	<p>Look up two different performances of a song we're learning (or a similar one).</p> <p>Write a few sentences about:</p> <ul style="list-style-type: none"> ● What they did differently ● Which one you liked better and why ● What you'd borrow from either version <p>**Written Reflection</p>		Listen to multiple interpretations of a song	<p>Friday, January 30th, 2026</p> <p>on Google Classroom</p>

Feb.	Warm-Up Wizard	<p>Choose 3 vocal warm-ups we've done in class—or make up your own! Do them at home and write down:</p> <ul style="list-style-type: none"> • Which warm-up helped your voice feel the most ready and why • A silly or fun warm-up name for your new routine <p>**Written Reflection</p>		Build your own warm-up routine	<p>Friday, February 26th, 2026</p> <p>on Google Classroom</p>
Mar.	Sing It Backwards (Kind Of)	<p>Try singing the <i>last line</i> of one of our chorus songs, then the second-to-last, and so on—working backwards!</p> <p>**Written Reflection</p> <p>Write a short sentence: “The hardest part to remember was ____.”</p>		Strengthen memory and ear training	<p>Friday, March 26th, 2026</p> <p>on Google Classroom</p>
April	Silent Singer	<p>Play a chorus track in your headphones and <i>mouth the words silently</i> while focusing on breath, posture, and rhythm. This builds confidence and inner hearing!</p> <p>**Written Reflection: “Even though I wasn't singing out loud, I could still ____.”</p>		Internalize pitch and rhythm using audiation	<p>Friday, April 24th, 2026</p> <p>on Google Classroom</p>

May	Genre Swap!	<p>Pick one of our chorus songs and imagine it in a different genre (rock, jazz, opera, hip-hop, etc.).</p> <p>**Creative Response Write or draw what would change (instruments? tempo? energy?) Bonus: Rename the song for your new version!</p>		Reimagine musical styles	<p>Friday, May 29th, 2026</p> <p>on Google Classroom</p>
June	Lyric Lift	<p>Choose your favorite <i>line of lyrics</i> from any of the chorus songs we've done.</p> <p>**Creative Response</p> <p>Write or draw what it means to you</p> <p>Optional: Turn it into a mini-poster with doodles, fonts, or emojis</p> <p>Extra: Create a motivational quote using that lyric!</p>		Analyze and connect to meaning in music	<p>Friday, June 12th, 2026</p> <p>on Google Classroom</p>

Topics:

Grade Level	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
4	National Hispanic Heritage Month	Music of the Animal Kingdom	Instrument Families	Music Around the World (instruments, songs, dances)	Music and Historical Events (e.g., civil rights, wars)	Black History Month	Earworms: Why Songs Get Stuck (cognitive science in music)	Escape Room–Style/ Scavenger Hunt Music Quests	Create Your Own Instrument	Careers In Music
5	National Hispanic Heritage Month	Music of the Animal Kingdom	Ukulele Fundamentals	Music Around the World (instruments, songs, dances)	Music and Historical Events (e.g., civil rights, wars)	Black History Month	Musical Theatre & Broadway	Escape Room–Style/ Scavenger Hunt Music Quests	Create Your Own Instrument	Careers In Music
6	National Hispanic Heritage Month	Body Percussion/ Percussion Circles	Can AI Make “Good” Music?	Music as Therapy / Mindfulness	Music and Historical Events (e.g., civil rights, wars)	Black History Month	Musical Theatre & Broadway	Escape Room–Style/ Scavenger Hunt Music Quests	Create Your Own Instrument	Music and Sports
7	National Hispanic Heritage Month	Body Percussion/ Percussion Circles	Can AI Make “Good” Music?	Music as Therapy / Mindfulness	Hip-Hop and Social Justice	Black History Month	Music in Advertising	Music & Disability Awareness	TikTok and Music Trends	Musical Optical Illusions
8	National Hispanic Heritage Month	Body Percussion/ Percussion Circles	Can AI Make “Good” Music?	How Music Affects the Brain (neuroscience basics)	Social & Political Themes in Music	Black History Month	Music in Advertising	Piano & Ukulele Fundamentals	TikTok and Music Trends	Musical Optical Illusions

Unit Title: Celebrating National Hispanic Heritage Month

Grade Level: 4th Grade

Unit: Music & Culture

Focus Topic: National Hispanic Heritage Month – Exploring Hispanic Music Traditions

Duration: 45–50 minutes

Big Idea: Hispanic music reflects diverse cultures and histories. Exploring its rhythms, instruments, and styles helps us appreciate cultural heritage and musical creativity.

OBJECTIVES:

By the end of the lesson, students will be able to:

- Identify key Hispanic music styles and instruments
 - Listen actively to different Hispanic musical examples
 - Perform a basic rhythm inspired by Hispanic music using percussion instruments or body percussion
 - Reflect on the importance of music in cultural celebrations
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MATERIALS:

- Audio clips of Hispanic music styles (Mariachi, Salsa, Flamenco, Andean)
 - Pictures or videos of traditional Hispanic instruments (guitar, maracas, cajón, pan flute)
 - Classroom percussion instruments (shakers, drums, claves) or use hand claps
 - Whiteboard or chart paper
 - “Hispanic Music Reflection” worksheet (optional)
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LESSON OUTLINE:



1. Introduction to National Hispanic Heritage Month (5–7 min)

- Brief explanation: What is National Hispanic Heritage Month and why do we celebrate it?
- Discuss how music is a way people share culture and history.

2. Listening Activity: Hispanic Music Styles (10 min)

- Play short clips from [mariachi](#), [salsa](#), [flamenco](#), and [Andean panpipe music](#).
- Ask students: What instruments do you hear? How do the rhythms or voices sound?
- Show pictures/videos of the instruments.

3. Rhythm Exploration & Practice (10–12 min)

- Teach a simple rhythm inspired by one style (e.g., salsa clave rhythm).
- Practice rhythm with percussion instruments or hand clapping.
- Divide into small groups to try the rhythm together.
-  [Easy Rhythm Exercise 7 PlayAlong: Syncopation- SALSA Version #musiceducationforkids](#)
-  [La Raspa \[Mexican Folk Song\] Cup Play Along](#)

4. Group Activity: Create & Share Rhythms (10 min)

- Groups create their own rhythm pattern inspired by Hispanic styles using instruments or clapping.
- Groups share their rhythms with the class.

5. Reflection & Wrap-Up (5–7 min)

- Discuss: What did you learn about Hispanic music today?
- How does music help people celebrate culture?
- Optional: Complete a “[Hispanic Music Reflection](#)” worksheet answering:
 - What was your favorite sound or instrument?
 - How did it feel to play the rhythms?

Hispanic Music Reflection Worksheet

Name: _____

Date: _____

1. What was your favorite type of Hispanic music we listened to today?

(Mariachi, Salsa, Flamenco, Andean, or other)

2. What instruments did you hear in the music? List as many as you can!

3. Which instrument or sound did you like the most? Why?

4. How did it feel to play the rhythms inspired by Hispanic music?

(Check one or more)

- Fun
- Exciting
- Challenging
- Easy
- Surprising
- Other: _____

5. Why do you think music is important for celebrating culture?

6. Draw a picture of your favorite instrument or a moment from today's lesson:

(Use the space below!)

VOCABULARY:

- **Rhythm** – a pattern of sounds and silences in music
 - **Instrument** – a tool used to make music
 - **Mariachi** – traditional Mexican music with string and brass instruments
 - **Clave** – a key rhythm pattern used in salsa and other Latin music
 - **Percussion** – instruments you hit or shake to make sound (drums, maracas)
 - **Culture** – the customs, arts, and traditions of a group of people
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ASSESSMENT:

- Participation in listening and rhythm activities
- Ability to replicate and create rhythm patterns inspired by Hispanic music
- Completion and thoughtfulness in reflection worksheet (if used)

Unit Title: Instrument Families

Grade Level: 4th Grade

Unit: Instrument Families of the Orchestra

Lesson Title: Musical Instrument Flipbook Review

Lesson Duration: ~45 minutes

Resource Used: [Musical Instrument Families of the Orchestra Review Music Flipbook Activity \(PDF\)](#)

LEARNING OBJECTIVES

By the end of the lesson, students will be able to:

- Identify the four main instrument families of the orchestra
 - List at least two instruments from each family
 - Describe how each family produces sound
 - Categorize instruments into their appropriate families using a flipbook format
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VOCABULARY

- Instrument family
 - Strings, Woodwinds, Brass, Percussion
 - Timbre, Vibration, Resonance, Pitch
 - Bow, Reed, Valve, Membrane
-

WEEK 1 LESSON PLAN: *Instrument Families Flipbook*



MATERIALS NEEDED

- Printed flipbook pages (from the PDF)
 - Scissors, glue or stapler
 - Colored pencils or crayons
 - Classroom posters or anchor charts (optional)
 - Audio examples (or video) of each family in action (via YouTube, DSO Kids, or Chrome Music Lab)
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LESSON OUTLINE

1. Engage (5–7 min)

- Start with a “mystery sound” game: Play 1 audio clip from each family.
- Students guess the instrument and family.
- Ask: “What clues helped you guess?”

2. Teach (10–15 min)

- Brief review of each instrument family. Highlight:
 - How they produce sound
 - Common instruments
 - What makes each family unique




3. Explore (20–25 min)

- Pass out the **Flipbook Activity pages**
- Model how to cut, assemble, and label each section
- Students color each family section, label 2–3 instruments per family, and illustrate one instrument from each
- Option: Play audio samples while they work to reinforce sound recognition

4. Share (5–7 min)

- Ask volunteers to share one fun fact or drawing from their flipbook
 - Group review: Hold up a drawing or instrument name and ask, “What family is this?”
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DIFFERENTIATION

-  Struggling learners: Provide pre-filled examples or a printed mini word bank
 -  Early finishers: Let them decorate their flipbook covers or add fun facts for each instrument
 -  Audio learners: Offer QR codes or links to sound clips for each family
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ASSESSMENT

- Informal: Observe student responses during the mystery sound game and group share
 - Formal: Review completed flipbooks for accuracy in classification, labeling, and visual understanding
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CLOSURE

Ask:

- “Which family do you think is the loudest? The softest?”
 - “Which instrument would you like to learn to play?”
- Celebrate the flipbooks by having students take them home or use them to teach another class!

🎵 Unit Title: Music of the Animal Kingdom

Grade Level: 4th Grade

Length: 4 weeks (1 class per week, ~45 minutes each)

Big Idea: Animals have inspired composers for centuries. By exploring music that imitates or represents animals, students will understand musical expression, form, and instrumentation.

Standards Addressed (General):

- Identify and describe elements of music (melody, rhythm, tempo, dynamics, timbre)
 - Respond to music with movement or visual representation
 - Create and perform short musical compositions
 - Recognize instruments and their characteristics
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Unit Overview

Week	Focus	Activities	Key Concepts
1	Introduction: Sounds Like an Animal!	Animal sound ID, Saint-Saëns' <i>Carnival of the Animals</i> excerpts	Timbre, dynamics, tempo
2	Classical Animal-Inspired Music	Movement with <i>Peter and the Wolf</i> , create listening maps	Instrumentation, motif
3	Animals in World & Pop Music	Compare <i>Baby Elephant Walk</i> & tribal animal dances	Rhythm, form, call & response
4	Compose Your Own Animal Piece	Group project: compose a short piece about an animal	Composition, creativity

Week 1: Sounds Like an Animal!

Objective: Students will identify and describe musical elements used to mimic animal sounds.

Materials: Audio clips of animal sounds, excerpts from *Carnival of the Animals*, chart paper

Activities:

1. **Warm-Up:** Play real animal sounds. Ask: “What animal is this? How do you know?”
2. **Listen:** *Carnival of the Animals* - “The Swan,” “Fossils,” “Kangaroos”
 - Discuss how music mimics animal movement/sounds
3. **Visual Response:** Students draw what they "hear" during each piece
4. **Exit Ticket:** “What musical element told you it was a swan/kangaroo/etc.?”

Vocabulary: Timbre, Dynamics, Tempo, Legato, Staccato

Week 2: Animal Characters in Classical Music

Objective: Students will identify instruments and motifs representing characters in *Peter and the Wolf*.

Materials: Video or audio of *Peter and the Wolf*, character cards, instrument posters

Activities:

1. **Review:** Recap Week 1
2. **Storytime Listen:** *Peter and the Wolf*
 - Identify each animal/character and their instrument
3. **Movement Activity:** Students create simple movements to match each animal's motif
4. **[Instrument Matching Game: Match animal cards with instrument sounds](#)**

Assessment: “Which instrument would you use to represent a snake? Why?”

Vocabulary: Motif, Melody, Woodwinds, Brass, Strings, Percussion

Activity Overview:

In this lesson, students will listen to excerpts from *Peter and the Wolf* and match musical themes to animal characters. They'll learn to identify instruments by sound and associate them with specific musical characteristics and storytelling techniques.

Listening & Matching Activity

Materials Needed:

- Audio or video of [*Peter and the Wolf* by Sergei Prokofiev](#)
 - Printed Character & Instrument Cards
 - Matching Worksheet (included below)
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Step 1: Introduction

Begin by introducing the story of *Peter and the Wolf*. Explain that each character in the story is represented by a different instrument and has a musical theme.

Step 2: Guided Listening

Play each character's musical theme and ask students to listen carefully. Stop after each one to discuss:

- What animal or person might this music describe?
 - What instrument do you hear?
 - How does the music move (fast, slow, jumpy, smooth)?
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 **Step 3: Character & Instrument Match**


Instrument Word Bank:

Flute	Oboe
Bassoon	French Horns
Strings	Timpani/Woodwinds
Clarinet	

Music Description Word Box:

High, fast, fluttery	Smooth, nasal, waddling
Slow, grumpy, low	Ominous, bold, strong
Bright, cheerful, playful	Marching, rhythmic, powerful

Character	Instrument(s) Guess	Music Description
The Bird		
The Duck		
The Cat		
Grandfather		
The Wolf		
Peter		
The Hunters		

 **Step 4: Reflection**

- Which instrument did you like best?
- Which animal's music helped you picture them the most?
- Why do you think the composer chose that instrument for that animal?



Step 3: Character & Instrument Match **ANSWER KEY**

Character	Instrument	Music Description	Correct Answer
The Bird	Flute	High, fast, fluttery	Flute
The Duck	Oboe	Smooth, nasal, waddling	Oboe
The Cat	Clarinet	Slinky, smooth, sneaky	Clarinet
Grandfather	Bassoon	Slow, grumpy, low	Bassoon
The Wolf	French Horns	Ominous, bold, strong	French Horns
Peter	Strings	Bright, cheerful, playful	Strings
The Hunters	Timpani & Woodwinds	Marching, rhythmic, powerful	Percussion/Woodwinds

Week 3: Animals in World & Pop Music

Objective: Students will explore rhythm and form in animal-themed music from different cultures and genres.

Materials:

- *Baby Elephant Walk* (Henry Mancini)
- African or Native American animal dances (video/audio)
- Rhythm instruments (hand drums, shakers, sticks)

Activities:

1. **Compare & Contrast:** Listen to [Baby Elephant Walk](#) and an [African elephant dance](#)
2. **Group Discussion:** What rhythms or instruments give it an "animal" feel?
3. **Rhythm Circle:** Students create animal sounds with instruments (e.g., slithering snake, stomping rhino)
4. **Call & Response Game:** Leader makes a rhythm pattern, others echo it with animal-themed movements

Vocabulary: Rhythm, Form, Call & Response, Percussion

Week 4: Create Your Own Animal Music

Objective: Students will compose and perform short musical pieces inspired by an animal.

Materials: Paper, pencils, classroom instruments, animal cards

Activities:

1. **Brainstorm:** Pick an animal from a deck. What sound does it make? How does it move?
2. **Compose in Groups:** 4-measure pieces using classroom instruments
3. **Rehearse & Perform:** Students perform for the class
4. **Reflect:** "What musical choices helped us know your animal?"

Assessment: Participation in group composition and explanation of musical choices

Extension: Create an "Animal Soundtrack Album" – record performances for families!

 **UNIT TITLE: *Music From Around the World***

Grade: 4th Grade

Length: 4 weeks (1 lesson per week, 45–50 minutes)

Big Idea: Music is a universal language, and each culture expresses itself uniquely through rhythm, melody, instruments, and dance.

 **UNIT OBJECTIVES:**

By the end of this unit, students will be able to:

- Identify musical characteristics and instruments from at least four world cultures
 - Compare and contrast musical traditions
 - Perform simple rhythms, songs, or movements from each region
 - Reflect on how music connects people and tells cultural stories
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 **WEEKLY OVERVIEW**

Week	Region Focus	Key Concepts	Main Activity
1	Africa	Call & response, rhythm layers	Djembe drum circle, body percussion
2	Latin America	Syncopation, dance rhythms	Learn a simple samba or salsa pattern
3	Asia (India or Japan)	Drone, pentatonic scale	Try out a raga melody or taiko-inspired rhythm
4	Europe (Ireland or Eastern Europe)	Folk melodies, storytelling	Learn a folk song or partner dance

WEEK 1 LESSON PLAN: *Rhythms of West Africa*

OBJECTIVES:

- Understand the role of rhythm and community in African music
 - Learn the call & response form
 - Perform a group body percussion rhythm inspired by African drumming
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MATERIALS:

- Audio/video of traditional West African music (e.g., [djembe ensemble](#) or Ghanaian clapping game)
 - Drums (djembes, tubanos, or hand drums) or substitute with classroom items (buckets, tables)
 - Optional: Printable rhythm cards, world map
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VOCABULARY:

- Djembe
 - Call & Response
 - Polyrhythm
 - Community Music
 - Percussion
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LESSON OUTLINE:

- 1. Welcome & Warm-Up (5–7 min):**
 - Show West Africa on a world map
 - Play a short video of an African drum circle or [singing group](#)
 - Ask: “What do you notice about the rhythm? Are they singing alone or together?”
- 2. Mini Lesson (10 min):**
 - Introduce the [djembe and the idea of music as communication](#)
 - Teach a simple body percussion pattern (clap-snap-stomp) and build a layered rhythm
 - Explain call & response (teacher leads; class echoes)
- 3. Activity (15–20 min):**

- Do a call & response rhythm or chant (“[Che Che Koolay](#)” or similar African folk piece)
 - Rotate roles: let students lead a call
 - Layer in rhythms to create a group performance
4. **Cool Down & Reflect (5–8 min):**
- Ask: “How did the music feel in your body?”
 - Draw or write: “If this music had a color or shape, what would it be?”
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 **ASSESSMENT:**

- Observation of rhythm participation
 - Student responses during reflection
 - Optional: Quick 3-question exit ticket (e.g., “What is call & response?”)
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 **RESOURCES:**

-  [Kennedy Center ArtsEdge – Exploring African Drumming](#)

WEEK 2 LESSON PLAN: *Latin American Rhythms & Dance*

 **Focus Region:** Latin America (Brazil, Cuba, Puerto Rico, etc.)

Grade: 4th

Duration: ~45 minutes

Big Idea: Latin American music is full of energy, syncopated rhythms, and vibrant movement. It's often used in celebration and dance.

OBJECTIVES:

- Recognize the rhythms and instruments common in Latin American music
 - Perform a basic samba or salsa rhythm using percussion or body movement
 - Understand how music and dance work together to tell cultural stories
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MATERIALS:

- Audio/video examples: samba drums, salsa bands, or carnival music
 - Rhythm instruments (hand drums, shakers, rhythm sticks, maracas)
 - Printed rhythm pattern cards or digital slide
 - Optional: scarves or ribbons for movement
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VOCABULARY:

- Syncopation
 - Percussion
 - Samba
 - Maracas
 - Celebration music
-



LESSON OUTLINE:

1. Welcome & Warm-Up (5–7 min):

- Show Latin America on the world map
 - Ask: “What celebrations do you know that have music and dancing?”
 - Watch a short clip of a [Brazilian samba parade](#) or salsa dancers
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2. Mini Lesson (10–15 min):

- Demonstrate the concept of **syncopation** using clapping:
Clap basic steady beat (1-2-3-4)
Then try a Latin rhythm (e.g., CLAP-rest-CLAP-CLAP-rest)
 - Introduce instruments:
 - Claves = wood block sounds
 - Maracas = shakers
 - Drums = rhythm base
-

3. Main Activity (15–20 min):

Option A: Samba Rhythm Circle

- Build a layered rhythm:
 - Claves = steady beat
 - Shakers = offbeats
 - Drums = syncopated pattern
- Rotate instruments and practice as a group ensemble

Option B: Salsa Rhythm & Dance

- Teach a basic salsa step pattern (Step-together-step, pause)
 - Combine rhythm clapping with footwork
 - Add scarves or movement to emphasize flow and fun
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4. Reflection & Cool Down (5–8 min):

- Ask: “How did this music make you feel?”
 - “What was different about this rhythm compared to last week?”
 - Quick draw: Color what you think samba or salsa would “look like”
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✓ ASSESSMENT:

- Participation in rhythm or dance
 - Ability to recognize syncopation
 - Short class discussion or reflection drawing
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🌐 RESOURCES:

- 🎥 [Cuban Music](#)
- 🥁 Songs to Try:
 - [“Oye Como Va”](#) – Santana (clean instrumental)
 - [“Samba Lele”](#) – Brazilian folk song
- 🎥 Video: Salsa Dance for Kids (YouTube – search [“Salsa steps for kids”](#))

WEEK 3 LESSON PLAN: *Music of Asia – India & Japan*

 **Focus Region: Asia (Choose focus: India or Japan)**

Grade: 4th

Duration: ~45 minutes

Big Idea: Asian music often features unique scales, instruments, and performance traditions. Music from India and Japan reflects deep cultural heritage and storytelling.

OBJECTIVES:

- Identify unique sounds, instruments, and scales from Asian music
 - Experience melody or rhythm through traditional Indian or Japanese forms
 - Perform or respond creatively to Asian musical elements
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MATERIALS:

For India:

- Audio clips of [sitar](#), [tabla](#), or [vocal raga](#)
- Visuals of Indian instruments
- Simple rhythm pattern cards (ta-ka-di-mi style)

For Japan:

- Audio clips of [koto](#), [shakuhachi](#), [taiko drums](#)
 - Visuals of instruments and traditional dress
 - Large drums or substitute percussion (tables, buckets)
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VOCABULARY:

- **India:** Raga, Tala, Sitar, Tabla, Drone
 - **Japan:** Koto, Shakuhachi, Taiko, Pentatonic scale, Calligraphy (visual connection)
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LESSON OUTLINE

1. Welcome & Intro (5–7 min):

- Point to India or Japan on a world map
 - Ask: “What do you think music sounds like in this country?”
 - Play a short clip of traditional music from your focus country
 - [India](#)
 - [Japan](#)
-

2. Mini Lesson (10–15 min):

If Focusing on India:

- Play a **sitar and tabla** duet clip (e.g., Ravi Shankar or Anoushka Shankar)
- Teach students a **simple clapping rhythm pattern** using syllables: “Ta – ka – di – mi” or “Ta – ta – ti – ta”
- Discuss the concept of **raga** (musical mood or color)

If Focusing on Japan:

- Play a short clip of **taiko drumming** or **koto music**
 - Discuss the **pentatonic scale**: play 5-note melodies (C-D-E-G-A)
 - Teach a simple **Japanese rhythm pattern** on drums:
BOOM — BOOM — ka — ka — BOOM
-

3. Main Activity (15–20 min):

Option A: India – Rhythm Creation

- Students work in small groups to **create their own 4-beat tala rhythm** using claps and vocal syllables
- Perform for each other using drums or body percussion

Option B: Japan – Taiko-Style Drum Ensemble

- Students perform simple **taiko-inspired patterns** in unison
 - Add dramatic gestures or group movement (taiko is very physical!)
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4. Reflection & Cool Down (5–8 min):

- Ask:
 - “How is this music different from African or Latin music?”
 - “What words would you use to describe today’s music?”
 - Optional drawing: What would this music “look like” if it were a painting?
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ASSESSMENT:

- Participation in rhythm or melody activity
- Ability to identify instrument sounds (aural quiz)
- Reflection response or exit ticket

WEEK 4 LESSON PLAN: *Folk Music of Europe (Ireland & Eastern Europe)*

 **Focus Region: Europe (Ireland & Eastern Europe)**

Grade: 4th

Duration: ~45 minutes

Big Idea: European folk music connects people through stories, dance, and community. Different regions have distinct rhythms and instruments that reflect their history and culture.

OBJECTIVES:

- Identify traditional European folk music elements
 - Learn a simple Irish or Eastern European folk song or dance
 - Explore the cultural stories and instruments behind the music
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MATERIALS:

- Audio clips of [Irish jigs](#) or Eastern European dances (e.g., Bulgarian or [Romanian folk music](#))
 - Optional: [tin whistle](#), [fiddle](#) (video/demo), tambourines, small percussion
 - Visuals: [European folk instruments and traditional clothing](#)
 - Space for simple circle or partner dancing
 - Optional: rhythm pattern cards, lyrics, or sheet music
-

VOCABULARY:

- Folk music
 - Jig
 - Reel
 - Drone
 - Fiddle
 - Accordion
 - Dance rhythm
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LESSON OUTLINE

1. Welcome & Warm-Up (5–7 min):

- Locate Ireland and/or Eastern Europe on a world map
 - Play a short clip of [traditional Irish music](#) (e.g., fiddle or tin whistle jig)
 - Ask:
“What kind of story might this music be telling?”
“How does this music make you want to move?”
-

2. Mini Lesson (10–15 min):

For Ireland Focus:

- Explain what a **jig** or **reel** is (fast, dancelike folk music)
- Introduce instruments: **fiddle**, **bodhrán (drum)**, **tin whistle**
- Teach a short song like “[Rattlin’ Bog](#)” or “*Tell Me Ma*” (call & response)

For Eastern Europe Focus:

- Introduce Balkan or [Slavic folk music](#) (e.g., fast, syncopated, odd meters)
 - Listen to music with [accordion](#), [tambura](#), or [zurna](#)
 - Clap a **7-beat** or **5-beat rhythm** to demonstrate asymmetry (use rhythm cards)
-

3. Main Activity (15–20 min):

Option A: Irish Folk Song & Dance

- Teach the chorus of *Rattlin’ Bog* or *Tell Me Ma*
- Do a simple circle or partner jig with steady clapping to match the beat
- Let students sing and dance together

Option B: Eastern European Rhythm Challenge

- Layer rhythms using percussion or clapping patterns
 - Try a simple folk dance step with a unique rhythm (2+2+3 beat)
 - Optionally: let students invent movements to fit the rhythm
-

4. Reflection & Wrap-Up (5–8 min):

- Ask:
“How is this music different from what we heard in Asia or Africa?”
“Which country’s music was your favorite this month?”
 - Optional: Stamp their “passport” or color in the region
-

ASSESSMENT:

- Participation in singing or dancing
- Ability to keep rhythm or follow form
- Exit slip: “One thing I learned from today’s music was...”

UNIT TITLE: *Music and Historical Events*

Grade: 4th Grade

Length: 3–4 weeks (1 lesson per week, 45–50 minutes)

Big Idea: Music has the power to tell stories, inspire change, and reflect the emotions of people during major historical events.

UNIT OBJECTIVES:

By the end of the unit, students will be able to:

- Identify songs connected to major historical events (e.g., Civil Rights Movement, wars, peace movements)
 - Describe how music expresses emotion, protest, or unity
 - Perform and reflect on songs tied to important moments in U.S. and world history
 - Create a simple musical expression of their own about a cause or feeling
-



WEEKLY OVERVIEW

Week	Focus	Music Connection	Key Activities
1	Music of the Civil Rights Movement	“This Little Light of Mine,” “We Shall Overcome”	Song study, lyrics discussion, classroom march
2	Songs of Wartime & Peace	“Boogie Woogie Bugle Boy,” “Where Have All the Flowers Gone?”	Compare moods, create mood maps
3	National Identity & Unity	“The Star-Spangled Banner,” “Lift Every Voice and Sing”	Singing, flag and song connection, listening analysis
4	Create Your Own Protest/Unity Song (Optional)	Student composition or chant	Group songwriting, performance, reflection

WEEK 1 LESSON PLAN: *Civil Rights Songs*

Objectives:

- Understand the role of music in the Civil Rights Movement
- Sing and interpret “This Little Light of Mine”
- Recognize how songs were used in marches and protests

Materials:

- Audio: “[This Little Light of Mine](#),” “[We Shall Overcome](#)”
- Video of [Civil Rights marches](#) with music (e.g., [Selma to Montgomery](#))
- Lyric handouts

This Little Light Of Mine	We Shall Overcome
<p>Chorus: <i>This little light of mine, I'm gonna let it shine This little light of mine, I'm gonna let it shine This little light of mine, I'm gonna let it shine Let it shine, let it shine, let it shine</i></p> <p>Verse 1: <i>Everywhere I go, I'm gonna let it shine Everywhere I go, I'm gonna let it shine Everywhere I go, I'm gonna let it shine Let it shine, let it shine, let it shine</i></p> <p>Verse 2: <i>All through the night, I'm gonna let it shine All through the night, I'm gonna let it shine All through the night, I'm gonna let it shine Let it shine, let it shine, let it shine</i></p> <p>Chorus: <i>This little light of mine, I'm gonna let it shine This little light of mine, I'm gonna let it shine This little light of mine, I'm gonna let it shine Let it shine, let it shine, let it shine</i></p>	<p>Chorus: <i>We shall overcome, we shall overcome We shall overcome someday Oh, deep in my heart, I do believe We shall overcome someday</i></p> <p>Verse 1: <i>We'll walk hand in hand, we'll walk hand in hand We'll walk hand in hand someday Oh, deep in my heart, I do believe We shall overcome someday</i></p> <p>Verse 2: <i>We shall all be free, we shall all be free We shall all be free someday Oh, deep in my heart, I do believe We shall overcome someday</i></p>

- [Chart paper for student observations](#)



CLASSROOM CHART: Music & History Observations

Song: “This Little Light of Mine” / “We Shall Overcome”

Historical Context: Civil Rights Movement

(This could be on the SmartBoard or on a Sticky Note Poster)



What We Hear

(Students describe musical elements.)

Question	Class Observations
What instruments or voices do you hear?	e.g., “Clapping,” “Group singing,” “No drums”
Is the music fast or slow? Loud or soft?	e.g., “Medium speed,” “Strong but calm voices”
What words or phrases stand out?	e.g., “Let it shine,” “Overcome”



What It Makes Us Feel

(Students reflect on emotional response.)

Question	Class Responses
How does this song make you feel?	e.g., “Brave,” “Peaceful,” “Hopeful”
What do you think people were feeling when they sang it in marches?	e.g., “Strong,” “Together,” “Nervous but proud”

What This Song Stands For

(Connect to history and meaning.)

Prompt	Student Ideas
What is this song trying to say?	“Don’t give up,” “Let your light shine”
Why do you think people sang it during protests?	“It helped them feel strong,” “It gave them courage”
Does this song teach us something today?	“Be kind,” “Stand up for what’s right”

Tips for Use:

- Fill in answers as students share them aloud
 - Use sticky notes or sentence strips if students want to add their own anonymously
 - Keep it visible during the unit to revisit and compare with other songs
-



Lesson Outline:

1. **Warm-Up (5 min):**
 - Show photo/video of a peaceful protest march
 - Ask: “Why do you think people sang while marching?”
2. **Listening Activity (10 min):**
 - Play “This Little Light of Mine”
 - Discuss the lyrics: What do they mean?
3. **Group Sing (10 min):**
 - Sing the chorus together
 - Optional: Add clapping, steady beat
4. **Role-Play (10–15 min):**
 - Walk in a “march” formation around the classroom while singing
 - Encourage students to feel the strength in unity
5. **Reflection (5–10 min):**
 - Ask: “How do you think singing helped people be brave?”
 - Draw a picture of a light or a group singing together

WEEK 2 LESSON PLAN: *Songs of Wartime & Peace*

Objectives:

- Compare the mood of music during war vs peace
 - Learn about WWII and Vietnam-era songs
 - Express how music makes them feel
-



Materials:

- Audio: “[Boogie Woogie Bugle Boy](#),” “[Where Have All the Flowers Gone?](#)”
 - Emotion/mood vocab words
 - Whiteboard/SmartBoard or digital jamboard ([Mentimeter](#))
-

Lesson Outline:

1. **Intro Discussion (5 min):**
 - a. Show [posters of war times](#) or ask what students know about WWII or soldiers
2. **Listening Comparison (15 min):**
 - a. Play “Boogie Woogie Bugle Boy” — dance/move to the rhythm
 - b. Then play “Where Have All the Flowers Gone?” — eyes closed, feel the mood
 - c. [Chart: Fast/Slow | Happy/Sad | Instrument](#)
3. **[Mood Map Activity \(15 min\):](#)**
 - a. Students write or draw how each song made them feel
 - b. Use color or emoji to describe the vibe
4. **Reflection (5–10 min):**
 - a. Ask: “Why might people write sad songs during war?”
 - b. How can music help during hard times?”

Wartime Songs Listening Chart

Song Title	Tempo (Fast or Slow?)	Mood (Happy or Sad?)	Instruments You Hear
 <i>Boogie Woogie Bugle Boy</i>			
 <i>Where Have All the Flowers Gone?</i>			

Guiding Prompts:

- **Tempo:** “Does the song make you want to dance or sit still?”
- **Mood:** “How does the song make you feel inside?”
- **Instruments:** “Can you name any instruments you hear? (Drums? Brass? Guitar? Voice?)”



Mood Map Instructions

As you listen to each song, think about how it makes you feel. You can use words, colors, or emojis to show the emotion or mood of the music.

Song 1: "Boogie Woogie Bugle Boy"

How does this song make you feel?

- Use 2 or 3 feeling words: _____
- Draw an emoji face that shows how you feel:

What color(s) would you use for this song's mood?

Why do you think this song was popular during wartime?

Song 2: "Where Have All the Flowers Gone?"

How does this song make you feel?

- Use 2 or 3 feeling words: _____
- Draw an emoji face that shows how you feel:

What color(s) would you use for this song's mood?

What do you think this song is trying to say?

Exit Reflection:

Which song made a bigger emotional impact on you, and why?

WEEK 3 LESSON PLAN: *Music & National Identity*

Objectives:

- Understand how music is used in national celebrations and events
 - Compare “[The Star-Spangled Banner](#)” and “[Lift Every Voice and Sing](#)”
 - Reflect on music’s power to unite people
-

Materials:

- Audio/lyrics: “The Star-Spangled Banner,” “Lift Every Voice and Sing”
- American flag and civil rights imagery
- [Song meaning worksheet or drawing page](#)

Lesson Outline:

1. **Warm-Up (5 min):**
 - “When do we hear the national anthem?”
 - Discuss examples: sports, holidays, school
 2. **Listening & Comparison (15–20 min):**
 - Play both anthems
 - Ask: “What words stood out?” “Which felt stronger or more emotional?”
 3. **Singing (10 min):**
 - Sing 1 verse from either anthem
 - Use hand over heart or simple movement to feel the meaning
 4. **Reflection (10 min):**
 - “If you wrote a song about your school or country, what would it say?”
-

Song Meaning Worksheet: National Songs

Grade: 4th Grade

Unit: Music and Historical Events

Lesson Focus: National Identity and Unity

Song 1: "The Star-Spangled Banner"

1. What is this song about?

2. How do you feel when you hear this song?

3. When have you heard this song before? (circle all that apply)

- At a sports game
- At school
- On TV
- Other: _____

4. Draw a picture that shows what this song means to you:

 **Song 2: "Lift Every Voice and Sing"**

1. What is this song about?

2. How is this song different from "The Star-Spangled Banner"?

3. What emotions do you feel when you hear this song?

4. Draw a picture that shows what this song means to you:

 **Final Reflection:**

Why do you think people sing songs like these at important events?

WEEK 4 (Optional): *Create a Song for Change*

Objectives:

- Use music to express ideas about fairness, kindness, or hope
 - Collaborate to write a class chant, rap, or simple song
 - Perform or share the song
-

Outline:

1. **Brainstorm (10 min):**
 - What's something you want to change?
 - What do you care about?
2. **Write (15–20 min):**
 - Create a chant or lyric with 2–4 lines
 - Add claps or percussion
3. **Practice & Perform (10 min):**
 - Rehearse and record or perform live
 - Option to share with other classes or families
4. **Celebrate (5 min):**
 - Give each group a “Song for Change” certificate or sticker!

🎵 Brainstorm Your Own Song for Change!

Step 1: What Do You Want to Change? 🤔

Think about something you wish was different or better in your school, neighborhood, or the world.

✎ Write your answer:

- What's one thing you want to change?
- Why do you care about this?

Step 2: How Does It Make You Feel? ❤️😡😭

Songs share feelings!

✎ Write your answer:

- How does this problem make you feel?
- What do you want people to feel or do after hearing your song?

Step 3: What's Your Message? 🗣️

Your song needs a message — the most important idea you want to tell people.

✎ Write a sentence that says your message!

Step 4: What Will Your Song Sound Like? 🎤🎸🥁

Is your song happy, loud, soft, or strong?

✎ Write your answer:

Unit Title: Black History Month

Grade Level: 4th Grade

Unit: Black History Month

Lesson Title: Black History Appreciation Flipbook

Lesson Duration: ~45 minutes

Resource Used: [Duke Ellington](#), [Ella Fitzgerald](#), [Louis Armstrong](#), [Women in Music](#), [Project Pennants](#)

LEARNING OBJECTIVES

By the end of the lesson, students will be able to:

- Identify famous & trailblazing Black musicians
 - List at least two musical pieces from each musician discusses
 - Describe at least two facts of each musician
 - Appreciate the history of another culture and background of famous Black musicians
-

VOCABULARY *(Instrument family knowledge is a prerequisite)*

- Composer
 - Rhythmic syncopation, tempo, mood, dynamics
 - Ragtime, Jazz, Swing
 - Call-and-Response, Scat-singing, Improvise
-

WEEK 1 LESSON PLAN: *Black History Month Flipbooks*



MATERIALS NEEDED

- Printed flipbook pages (from the PDF)
 - Scissors, glue or stapler
 - Colored pencils or crayons
 - Classroom posters or anchor charts (optional)
 - Audio examples (or video) of each family in action (via YouTube, DSO Kids, or Chrome Music Lab)
-



LESSON OUTLINE

1. Engage (5–7 min)

- Start with a ‘Brainstorming’ game: “What do we think of when we hear “Black history month?”
- Students guess and responses are written on the board.
- Ask: “How might this unit influence your own daily routine?”

2. Teach (10–15 min)

- Brief review of Black Musicians. Highlight:
 - Different genres across musicians
 - Common musical techniques
 - What makes each musician unique?




3. Explore (20–25 min)

- Pass out the **Flipbook Activity pages**
- Model how to cut, assemble, and label each section
- Students color and fill out each page as we go along in the class
- Option: Play audio samples while they work to reinforce the celebration of this unit

4. Share (5–7 min)

- Ask volunteers to share one fun fact or drawing from their flipbook
 - Group review: Hold up a drawing or response from the flipbook
-

DIFFERENTIATION

-  Struggling learners: Provide pre-filled examples or a printed mini word bank
 -  Early finishers: Let them decorate their flipbook covers or add fun facts for each musician
 -  Audio learners: Offer QR codes or links to sound clips for each musician
-

ASSESSMENT

- Informal: Observe student responses during the brainstorming game and group share
 - Formal: Review completed flipbooks for accuracy in classification, labeling, and visual understanding
-

CLOSURE

Ask:

- “Which musician do you think is the loudest? The softest?”
 - “Which musician would you like to meet in person if you had the chance? Why?”
- Celebrate the flipbooks by having students take them home or use them to teach another class!

UNIT TITLE: *Earworms: Why Songs Get Stuck*

Grade Level: 4th Grade

Length: 3–4 weeks (1 class per week, 40–50 minutes each)

Big Idea: Some songs get stuck in our heads because of how our brains work. Music, memory, and repetition all play a part.

Cross-Curricular Links: Science (cognitive function & memory), SEL (mindfulness & emotions), Language Arts (lyric structure)

ESSENTIAL QUESTIONS:

- What is an “earworm”?
 - Why do certain songs stick in our heads?
 - How does repetition affect memory?
 - Can music influence thoughts or feelings without us noticing?
-

WEEKLY UNIT OVERVIEW

Week	Topic	Key Activities	Core Concepts
1	What is an Earworm?	Earworm poll, listen to popular songs, define & discuss	Repetition, memory, melody
2	Science of Sticky Songs	Simple brain model, discuss working memory, play lyric games	Attention, pattern, lyric hooks
3	Create Your Own Earworm	Compose a class jingle, add repetition and rhyme	Composition, form, creativity
4	Why It Matters	Discuss mood, advertising, mindfulness tools	Media literacy, awareness, emotion

WEEKLY LESSON DETAILS



Week 1 Activity: What Is an Earworm?



Objective:

Learn what an earworm is and discover songs that get stuck in your head!

1. Earworm Entry Ticket

Question:

“What’s the last song that got stuck in your head?”



Write or draw your answer on a sticky note or small card.

2. Listen to Famous Earworms

Play short clips (about 20–30 seconds) of these songs:

- Baby Shark
- It’s Peanut Butter Jelly Time!
- The Duck Song
- Crazy Frog
- The Gummy Bear Song

3. Class Tally Chart

After listening, ask:

- Which song got stuck in your head the most?
- Which ones did you already know?

Create a class tally chart on the board or chart paper to show how many students liked or knew each song.

4. Group Discussion

Talk about what all these songs have in common:

- Do you notice any repeating parts?
- What makes the songs easy to remember?
- How do the lyrics sound? Are they funny, simple, or surprising?

Materials Needed:

- **Sticky notes or index cards**
 - **Speakers or audio device**
 - **Chart paper or whiteboard for tally chart**
-

Week 2 Activity: Why Do Songs Get Stuck?

Objective:

Learn why some songs get stuck in your head by exploring how your brain remembers sounds.

1. Meet Your Brain!

- Introduce two brain parts:
 - Memory (helps you remember stuff)
 - Sound Processing (helps you hear and understand sounds)
 - Use simple pictures or a quick video to show these parts.
-

2. Tongue Twister vs. Song

- Say the tongue twister “Sally Sells Seashells By The Seashore” aloud.
 - Then sing it!
 - Ask: Which one do you remember better? Why?
-

3. Earworm Design Lab

- Play 3 versions of “Happy Birthday”:
 1. Slow and plain
 2. Fast and bouncy
 3. With extra notes and rhythm
 - Which version do you remember best?
-

4. What Is a Cognitive Itch?

- Explain that a “cognitive itch” is when your brain wants to finish something it started (like a song or rhyme).
- Your brain keeps playing the song until it “scratches” that itch!

5. Memory Game

- Listen to 2 random fun phrases:
 - “Pizza party, Friday night!”
 - “Clap-clap, stomp-stomp, jump!” (Say with actions!)
 - After 5 minutes, see how many phrases you can remember.
-

6. Earworm Memory Test

- Play the two phrases again with rhythm and movement.
 - Talk about how rhythm and actions help you remember better.
-

Materials Needed:

- Pictures or video of brain parts
- Audio clips or live singing of tongue twister and “Happy Birthday” versions
- Timer for memory test
- Space to move for rhythm actions

Week 3: Make Your Own Earworm!

Objective:

Create a short, catchy jingle using repetition, rhyme, and rhythm.

Step 1: Listen and Learn

Think about jingles or theme songs you know, like:

- “Nationwide is on your side”
 - “O’Reilly’s”
- What makes these jingles easy to remember?

Write your ideas:

Step 2: Plan Your Jingle

Work with your group to fill in this template! Your jingle will be 4–8 bars (short and sweet).

Choose a topic: What is your jingle about?

Write your catchy lines:

Use rhyme and repetition to help people remember!

Line #	Your words here (try to rhyme!)
1	<hr/>
2	<hr/>
3	<hr/>
4	<hr/>

Example:

“We love our school, it’s really cool!
Learning here is the golden rule!”

Step 3: Add Rhythm or Sounds 

Decide how you will perform your jingle:

- Clap hands?
- Tap on desks?
- Use simple instruments?
- Use Chrome Music Lab’s Song Maker to make a melody loop!

Write your ideas here:

Step 4: Practice and Perform

Practice your jingle with your group. Then, get ready to perform it for the class!

What Makes Your Jingle an Earworm?

After your performance, think:

- What part of your jingle is easiest to remember?

- How did you use repetition or rhyme?

- What rhythm helped make it catchy?

 **Week 4: *Why It Matters***

Objective: Reflect on how music affects our mood, focus, and choices

Activities:

- **Quick write:** “When a song gets stuck in my head, I feel...”
 - Discuss how marketers use jingles in ads
 - **Mindfulness moment:** How to “unstick” a song using focus or another tune
 - **Class brainstorm:** Make a poster called “Healthy Listening Habits”
-

 **ASSESSMENT IDEAS**

- Participation in discussion & polls
 - Group jingle performance
 - Listening reflection sheets (“Why do I think this stuck?”)
 - End-of-unit quiz or Kahoot! with terms: earworm, hook, repetition, rhythm, melody
-



UNIT TITLE: *Escape Room–Style Music Quests*

Grade Level: 4th Grade

Length: 3–4 weeks (45–50 minutes per class)

Big Idea: Students develop musical knowledge and skills by solving puzzles, cracking codes, and completing scavenger-style challenges that use rhythm, melody, music theory, and history.



UNIT OBJECTIVES:

By the end of the unit, students will be able to:

- Demonstrate knowledge of musical concepts (rhythm, notation, instruments, dynamics)
 - Collaborate to solve themed music puzzles and challenges
 - Apply critical thinking and music vocabulary to real-world problem-solving
 - Engage in movement, listening, and hands-on tasks in a game-based format
-



WEEKLY OVERVIEW

Week	Quest Theme	Focus Skill	Main Challenge
1	Rhythm Raiders	Reading, clapping, and decoding rhythms	Solve rhythm puzzles to unlock “beat boxes”
2	Melody Maze	Solfège, pitch direction, and staff symbols	Use solfège codes to map a melody trail
3	Instrument Island	Instrument families & timbre	Match sounds to instrument cards to escape
4	Composer's Castle (optional)	Music history review	Solve clues about famous composers to find the “treasure scroll”

WEEK 1 LESSON PLAN: *Rhythm Raiders*

OBJECTIVES:

- Decode basic rhythmic patterns (quarter, eighth, half notes)
 - Practice performing rhythms using body percussion
 - Work as a team to solve rhythm challenges
-

MATERIALS:

- Rhythm cards or envelopes with rhythms (QR codes optional)
 - “Lockbox” container or manila folders with clues inside
 - Drums, rhythm sticks, or body percussion instructions
 - Timer or sound effects for extra excitement
-

ACTIVITY STRUCTURE:

1. **Briefing (5 min):**
 - “You’ve been recruited as Rhythm Raiders. The only way to escape the rhythm trap is to crack the rhythm codes hidden around the room!”
2. **Challenge Stations (25–30 min):**
 - **Station 1:** Clap & Count – decode rhythms on cards to reveal a 3-digit combo
 - **Station 2:** Rhythm Match – match written rhythm to audio clip
 - **Station 3:** Rhythm Relay – perform a rhythm to teammates who must recreate it
 - Each completed station gives a “code word” to reach the final clue
3. **Unlock the Final Box (5 min):**
 - Combine all code words to open the mystery folder (a certificate or final rhythm to perform)
4. **Wrap-Up (5 min):**
 - Reflect: What rhythm tricked you? What helped you succeed?

Escape Room Music Quest: Rhythm Raiders Station Guide

Grade: 4th Grade

Unit: Escape Room-Style Music Quests

Week 1 Theme: Rhythm Raiders



STATION 1: Clap & Count – Rhythm Lock Combo

Objective: Decode rhythm cards by counting the beats. Each card has a number written in rhythm notation. Students must add the beat values to discover a 3-digit lock combination.

Materials:

- 3 rhythm cards (e.g., quarter = 1, eighth pair = 1, half note = 2, etc.)
- Pencils and paper (optional)

Instructions:

1. Lay out the 3 rhythm cards.
2. Students clap each rhythm, then write or count the total number of beats.
3. Add the number of beats from each card to form a 3-digit code.

Example Rhythm Combo:

Card 1 = ♪ ♪ ♪ (1 + 1 + 1 = 3)

Card 2 = ♪ ♪ ♪ (1 + 1 + 1 = 3)

Card 3 = ♪ ♪ ♪ ♪ (1 + 1 + 1 + 1 = 4)

Lock Code = 3-3-4

Code Word (revealed when correct): "STEADY"

STATION 2: Rhythm Match – Audio Puzzle

Objective: Match printed rhythm patterns to the correct audio clip.

Materials:

- 3 audio clips of rhythm patterns (label A, B, C)
- 3 printed rhythm cards
- Device to play audio

Instructions:

1. Listen to Clip A and try to match it to one of the rhythm cards.
2. Do the same for B and C.
3. When all matches are correct, the teacher gives the code word.

Example:

- Clip A = ♪ ♪ ♪ ♪ ♪
 - Song Choice Box: **“Happy” – Pharrell Williams** (verse: *“It might seem crazy what I’m ’bout to say”*), **“Can’t Stop the Feeling” – Justin Timberlake** (chorus: *“I got that sunshine in my pocket”*), **“Everything Is Awesome” – The Lego Movie** (chorus: *“Everything is awe-some!”*)
- Clip B = ♪ ♪ ♪ ♪ ♪
 - Song Choice Box: **“Let It Go” – Frozen** (verse: *“The snow glows white”*), **“Shake It Off” – Taylor Swift** (verse rhythm: *“I stay out too late”*), **“We Don’t Talk About Bruno” – Encanto** (early lyrics have matching phrasing: *“We don’t talk about Bru-no”*)
- Clip C = ♪ ♪ ♪ ♪ ♪
 - Song Choice Box: **“Try Everything” – Shakira (Zootopia)** (line: *“I won’t give up, no I won’t give in”*), **“Twinkle, Twinkle, Little Star”** (opening: *“Twin-kle, twin-kle lit-tle star”*), **“Old MacDonald Had a Farm”** (first line: *“Old Mac-Don-ald had a farm”*)

Code Word (revealed when correct): "LISTEN"



STATION 3: Rhythm Telephone – Perform and Recreate

Objective: Students take turns performing and copying rhythm phrases.

Materials:

- 6 rhythm pattern cards
- Small drums or body percussion

Instructions:

1. One student picks a card, claps or plays the rhythm.
2. Their partner or group tries to match it exactly.
3. Each team must successfully complete **3** correct matches.
4. Once done, the teacher gives the final code word.

Code Word (revealed when complete): "ECHO"



Final Clue Unlock:

When all 3 code words are collected (STEADY, LISTEN, ECHO), students rearrange them to unlock the final envelope or treasure chest.

Optional Final Clue Message: "Use your steady beat, listening ears, and echoing teamwork to become true Rhythm Raiders!"

Students can receive a group certificate, sticker, or fun rhythm to perform as their final "escape."

****If time allows, classes will continue with this for weeks 2-4, but I do not want to rush these activities nor do I want the kids to feel rushed****

Unit Title: *Create Your Own Instrument*

Project Focus: Build and explore a homemade guitar

Grade Level: 4th Grade

Length: 2–3 class periods (45 min each)

Big Idea: Instruments can be created from everyday materials. Sound is produced through vibration, and we can design our own tools to explore musical ideas.

UNIT OBJECTIVES

By the end of this project, students will be able to:

- Identify the parts of a string instrument (body, neck, bridge, strings)
 - Explain how vibration and tension produce sound
 - Design and build a simple stringed instrument (guitar)
 - Experiment with pitch and volume using their homemade guitar
 - Perform a short piece or sound exploration using their instrument
-

LESSON PLAN: *Build Your Own Guitar*

 **Lesson Title: “Let’s Build a Guitar!”**

Duration: 2–3 days (can be condensed into 1 project block)

Lesson Type: Hands-on, STEAM integration (music + science + art)

LEARNING OBJECTIVES

Students will:

- Understand how string instruments make sound
 - Explore pitch and vibration using rubber bands
 - Construct a simple guitar using recycled materials
 - Reflect on how their design affects sound
-

MATERIALS NEEDED (Per Student)

Can be adjusted based on availability. Try to recycle!

Base Materials (choose 1 for guitar body):

- Empty tissue box
- Shoebox with lid removed
- Small cardboard box (lightweight)

Neck Materials:

- Ruler (wooden or plastic)
- Paint stick or cardboard tube
- Sturdy cardboard strip

Strings:

- Assorted rubber bands (thin and thick, different lengths)

Bridge Options (to lift rubber bands off the box):

- Pencil or craft stick
- Foam or cardboard wedge
- Bottle caps or folded paper stack

Other Supplies:

- Tape (masking or duct)
 - Scissors
 - Glue
 - Markers, stickers, paint (for decorating)
-

VOCABULARY

- Vibration
 - Tension
 - Pitch
 - Bridge
 - Sound waves
 - Resonance
-



LESSON OUTLINE

Day 1: Explore & Design

- 1. Intro Discussion (5–10 min):**
 - What is sound? How do guitars work?
 - Show real guitar or photo and identify: strings, bridge, neck, body
 - 2. Sound Investigation Demo (5 min):**
 - Stretch a rubber band across a tissue box. Pluck it. Discuss: “What changes the sound?” (tightness, thickness, length)
 - 3. Design Sketch (10–15 min):**
 - Students draw their guitar plan (label neck, body, bridge, strings)
 - Choose materials they will use
 - 4. Begin Building (15 min):**
 - Start assembling the body and neck
 - Attach neck securely to box (tape, glue, etc.)
-

Day 2: Construct & Experiment

- 1. Finish Building (20–25 min):**
 - Add rubber bands as strings over the sound hole
 - Use pencil/stick as bridge to elevate the strings
 - 2. Test & Tweak (10 min):**
 - Adjust rubber band spacing and tightness
 - Try different pitches or make a low/high string
 - 3. Decorate (optional):**
 - Add personal style, colors, stickers, etc.
-

Day 3: Perform & Reflect (Optional)

- 1. Sound Share (10–15 min):**
 - Students play a rhythm or pluck a melody
 - Try echo patterns or call-and-response
 - 2. Reflection (written or class share):**
 - What worked well?
 - What was hard to control?
 - If you built it again, what would you change?
-

ASSESSMENT

- Observation of participation during building
- Completion of design sketch
- Successful sound production on final instrument
- Optional reflection sheet or peer feedback

Create Your Own Guitar: Student Worksheet

Grade: 4th Grade

Unit: Create Your Own Instrument

Project: DIY Rubber Band Guitar

Project Checklist

Check off each step as you complete it:

- Draw/Sketch your guitar plan (label neck, body, bridge, strings)
- Choose materials you will use (write down the materials you will need below:)
 - _____
 - _____
 - _____
 - _____
 - _____
- Start assembling the body and neck
- Attach neck securely to box (tape, glue, etc.)
- Add rubber bands as strings over the sound hole
- Use pencil/stick as bridge to elevate the strings
- Adjust rubber band spacing and tightness
- Try different pitches or make a low/high string
- Add personal style, colors, stickers, etc.

Guitar Design Sketch

(Draw your plan before you build! Draw your guitar design here. Label the parts: body, neck, strings, bridge.)

 **Trivia Time!**

Write your answer below each question.

1. **What part of the guitar helps the strings stay up and not touch the box?**

2. **What makes the sound on a rubber band guitar?**

3. **If you want a higher sound, should the rubber band be tighter or looser?**

4. **What do you call it when something moves back and forth quickly (like a rubber band)?**

 **Reflection Questions**

Answer these after you finish your guitar:

1. **What was the hardest part of building your guitar?**

2. **What part are you most proud of?**

3. **If you could change one thing, what would it be?**

UNIT TITLE: *Music Careers: Behind the Sound*

Grade: 4th Grade

Length: 4–5 weeks (1 class per week, ~45 min)

Big Idea: Music isn't just created by singers—it takes many careers working together. Let's explore who makes music happen!

UNIT OBJECTIVES:

By the end of the unit, students will be able to:

- Identify key music careers and describe what each role does
 - Participate in hands-on activities that simulate parts of each job
 - Reflect on which careers interest them and why
 - Collaborate to “build a band” or music team with all roles represented
-



WEEKLY CAREER SPOTLIGHT OUTLINE

Week	Career Focus	Key Concepts	Hands-On Activity
1	Music Teacher	Already covered	Lesson Plan, Summer Vacation Plans, Teacher Supply Budget
2	Manager	Already covered	Plan a pretend concert, Create A Contract, Create A Day-to-Day Schedule for Your Musician
3	Sound Producer	Mixing, recording, effects	Build a sound mix or “audio sandwich”
4	Songwriter	Lyrics, mood, structure	Write a 4-line chorus or market jingle
5	Performer	Practice, stage presence	Rehearse & perform a mini showcase

WEEK 1 LESSON PLAN: *So You Want to Be a Music Teacher?*

Grade Level: 4th Grade

Unit: Music Careers

Focus Career: Music Teacher

Duration: 45–50 minutes

Big Idea: Music teachers plan, organize, and create fun ways to help students learn music. Let's try it ourselves!

OBJECTIVES:

By the end of the lesson, students will be able to:

- Describe the responsibilities of a music teacher
 - Create a mini music lesson plan
 - Budget for classroom supplies
 - Plan a teacher's summer break as part of work-life balance awareness
-

MATERIALS:

- “Design Your Lesson” worksheet (template)
 - Budget worksheet or fake money cutouts
 - Poster board or slide to brainstorm “What does a teacher do?”
 - Markers, crayons, calculator (optional)
 - Sample instrument/supply catalog pages (real or made up)
-



LESSON OUTLINE:

1. Introduction: What Does a Music Teacher Do? (10 min)

- Class brainstorm: “What do you think a music teacher does every day?”
- Chart responses on the board (e.g., teaches songs, plans lessons, buys supplies, sets up instruments, takes breaks!)
- Show photos or short video clips of real music teachers in action

2. Activity #1: Create a Mini Music Lesson Plan (15–20 min)

3. Activity #2: Teacher Supply Budget Game (10 min)

- Give students a pretend \$500 budget
- Show them options: instruments (\$50), stickers (\$5), music books (\$25), classroom rug (\$40), tambourines (\$15), etc.
- They must make choices and explain why they picked each item

Prompt: “You can’t buy everything—what’s most important to help students learn?”

4. Activity #3: Plan Your Summer Vacation! (5–7 min)

- Teachers also need breaks! Students can draw or write about where they’d go over the summer if they were teachers
 - Options: beach trip, music festival, hiking, home to rest
 - Optional sharing: “Tell the class about your dream teacher summer”
-



ASSESSMENT:

- Completed lesson plan worksheet
- Budget sheet with thoughtful choices
- Participation in discussion and creativity

WEEK 2 LESSON PLAN: *Music Manager for a Day*

Grade Level: 4th Grade

Unit: Music Careers

Focus Career: Music Manager

Duration: 45–50 minutes

Big Idea: Music managers help musicians stay organized, book performances, and keep their careers running smoothly. Let's be the boss behind the music!

OBJECTIVES:

By the end of the lesson, students will be able to:

- Describe the role of a music manager
 - Plan a pretend concert event (location, time, audience)
 - Create a basic musician contract
 - Develop a daily schedule for their artist
-

MATERIALS:

- “Concert Planning” worksheet
 - “Artist Contract” template
 - “Musician’s Daily Schedule” template
 - Pencil, crayons/markers
 - Whiteboard or chart paper for brainstorming
 - Optional: Sample music tour posters or YouTube clip of a concert setup
-



LESSON OUTLINE:

1. Intro: What Does a Music Manager Do? (5–7 min)

- Discuss the role: keeps the artist organized, books shows, manages time
 - Show a fun clip of a behind-the-scenes concert setup or tour manager
 - Ask: “If you were in charge of a famous singer, what would you help with?”
-

2. Activity #1: Plan a Pretend Concert (15–20 min)

3. Activity #2: Create a Contract (10 min)

4. Activity #3: Make a Musician’s Daily Schedule (10 min)

Ideas: Rehearsal, vocal warm-up, lunch, photo shoot, meet & greet, concert, rest



ASSESSMENT:

- Completion of concert plan, contract, and schedule
 - Creativity and attention to detail
 - Participation in discussion
-



Optional Extension:

- Have students “present” their concert and pitch why their artist should be hired
- Pair students: one is the artist, one is the manager!



WEEK 3 LESSON PLAN: *Sound Producer – Master of the Mix*

Grade Level: 4th Grade

Unit: Music Careers

Focus Career: Sound Producer (Audio Engineer)

Duration: 45–50 minutes

Big Idea: Sound producers help record, layer, and shape the way a song sounds. They control the mix, effects, and balance of all the parts!



OBJECTIVES:

By the end of the lesson, students will be able to:

- Describe what a sound producer does
 - Use basic vocabulary like “track,” “mix,” “volume,” and “layer”
 - Create and adjust a simple music mix
 - Reflect on how producers help shape a finished song
-



MATERIALS:

- Devices with internet access (or a shared screen)
 - **Chrome Music Lab – Song Maker:** <https://musiclab.chromeexperiments.com/Song-Maker/>
 - Optionally: **Incredibox** (<https://www.incredibox.com/>) for a beatbox-based mix game
 - Producer Planning Worksheet (template below)
 - Headphones (optional for solo work)
-



LESSON OUTLINE:

1. Intro: What Does a Sound Producer Do? (5–7 min)

- Ask: “Who decides how loud the drums are? Or where the echo goes in a song?”
 - Show a short clip: [YouTube – What Does a Music Producer Do? \(Kid-Friendly\)](#)
 - Discuss: Producers make decisions about how a song *feels*
-

2. Activity #1: Plan Your Mix (10–15 min)

Teacher Notes (optional for check-in):

- Mix Completed:
 - Shared with Peer:
 - Vocabulary Used: track mix volume layer balance
-

Sound Producer Planning Sheet

Name: _____

Grade: 4th Grade

Unit: Music Careers

Career Focus: Sound Producer

My Sound Mix Plan

1. What kind of music are you going to make?

(Check or circle one or write your own!)

Happy

Spooky

Dance/Party

Calm/Relaxing

Other: _____

2. What instruments or sounds will you use?

(Choose at least 3!)

Drums

Piano

Synth/Keyboard

Bass

Bells

Voice


Other: _____

3. Which part will be the loudest? Why?

4. Will any parts be quiet or in the background? Which ones?

5. What kind of feeling do you want your song to have?

6. What will you name your mix or song?

 **Ready to Create!**

Use Chrome Music Lab or Incredibox to build your mix. Don't forget to test your volume, layers, and tempo!

When you're done, play it for someone and ask:

"How does this mix make you feel?"

3. Activity #2: Make Your Mix (15–20 min)

Choose one platform:

Option A: Chrome Music Lab – Song Maker

- Students build a melody with drums and loops
- Change tempo, adjust instrument sounds
- Save and play their song for others

Option B: Incredibox (simpler, drag-and-drop beatbox mixing)

- Students layer voices and loops to make a beat
 - Encourage them to adjust to get the vibe they want
-

4. Share & Reflect (5–8 min)

- Students share their mixes in small groups or play them for the class
 - Discussion prompts:
 - “What changes did you make to improve your mix?”
 - “How did your song make people feel?”
 - “Would you like to be a sound producer one day?”
-

VOCABULARY:

- **Track** – a single recorded part
 - **Mix** – how all the parts blend together
 - **Volume** – how loud or soft each part is
 - **Layer** – stacking different parts of a song
 - **Balance** – making all the parts work together smoothly
-

ASSESSMENT:

- Completion of Producer Planning Sheet
- Created and shared a music mix
- Participation in reflection discussion

WEEK 4 LESSON PLAN: *Songwriter – Words with a Melody*

Grade Level: 4th Grade

Unit: Music Careers

Focus Career: Songwriter

Duration: 45–50 minutes

Big Idea: Songwriters tell stories through lyrics and melody. Let's become lyricists and write our own music!

OBJECTIVES:

By the end of the lesson, students will be able to:

- Describe the role of a songwriter
 - Brainstorm song topics and lyrics using rhyme and rhythm
 - Write a simple chorus (4 lines) or jingle
 - Optionally perform or present their lyrics
-


MATERIALS:

- “My Songwriter Worksheet” (template with prompts)
 - Rhyming word list or access to RhymeZone.com
 - Whiteboard or anchor chart: “What Songs Are About”
 - Optional: percussion instruments or beat tracks (e.g., Chrome Music Lab, Incredibox)
-



LESSON OUTLINE:

1. Intro: What Does a Songwriter Do? (5–7 min)

- Ask: “What’s your favorite song? Why do you think someone wrote it?”
- Watch a short clip:
 [Parry Gripp – How to Write a Song for Kids](#)
- Brainstorm: What kinds of things can songs be about?



Sample ideas:

- Friendship
 - School life
 - Summer fun
 - Animals
 - Being brave
-

2. Activity #1: Plan Your Song (10–15 min)



Use the Songwriter Worksheet to help students:

1. **Choose a topic:** (circle or write)
2. **Brainstorm 4 key words about that topic**
3. **Pick at least 2 rhyming word pairs**
4. **Decide the mood (happy, sad, funny, peaceful)**
5. **Start writing a short 4-line chorus**


Songwriter Worksheet: Write Your Own Chorus

Name: _____

Grade: 4th Grade

Unit: Music Careers

Career Focus: Songwriter

 **Step 1: Choose Your Song Topic**

Circle or write your own topic below:

- Friendship
- Summer
- Animals
- Bravery
- School
- Kindness
- Fun
- Other: _____

 **Step 2: Brainstorm Keywords**

List 4 words that go with your topic:

1. _____
2. _____
3. _____
4. _____

 **Step 3: Find Rhyming Words**

Pick 2 pairs of words that rhyme:

- _____ rhymes with _____
- _____ rhymes with _____

Use a rhyming word bank or make up your own!

 **Step 4: What Mood Will Your Song Have?**

(Check one) Happy

Sad

Funny

Peaceful

Exciting

 **Step 5: Write Your Chorus!**

Use your ideas, rhymes, and mood to write 4 lines. Try to make lines 2 and 4 rhyme if you can!

1. _____
 2. _____
 3. _____
 4. _____
-

 **Optional: Perform Your Song!**

Clap the beat, sing it out, or perform it with a partner.

Song Title (optional): _____

Teacher Notes:

- Chorus complete: []
 - Rhymes used: []
 - Mood clear: []
 - Shared aloud: []
-

3. Activity #2: Write and Create (on paper or on Chromebooks) (15–20 min)

- Students write their 4-line chorus or jingle using their plan
 - Optional: Clap the rhythm of their lyrics or add a drum loop
 - Share lyrics aloud, in pairs, or with background music
 - Challenge: Turn it into a chant, rap, or melody
-

4. Wrap-Up Reflection (5–8 min)

Discussion prompts:

- “Was it harder to write the words or find the rhymes?”
 - “How do lyrics help people express themselves?”
 - “Would you want to write songs for a living?”
-

VOCABULARY:

- **Lyrics** – the words of a song
 - **Chorus** – the part that repeats in a song
 - **Verse** – the part that tells more of the story
 - **Rhyme** – words that sound alike (e.g., fun/run)
 - **Mood** – the feeling of a song (happy, sad, silly)
-

ASSESSMENT:

- Completed worksheet with a chorus written
- Use of rhyme and mood
- Participation in sharing or performing their lyrics

WEEK 5 LESSON PLAN: *Performer – Take the Stage!*

Grade Level: 4th Grade

Unit: Music Careers

Focus Career: Performer (Singer, Instrumentalist, Dancer)

Duration: 45–50 minutes

Big Idea: Performers bring music to life through singing, playing, or moving. They rehearse, express emotion, and connect with their audience.

OBJECTIVES:

By the end of the lesson, students will be able to:

- Describe the role of a music performer
 - Practice performance skills like posture, expression, and confidence
 - Rehearse and perform a short piece (song, chant, or jingle)
 - Reflect on the feeling and preparation behind performing
-


MATERIALS:

- Lyrics or rhythm pieces from Week 4 (student-written or class songs)
 - Performance checklist or cue cards (optional)
 - Small instruments (e.g., rhythm sticks, xylophones, tambourines)
 - Device for backing tracks or metronome
 - “Performer Prep” worksheet or reflection sheet
-



LESSON OUTLINE:

1. Intro: What Does a Performer Do? (5–7 min)

- Ask: “What do you think a performer’s job is?”
 - Show a video:
 -  [Kidz Bop Behind the Scenes – What Performers Do](#)
 - Discuss: How do performers prepare before going on stage?
-

2. Warm-Up: Performer Practice (5–8 min)

- Quick body and vocal warm-up
 - Stand tall, deep breath, stretch arms
 - Vocal warm-up: “Me-May-Mi-Mo-Moo” or scale slides
 - Game: “Freeze Performer” – walk, pose, sing a word when music stops
-

3. Activity #1: Rehearse a Performance (15–20 min)

Option A: Perform Song from Week 4

- Review their 4-line chorus or class jingle
- Add clapping, instruments, or simple moves
- Rehearse in groups, duets, or solo

Option B: Class Song Performance

- Choose a known song (e.g., “*This Little Light of Mine*”)
 - Assign parts: singers, rhythm keepers, dancers
 - Practice eye contact, volume, timing
-


4. Activity #2: Take the Stage! (10–12 min)

- Small groups or whole class performs their piece
 - Use a “mini stage” (front of room, rug area, or taped-off box)
 - Optional audience response: clap, compliment, or “3-2-1 Wow!”
-

5. Reflection & Cool Down (5–7 min)

Discussion Prompts:

- What was fun about performing?
- What made you nervous?
- What helped you feel confident?
- Would you want to be a performer when you grow up?

 Optional: Complete a “Performer Reflection Sheet”

VOCABULARY:

- **Rehearsal** – practice before a performance
 - **Expression** – showing feeling with your voice or body
 - **Stage presence** – confidence and focus on stage
 - **Cue** – a signal to begin or change part of the performance
 - **Audience** – the people watching or listening
-

ASSESSMENT:

- Participation in warm-up and rehearsal
- Completion of a group or solo performance
- Ability to reflect on performance skills and feelings

Unit Title: UKULELE FUNDAMENTALS

Grade Level: 5th Grade

Unit: Ukulele Fundamentals

Duration: 4 weeks (45–50 minutes each lesson)

Big Idea: Students will learn foundational ukulele skills including instrument parts, tuning, strumming, chords, and playing simple songs.

WEEK 1: [Getting to Know Your Ukulele](#)

Objectives:

- Identify the parts of the ukulele
- Hold the ukulele correctly
- Name and hear the open strings (G, C, E, A)
- Understand basic tuning concepts
- Play open strings with simple strumming

Materials:

- Ukulele and parts diagram
- Ukuleles for students
- Tuner or tuning app (demo only)
- Simple strumming handout

Lesson Outline:

1. Introduce parts of the ukulele (5–7 min)
 2. Demonstrate proper holding posture (5 min)
 3. Listen and name open strings (10 min)
 4. Overview of tuning and demo (10 min)
 5. Practice open-string strumming with steady rhythm (10 min)
 6. Wrap-up & questions (5 min)
-

WEEK 2: Tuning & Strumming Patterns

Objectives:

- Tune the ukulele using a tuner or app
- Practice down-stroke strumming
- Introduce basic strumming patterns (down-up)
- Maintain steady rhythm with strumming

Materials:

- Ukuleles and tuners/apps
- Strumming pattern handouts
- Metronome or backing track

Lesson Outline:

1. Review tuning process, then practice tuning (15 min)
 2. Demonstrate down-stroke strumming; students practice (10 min)
 3. Introduce and practice down-up strumming pattern (10 min)
 4. Group strumming exercises with metronome (10 min)
 5. Reflection and recap (5 min)
-

WEEK 3: First Chords & Changing Chords

Objectives:

- Learn basic chords: C, F, Am
- Practice finger placement and chord switching
- Combine chord changes with strumming patterns

Materials:

- Chord charts for C, F, Am
- Ukuleles
- Practice exercises handout

Lesson Outline:

1. Introduce and demonstrate each chord (10 min)
2. Finger placement exercises (10 min)
3. Practice switching chords slowly (15 min)
4. Play simple chord progressions with strumming (10 min)
5. Wrap-up and practice tips (5 min)

WEEK 4: Playing Simple Songs & Performance

Objectives:

- Play simple songs using learned chords and strumming
- Keep steady rhythm and smooth chord transitions
- Perform a song for the class or small group
- Reflect on learning and set practice goals

Materials:

- Ukuleles
- Backing tracks (ukeAliens from YouTube)
- Reflection worksheet (optional)

Lesson Outline:

1. Teach simple song(s) with chords and strumming (15 min)
2. Practice songs with backing tracks or metronome (15 min)
3. Student performances (10 min)
4. Group reflection and goal setting (5–10 min)

Unit Title: MUSICAL THEATRE & BROADWAY HISTORY

Grade Level: 5th Grade

Unit: History of Musical Theatre & Broadway

Duration: 4 weeks (45–50 minutes each lesson)



Big Idea: Students will explore the origins, development, and key milestones in the history of musical theatre and Broadway, gaining an understanding of its cultural significance and evolution.

WEEK 1: Origins of Musical Theatre

Objectives:

- Define musical theatre and understand its early beginnings
- Learn about [early forms of musical theatre](#) (operettas, vaudeville)
- Identify key figures and shows from the early 1900s
- Understand how musical theatre began evolving into its own art form

Materials:

- Timeline handout showing early musical theatre milestones
- Audio/video clips of early musical theatre styles or songs
- Pictures of early theatres and performers
 -  Musicals Through The Ages: An Evolution of Musical Theatre
 -  Broadway Book Musicals: Crash Course Theater #50

Lesson Outline:

1. Introduce what musical theatre is and its origins (10 min)
 2. Discuss operettas, vaudeville, and early shows (10 min)
 3. Listen to or watch clips of early musical theatre styles (10 min)
 4. Group discussion: How was early musical theatre different from today? (10 min)
 5. Review key vocabulary and milestones (5 min)
-

WEEK 2: The Golden Age of Broadway

Objectives:

- Understand what the “Golden Age” of Broadway means (1940s–1960s)
- Learn about famous musicals and composers from this era (Rodgers & Hammerstein, Leonard Bernstein)
- Explore why this period is important for musical theatre’s growth

Materials:

- Videos or audio from Golden Age musicals (e.g., [Oklahoma!](#), [West Side Story](#))
- Timeline handout including Golden Age highlights
- Composer and musical trivia cards

Lesson Outline:

1. Introduce the Golden Age and its significance (10 min)
 2. Watch/listen to famous songs from the era (15 min)
 3. Discuss composers and key shows (10 min)
 4. Group trivia or quiz game on Golden Age musicals (10 min)
 5. Recap and reflect (5 min)
-

WEEK 3: Broadway from the 1970s to Today

Objectives:

- Explore changes in Broadway musicals from the 1970s to present
- Learn about the rise of [rock musicals](#), mega-musicals, and diverse storytelling
- Identify modern hits and influential creators (e.g., *Rent*, [Hamilton](#))

Materials:

- Clips and songs from musicals like [Rent](#), [Cats](#), [Hamilton](#)
- Timeline handout updated with modern Broadway milestones
- Articles or short readings on Broadway trends

Lesson Outline:

1. Discuss how musicals changed after the Golden Age (10 min)
 2. Watch/listen to clips from rock and mega-musicals (15 min)
 3. Highlight diverse stories and creators (10 min)
 4. Group discussion: How does Broadway today reflect society? (10 min)
 5. Wrap-up with vocabulary and key ideas (5 min)
-

WEEK 4: The Impact of Broadway & Musical Theatre

Objectives:

- Reflect on how musical theatre influences culture and society
- Identify how Broadway has shaped entertainment worldwide
- Create a timeline or poster summarizing musical theatre history
- Share what was most interesting or surprising about Broadway's history

Materials:

- Materials for timeline/poster creation (paper, markers, printouts)
- [Reflection worksheet](#)
- Photos and quotes from famous musicals and creators

Lesson Outline:

1. Review key events and milestones learned (10 min)
2. Students create a timeline or poster in groups (20 min)
3. Present timelines/posters to the class (10 min)
4. Complete reflection worksheet and share thoughts (10 min)



Broadway History Reflection Worksheet

Name: _____

Date: _____

1. What is one thing you learned about the history of Broadway or musical theatre that surprised you?

2. What was your favorite time period we learned about?

(Check one and explain why.)


- Early musicals (Vaudeville, Operetta)
- The Golden Age (1940s–1960s)
- Rock & Mega-Musicals (1970s–1990s)
- Broadway Today

Why did you choose that period?

3. Which musical or composer did you find the most interesting?

4. In your opinion, why is musical theatre important in our world?

5. If you could write your own Broadway musical, what would it be about?

 **Draw a poster or costume from your imaginary musical in the box below!**

UNIT TITLE: *Music Careers: Behind the Sound*

Grade: 5th Grade

Length: 4–5 weeks (1 class per week, ~45 min)

Big Idea: Music isn't just created by singers—it takes many careers working together. Let's explore who makes music happen!

UNIT OBJECTIVES:

By the end of the unit, students will be able to:

- Identify key music careers and describe what each role does
 - Participate in hands-on activities that simulate parts of each job
 - Reflect on which careers interest them and why
 - Collaborate to “build a band” or music team with all roles represented
-



WEEKLY CAREER SPOTLIGHT OUTLINE

Week	Career Focus	Key Concepts	Hands-On Activity
1	<u>Music Teacher</u>	Already covered	Lesson Plan, Summer Vacation Plans, Teacher Supply Budget
2	<u>Manager</u>	Already covered	Plan a pretend concert, Create A Contract, Create A Day-to-Day Schedule for Your Musician
3	Sound Producer	Mixing, recording, effects	Build a sound mix or “audio sandwich”
4	Songwriter	Lyrics, mood, structure	Write a 4-line chorus or market jingle
5	Performer	Practice, stage presence	Rehearse & perform a mini showcase

WEEK 1 LESSON PLAN: *So You Want to Be a Music Teacher?*

Grade Level: 5th Grade

Unit: Music Careers

Focus Career: Music Teacher

Duration: 45–50 minutes

Big Idea: Music teachers plan, organize, and create fun ways to help students learn music. Let's try it ourselves!

OBJECTIVES:

By the end of the lesson, students will be able to:

- Describe the responsibilities of a music teacher
 - Create a mini music lesson plan
 - Budget for classroom supplies
 - Plan a teacher's summer break as part of work-life balance awareness
-

MATERIALS:

- “Design Your Lesson” worksheet (template)
 - Budget worksheet or fake money cutouts
 - Poster board or slide to brainstorm “What does a teacher do?”
 - Markers, crayons, calculator (optional)
 - Sample instrument/supply catalog pages (real or made up)
-



LESSON OUTLINE:

1. Introduction: What Does a Music Teacher Do? (10 min)

- Class brainstorm: “What do you think a music teacher does every day?”
- Chart responses on the board (e.g., teaches songs, plans lessons, buys supplies, sets up instruments, takes breaks!)
- Show photos or short video clips of real music teachers in action

2. Activity #1: Create a Mini Music Lesson Plan (15–20 min)

3. Activity #2: Teacher Supply Budget Game (10 min)

- Give students a pretend \$500 budget
- Show them options: instruments (\$50), stickers (\$5), music books (\$25), classroom rug (\$40), tambourines (\$15), etc.
- They must make choices and explain why they picked each item

Prompt: “You can’t buy everything—what’s most important to help students learn?”

4. Activity #3: Plan Your Summer Vacation! (5–7 min)

- Teachers also need breaks! Students can draw or write about where they’d go over the summer if they were teachers
 - Options: beach trip, music festival, hiking, home to rest
 - Optional sharing: “Tell the class about your dream teacher summer”
-



ASSESSMENT:

- Completed lesson plan worksheet
- Budget sheet with thoughtful choices
- Participation in discussion and creativity

WEEK 2 LESSON PLAN: *Music Manager for a Day*

Grade Level: 5th Grade

Unit: Music Careers

Focus Career: Music Manager

Duration: 45–50 minutes

Big Idea: Music managers help musicians stay organized, book performances, and keep their careers running smoothly. Let's be the boss behind the music!

OBJECTIVES:

By the end of the lesson, students will be able to:

- Describe the role of a music manager
 - Plan a pretend concert event (location, time, audience)
 - Create a basic musician contract
 - Develop a daily schedule for their artist
-

MATERIALS:

- “Concert Planning” worksheet
 - “Artist Contract” template
 - “Musician’s Daily Schedule” template
 - Pencil, crayons/markers
 - Whiteboard or chart paper for brainstorming
 - Optional: Sample music tour posters or YouTube clip of a concert setup
-



LESSON OUTLINE:

1. Intro: What Does a Music Manager Do? (5–7 min)

- Discuss the role: keeps the artist organized, books shows, manages time
 - Show a fun clip of a behind-the-scenes concert setup or tour manager
 - Ask: “If you were in charge of a famous singer, what would you help with?”
-

2. Activity #1: Plan a Pretend Concert (15–20 min)

3. Activity #2: Create a Contract (10 min)

4. Activity #3: Make a Musician’s Daily Schedule (10 min)

Ideas: Rehearsal, vocal warm-up, lunch, photo shoot, meet & greet, concert, rest



ASSESSMENT:

- Completion of concert plan, contract, and schedule
 - Creativity and attention to detail
 - Participation in discussion
-



Optional Extension:

- Have students “present” their concert and pitch why their artist should be hired
- Pair students: one is the artist, one is the manager!



WEEK 3 LESSON PLAN: *Sound Producer – Master of the Mix*

Grade Level: 5th Grade

Unit: Music Careers

Focus Career: Sound Producer (Audio Engineer)

Duration: 45–50 minutes

Big Idea: Sound producers help record, layer, and shape the way a song sounds. They control the mix, effects, and balance of all the parts!

OBJECTIVES:

By the end of the lesson, students will be able to:

- Describe what a sound producer does
 - Use basic vocabulary like “track,” “mix,” “volume,” and “layer”
 - Create and adjust a simple music mix
 - Reflect on how producers help shape a finished song
-



MATERIALS:

- Devices with internet access (or a shared screen)
 - **Chrome Music Lab – Song Maker:** <https://musiclab.chromeexperiments.com/Song-Maker/>
 - Optionally: **Incredibox** (<https://www.incredibox.com/>) for a beatbox-based mix game
 - Producer Planning Worksheet (template below)
 - Headphones (optional for solo work)
-



LESSON OUTLINE:

1. Intro: What Does a Sound Producer Do? (5–7 min)

- Ask: “Who decides how loud the drums are? Or where the echo goes in a song?”
 - Show a short clip: [YouTube – What Does a Music Producer Do? \(Kid-Friendly\)](#)
 - Discuss: Producers make decisions about how a song *feels*
-

2. Activity #1: Plan Your Mix (10–15 min)

Teacher Notes (optional for check-in):

- Mix Completed:
 - Shared with Peer:
 - Vocabulary Used: track mix volume layer balance
-

Sound Producer Planning Sheet

Name: _____

Grade: 5th Grade

Unit: Music Careers

Career Focus: Sound Producer

My Sound Mix Plan

1. What kind of music are you going to make?

(Check or circle one or write your own!)

Happy

Spooky

Dance/Party

Calm/Relaxing

Other: _____

2. What instruments or sounds will you use?

(Choose at least 3!)

Drums

Piano

Synth/Keyboard

Bass

Bells

Voice


Other: _____

3. Which part will be the loudest? Why?

4. Will any parts be quiet or in the background? Which ones?

5. What kind of feeling do you want your song to have?

6. What will you name your mix or song?

 **Ready to Create!**

Use Chrome Music Lab or Incredibox to build your mix. Don't forget to test your volume, layers, and tempo!

When you're done, play it for someone and ask:

"How does this mix make you feel?"

3. Activity #2: Make Your Mix (15–20 min)

Choose one platform:

Option A: Chrome Music Lab – Song Maker

- Students build a melody with drums and loops
- Change tempo, adjust instrument sounds
- Save and play their song for others

Option B: Incredibox (simpler, drag-and-drop beatbox mixing)

- Students layer voices and loops to make a beat
 - Encourage them to adjust to get the vibe they want
-

4. Share & Reflect (5–8 min)

- Students share their mixes in small groups or play them for the class
 - Discussion prompts:
 - “What changes did you make to improve your mix?”
 - “How did your song make people feel?”
 - “Would you like to be a sound producer one day?”
-

VOCABULARY:

- **Track** – a single recorded part
 - **Mix** – how all the parts blend together
 - **Volume** – how loud or soft each part is
 - **Layer** – stacking different parts of a song
 - **Balance** – making all the parts work together smoothly
-

ASSESSMENT:

- Completion of Producer Planning Sheet
- Created and shared a music mix
- Participation in reflection discussion

WEEK 4 LESSON PLAN: *Songwriter – Words with a Melody*

Grade Level: 5th Grade

Unit: Music Careers

Focus Career: Songwriter

Duration: 45–50 minutes

Big Idea: Songwriters tell stories through lyrics and melody. Let's become lyricists and write our own music!

OBJECTIVES:

By the end of the lesson, students will be able to:

- Describe the role of a songwriter
 - Brainstorm song topics and lyrics using rhyme and rhythm
 - Write a simple chorus (4 lines) or jingle
 - Optionally perform or present their lyrics
-


MATERIALS:

- “My Songwriter Worksheet” (template with prompts)
 - Rhyming word list or access to RhymeZone.com
 - Whiteboard or anchor chart: “What Songs Are About”
 - Optional: percussion instruments or beat tracks (e.g., Chrome Music Lab, Incredibox)
-



LESSON OUTLINE:

1. Intro: What Does a Songwriter Do? (5–7 min)

- Ask: “What’s your favorite song? Why do you think someone wrote it?”
- Watch a short clip:
 [Parry Gripp – How to Write a Song for Kids](#)
- Brainstorm: What kinds of things can songs be about?



Sample ideas:

- Friendship
 - School life
 - Summer fun
 - Animals
 - Being brave
-

2. Activity #1: Plan Your Song (10–15 min)



Use the Songwriter Worksheet to help students:

1. **Choose a topic:** (circle or write)
2. **Brainstorm 4 key words about that topic**
3. **Pick at least 2 rhyming word pairs**
4. **Decide the mood (happy, sad, funny, peaceful)**
5. **Start writing a short 4-line chorus**


Songwriter Worksheet: Write Your Own Chorus

Name: _____

Grade: 5th Grade

Unit: Music Careers

Career Focus: Songwriter

 **Step 1: Choose Your Song Topic**

Circle or write your own topic below:

- Friendship
- Summer
- Animals
- Bravery
- School
- Kindness
- Fun
- Other: _____

 **Step 2: Brainstorm Keywords**

List 4 words that go with your topic:

5. _____
6. _____
7. _____
8. _____

 **Step 3: Find Rhyming Words**

Pick 2 pairs of words that rhyme:

- _____ rhymes with _____
- _____ rhymes with _____

Use a rhyming word bank or make up your own!

 **Step 4: What Mood Will Your Song Have?**

(Check one) Happy

Sad

Funny

Peaceful

Exciting

 **Step 5: Write Your Chorus!**

Use your ideas, rhymes, and mood to write 4 lines. Try to make lines 2 and 4 rhyme if you can!

5. _____
 6. _____
 7. _____
 8. _____
-

 **Optional: Perform Your Song!**

Clap the beat, sing it out, or perform it with a partner.

Song Title (optional): _____

Teacher Notes:

- Chorus complete: []
 - Rhymes used: []
 - Mood clear: []
 - Shared aloud: []
-

3. Activity #2: Write and Create (on paper or on Chromebooks) (15–20 min)

- Students write their 4-line chorus or jingle using their plan
 - Optional: Clap the rhythm of their lyrics or add a drum loop
 - Share lyrics aloud, in pairs, or with background music
 - Challenge: Turn it into a chant, rap, or melody
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4. Wrap-Up Reflection (5–8 min)

Discussion prompts:

- “Was it harder to write the words or find the rhymes?”
 - “How do lyrics help people express themselves?”
 - “Would you want to write songs for a living?”
-



VOCABULARY:

- **Lyrics** – the words of a song
 - **Chorus** – the part that repeats in a song
 - **Verse** – the part that tells more of the story
 - **Rhyme** – words that sound alike (e.g., fun/run)
 - **Mood** – the feeling of a song (happy, sad, silly)
-



ASSESSMENT:

- Completed worksheet with a chorus written
- Use of rhyme and mood
- Participation in sharing or performing their lyrics

WEEK 5 LESSON PLAN: *Performer – Take the Stage!*

Grade Level: 5th Grade

Unit: Music Careers

Focus Career: Performer (Singer, Instrumentalist, Dancer)

Duration: 45–50 minutes

Big Idea: Performers bring music to life through singing, playing, or moving. They rehearse, express emotion, and connect with their audience.

OBJECTIVES:

By the end of the lesson, students will be able to:

- Describe the role of a music performer
 - Practice performance skills like posture, expression, and confidence
 - Rehearse and perform a short piece (song, chant, or jingle)
 - Reflect on the feeling and preparation behind performing
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MATERIALS:

- Lyrics or rhythm pieces from Week 4 (student-written or class songs)
 - Performance checklist or cue cards (optional)
 - Small instruments (e.g., rhythm sticks, xylophones, tambourines)
 - Device for backing tracks or metronome
 - “Performer Prep” worksheet or reflection sheet
-



LESSON OUTLINE:

1. Intro: What Does a Performer Do? (5–7 min)

- Ask: “What do you think a performer’s job is?”
 - Show a video:
 - [Kidz Bop Behind the Scenes – What Performers Do](#)
 - Discuss: How do performers prepare before going on stage?
-

2. Warm-Up: Performer Practice (5–8 min)

- Quick body and vocal warm-up
 - Stand tall, deep breath, stretch arms
 - Vocal warm-up: “Me-May-Mi-Mo-Moo” or scale slides
 - Game: “Freeze Performer” – walk, pose, sing a word when music stops
-

3. Activity #1: Rehearse a Performance (15–20 min)

Option A: Perform Song from Week 4

- Review their 4-line chorus or class jingle
- Add clapping, instruments, or simple moves
- Rehearse in groups, duets, or solo

Option B: Class Song Performance

- Choose a known song (e.g., “*This Little Light of Mine*”)
 - Assign parts: singers, rhythm keepers, dancers
 - Practice eye contact, volume, timing
-


4. Activity #2: Take the Stage! (10–12 min)

- Small groups or whole class performs their piece
 - Use a “mini stage” (front of room, rug area, or taped-off box)
 - Optional audience response: clap, compliment, or “3-2-1 Wow!”
-

5. Reflection & Cool Down (5–7 min)

Discussion Prompts:

- What was fun about performing?
- What made you nervous?
- What helped you feel confident?
- Would you want to be a performer when you grow up?

 Optional: Complete a “Performer Reflection Sheet”

VOCABULARY:

- **Rehearsal** – practice before a performance
 - **Expression** – showing feeling with your voice or body
 - **Stage presence** – confidence and focus on stage
 - **Cue** – a signal to begin or change part of the performance
 - **Audience** – the people watching or listening
-

ASSESSMENT:

- Participation in warm-up and rehearsal
- Completion of a group or solo performance
- Ability to reflect on performance skills and feelings

UNIT TITLE: Body Beats: Exploring Body Percussion with Pentatonix

GRADE LEVEL:

6th Grade General Music

UNIT LENGTH:

5 Lessons (45–50 minutes each)

UNIT OBJECTIVES:

Students will be able to:

- Understand and demonstrate various body percussion techniques.
- Read and perform rhythms using body percussion.
- Analyze and reflect on a Pentatonix performance.
- Collaboratively create and perform a body percussion arrangement of a song.
- Build confidence in performing and ensemble collaboration.

LESSON OVERVIEW

LESSON 1: Introduction to Body Percussion & Pentatonix

Unit: Body Beats – Exploring Body Percussion with Pentatonix

Grade: 6th Grade

Time: 45–50 minutes

Focus: Introduce body percussion sounds, listening to Pentatonix for inspiration, basic echo rhythms, ensemble awareness

OBJECTIVES:

By the end of the lesson students will:

- Identify and produce four core body percussion sounds (clap, snap, pat, stomp) with clear articulation.
 - Demonstrate steady beat and simple rhythmic echo patterns using body percussion.
 - Describe one or two ways Pentatonix uses vocal/percussive techniques to create rhythm (listening/formative assessment).
-



MATERIALS:

- Computer + speakers / projector
 - One short Pentatonix performance or rehearsal clip that features body percussion or vocal percussion (choose a school-appropriate clip — ~1–3 minutes).
 - Whiteboard or Smartboard and markers
 - Handout: “Body Percussion Sounds” (optional — simple diagram)
 - Rhythm echo cards (index cards with simple 2–4 beat patterns) or use the rhythm cards PDF
 - Metronome or drum loop (optional)
 - Timer
 - Exit ticket slips (index cards)
-

VOCABULARY:

- **Body Percussion** — making musical sounds using the body
- **Beat** — steady pulse
- **Rhythm** — combination of long and short sounds/events over the beat
- **Clap, Snap, Pat, Stomp**
- **Echo** — repeating what another person/group played

LESSON FLOW:

1. Set the Stage / Hook (3–5 min)

- Greet students and say: “*Today we’ll make music using only our bodies — think of groups like Pentatonix who build rhythms with voice and body.*”
 - Show a quick 1–2 minute Pentatonix clip that highlights percussive elements (or a rehearsal/behind-the-scenes if it shows how they create percussive sounds). Ask students to watch/listen but not comment yet.
-

2. Quick Group Discussion (3–4 min)

- Prompt: “*What did you hear that made rhythm or beat? How do you think they made those sounds?*”
 - Student responses should focus on vocal percussion, hand claps, stomps, body sounds, layering.
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3. Demonstration of Four Core Sounds (5–7 min)

- **Teacher demo** each sound, name it, model good technique:
 - **Clap** — hands cupped slightly for fuller sound; clear articulation.
 - **Snap** — finger snap (demonstrate safety if students have long nails).
 - **Pat** — palms on thighs (middle of thigh produces a resonant “pat”).
 - **Stomp** — foot on floor; use whole class space if possible; demonstrate quiet vs loud stomp.
- Have students echo each sound once after you demonstrate.

Teacher tip: Emphasize posture and dynamics (soft vs loud), and safety (no hitting others).

4. Warm-up / Echo Patterns (10–12 min)

- **Call-and-Response Echo:** Teacher plays 2-beat patterns (e.g., Clap–Pat), students echo. Start simple and increase complexity.
 - Use a tempo around 80–100 bpm to keep things steady.
 - **Progression ideas:**
 - 2-beat echoes → 4-beat echoes
 - Single-line class echo → small group echo (break class into 4 groups; each group echoes)
 - Add dynamics: teacher plays **loud** pattern → students respond **softly**, and vice versa
 - **Examples** to call (use body percussion words):
 - Clap — Clap — (students echo)
 - Pat — Snap — Clap — Rest
 - Stomp — Stomp — Clap — Snap
-

5. Rhythm Identification & Notation Intro (8–10 min)

- Briefly introduce visual rhythm cards/notation:
 - Show a 4-beat measure on the board: [Clap] [Snap Snap] [Pat] [Rest]
 - Explain quarter note = 1 beat, paired eighths = 1 beat together (use body to show).
 - Have students perform the notated pattern together as a class.
 - Optional: Give each student/ pair a simple rhythm card to decode and perform.
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6. Class Ensemble Activity: Layered Groove (8–10 min)

- Divide class into four groups (or 3 groups if needed). Assign each group one sound:
 - Group A — Clap pattern (simple steady pattern)
 - Group B — Pat pattern (off-beats)
 - Group C — Snap accents (every 2 measures)
 - Group D — Stomp (downbeats)
 - Play a 16-beat loop or count steady beats and have groups enter one-by-one, creating a layered groove similar to how Pentatonix layers sounds.
 - Focus on listening: students must keep their part steady while the class plays around them.
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7. Reflection & Exit Ticket (3–4 min)

- Quick whole-class prompt: *“One thing I heard that reminded me of Pentatonix was...”* (2–3 students share)
- **Exit ticket (collect as formative assessment)** — On an index card have students write:
 1. Name one body percussion sound they learned today.
 2. One thing they liked or one question they have.

ASSESSMENT (Formative):

- **Teacher observation** during echo activities (accuracy, steady beat).
 - **Exit ticket** for quick check of understanding.
 - Note students who can't physically perform certain actions; adapt as needed.
-

DIFFERENTIATION & ACCOMMODATIONS:

- **Physical limitations:** Allow students to substitute sounds with vocalizations (e.g., say “clap” or pat the desk instead of stomping).
 - **Advanced learners:** Challenge with 16-beat patterns, syncopation, or having them create their own 4-beat ostinato to layer.
 - **Support:** Pair struggling students with a peer coach; give written cards with picture icons for Clap/Pat/Snap/Stomp.
-

BEHAVIOR & SAFETY NOTES:

- Remind students to keep hands to themselves.
 - Demonstrate safe stomping (not near chairs) and careful snapping if finger injuries or nail concerns exist.
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LESSON 2: Rhythm Building Blocks with Body Percussion

Unit: Body Beats – Exploring Body Percussion with Pentatonix

Grade: 6th Grade

Time: 45–50 minutes

Focus: Reading, writing, and performing rhythms using body percussion

OBJECTIVES:

By the end of the lesson, students will be able to:

- Perform basic body percussion patterns using quarter and eighth note rhythms.
 - Read and interpret simple rhythmic notation.
 - Compose an 8-beat rhythm using body percussion techniques.
-

MATERIALS:

- Body Percussion Rhythm Cards (from previous PDF)
 - Blank Body Percussion Grids (from PDF)
 - Whiteboard or Smartboard
 - Markers
 - Small percussion instruments (optional, for extension)
 - Metronome or drum loop (optional)
-

VOCABULARY:

- **Quarter note**
 - **Eighth note**
 - **Rest**
 - **Beat**
 - **Rhythm**
 - **Body Percussion**
-

LESSON FLOW:

1. Warm-Up (5–7 min)

- Begin with a short echo rhythm game using **only clapping**.
- Gradually introduce more body percussion sounds:
 - **Clap**
 - **Snap**
 - **Pat (thighs)**
 - **Stomp**

Example:

Teacher: *Clap-Clap-Stomp-Stomp*

Students: *Repeat*

Repeat with combinations and build to 4-beat patterns.

2. Mini-Lesson: Reading Rhythm (10 min)

- On the board, review:
 - **Quarter note = 1 beat**
 - **Eighth note = ½ beat**
 - **Quarter rest = 1 beat of silence**
- Use body percussion to demonstrate each one:
 - Clap = quarter note
 - Snap-Snap = two eighth notes
 - Pause = rest

Model short rhythms (e.g., Clap – Snap-Snap – Pat – Rest) and have students read and perform with you.

3. Group Activity: [Rhythm Cards](#) (10–12 min)

- Break students into pairs or groups of 3.
- Hand out 2–3 **Rhythm Cards** to each group.
- Have students:
 1. Read the card together.
 2. Assign a sound to each rhythm (Clap, Pat, Snap, Stomp).
 3. Practice and perform the rhythm for the class.

Encourage creativity in sound assignment!

4. Independent Activity: Composition Grid (12–15 min)

- Pass out the **Body Percussion Grid Worksheet**.
- Students will:
 1. Compose an 8-beat rhythm using 1 sound per beat.
 2. Fill in their grid using Clap, Snap, Pat, or Stomp.
 3. Practice their rhythm silently first, then with sound.
 4. Partner up and perform for each other.

Optional challenge: Try layering two patterns.

5. Closing Reflection (5 min)

- Ask:
 - What was easy about creating your own rhythm?
 - What was the hardest part?
 - Which body percussion sound is your favorite to use and why?

Collect grid sheets as a formative assessment.

ASSESSMENT:

- Informal: Observation of group and partner work
 - Formal: Student-created grid composition
 - Optional: Exit slip (e.g., “What does a quarter rest mean?”)
-

EXTENSION IDEAS:

- Add movement or simple choreography to match the rhythm
 - Use a backing beat and perform in time
 - Start building 2-part rhythm layers in preparation for Lesson 4
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LESSON 3: Listening and Analysis – Pentatonix in Action

Unit: Body Beats – Exploring Body Percussion with Pentatonix

Grade: 6th Grade

Time: 45–50 minutes

Focus: Active listening, identifying rhythmic techniques, layering, and reflection

OBJECTIVES:

By the end of the lesson, students will be able to:

- Identify percussive and rhythmic elements in a Pentatonix performance.
 - Describe how rhythm and layering are used in a cappella music.
 - Recreate a simple layered rhythm using body percussion as a class ensemble.
-

MATERIALS:

- Projector + speakers
 - Selected Pentatonix video (suggestions below)
 - **Listening & Analysis Worksheet** (can include prompts like "What do you hear?", "What role is that voice playing?", etc.)
 - Whiteboard or chart paper
 - Body percussion space (open space or clear desks)
-

VOCABULARY:

- **A cappella** – singing without instrumental accompaniment
 - **Layering** – combining different rhythmic or melodic parts at the same time
 - **Beatboxing** – using the mouth and voice to imitate drum or percussion sounds
 - **Rhythmic role** – the part a voice or sound plays in keeping the beat or creating rhythmic patterns
 - **Texture** – how layers of sound interact
-

VIDEO SUGGESTIONS:

Use a 1–3 minute excerpt from:

- “*Daft Punk*” – for layering and beatboxing
- “*Can’t Hold Us*” – strong rhythmic drive and solo vs backing rhythm parts
- *Behind the scenes or rehearsal clips* (search: [Pentatonix rehearsal](#) or live a cappella layering)

Be sure to preview for school-appropriateness and any YouTube ads.

LESSON FLOW:

1. Warm-Up: Rhythm Review (5–7 min)

- Lead a body percussion call-and-response warm-up:
 - Focus on steady beat and accuracy
 - Mix 4-beat and 8-beat patterns
 - Review: Clap, Pat, Snap, Stomp
 - End warm-up with a quick rhythm layering activity (e.g., Group A claps, Group B pats on offbeats)
-

2. Listening Setup (3 min)

Say something like:

“Today we’re going to listen to a group called Pentatonix. They create full songs with just voices and body. As you watch, focus on who’s doing what — how many different sounds do you hear? Are they playing a rhythm role or melody role?”

Pass out [Listening & Analysis Worksheet](#) with questions such as:

- How many layers do you hear?
 - What sounds like percussion or beat?
 - What body or vocal techniques are used to create rhythm?
 - How does the group keep the beat without instruments?
-

 **Pentatonix Listening & Analysis Worksheet**

Name: _____

Date: _____

Instructions:

Watch the Pentatonix performance carefully. Answer the following questions based on what you hear and see. Try to use musical vocabulary when possible.

1. How many different layers or parts do you hear in the performance?

List them if you can.

2. What sounds like percussion or beat in the performance?

Describe how you think these sounds are made.

3. What body or vocal techniques are used to create rhythm?

(Examples: claps, snaps, beatboxing, etc.)

4. How do you think the group stays in time and keeps the beat without instruments?

5. Which part of the performance stood out to you the most and why?

6. If you could be one person in the group, which part would you want to perform

– melody, beatbox, bass, harmony, or rhythm – and why?

3. Watch & Analyze (10–12 min)

- Play the selected video once all the way through.
- Have students jot down answers during or immediately after.
- Replay short segments (10–30 seconds) to isolate rhythm, bass, or beatboxing parts.

Tip: Mute the video and ask, “*Can you still feel the beat? Which part is carrying it?*”

4. Group Discussion (8–10 min)

Use whiteboard or chart paper to gather responses:

- What roles did you hear? (Melody, rhythm, bass, harmony)
- How many people were creating rhythm?
- Did anyone use body percussion?
- How do you think they stay in sync?

Highlight terms like **beatbox**, **bass line**, **layering**, and **texture** as students respond.

5. Recreate the Layers (10–12 min)

- Assign students to small groups (4–5 per group).
- Each group will try to **recreate the rhythmic part** of the Pentatonix performance using body percussion only.
 - Group 1: Keep steady beat (e.g., Stomp – Rest – Stomp – Rest)
 - Group 2: Add syncopated snaps/pats
 - Group 3: Accents/claps
- Practice each layer separately, then combine to create a classroom a cappella rhythm group.

You can assign roles or have students rotate.

6. Wrap-Up & Reflection (5 min)

- Whole class discussion: “*What was the hardest part of recreating the rhythm?*”
 - Individual Reflection Prompt (in notebook or worksheet):
“If you could be one person in Pentatonix, which role would you want to play — melody, beatbox, harmony, bass, or rhythm — and why?”
-

ASSESSMENT (Formative):

- Participation in discussion and body percussion recreation
 - Completed listening worksheet
 - Informal observation of accuracy in layering exercise
 - Optional: Use a rubric that scores listening engagement, participation, and collaboration
-

DIFFERENTIATION & ACCOMMODATIONS:

- **Struggling listeners:** Pause the video frequently and guide listening (e.g., “Listen for the low voice”).
 - **Visual learners:** Use a diagram showing voice parts (Melody, Harmony, Beatbox, Bass).
 - **Physical limitations:** Allow verbal rhythm imitation or desk/body taps.
 - **Advanced learners:** Challenge them to notate or diagram the rhythm layers they hear.
-

EXTENSION OPTIONS:

- Students create their own 3-part a cappella rhythm arrangement next lesson
 - Introduce vocal percussion basics: imitate a hi-hat, kick, or snare with voice
 - Use loop station apps to simulate live layering
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Lesson 4: Creating a Group Body Percussion Performance

Objective:

Students will collaborate in small groups to create a short body percussion performance inspired by Pentatonix, using layering, rhythm, and creative movement.

Materials Needed:

- Whiteboard or projector
- Rhythm cards and body percussion grids (from earlier lessons)
- Classroom timer
- Optional: Recording device (phone, tablet, etc.) for student playback
- Student reflection sheets

Standards Addressed (NAfME-aligned):

- **MU:Cr.1.1.6a:** Generate rhythmic ideas within given parameters.
 - **MU:Cr.2.1.6a:** Organize and develop rhythmic ideas using notation or grids.
 - **MU:Pr.4.2.6a:** Rehearse and refine selected rhythmic patterns for performance.
 - **MU:Re.7.2.6a:** Identify how musical elements convey expressive intent in performances.
-

 **Lesson Duration: 45 minutes**

Lesson Sequence

1. Warm-Up (5 minutes)

- Quick whole-class body percussion review: teacher leads 4-beat patterns for students to echo.
- Include variations in tempo, dynamics, and layering (e.g., start with clapping, layer in stomping, etc.)

2. Mini-Lesson: Performance Elements (5 minutes)

- Brief discussion: *What makes a good group performance?*
(Answers: Coordination, staying on beat, listening to each other, clear parts, confidence)
- Show a short [Nutcracker clip](#) and have students note how the group supports each other rhythmically.

3. Group Creation Time (20 minutes)

- Students work in small groups (3–4 per group).
- Their task: Create a **30-second body percussion piece** that includes:
 - At least **3 different rhythmic layers**

- At least **2 different body percussion techniques** (e.g., claps, pats, stomps, snaps)
 - A clear beginning and ending
- Students may use:
 - Rhythm cards and grids for inspiration
 - A whiteboard or chart paper to sketch out parts
 - Optional: Record their practice to analyze timing

4. Group Rehearsal and Coaching (10 minutes)

- Teacher circulates, coaching groups:
 - Are the parts aligned?
 - Can you clearly hear the rhythm layers?
 - Is there contrast (loud/soft, fast/slow)?
 - Is everyone participating?

5. Exit Ticket/Reflection (5 minutes)

- Quick written reflection:
 - What did your group do well today?
 - What is one thing you need to work on for your performance?
 - How does this activity remind you of what Pentatonix does?
-

Assessment (Formative):

- Observation of group collaboration and rehearsal
 - Student reflection responses
 - Group product draft: Is there rhythmic layering? Variety? A plan?
-

Differentiation & Support:

- Provide visual grids or rhythm cards to groups needing scaffolding
 - Offer a sample pattern for students to modify
 - Allow advanced groups to add vocalized sounds or extra measures
-

Lesson 5: Performance & Peer Feedback – “Our Pentatonix Moment”

Objective:

Students will perform their group-created body percussion pieces and provide constructive peer feedback using performance criteria.

 **Lesson Duration: 45 minutes**

Standards Addressed (NAfME-aligned)

- **MU:Pr.6.1.6a:** Perform expressively with appropriate interpretation and technical accuracy.
 - **MU:Re.9.1.6a:** Apply criteria to evaluate musical performances.
 - **MU:Cr.3.1.6a:** Evaluate and refine musical ideas based on peer and teacher feedback.
 - **MU:Cn.10.0.6a:** Demonstrate how interests, knowledge, and skills relate to personal choices and intent in music creation or performance.
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Lesson Sequence

1. Warm-Up (5 minutes) – “Get in the Groove”

- Whole-class body percussion warm-up:
 - Teacher leads a call-and-response activity
 - Focus on timing, listening, and dynamic contrast
 - Optional: Review one of the Pentatonix clips briefly and clap along to the beat
-

2. Performance Prep Time (5 minutes)

- Groups get a final 5 minutes to rehearse their pieces
 - Encourage them to:
 - Assign entrances
 - Make eye contact
 - Add expressive elements (dynamics, tempo changes, etc.)
-

3. Group Performances (25 minutes)

- Each group performs their body percussion composition (30–60 seconds)
 - After each performance:
 - Audience fills out a **Peer Feedback Form** (structured & positive)
 - Class offers 1–2 pieces of verbal feedback:
 - One strength (“I liked how you...”)
 - One suggestion (“You could try...”)
-

4. Reflection & Discussion (5 minutes)

- Whole-class reflection questions (turn and talk or group share):
 - What did you notice about how different groups layered rhythm?
 - Which performance technique reminded you most of Pentatonix?
 - What’s something you learned from another group’s performance?
-

5. Exit Ticket (Optional)

- “What was your proudest moment today?”
 - “How did your group work together as a musical team?”
 - “What’s one body percussion trick you want to keep using?”
-



Assessment Tools:

- **Peer Feedback Form** (Checklist + short response)
 - **Teacher Observation Checklist:**
 - Clear rhythmic layers
 - Coordination and timing
 - Group collaboration
 - Creativity and performance energy
 - **Student Reflection Responses**
-



Differentiation & Support:

- Allow performance in smaller parts (e.g., duos) for shy students
- Assign a group “conductor” to help keep the beat
- Encourage movement or vocalized sounds for those needing a way to stay engaged

 **Materials Needed:**

- Student rhythm/composition plans
- Printed [Peer Feedback Forms](#)
- Timer
- Optional: Device to record performances
- Whiteboard/chart for post-performance notes

Peer Feedback Form – Body Percussion Performance

Instructions:

Watch the performance and give kind, helpful, and specific feedback to your classmates.
Circle or check the boxes and write 1 sentence for each written response.

Group Number or Name: _____

Did the group keep a steady beat?

Yes Sometimes Not yet

Could you hear clear rhythms and layers?

Yes A little Not really

Did the group stay in sync with each other?

Yes Sometimes No

Was their body percussion creative?

Very! Somewhat Not much

What did this group do well?

One suggestion for improvement:

What was your favorite moment of the performance?

Unit: Can AI Really Make Music... That's Actually Good?

Lesson 1: What is AI? An Introduction to Artificial Intelligence

Grade: 6th

Time: 45–50 minutes

Objectives:

- Define Artificial Intelligence (AI) in age-appropriate terms
- Identify examples of AI in everyday life
- Express curiosity and ideas about AI through brainstorming and discussion

Materials:

- Kid-friendly [video](#) explaining AI (e.g., BrainPOP, SciShow Kids, or YouTube)
- Whiteboard or chart paper and markers
- Student notebooks or paper for reflection
- Projector and speakers

Vocabulary:

- Artificial Intelligence (AI)
- Robot
- Algorithm
- Chatbot
- Machine learning

Lesson Flow:

1. Hook & Engage (5 minutes):

- Ask: “*What do you think Artificial Intelligence is?*” Collect quick responses.
- Show a short, kid-friendly video explaining [AI basics](#) (3–5 minutes).

2. Guided Discussion (10 minutes):

- Facilitate a class conversation:
 - What examples of AI did you notice in the video?
 - Where else might we see AI in our daily lives?
 - Can AI think or feel like a person? Why or why not?

3. Group Brainstorm (10 minutes):

- In small groups, students brainstorm examples of AI they know or imagine (games, virtual assistants, art apps, music, robots).
- Groups share with the class and teacher records on chart paper.

4. Individual Reflection (10 minutes):

- Students write/draw one AI example they found surprising or interesting and why.
- Volunteers can share reflections aloud.

5. Closing & Preview (5 minutes):

- Explain the unit's focus on AI's role in music.
- Ask students to think about music they love and imagine what AI might do with it.

Assessment:

- Participation in discussions and brainstorming
- Individual reflection completion

Differentiation:

- Provide sentence starters for reflections (“An example of AI is _____. I think it is interesting because _____.”)
- Allow drawings or verbal responses for students who need them

Lesson 2: AI in Music History & Listening

Time: 45–50 minutes

Objectives:

- [Describe AI's history](#) and development in music
- Listen critically to early and modern examples of AI-generated music
- [Use a listening worksheet to guide observations](#)

Guided Listening Sheet: *A Brief History of AI*

Name: _____

Date: _____

Instructions:

Watch the video closely. Use this worksheet to guide your observations and thinking. Pause and replay sections if you need extra time to think or write.

1. What is AI?

- In your own words, define **Artificial Intelligence** as described in the video:

- Name **two examples** of AI in everyday life that the video mentions:

1. _____

2. _____

2. Key Moments in AI History

- List **three major milestones or turning points** shown in the video (with approximate dates if given):

1. _____

2. _____

3. _____

3. AI and Creativity

- Does the video talk about AI making music or creative content? How?

- What questions came to your mind about AI and creativity while watching?

4. Reflection & Personal Thinking

- What part of the video did you find most interesting or surprising? Why?

- What do you wonder now after watching? Write one question you have:

- Do you think AI could ever “feel” emotion like humans? Use evidence from the video to support your answer:

5. Quick Opinion Box (Circle one)

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
AI can create music that sounds as expressive as humans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AI will change the way we listen to or make music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Explain one of your responses:



Materials:

- Timeline poster/slide showing AI music milestones
- Audio/video clips of AI music from early computers to recent examples (3–4 clips, 30 sec to 1 min each)
- [Listening worksheet \(simple with prompts\)](#)
- Speakers/projector



Vocabulary:

- Composition
- Algorithm
- Synthesis
- Beatbox (if used)
- Technology



Lesson Flow:

1. Introduction & Timeline (5 minutes):

- Present a brief timeline highlighting key moments in AI music history (e.g., 1950s computer-generated tones → recent AI apps).
- Ask students what they notice about how technology has changed music.

2. Listening Activity (15 minutes):

- Play AI-generated music clips from different eras/styles.
 - <https://www.youtube.com/shorts/lwz-oSt-CR0>
 - <https://www.youtube.com/shorts/wwEhNOdLJzI>
- After each, pause and ask students what they heard (sounds, feelings, instruments or no instruments).

3. Discussion & Reflection (10 minutes):

- Ask: How did AI music change over time?
- What surprised you about the sounds?
- What would you want AI to do with music in the future?

4. Closing (5 minutes):

- Preview next lesson: comparing AI vs human music.

 **Assessment:**

- Completed listening worksheet
- Participation in discussion

 **Differentiation:**

- Provide listening worksheet with picture icons to support understanding
- Allow verbal sharing of responses

Lesson 3: Listening & Comparing AI vs Human Music

Time: 45–50 minutes

Objectives:

- Develop critical listening and comparison skills
- Identify characteristics of AI-generated and human-created music
- Express personal opinions with musical vocabulary

Materials:

- Paired audio clips of AI-generated: [#1](#), [#2](#), [#3](#), and [human-created music](#) (same style/genre)
- [Listening guides with comparison questions](#)
- Speakers/projector

Vocabulary:

- Melody
- Rhythm
- Texture
- Creativity
- Emotion

Lesson Flow:

1. Warm-Up (5 minutes):

- Quick rhythm or call-and-response body percussion activity to focus attention.

2. Listening Round 1 (10 minutes):

- Play the first AI vs human music pair (30-45 seconds each).
- Students use a guide to note differences/similarities (feelings, instruments, complexity).

Listening Comparison Guide

Name: _____ Date: _____

Lesson: Comparing AI and Human Music

Clip 1:

AI Music Human-Made Music

Title or Description: _____

- **What instruments or sounds do you hear?**

- **How does the music make you feel?**

Happy Sad Excited Confused Calm Bored

Other: _____

- **Do you notice a steady beat or rhythm?**

Yes No Sometimes

- **How complex is the music?**

Very simple Some layers Very complex

What makes you say that? _____

- **Does this sound like something a human would create? Why or why not?**

 **Clip 2:**

AI Music Human-Made Music

Title or Description: _____

- **What instruments or sounds do you hear?**

- **How does the music make you feel?**

Happy Sad Excited Confused Calm Bored

Other: _____

- **Do you notice a steady beat or rhythm?**

Yes No Sometimes

- **How complex is the music?**

Very simple Some layers Very complex

What makes you say that? _____

- **Does this sound like something a human would create? Why or why not?**

 **Final Comparison:**

- **Which clip did you like more? Why?**

- **Which sounded more emotional or expressive?**

- **Do you think AI can make music that's as good as human music?**

Yes Sometimes Not Yet No

Explain: _____

3. Group Discussion (8 minutes):

- Share impressions: Which sounded more “human”? Why?
- What did you like or dislike about each?

4. Listening Round 2 (10 minutes):

- Repeat with a second AI-human pair.

5. Class Discussion & Big Questions (10 minutes):

- Facilitate discussion using prompts:
 - Can AI make “good” music? What makes music good?
 - Can AI replace human musicians? Why or why not?
 - How does emotion in music affect us?

6. Exit Ticket (5 minutes):

- Students write one thing they liked and one question they have about AI music.

Assessment:

- Participation and quality of discussion
- Listening guide completion
- Exit ticket responses

Differentiation:

- Use sentence starters for discussions and exit tickets
- Pair students for discussion supports

Lesson 4: What Makes Music Good? Brainstorm & Debate

Time: 45–50 minutes

Objectives:

- Identify and articulate personal and cultural ideas about what makes music “good”
- Engage respectfully in debate with supporting reasons
- Reflect on evolving opinions about AI music

Materials:

- Whiteboard or chart paper and markers
- Debate prompt cards or prepared questions
- Student notebooks or paper

Vocabulary:

- Opinion
- Debate
- Criteria
- Emotion
- Originality
- Expression

Lesson Flow:

1. Hook (5 minutes):

- [Play a short, catchy song](#) (human or AI-made).
- Ask: Do you like this? Why or why not? Collect quick responses.

2. Group Brainstorm (10 minutes):

- In small groups, students list qualities that make music “good” (e.g., rhythm, emotion, lyrics, originality).
- Groups share, and teacher records on board to create a master list.

3. Debate Prep (5 minutes):

- Introduce the debate question: “*Can AI make music that is really good?*”
- Divide class into two groups: [Pro-AI music](#) and [Pro-Human music](#).



Debate Prep Worksheet: Pro-AI Music Team

Name: _____

Team Members: _____

Debate Position: AI can make music that is just as good—or even better—than human-created music.



1. What Do You Believe?

What is your team's main argument in one sentence?





2. Supporting Points (Pick 2–3 strong arguments)

Argument	Notes or Evidence (from lessons/videos)
1. AI can create music quickly and in many styles	_____
2. AI uses patterns to make catchy music	_____
3. AI music can be helpful for games, films, and background use	_____
4. AI doesn't get tired or emotional	_____
5. New technology has always helped music grow	_____


Add your own:




3. Listening Evidence

List 1–2 AI music clips you've heard and describe why they were impressive.

 Clip 1: _____

 Why it supports your argument: _____

 Clip 2: _____

 Why it supports your argument: _____

4. Rebuttal Practice


What might the other team say? What's your response?

They might say: (For example: "AI doesn't have feelings like a human.")

 **We respond:** _____

5. Closing Argument (Practice your final mic-drop moment)

Write a strong, persuasive sentence your team could say at the end of the debate.

 _____

Debate Prep Worksheet: Pro-Human Music Team

Name: _____

Team Members: _____

Debate Position: Human-created music is better than AI music—more emotional, meaningful, and powerful.

1. What Do You Believe?

What is your team's main argument in one sentence?



2. Supporting Points (Pick 2–3 strong arguments)

Argument	Notes or Evidence (from lessons/videos)
1. Only humans can create music based on true emotion	_____
2. Humans connect with real experiences and stories	_____
3. Music is more than sound—it's feeling, message, culture	_____
4. AI copies, but it can't <i>create</i> something deeply original	_____
5. Music helps people feel less alone—humans understand that	_____


Add your own:




3. Listening Evidence

List 1–2 human songs you love and describe why they're meaningful.

 Clip 1: _____

 Why it supports your argument: _____

 Clip 2: _____

 Why it supports your argument: _____

4. Rebuttal Practice

What might the other team say? What's your response?

They might say: (For example: "AI can make music faster and in any style.")

 **We respond:** _____

5. Closing Argument (Practice your final mic-drop moment)

Write a strong, persuasive sentence your team could say at the end of the debate.

 _____

4. Debate (20 minutes):

- Each side presents reasons, listens respectfully, and responds.
- Use debate prompt cards to guide (e.g., “Why is emotion important?” “Can AI be creative?”).
- Teacher facilitates and keeps debate respectful and on topic.

5. Reflection (5 minutes):

- Students write a short paragraph answering:
“What is your opinion about AI making music? Did your thoughts change today?”

Assessment:

- Quality of participation in brainstorming and debate
- Thoughtfulness of reflection paragraph

Differentiation:

- Provide sentence frames for debate and reflection
 - Allow students to participate verbally or in writing
 - Assign roles in debate to match student comfort (speaker, note-taker, question asker)
-

UNIT TITLE: "Healing Sounds: Music Therapy & Mindfulness"

Unit Summary:

In this 3-lesson unit, students will explore how music impacts emotions, focus, stress, and healing. They'll learn about music therapy as a career and practice mindfulness techniques using music. Students will participate in listening activities, creative response exercises, and reflection, culminating in a personal "musical wellness toolkit."

Learning Objectives:

By the end of this unit, students will:

- Understand what music therapy is and how it works.
 - Identify how music affects mood, emotion, and physical responses.
 - Experience mindfulness through guided music listening.
 - Reflect on music's role in their own emotional health.
 - Create a playlist or soundscape that supports personal well-being.
-

Standards Addressed:

- Responding: Analyze how music affects emotions and physical responses.
 - Connecting: Relate music to personal experience and wellness.
 - Creating: Compose or curate music for mindfulness or emotional support.
-



LESSON PLAN BREAKDOWN

Lesson 1: What Is Music Therapy?

Objective:

Students will understand the role of a music therapist and how music can help with emotional and physical healing.

Materials:

- Short video on music therapy (e.g., American Music Therapy Association or [YouTube: Music Therapy Explained](#))
- Chart paper or board for brainstorming
- Student worksheet for video reflection

Activities:

1. **Introduction Discussion** (5 min)
Ask: “Have you ever used music to feel better? How?”
2. **Watch & Reflect** (10–12 min)
Show a short video explaining what music therapy is.
3. **Group Brainstorm** (5 min)
On the board: “Ways Music Can Help Us” (e.g., calm anxiety, express sadness, boost energy)
4. **Partner Chat + Worksheet** (10 min)
Students complete a reflection worksheet:
 - What did I learn about music therapy?
 - What emotions or issues can it help with?
 - Would I ever want to try music therapy?
5. **Exit Ticket** (3 min)
“One way music has helped me before is _____.”

Partner Chat + Worksheet

Name: _____

Partner's Name: _____

Date: _____

Lesson: Mindful Listening & Music Therapy

Step 1: Independent Reflection (2–3 minutes)

Before chatting with your partner, write down your answers to the following:


1. What did the music make you feel?

2. What did you notice about your body or thoughts while listening?

Step 2: Partner Chat

Take turns asking and answering these questions. Write your partner's answers in the space below.

Prompt	My Partner's Answer
What feeling did the music give you?	<hr/> <hr/> <hr/>
Did any part of the music stand out to you?	<hr/> <hr/> <hr/>
If you could play this for someone else, who would it be and why?	<hr/> <hr/> <hr/>
Do you think music can help people heal or feel better? Why or why not?	<hr/> <hr/> <hr/>

 **Step 3: Reflection**

1. **What did you and your partner have in common in your responses?**

2. **What is one new idea or thought your partner shared that you hadn't considered?**

3. **Did talking with your partner help you think about the music in a new way? Why or why not?**

Lesson 2: Mindfulness Through Music


Objective:

Students will experience mindfulness by engaging in focused listening, breathing, and reflection using calming music.

Materials:

- Calm music playlist (instrumental, ambient, nature-based)
- Yoga mats or space to sit/lie comfortably
- Guided listening worksheet
- Timer

Activities:

1. [Introduction to Mindfulness](#) (5 min)
Discuss what mindfulness is: paying attention to the moment, using your breath, being aware.
2. [Guided Breathing & Listening](#) (10 min)
Teacher leads slow breathing as calm music plays. Eyes closed or soft focus.
Play 2–3 short instrumental pieces (1–2 min each). Focus: breathing, body, sound.
 -  [Healing Music for Your Wellbeing by a Music Therapist](#)
3. [Mindful Listening Worksheet](#) (10 min)
Students write/draw their responses to:
 - How did this music make you feel?
 - What instruments or sounds did you notice?
 - What part helped you feel calm or focused?



Mindful Listening Worksheet

Name: _____ Date: _____

Title: *Healing Music for Your Wellbeing* (music therapist–led calming piece)

Instructions: Find a quiet, comfortable space. Listen with the goal of noticing feelings, sensations, and thoughts. You may close your eyes or gaze softly while listening.

1. Calming Breath & Body Check (Before listening)

- Take three slow breaths. Inhale for 4 counts, exhale for 4 counts.
- How do you feel before listening?

Circle one: Calm / Nervous / Tired / Energetic / Other: _____

2. Focused Listening (While the music plays)

For each prompt, where possible write one word or short phrase as your answer.

Prompt	Response
Sounds or instruments you hear	_____
Colors or imagery that come to mind	_____
Strongest feeling you notice	_____
Physical sensation (e.g. relaxed, tingly, heavy)	_____
Part that felt most calming or peaceful	_____

3. Reflection (After listening)

1. In two sentences, describe **how the music made you feel overall**:

2. Which element—rhythm, melody, or texture—felt the most soothing? Why?

3. On a scale of **1 (not at all)** to **5 (very much)**, how calm do you feel now?

1 2 3 4 5

4. Listening Again: Rewind and listen for something new—what stands out this time? What did you notice now that you didn't before?

5. Application: Personal Listening Plan

How could you use this music or similar music to **help yourself feel better or more focused**? Check all that apply:

- When I have trouble sleeping
- When I'm nervous before a test
- When I can't concentrate on homework
- When I need a break or feel overwhelmed
- Other: _____

Jot down **one song or sound** you already know that brings you calm or peace:

4. **Group Debrief** (5 min)

Discuss: Did this feel different from normal music listening? Why or why not?

5. **Mini-Journal Prompt** (5 min)

“A time when music helped me feel calm was...”

 **Mini-Journal Reflection: *Music & Mindfulness***

Name: _____ **Date:** _____

Prompt:

After today's mindful listening activity, take a moment to reflect on your experience. You can write in sentences, bullet points, or even draw if that helps express how you feel.

 **What surprised you about the music or your own reaction to it?**

 **Did any specific part of the music affect your mood or focus? How?**

 **What thoughts or memories came to mind while you were listening?**

 **Do you think music can really change how we feel or think? Why or why not?**

 **One way I could use music to help myself this week is:**

Lesson 3: Create Your Own Musical Wellness Toolkit

Objective:

Students will create a personalized set of music or sounds that they can use for emotional support, mindfulness, or focus.

Materials:

- Access to music streaming platforms (or pre-selected options)
- [“My Wellness Playlist” template](#)
- Headphones or speaker stations (optional)

Activities:

1. **Recap & Introduction** (5 min)
What types of music have helped us feel calm, happy, focused, or energized?
 2. **Personal Reflection** (5–7 min)
Think about:
 - When do I feel stressed, distracted, sad, or nervous?
 - What kinds of music help me during those times?
 3. **Build Your Playlist (Wellness Toolkit)** (15 min)
Students use the template to select or name songs that help them:
 - Feel calm
 - Get motivated
 - Feel happy
 - Focus on schoolwork
 - Express emotionsOption to draw or decorate their “toolkit.”
 4. **Optional Share Circle** (5–7 min)
Students share 1 song from their playlist and why they chose it.
 5. **Wrap-Up: The Power of Music** (3 min)
Journal or discuss: “How can I use music to take care of myself this year?”
-

Optional Extension Ideas:

- Invite a guest speaker: music therapist or school counselor
- Students compose their own calming soundscape using body percussion or classroom instruments
- Guided journal prompts after each listening activity


🎵 My Wellness Playlist

Name: _____

Date: _____

“Music can calm the mind, lift the spirit, and give us strength.”

Use this worksheet to create a playlist that supports different parts of your wellness—emotionally, mentally, and physically.

 **1. A song that helps me feel calm:**

Title: _____

Artist: _____

Why I chose this song:

 **2. A song that makes me happy or boosts my mood:**

Title: _____

Artist: _____

Why I chose this song:

 **3. A song that helps me feel strong or confident:**

Title: _____

Artist: _____

Why I chose this song:

 **4. A song that helps me think or focus:**

Title: _____

Artist: _____

Why I chose this song:

 **5. A song I turn to when I feel overwhelmed or sad:**

Title: _____

Artist: _____

Why I chose this song:

 **My Reflection**

What does your playlist say about how you use music to take care of yourself?

Unit Title: Music & Sports

Grade Level: 6th Grade

Length: 4 Lessons (45–50 minutes each)

Big Idea:

Explore how music and sports connect to energize players and fans, inspire teamwork, and build excitement.

Unit Objectives:

By the end of this unit, students will be able to:

- Identify different types of music commonly used in sports settings
 - Explain how music influences emotions and performance in sports
 - Create and perform rhythmic cheers or chants for a sports team
 - Analyze and discuss the role of music in sports events and culture
-

Lesson 1: The Sound of Sports — Music in the Game

Objective:

Understand how music is used during sports events to pump up players and fans.

Activities:

- **Warm-up Discussion:** What music have you heard at sports games? How does it make you feel?
- **Listening Session:** Listen to clips of famous sports anthems (e.g., [“We Will Rock You,”](#) [“Eye of the Tiger,”](#) [“Chariots of Fire”](#))
- **Group Discussion:** Talk about the tempo, rhythm, and mood of these songs and why they work for sports.
- **Quick Activity:** Clap or stomp the beat of “We Will Rock You.”

Materials:

Speakers, audio clips, whiteboard or chart paper

Lesson 2: Rhythms of the Game — Body Percussion Cheers

Objective:

Create and perform simple rhythmic cheers using body percussion.

Activities:

- **Demonstration:** Teacher shows basic body percussion patterns (clap, stomp, snap)
- **Group Practice:** Students learn a simple rhythmic cheer related to a sport (e.g., “Go Team Go!”)
- **Composition Time:** In small groups, students create their own short body percussion cheer for a sport or team.
- **Perform & Share:** Groups perform their cheers for the class.

Materials:

None needed beyond students’ bodies

🎵 Rhythms of the Game: Body Percussion Cheers 🥁

Name: _____

Date: _____

Objective:

Create and perform simple rhythmic cheers using claps, stomps, and snaps!

Step 1: Learn the Patterns 🙌👣👏

Watch and follow your teacher as they show these body percussion sounds:

- **Clap:** Hands hitting together
- **Stomp:** Foot hitting the floor
- **Snap:** Fingers snapping

Try each one now!

Step 2: Practice the Cheer “Go Team Go!” 💡

Here’s a simple cheer you will learn with body percussion:

Clap – Stomp – Clap – Snap

Say the words at the same time:

Go – Team – Go! – Go!

Practice with your group until it feels smooth and loud!

Step 3: Create Your Own Cheer! 🎉

In your group, create a short body percussion cheer (4–8 beats) for a sport or team you like. Use claps, stomps, and snaps. Write your pattern and words below:


Sport or Team: _____

Body Percussion Pattern:

(Write the sounds in order, for example: Clap, Clap, Stomp, Snap)

Words to say:

(Write your cheer words here)

Step 4: Practice & Perform! 

Practice your cheer with your group. Be ready to perform for the class!

Reflection:

What part of your cheer was easiest to do?

What was the hardest?

How did your group work together?

Lesson 3: Sports Playlists — Music and Motivation

Objective:

Explore how athletes use music to motivate themselves and prepare for competition.

Activities:

- **Discussion:** How do athletes use music before or during games?
- **Research:** In pairs, students pick an athlete and find out what songs they listen to for motivation (use teacher-prepared examples or safe internet research).
- **Share:** Students share their athlete's music choices and explain why those songs might help.
- **Reflection:** Write a short paragraph about what kind of music helps you get ready for a challenge.

Materials:

Access to internet or teacher handouts, paper and pencils



Music & Motivation: Athlete Playlist Research

Name: _____

Date: _____

Partner's Name: _____

Step 1: Choose an Athlete

Write the name of the athlete you and your partner will research:

Athlete's Name: _____

Step 2: Find Out Their Motivational Music

Use the examples your teacher gave or safely search online to find out what songs or types of music your athlete listens to before a game or competition.

List 3 songs or music styles your athlete uses:

1. _____
2. _____
3. _____

Step 3: Share and Explain

Write a few sentences to explain why you think these songs help your athlete get motivated. Think about the mood, rhythm, or lyrics!

Step 4: Reflection — Your Motivational Music 🎵💪

What kind of music helps **YOU** get ready for a challenge? Write a short paragraph about your favorite music to listen to when you need to focus, feel confident, or get pumped up.

Bonus: Draw or write the name of your favorite motivational song here!

Lesson 4: Compose Your Own Sports Anthem

Objective:

Write and perform a short anthem or chant to support a sports team.

Activities:

- **Review:** Listen to a simple sports anthem or chant and analyze what makes it catchy.
- **Brainstorm:** What words or phrases would you use to cheer on a team?
- **Compose:** In groups, students write lyrics and come up with a rhythm or melody.
- **Perform:** Groups present their anthems to the class.

Materials:

Paper, pencils, optional instruments or body percussion



Compose Your Own Sports Anthem!

Name: _____

Date: _____

Group Members: _____

Objective:

Write and perform a short anthem or chant to cheer for a sports team.

Step 1: Listen & Think

Listen to the sports anthem or chant your teacher plays. Think about:

- What makes the song catchy?
- Does it have a simple rhythm?
- Are the words easy to remember?

Write 2 things you noticed:

1. _____
2. _____

Step 2: Brainstorm Words & Phrases

What words or phrases would you use to cheer on a team?

Here are some ideas to get you started:

- Go!
- Win!
- Fight!
- Score!
- Team name or mascot

Write your own cheer words or phrases:

Step 3: Write Your Anthem Lyrics 🖋️

Use your words to write a short anthem or chant (4–8 lines). Try to make it fun and easy to say!

Your anthem lyrics:

Step 4: Add a Rhythm or Melody 🎵

- Clap or tap a simple rhythm to go with your lyrics.
- You can also use a melody you know or make up your own!

Write or draw your rhythm pattern here:

Step 5: Practice & Perform 🎤

Practice your anthem with your group. Be ready to perform it for the class!

Reflection:

What was your favorite part about creating your sports anthem?

What was hard or challenging?

UNIT TITLE: "Healing Sounds: Music Therapy & Mindfulness"

Unit Summary:

In this 3-lesson unit, students will explore how music impacts emotions, focus, stress, and healing. They'll learn about music therapy as a career and practice mindfulness techniques using music. Students will participate in listening activities, creative response exercises, and reflection, culminating in a personal "musical wellness toolkit."

Learning Objectives:

By the end of this unit, students will:

- Understand what music therapy is and how it works.
 - Identify how music affects mood, emotion, and physical responses.
 - Experience mindfulness through guided music listening.
 - Reflect on music's role in their own emotional health.
 - Create a playlist or soundscape that supports personal well-being.
-

Standards Addressed:

- Responding: Analyze how music affects emotions and physical responses.
 - Connecting: Relate music to personal experience and wellness.
 - Creating: Compose or curate music for mindfulness or emotional support.
-



LESSON PLAN BREAKDOWN

Lesson 1: What Is Music Therapy?

Objective:

Students will understand the role of a music therapist and how music can help with emotional and physical healing.

Materials:

- Short video on music therapy (e.g., American Music Therapy Association or [YouTube: Music Therapy Explained](#))
- Chart paper or board for brainstorming
- Student worksheet for video reflection

Activities:

6. **Introduction Discussion** (5 min)
Ask: “Have you ever used music to feel better? How?”
7. **Watch & Reflect** (10–12 min)
Show a short video explaining what music therapy is.
8. **Group Brainstorm** (5 min)
On the board: “Ways Music Can Help Us” (e.g., calm anxiety, express sadness, boost energy)
9. **Partner Chat + Worksheet** (10 min)
Students complete a reflection worksheet:
 - What did I learn about music therapy?
 - What emotions or issues can it help with?
 - Would I ever want to try music therapy?
10. **Exit Ticket** (3 min)
“One way music has helped me before is _____.”

Partner Chat + Worksheet

Name: _____

Partner's Name: _____

Date: _____

Lesson: Mindful Listening & Music Therapy

Step 1: Independent Reflection (2–3 minutes)

Before chatting with your partner, write down your answers to the following:


3. What did the music make you feel?

4. What did you notice about your body or thoughts while listening?

Step 2: Partner Chat

Take turns asking and answering these questions. Write your partner's answers in the space below.

Prompt	My Partner's Answer
What feeling did the music give you?	<hr/> <hr/> <hr/>
Did any part of the music stand out to you?	<hr/> <hr/> <hr/>
If you could play this for someone else, who would it be and why?	<hr/> <hr/> <hr/>
Do you think music can help people heal or feel better? Why or why not?	<hr/> <hr/> <hr/>

 **Step 3: Reflection**

4. What did you and your partner have in common in your responses?

5. What is one new idea or thought your partner shared that you hadn't considered?

6. Did talking with your partner help you think about the music in a new way? Why or why not?

Lesson 2: Mindfulness Through Music


Objective:

Students will experience mindfulness by engaging in focused listening, breathing, and reflection using calming music.

Materials:

- Calm music playlist (instrumental, ambient, nature-based)
- Yoga mats or space to sit/lie comfortably
- Guided listening worksheet
- Timer

Activities:

6. [Introduction to Mindfulness](#) (5 min)
Discuss what mindfulness is: paying attention to the moment, using your breath, being aware.
7. [Guided Breathing & Listening](#) (10 min)
Teacher leads slow breathing as calm music plays. Eyes closed or soft focus.
Play 2–3 short instrumental pieces (1–2 min each). Focus: breathing, body, sound.
 -  [Healing Music for Your Wellbeing by a Music Therapist](#)
8. [Mindful Listening Worksheet](#) (10 min)
Students write/draw their responses to:
 - How did this music make you feel?
 - What instruments or sounds did you notice?
 - What part helped you feel calm or focused?



Mindful Listening Worksheet

Name: _____ Date: _____

Title: *Healing Music for Your Wellbeing* (music therapist–led calming piece)

Instructions: Find a quiet, comfortable space. Listen with the goal of noticing feelings, sensations, and thoughts. You may close your eyes or gaze softly while listening.

1. Calming Breath & Body Check (Before listening)

- Take three slow breaths. Inhale for 4 counts, exhale for 4 counts.
- How do you feel before listening?

Circle one: Calm / Nervous / Tired / Energetic / Other: _____

2. Focused Listening (While the music plays)

For each prompt, where possible write one word or short phrase as your answer.

Prompt	Response
Sounds or instruments you hear	_____
Colors or imagery that come to mind	_____
Strongest feeling you notice	_____
Physical sensation (e.g. relaxed, tingly, heavy)	_____
Part that felt most calming or peaceful	_____

3. Reflection (After listening)

4. In two sentences, describe **how the music made you feel overall**:

5. Which element—rhythm, melody, or texture—felt the most soothing? Why?

6. On a scale of **1 (not at all)** to **5 (very much)**, how calm do you feel now?

1 2 3 4 5

4. Listening Again: Rewind and listen for something new—what stands out this time? What did you notice now that you didn't before?

5. Application: Personal Listening Plan

How could you use this music or similar music to **help yourself feel better or more focused**? Check all that apply:

- When I have trouble sleeping
- When I'm nervous before a test
- When I can't concentrate on homework
- When I need a break or feel overwhelmed
- Other: _____

Jot down **one song or sound** you already know that brings you calm or peace:

9. **Group Debrief** (5 min)

Discuss: Did this feel different from normal music listening? Why or why not?

10. **Mini-Journal Prompt** (5 min)

“A time when music helped me feel calm was...”

 **Mini-Journal Reflection: *Music & Mindfulness***

Name: _____ **Date:** _____

Prompt:

After today's mindful listening activity, take a moment to reflect on your experience. You can write in sentences, bullet points, or even draw if that helps express how you feel.

 **What surprised you about the music or your own reaction to it?**

 **Did any specific part of the music affect your mood or focus? How?**

 **What thoughts or memories came to mind while you were listening?**

 **Do you think music can really change how we feel or think? Why or why not?**

 **One way I could use music to help myself this week is:**

Lesson 3: Create Your Own Musical Wellness Toolkit

Objective:

Students will create a personalized set of music or sounds that they can use for emotional support, mindfulness, or focus.

Materials:

- Access to music streaming platforms (or pre-selected options)
- [“My Wellness Playlist” template](#)
- Headphones or speaker stations (optional)

Activities:

6. Recap & Introduction (5 min)

What types of music have helped us feel calm, happy, focused, or energized?

7. Personal Reflection (5–7 min)

Think about:

- When do I feel stressed, distracted, sad, or nervous?
- What kinds of music help me during those times?

8. Build Your Playlist (Wellness Toolkit) (15 min)

Students use the template to select or name songs that help them:

- Feel calm
- Get motivated
- Feel happy
- Focus on schoolwork
- Express emotions

Option to draw or decorate their “toolkit.”

9. Optional Share Circle (5–7 min)

Students share 1 song from their playlist and why they chose it.

10. Wrap-Up: The Power of Music (3 min)

Journal or discuss: “How can I use music to take care of myself this year?”

Optional Extension Ideas:

- Invite a guest speaker: music therapist or school counselor
- Students compose their own calming soundscape using body percussion or classroom instruments
- Guided journal prompts after each listening activity


🎵 My Wellness Playlist

Name: _____

Date: _____

“Music can calm the mind, lift the spirit, and give us strength.”

Use this worksheet to create a playlist that supports different parts of your wellness—emotionally, mentally, and physically.

 **1. A song that helps me feel calm:**

Title: _____

Artist: _____

Why I chose this song:

 **2. A song that makes me happy or boosts my mood:**

Title: _____

Artist: _____

Why I chose this song:

 **3. A song that helps me feel strong or confident:**

Title: _____

Artist: _____

Why I chose this song:

 **4. A song that helps me think or focus:**

Title: _____

Artist: _____

Why I chose this song:

 **5. A song I turn to when I feel overwhelmed or sad:**

Title: _____

Artist: _____

Why I chose this song:

 **My Reflection**

What does your playlist say about how you use music to take care of yourself?

Unit Title: Hip Hop & Social Justice

Grade Level: 7th Grade

Length: 4 Lessons (45–50 minutes each)

Big Idea:

Explore how hip hop music has been used as a powerful tool to raise awareness, express social issues, and inspire change.

Unit Objectives:

By the end of this unit, students will be able to:

- Understand the origins and elements of hip hop culture
 - Analyze hip hop lyrics for messages about social justice
 - Create their own socially conscious rap or spoken word
 - Reflect on how music can influence society and inspire activism
-

Lesson 1: The Roots of Hip Hop & Its Cultural Impact

Objective:

Learn about the origins of hip hop and its role as a voice for marginalized communities.

Activities:

- **Introduction:** Discuss what students know about hip hop culture (music, dance, art, fashion).
- **[History Presentation](#):** Overview of hip hop's birth in the Bronx in the 1970s, focusing on DJing, MCing, breakdancing, and graffiti.
- **Listening Session:** Play early hip hop tracks (e.g., [Grandmaster Flash's "The Message"](#), [The Sugarhill Gang - Rapper's Delight \(Official Video\)](#)) and discuss its themes.
- **Class Discussion:** How did hip hop reflect the struggles and hopes of its community?

Discussion Prompts:

How Did Hip Hop Reflect the Struggles and Hopes of Its Community?

1. What kinds of challenges or problems do you think the people in the Bronx faced in the 1970s when hip hop started?
(Examples: poverty, discrimination, violence, lack of opportunities)
2. How do you think hip hop music gave people a way to express their feelings about these problems?
3. What messages or stories did early hip hop songs tell about daily life?
(Prompt students to think about themes like struggle, resilience, hope)
4. How can music help bring people together when they are going through tough times?
5. Why might it be important for a community to have its own voice or culture through music and art?
6. Can you think of ways hip hop might have helped people imagine a better future or inspire change?
7. What feelings or ideas do you hear in the song we listened to ("The Message" by Grandmaster Flash)?
8. How is hip hop similar or different from other kinds of music that talk about social issues?

Materials:

Audio clips, projector/slideshow, discussion questions

Lesson 2: Hip Hop & Social Justice Messages

Objective:

Analyze hip hop lyrics that address social justice issues.

Activities:

- **Lyrics Analysis:** Read and listen to excerpts from songs that talk about inequality, racism, or activism (e.g., Public Enemy’s “Fight the Power,” Kendrick Lamar’s “Alright”).
- **Group Work:** Break students into small groups, each analyzes one song’s message and shares what they learned.
- **Class Discussion:** What common themes do they notice? How does the music make them feel?

Materials:

Printed lyrics, audio clips, analysis worksheet

Students randomly choose excerpts from the following songs to analyze lyrics:

Song Title	Artist Name
“Fight The Power”	Public Enemy
“Alright”	Kendrick Lamar
“Changes”	2Pac
“The Message”	Grandmaster Flash & The Furious Five
“Glory”	John Legend
“Freedom”	Beyoncé feat. Kendrick Lamar
“This Is America”	Childish Gambino

 **Hip Hop & Social Justice: Lyric Analysis Worksheet**

Group Members: _____

Song Title: _____

Step 1: Listen & Read

Listen to your assigned song and follow along with the lyrics.

Step 2: Think About the Message

Answer these questions to help you understand the song's message.

1. **What is this song mostly about?**
(Write 1–2 sentences.)

2. **What problems or struggles does the song talk about?**

3. **Does the song give any hope or solutions? What are they?**

4. **What feelings do you get when you listen to this song?**

5. **Why do you think the artist made this song?**

Step 3: Share with Your Classmates

Be ready to explain:

- What your song's main message is

- One important idea or feeling the song shares

- Why you think this song is powerful or important

Lesson 3: Writing Your Own Social Justice Verse

Objective:

Compose original rap or spoken word verses addressing an issue students care about.

Activities:

- **Brainstorming:** Students list social issues that matter to them.
- **Writing Workshop:** Teach rhyme, rhythm, and phrasing basics.
- **Compose:** Students write 8–12 lines expressing their thoughts or calls to action.
- **Peer Sharing:** Optional sharing in small groups or whole class.

Materials:

Writing worksheets, examples of rap/spoken word

Write Your Own Social Justice Verse

Name: _____

Date: _____

Objective:

Compose a rap or spoken word verse about a social issue that matters to you.

Step 1: Brainstorm Social Issues

What issues do you care about?

Write down 3–5 topics that are important to you or your community.

- _____
- _____
- _____
- _____
- _____

Step 2: Think About Your Message

What do you want people to know or do about this issue?

Circle the ideas below or write your own:

- Raise awareness
- Ask for change
- Share a personal story
- Encourage people to listen
- Express how it makes you feel
- Other: _____

Step 3: Learn Rhyme & Rhythm Basics

- **Rhyme:** Words that sound alike at the end (e.g., fight / right)
- **Rhythm:** The beat and flow of your words
- **Phrasing:** How you group words together when you say or rap them

Try this rhyme:

I see the light, I want to fight, to make things right tonight.

Step 4: Write Your Verse 🖋️

Use your brainstorm and rhyme skills to write 8–12 lines about your chosen social issue. Try to include at least two rhymes!

Your verse:

Step 5: Share & Reflect (Optional) 🎤

- Practice reading or rapping your verse with a partner or group.
- Think about how your words can inspire others.

Lesson 4: Performance & Reflection

Objective:

Perform original work and reflect on hip hop's power for social change.

Activities:

- **Rehearsal:** Students practice performing their verses or spoken word pieces.
- **Performance:** Groups or individuals share their work with the class.
- **Reflection Discussion:** How can music be a tool for justice? How did creating your own piece feel?
- **Exit Ticket:** Write a short paragraph on what they learned about hip hop and social justice.

Materials:

Space for performance, reflection prompts, exit ticket papers

Reflection Discussion & Exit Ticket

Part 1: Reflection Discussion

Let's talk together! Think about these questions and share your ideas with the class:

1. **How can music be a tool for justice?**

(How can songs help people understand unfairness or bring about change?)

2. **What did you feel or think when you created your own social justice verse?**

3. **Why do you think hip hop is a good way to share messages about important issues?**

4. **How might music inspire people to take action?**

Part 2: Exit Ticket 🖋️

Write a short paragraph to answer these questions:

- What is one important thing you learned about hip hop and social justice?
- How do you think music can make a difference in the world?

Your paragraph:

Unit Title: Music in Advertising

Grade Level: 7th Grade

Length: 4 Lessons (45–50 minutes each)

Big Idea:

Explore how music influences advertising by capturing attention, creating emotions, and helping brands connect with audiences.

Unit Objectives:

By the end of this unit, students will be able to:

- Identify how music is used in commercials to affect emotions and memory
 - Analyze the musical elements in famous advertisements
 - Create original jingles or soundtracks for a product or brand
 - Reflect on the power of music in marketing and consumer behavior
-

Lesson 1: The Role of Music in Advertising

Objective:

Understand why and how advertisers use music.

Activities:

- **Discussion:** Ask students if they remember any commercials because of the music or jingle. What made it memorable?
 - **Listening Examples:** Play commercials with catchy music (e.g., [McDonald's "I'm Lovin' It,"](#) [Intel's jingle,](#) [Reese Puffs](#)).
 - **Group Discussion:** How does the music make you feel? What kind of mood or message does it create?
 - **Exit Ticket:** Write down one way music can help sell a product.
-

 **Exit Ticket: Music in Advertising**

Name: _____

Date: _____

Question:

Write down **one way** music can help sell a product.

Lesson 2: Musical Elements in Commercials

Objective:

Analyze musical features like rhythm, melody, and instrumentation in ads.

Activities:

- **Review:** Basic musical elements (beat, tempo, melody, dynamics).
 - **Listening & Analysis:** Break down a few commercial jingles — identify the beat, tempo, and instruments.
 - **Group Work:** In small groups, students pick one commercial and discuss how the music fits the product or brand.
 - **Share:** Groups present their findings to the class.
-

Listening & Analysis Worksheet: Commercial Jingles

Name: _____

Date: _____

Step 1: Listen to the Commercial Jingles

We will listen to: McDonald's "I'm Lovin' It," Intel jingle, Reese's Puffs Cereal, & the Old Spice theme

Step 2: Break Down the Music

For each jingle, write your observations below:

Jingle Name/Company Name	Beat (fast, slow, steady?)	Tempo (speed)	Instruments or Sounds You Hear	How Does the Music Make You Feel?

Group Work: How Does Music Fit the Product?

In your group:

1. **Choose one commercial jingle** from the ones you heard.
2. Discuss these questions:
 - What product or brand is this for?

- What feelings or ideas does the music create?

- How does the music match the product's message or image?

- Does the music make you want to buy or remember the product? Why?

3. Write down your group's ideas below:

 **Group Presentation Guide**

When it's your group's turn to present:

1. Say which jingle you picked and the product it's for.
2. Share what you noticed about the music (beat, tempo, instruments).
3. Explain how the music fits the product and why it's effective.
4. Share if the music made you want to buy or remember the product and why.

Lesson 3: Create Your Own Jingle

Objective:

Compose a short jingle or sound logo for a product.

Activities:

- **Brainstorm:** Choose a product or invent a new one. What feeling or idea should your jingle convey?
 - **Workshop:** Using melody, rhythm, and simple lyrics, students create a 15–30 second jingle.
 - **Practice:** Groups rehearse their jingles using voice, body percussion, or instruments.
-

Teacher Instructions:

- **Step 1:** Have students pick or invent a product and share it with their group.
- **Step 2:** Guide students to think about the emotions or ideas the music should express.
- **Step 3:** Assist students in brainstorming words or phrases, encouraging rhyme and repetition.
- **Step 4:** Give time for students to practice their jingles using voice, clapping, or simple instruments.
- Circulate and support groups with melody and rhythm ideas.

🎵 Create Your Own Jingle! 🎤

Name: _____

Date: _____

Step 1: Brainstorm Your Product 🎁

Choose a **product** you want to create a jingle for. It can be:

- Something real (like soda, sneakers, a phone)
- Or something you invent (a new snack, gadget, or game!)

Write your product name here:

Step 2: Decide What Feeling or Idea Your Jingle Will Show 🎯

Think about how you want people to feel when they hear your jingle.

Circle or write words that describe the feeling or message:

Happy / Excited / Relaxed / Fun / Energetic / Trustworthy / Cool / Healthy / Funny / Friendly /

Other: _____

Write a short sentence about the feeling or idea you want your jingle to share:

Step 3: Plan Your Jingle! 🎵

Your jingle will be **15–30 seconds long**. It should have:

- A catchy **melody** (a tune you can hum or sing)
- A clear **rhythm** (how the words and sounds flow)
- Simple **lyrics** (words that are easy to remember)

Brainstorm some words or short phrases for your jingle:

Try writing 2 lines of your jingle here (you can add more later):

Step 4: Get Ready to Perform 

Practice your jingle with your group. Think about how to use your voice and rhythm to make it catchy and fun!

Lesson 4: Performance & Reflection

Objective:

Perform jingles and reflect on music's impact in advertising.

Activities:

- **Perform:** Groups present their jingles.
 - **Class Discussion:** What was easy or hard about making your jingle? How did music help your product stand out?
 - **Reflection Writing:** Write a paragraph on how music influences people's choices when watching commercials.
-

Exit Ticket: Making a Jingle & Music in Advertising

Name: _____

Date: _____

1. What was easy about making your jingle?

2. What was hard about making your jingle?

3. How do you think music helps a product stand out in commercials?

4. Write a short paragraph:

How does music influence people's choices when they watch commercials?

Unit Title: Music & Disability Awareness

Grade Level: 7th Grade

Length: 3 Lessons (45–50 minutes each)

Big Idea:

Explore how music connects us, raises awareness about disabilities, and celebrates diverse abilities through creativity and inclusion.

Unit Objectives:

By the end of this unit, students will be able to:

- Understand different types of disabilities and how they affect people's lives
 - Learn about musicians with disabilities and their contributions
 - Experience adaptive music-making techniques
 - Reflect on inclusion and the power of music to bring people together
-

Lesson 1: Understanding Disability & Inclusion Through Music

Objective:

Introduce the concept of disability and discuss inclusion in music and daily life.

Activities:

- **Discussion Starter:** [What does “disability” mean? What kinds of disabilities can people have?](#)
 - **Video/Story:** Watch a short video or read a story about a musician with a disability (e.g., [Evelyn Glennie](#), a deaf percussionist).
 - **Class Discussion:** How can music be inclusive for everyone?
 - **Reflection:** Write or draw about one way music can include all people.
-

🎵 **Class Discussion Activity: How Can Music Be Inclusive for Everyone?** 🎵

Objective:

Think about ways music can welcome and include people of all abilities.

Step 1: Warm-Up Question (Whole Class)

- What does the word **inclusive** mean?
- Why do you think it's important for music to be inclusive?

Step 2: Small Group Brainstorm (3–4 students)

Discuss these questions:

1. How can music include people who can't hear well or at all?
2. How can music include people who have trouble moving or using their hands?
3. How can music include people with learning differences?
4. What kinds of music activities can everyone join in?

Write or draw your group's ideas here:

Step 3: Share Out (Whole Class)

- Each group shares one idea from their brainstorm.
- Teacher writes ideas on the board or chart paper.

Step 4: Wrap-Up Question

- Which idea surprised you the most? Why?
- How do you feel when everyone can join in making music?



Reflection: Music and Inclusion

Name: _____

Date: _____

Think about today's discussion:

Write or draw about **one way music can include all people**, no matter their abilities.

You can answer these questions to help:

- What is something music can do to be more inclusive?
- How would that make people feel?

Your reflection:

Lesson 2: Musicians Who Inspire: Spotlight on Artists with Disabilities

Objective:

Learn about famous musicians with disabilities and their impact.

Activities:

- **Presentation:** Share stories and music clips from musicians such as [Stevie Wonder](#), [Andrea Bocelli](#), [Evelyn Glennie](#), Haben Girma, or [Mandy Harvey](#).
 - **Listening & Discussion:** How does their music inspire others? What challenges might they have faced?
 - **Group Research:** In small groups, students pick one artist to learn more about and share with the class.
-

🎵 Music & Disability Awareness: Inspiring Musicians 🎵

Name: _____

Date: _____

Instructions:

You will learn about **four musicians** who have inspired people all over the world. As you read, listen, or watch videos about them, answer the questions below.

1. Stevie Wonder

- What is he known for? _____

- What challenges might he have faced?

- How does his music inspire others?

2. Andrea Bocelli

- What is he known for? _____

- What challenges might he have faced?

- How does his music inspire others?

3. Evelyn Glennie

- What is she known for? _____

- What challenges might she have faced?

- How does her music inspire others?

4. Mandy Harvey

- What is she known for? _____

- What challenges might she have faced?

- How does her music inspire others?

Final Reflection

Which of these musicians inspired you the most and why?

🎵 Music & Disability Awareness — Group Research 🎵

Group Members: _____

Date: _____

Artist Chosen: _____

Step 1: Basic Information

1. Artist's full name: _____
2. Birth year and place: _____
3. Type of music they create: _____

Step 2: Career Highlights

- Famous songs, albums, or performances:

1. _____
2. _____
3. _____

Step 3: Challenges & Overcoming Them

- What challenge or disability does this artist have?

- How have they adapted or overcome this challenge in their music career?

Step 4: Impact & Inspiration

- How does this artist's music inspire others?

- What message do they share through their work?

Step 5: Fun Fact

Write one interesting or surprising fact about this artist:

Step 6: Preparing to Share

When you present to the class, make sure you:

- **Say the artist's name and what they are famous for.**
- **Share one example of their music.**
- **Explain how they have inspired others.**
- **Share your favorite fun fact about them.**

Lesson 3: Adaptive Music-Making: Exploring Different Ways to Make Music

Objective:

Experience how music can be created using different abilities and adaptive techniques.

Activities:

- **Demonstration:** Show [adaptive instruments](#) or [technology](#) used by musicians with disabilities (e.g., electronic instruments, switches, or apps).
 - **Hands-On:** Students try body percussion, or simple adaptive instruments or apps.
 - **Create:** In groups, students will choose an instrument and be assigned a specific disability. Using critical thinking and creativity, they will develop a short rhythm or melody and figure out how to perform it while working within the limitations of their assigned disability.
 - This will give students a sense of empathy, understanding, and importance of having accessible and adaptive instruments for musicians with disabilities.
 - This will also enhance the celebration of musicians with disabilities and the obstacles they have overcome.
 - **Share:** Perform or record their creations.
-

Examples of possible assigned disabilities:

- Cannot use hands
- Cannot hear
- Limited movement in one arm
- Vision impairment
- Cannot move from waist down

🎵 Adaptive Music Challenge: Creative Problem-Solving 🎵

Name(s): _____

Date: _____

Step 1: Your Challenge

Assigned Disability: _____

Chosen Instrument: _____

Examples of possible assigned disabilities:

- Cannot use hands
- Cannot hear
- Limited movement in one arm
- Vision impairment
- Cannot move from waist down

Step 2: Understanding Adaptive Instruments

1. What is an adaptive instrument?

(Instruments designed or modified so people with different abilities can play them.)

Write your own definition:

Step 3: Understanding Your Limitations

Write down what challenges your assigned disability might create for playing your chosen instrument:

Step 4: Brainstorm Adaptive Solutions

How can you still play your instrument or create music within those limits?

- Will you modify how the instrument is held or played?
- Will you use tools, technology, or teamwork?
- Will you change the way notes or rhythms are produced?

List at least **3 ideas**:

1. _____
2. _____
3. _____

Step 5: Plan Your Performance

Tempo (speed):

Slow Medium Fast

Mood/Style:

Happy Calm Exciting Serious Other: _____

Who will do what? (Assign roles within your group)

Step 6: Rehearsal Notes

While “practicing” your adaptive method, write down what works well and what you need to improve:

Works Well: _____

Needs Work: _____

Step 7: Reflection After Performing

1. What was the hardest part of adapting your music?

2. What did this activity teach you about accessibility in music?

3. How did thinking about adaptive instruments change the way you composed?

4. Why is it important for music to be accessible to everyone?

Unit Title: TikTok & Music Trends

Grade: 7th Grade

Length: 4 Lessons (45–50 min each)

Unit Goal:

Students will explore how TikTok influences music trends, discover how songs go viral, analyze the connection between music and visual content, and create their own short TikTok-inspired audio clips (without posting).

Lesson 1: The Rise of TikTok Music

Objective: Understand how TikTok has become a major driver of music trends.

Activities:

- **Hook:** Play short clips of songs that went viral on TikTok (e.g., “[Old Town Road](#),” “[Savage Love](#),” “[As It Was](#)”) and ask students to guess if they’ve heard them.
 - **Discussion:** How does TikTok differ from radio or streaming playlists in spreading music?
 - **Mini-lecture:** Explain TikTok’s algorithm, trends, and audio snippet looping.
 - [Guided Notes](#)
 - **Group Activity:** Students research one song that blew up on TikTok and map its journey from obscurity to viral hit.
 - **Exit Ticket:** Name one way TikTok helps songs become popular.
-

Mini-Lecture: TikTok’s Algorithm, Trends, and Audio Snippet Looping

1. TikTok’s Algorithm – How It Chooses What You See

- TikTok uses something called a For You Page (FYP) — a personalized feed that learns what you like.
- It decides what to show based on:
 - What you interact with (likes, comments, shares, watch time)
 - What you skip quickly
 - Your interests over time — the more you watch certain types of videos, the more it shows similar ones.
- This means a song can blow up even if the artist isn’t famous — all it takes is one popular video using that song, and the algorithm can push it to millions of viewers.

Example: “Old Town Road” by Lil Nas X — exploded on TikTok before it topped Billboard charts.

2. Trends – How They Spread Music

- A trend is when lots of users create videos around the same theme, dance, or challenge.
- Music is at the center — people often copy each other’s video format and use the same audio clip.
- When a trend is popular, the song attached to it spreads faster than through radio or streaming playlists, because millions of videos get made in days.

Example: “Savage Love” dance trend made the song chart globally.

3. Audio Snippet Looping – Why Short Clips Stick in Your Head

- TikTok videos usually use 15–30 seconds of a song — often the “catchiest” or most emotional part.
- This short section loops repeatedly when people rewatch or scroll through similar videos.
- Because it’s short, your brain remembers it quickly — it becomes an “earworm.”
- Sometimes, people only know that snippet, not the whole song!

Example: The “Beggin” chorus by Måneskin went viral years after the song’s release because of its loop on TikTok.

4. Why This Matters for Music Discovery

- TikTok isn't just showing you songs — it's creating moments with them.
- The algorithm, trends, and looping all work together so any song — old or new — can get huge almost overnight.
- This changes how musicians market their music — many now plan their songs around TikTok trends.

Guided Notes – TikTok, Music, and Trends

Name: _____

Date: _____

1. TikTok’s Algorithm – How Does It Work?

The **For You Page (FYP)** shows videos based on:

- What you _____ (likes, comments, shares, watch time)
- What you _____ quickly
- The type of content you watch _____

 **Example of a song that went viral from TikTok’s algorithm:**

2. Trends – How They Spread Music

A **trend** is when many users make videos using the same:

- Song Dance Challenge Format

Why trends spread music so quickly:

 **Example of a song from a TikTok trend:** _____

3. Audio Snippet Looping – Why Short Clips Stick in Your Head

- TikTok videos usually use – **seconds** of a song.
- Often it’s the _____ part of the song.
- Short loops become an _____ (song stuck in your head).
- Sometimes people only know the _____ snippet, not the whole song!

 **Example of a song you know only from TikTok:**

4. Why This Matters for Music Discovery

TikTok can make **any song** popular by:

- Showing it to lots of people quickly through _____
- Encouraging people to copy each other through _____
- Playing the same short section over and over through _____

Reflection Question:

Do you think TikTok is a better way to find new music than radio or streaming playlists?
Why or why not?

Group Activity Worksheet: Mapping a TikTok Viral Song

Group Members: _____

Song Title: _____

Artist: _____

Step 1: Song Origins

- When was this song originally released?

- Was it popular before TikTok? (Yes / No) _____

Step 2: TikTok Breakout

- How did the song first appear on TikTok?
(dance, challenge, meme, influencer, etc.)

- Describe the trend or challenge that used this song:

Step 3: Going Viral

- How quickly did the song grow on TikTok? (days, weeks, months)

- Approximately how many videos used this song?

Step 4: Beyond TikTok

- What happened to the song's popularity after going viral?
(chart rankings, radio play, streaming numbers)

Step 5: Your Thoughts

- Why do you think this song became so popular on TikTok?

 **Exit Ticket: How Does TikTok Help Songs Become Popular?**

Write one way TikTok helps songs become popular:

Lesson 2: Why Do Certain Songs Go Viral?

Objective: Identify common musical elements in viral TikTok songs.

Activities:

- **Listening Analysis:** Play 5–6 viral TikTok songs and have students note:
 - Tempo
 - Hook/memorable part
 - Beat drops or instrumental breaks
 - Danceability or meme potential
 - **Class Brainstorm:** Create a “TikTok Song Recipe” chart.
 - **Partner Work:** Students pick one viral song and explain why it works for TikTok in 3 bullet points.
 - **Exit Ticket:** What is one common feature in TikTok hit songs?
-

 **Class Brainstorm: TikTok Song Recipe Chart (example)**

Ingredient	Description	Examples/Notes
Catchy Hook	A short, memorable part that repeats	"Old Town Road" chorus
Danceable Beat	Rhythm that's easy to move or dance to	"Savage Love" beat
Short Audio Snippet	Usually 15-30 seconds used in videos	Chorus or instrumental drop
Strong Beat Drops	Moments that create excitement or surprise	Sudden drum hits or bass drops
Easy to Lip-Sync or Sing	Lyrics that are simple and easy to mimic	Clear, repetitive words
Meme or Challenge Potential	Inspires users to create videos around it	"Renegade" dance

(You can add more ingredients based on your class input!)

 **Class Brainstorm: TikTok Song Recipe Chart (blank)**

Ingredient	Description	Examples/Notes

(You can add more ingredients based on your class input!)

 **Partner Work: Analyzing a Viral TikTok Song**

Name(s): _____

Song Title: _____

Artist: _____

Why does this song work well on TikTok?

Write 3 reasons in bullet points:

- _____
- _____
- _____

 **Exit Ticket: What is one common feature in TikTok hit songs?**

Write your answer below:

Lesson 3: Music + Visuals = Viral Potential

Objective: Explore how visuals and challenges boost music popularity.

Activities:

- **Watch Examples:** Show TikTok challenges, transitions, and dances tied to specific songs.
 - **Discussion:** How do visuals change the way we hear a song?
 - **Small Group Task:** Groups create a short *storyboard* for a TikTok trend idea using a pre-selected song clip.
 - **Share Out:** Groups explain their idea and why it would work.
 - **Exit Ticket:** How can visuals make a song more memorable?
-

TikTok Trend Storyboard Activity

Group Members: _____

Song Clip: _____

Step 1: Listen & Discuss

- Listen carefully to the pre-selected song clip.
- Discuss as a group:
 - What feeling or mood does this song give you?
 - What kinds of videos or challenges might fit well with this song?

Step 2: Choose Your TikTok Trend Type (Check one or more)

- Dance Challenge
- Comedy or Funny Skit
- Lip-sync or Singing
- Visual Effects/Transitions
- Other: _____

Step 3: Plan Your Storyboard

Use the boxes below to plan a short TikTok video (15–30 seconds) that uses the song clip.

Scene Number	What Happens? (Describe the action or challenge)	Notes on Music Timing (e.g., start, beat drop, chorus)	Props or Costumes Needed
1			
2			
3			
4			

Step 4: Explain Your Trend Idea

Answer these questions:

- What makes your trend fun or interesting?

- How does your video match the song clip?

- Why do you think people would want to try your trend?

Step 5: Prepare to Share

Be ready to present your storyboard idea to the class!

Exit Ticket: How Can Visuals Make a Song More Memorable?

In 2-3 sentences, explain how adding visuals (like dances, videos, or challenges) can help people remember a song better.

Lesson 4: Create Your Own TikTok Trend (School-Safe Version)

Objective: Create a 15–30 second music clip + idea for a TikTok trend (without posting online).

Activities:

- **Review:** Recap what makes a TikTok song trend-worthy.
 - **Group Creation:**
 - Choose a short music clip (royalty-free or from teacher-provided list)
 - Design a challenge, dance, or visual concept to match
 - Practice and perform for the class (live or recorded for in-class viewing only)
 - **Reflection:** Discuss what was fun and challenging about making content.
 - **Exit Ticket:** Write one thing you learned about TikTok’s role in the music industry.
-

Group Creation Activity: Design Your Own TikTok Trend

Group Members: _____

Chosen Music Clip: _____

Step 1: Listen and Plan

- Listen carefully to your chosen music clip.
- Brainstorm ideas for a TikTok challenge, dance, or visual concept that fits the song's mood and rhythm.

Your Idea:

Step 2: Practice

- Work together to practice your challenge/dance/visual.
- Make sure everyone knows their part!

Step 3: Perform

- Present your TikTok trend idea to the class either live or via a short recorded video.

Reflection Discussion

After performing, discuss with your group:

- What was the most fun part of creating your TikTok trend?

- What was the most challenging part?

- How did working together help you?

 **Exit Ticket: What Did You Learn?**

Write one thing you learned about how TikTok influences the music industry:

Unit: Musical Optical Illusions

Grade: 7th

Length: 4 weeks (1 lesson/week, 45-50 minutes each)

Big Idea:

Students will explore the connection between music and visual illusions, learning how sound and sight can interact to trick perception and create unique artistic experiences.

Unit Objectives:

By the end of the unit, students will be able to:

- Identify examples of musical and visual illusions.
 - Explain how the brain interprets conflicting or surprising sensory information.
 - Create their own simple musical optical illusion or multimedia piece.
 - Reflect on how illusions impact the way we experience music and art.
-

Lesson 1: Introduction to Optical Illusions & Brain Perception

Objective:

Understand what optical illusions are and how our brains can be tricked by visual and auditory information.

Activities:

- **Warm-Up:** Show famous visual illusions (e.g., [Müller-Lyer](#), [impossible triangles](#)) and discuss initial perceptions.
- **Mini-Lecture:** Explain how the brain processes sights and sounds, and how it can be fooled.
- **Music Listening:** Play brief musical examples that create auditory illusions (like [Shepard tones](#) or the [Tritone paradox](#)).
- **Discussion:** How do these illusions make us feel or think?

Materials:

- Images of visual illusions
 - Audio clips of auditory illusions (Shepard tone, tritone paradox)
-

Mini-Lecture: How the Brain Processes Sights and Sounds — and How It Can Be Fooled

1. Our Brain's Job: Making Sense of the World

- Every second, our brain gets tons of information from our eyes (sight) and ears (sound).
- It has to quickly figure out what's happening so we can react.
- To do this, the brain uses shortcuts based on past experience, patterns, and what it expects to see or hear.

2. Visual Processing: Seeing is Not Always Believing

- Our eyes send images to the brain, but the brain doesn't just "record" what it sees — it interprets it.
- Sometimes, the brain fills in missing information or makes guesses about shapes, colors, or motion.
- That's why optical illusions work — they trick the brain into seeing something that isn't really there or misinterpreting what's true.

Example: The Müller-Lyer illusion — two lines of equal length look different because of the arrow shapes on the ends.

3. Auditory Processing: Hearing with the Brain

- Like vision, hearing isn't just about sounds entering our ears — it's about how the brain organizes and understands those sounds.
- The brain groups sounds by pitch, rhythm, and tone to help us identify music, voices, or noises.
- But sometimes, sounds can trick the brain too, like the Shepard tone — a sound that seems to go up forever!

4. When Sights and Sounds Work Together — or Against Each Other

- Our senses usually help each other out (like watching a singer's lips helps us understand the words).
- But sometimes they conflict and cause confusion — like when a video's visuals don't match the sounds, or when illusions combine sound and sight to confuse the brain.

5. Why This Matters

- Understanding how the brain processes sights and sounds helps us see why illusions are so powerful and fun.
 - Artists and musicians use these tricks to create amazing experiences that surprise and delight us.
-

Quick Wrap-Up Question:

Can you think of a time when your eyes or ears tricked you? Maybe you heard something that wasn't there or saw something that looked weird?

How Musical Examples Create Auditory Illusions

1. Shepard Tones: The Sound That Goes Up Forever

- A Shepard tone is made by layering several tones that go up in pitch at the same time but in different octaves.
- As the tones rise, the highest one fades out and the lowest one fades in, so you never really hear a “top” or a “highest note.”
- This creates the illusion of a sound that keeps getting higher and higher... forever! Like an endless staircase for your ears.

Why it tricks your brain:

Your brain expects sounds to have a clear start and finish, but the Shepard tone loops smoothly, so it feels like it's always climbing — even though it's just repeating.

2. The Tritone Paradox: Hearing the Same Sound Differently

- The tritone paradox is a pair of tones that can be heard as going up or down, depending on the listener.
- Two notes are played together, separated by a special interval called a “tritone” (halfway through the octave).
- Some people hear the first note as higher, others hear the second note as higher — it depends on your brain's way of interpreting the sound.

Why it tricks your brain:

Your brain tries to decide if the pitch is rising or falling, but the tones are perfectly balanced so it can “flip” the direction. This shows how our brain's experience and culture can affect how we hear sounds.

Quick Fun Fact:

Both illusions show that what we *hear* isn't always what's really there — it depends on how our brain interprets the sounds!

Lesson 2: Visual Illusions Meet Music

Objective:

Explore artworks and videos that combine optical illusions with music or sound.

Activities:

- **Video/Visual Presentation:** Show videos where visuals change based on music or where visuals are illusions synced to sound (e.g., [Akiyoshi Kitaoka's moving illusions](#), [kinetic sculptures](#)).
- **Group Discussion:** How do visuals and music work together to create a unique experience?
- **Guided Drawing:** Create a simple visual illusion (e.g., “rotating snakes” or impossible shapes) while listening to music that fits the mood.

Materials:

- Videos of musical optical illusions or kinetic art
 - Drawing supplies
-

Guided Discussion Worksheet

Name: _____

Date: _____

Part 1 – Initial Reaction (Before Discussion)

After watching the two video clips, answer:

1. Which clip felt more engaging? Why?

2. What emotions did you feel from each clip?

- **Clip with matching music:** _____

- **Clip without/mismatched music:** _____

Part 2 – Group Discussion Notes

1. Mood & Emotion

How does music change the feeling of visuals?

2. Storytelling

How does music help tell the story or highlight moments?

3. Memory & Impact

Does music make visuals more memorable? Why or why not?

4. Examples

Write one example (TikTok, movie, commercial, music video) where visuals and music worked perfectly together.

5. Opposite Effect

What happens when visuals and music don't match?

Part 3 – Group Insight to Share with the Class

Our group's key insight:

Part 4 – Reflection (After Forum)

Do you think visuals **or** music have a stronger impact? Explain.

Create Your Own Visual Illusion

Objective:

Draw a simple optical illusion that tricks the eyes.

Materials You'll Need

- Paper (white or colored)
- Pencil and eraser
- Colored markers or pencils
- Ruler (optional)

Step-by-Step Instructions

Step 1 – Choose Your Illusion

Pick one of these ideas or invent your own:

- **Rotating Snakes** – circles that appear to spin
 - **Impossible Shape** – something that couldn't exist in real life (e.g., Penrose triangle)
 - **Checker Shadow Illusion** – same colors appear different based on surroundings
 - **Ambiguous Image** – one picture that can be seen in two ways (e.g., vase/faces)
-

Step 2 – Sketch the Outline

- Start with light pencil lines.
 - Use simple shapes (circles, squares, triangles) to build the basic form.
 - Keep your lines clean—optical illusions often rely on neat patterns.
-

Step 3 – Add the Trick

- Use shading, repeating patterns, or perspective lines to create depth or movement.
 - Try overlapping shapes, gradient shading, or alternating colors to enhance the illusion.
-

Step 4 – Color and Finalize

- Add color where needed to strengthen the illusion.
 - Some illusions work best in black and white; others need high contrast colors.
 - Trace final lines with a marker if desired.
-

Step 5 – Test Your Illusion

- Show your drawing to a partner.
 - Ask: “What do you see?” or “Does anything seem to move or change?”
 - If needed, adjust shading or lines to make the effect stronger.
-

Step 6 – Title Your Work

Give your illusion a creative name that hints at its effect (e.g., “The Spinning Tunnel,” “Impossible Stairs”).

Lesson 3: Create Your Own Musical Optical Illusion

Objective:

Design a multimedia illusion combining sound and visuals to trick the senses.

Activities:

- **Brainstorm:** In groups, students plan a short piece using simple instruments and visual effects (drawings, optical illusion patterns, or movement).
- **Workshop:** Use technology if available (phones/tablets with apps like Chrome Music Lab, or simple video editing tools) to create a combined audio-visual illusion.
- **Share & Feedback:** Groups present and explain their illusions.

Materials:

- Drawing supplies, tablets/computers (if available)
 - Chrome Music Lab or similar apps
-

Musical Optical Illusion Project

Name: _____

Date: _____

Objective:

Students will explore how visuals and music interact by creating their own optical illusion art piece paired with music that matches its mood or movement.

Step 1 – Pick Your Illusion Type

Check one:

- Rotating Snakes
- Impossible Triangle
- Checker Shadow Illusion
- Motion Lines
- Ambiguous Image (two ways to see it)
- My own idea: _____

Step 2 – Choose a Mood

Circle the mood you want your illusion to have:

- Mysterious / Eerie
- Playful / Energetic
- Hypnotic / Relaxing
- Chaotic / Surprising
- Other: _____

Step 3 – Match the Music

Title of Song / Music Clip: _____

Tempo (fast/slow): _____

Mood: _____

Why it matches my illusion:

Step 4 – Create Your Illusion

Sketch your design here:

(Use pencil first, then darken lines for effect)

[Large blank box for drawing]

Lesson 4: Reflection & Performance Showcase

Objective:

Reflect on the experience of musical optical illusions and share creations.

Activities:

- **Class Discussion:** What surprised you about illusions? How did combining music and visuals change your experience?
- **Performance/Exhibit:** Show off group projects and talk about their design choices.
- **Written Reflection:** Students write about how illusions affect their perception of music and art.
- **Grading Rubric:** Although students are being graded on completion and not their artistic talent, the rubric will give students a sense of what is expected of this project.

Materials:

- Student projects
 - Reflection worksheets
-

Test, Present & Reflect on Your Musical Optical Illusion

Objective

Combine your visual illusion with a piece of music to create a unique, brain-tricking experience.

Part 1 – Test It

Before sharing your illusion, check if it's working.

- **Does it move, change, or trick the eyes?** Yes No
- **Does the music make the effect stronger?** Yes No
- **What I changed to improve it:**

Part 2 – Present Your Work

Share your illusion with the class **while playing your chosen music**.

During your presentation, explain:

1. **The type of illusion you created** (e.g., impossible shape, rotating effect, ambiguous image).
2. **Why you chose this music** to pair with it.
3. **How the two work together** to create a unique visual + audio experience.

Part 3 – Reflection

Answer the following after presenting:

- **What was the most fun part** of making your illusion?

- **What was the most challenging part?**

- **How do visuals and music work together to trick the brain?**


Grading Rubric


Criteria	Excellent (5 pts)	Good (4 pts)	Satisfactory (3 pts)	Needs Improvement (2 pts)	Points Earned
Creativity	<i>Highly original design and music choice; very unique.</i>	<i>Original design and music choice; some uniqueness.</i>	<i>Basic originality; somewhat predictable.</i>	<i>Lacks originality; very common or copied.</i>	
Mood Match	<i>Music perfectly complements and enhances the visual.</i>	<i>Music complements the visual well.</i>	<i>Music somewhat matches the visual.</i>	<i>Music does not complement or match the visual.</i>	
Execution	<i>Illusion is clear, neat, and highly effective visually.</i>	<i>Illusion is mostly clear and neat with good effect.</i>	<i>Illusion is somewhat clear but lacks neatness.</i>	<i>Illusion is unclear, messy, or ineffective visually.</i>	
Presentation	<i>Clear, confident explanation and engaging sharing.</i>	<i>Mostly clear explanation with good confidence.</i>	<i>Explanation is basic and somewhat hesitant.</i>	<i>Explanation is unclear, incomplete, or lacks confidence.</i>	


Total: _____ / 20

UNIT TITLE: How Music Affects the Brain: Neuroscience Basics

 **GRADE LEVEL:**
8th Grade General Music

 **UNIT LENGTH:**
3–4 Lessons (45–50 minutes each)

 **UNIT BIG IDEA:**
Music is not just an art—it actively shapes how our brain functions, influences emotions, memory, and cognition. Understanding the neuroscience of music helps us appreciate its power beyond entertainment.

 **UNIT OBJECTIVES:**
By the end of this unit, students will be able to:

- Describe basic brain regions involved in music processing
 - Explain how music can affect emotions, memory, and concentration
 - Analyze scientific findings about music and the brain
 - Reflect on personal experiences of music’s impact on mood and thought
 - Create simple visual or written representations of how music affects brain activity
-

 **MATERIALS NEEDED:**

- Computer/projector + speakers
 - Short videos/animations explaining brain parts & music (links provided)
 - Worksheets (provided below)
 - Paper, markers, or digital tools for creative projects
 - Optional: headphones for individual listening
-

LESSON 1: The Brain and Music: What Happens When We Listen?

Duration: 45–50 minutes

OBJECTIVES:

- Identify key brain regions involved in music processing (auditory cortex, motor cortex, limbic system, etc.)
- Understand basic brain functions related to sound and music

LESSON OUTLINE:

1. **Warm-Up Discussion (5–7 min):**
 - Ask: “What happens in your brain when you listen to music?”
 - Collect student ideas about emotions, memories, movement, etc.
 2. **Mini-Lecture + Visuals (15 min):**
 - Show brain diagram highlighting auditory cortex, motor cortex, limbic system, prefrontal cortex
 - Play a short animation/video about music and the brain (suggestion: “*How Music Affects the Brain*” by TED-Ed or similar)
 - Discuss how each region contributes (hearing sound, feeling emotion, moving to beat, planning)
 3. **Guided Worksheet:**
 - Complete “Brain Regions & Music” worksheet (see below)
 4. **Group Discussion (10 min):**
 - Share answers and examples of how they use these brain parts when listening or playing music
 5. **Exit Ticket (5 min):**
 - Write one surprising fact about music and the brain
-



Brain Regions & Music Worksheet

Instructions: Using the chart and information below, answer the following questions about our brain regions and how our brain works and responds to music.

Brain Region	Function Related to Music	Example of Activity
Auditory Cortex	Processes sound and pitch	Hearing melodies and rhythms
Motor Cortex	Controls movement	Dancing or tapping to a beat
Limbic System	Controls emotions	Feeling happy or sad from a song
Prefrontal Cortex	Planning and decision making	Remembering lyrics or planning a performance

Questions:

1. Which brain area helps you feel the emotions of a song?

2. What part of your brain helps you tap your foot in time?

3. How might the prefrontal cortex help when you learn a new song?

4. Why is the auditory cortex important for musicians?

LESSON 2: Music, Emotion, and Memory

Duration: 45–50 minutes

OBJECTIVES:

- Explain how music influences emotions and memories
- Analyze examples of how music can trigger memories or moods

LESSON OUTLINE:

1. **Warm-Up (5 min):**
 - Ask: “Has a song ever made you feel happy, sad, or nostalgic? Which song and why?”
 2. **Video + Mini-Lecture (15 min):**
 - Show a short clip explaining music and emotions/memory (e.g., from *Scientific American* or *BrainCraft*)
 - Discuss how music can activate the hippocampus and amygdala (memory and emotion centers)
 3. **Listening Activity & Reflection (15 min):**
 - Play 3 short songs with different moods (happy, sad, calming)
 - i. Ocean Eyes - Billie Eilish
 - ii. Moonlight Sonata - Beethoven
 - iii. Can’t Stop The Feeling - Justin Timberlake
 - Students fill out “Music & Mood” worksheet (see below)
 4. **Group Sharing & Discussion (10 min):**
 - Share moods evoked, personal memories connected to the songs
 - Discuss why music is often used in movies to create mood
 5. **Exit Ticket (5 min):**
 - Write: “Describe a memory or feeling you experienced from music today.”
-



Music & Mood Worksheet

Song Title / Clip	Mood Evoked	Emotions Felt	Any Memories or Images That Came to Mind?
Ocean Eyes			
Moonlight Sonata			
Can't Stop The Feelin'			

Reflection Questions:

1. How does music help you remember important moments?

2. Why do you think sad songs sometimes make people feel better?

LESSON 3: Music and the Brain in Action: Concentration and Learning

Duration: 45–50 minutes

OBJECTIVES:

- Explore how music can affect focus and brain activity during tasks
- Reflect on individual experiences of studying or working with music

LESSON OUTLINE:

1. **Warm-Up Discussion (5 min):**
 - Ask: “Do you like to listen to music while studying? Why or why not?”
 2. **Mini-Lecture + Research Summary (10 min):**
 - Present studies about music’s effect on attention, such as the “Mozart Effect” and effects of lyrical vs instrumental music on concentration
 - Discuss differences in how music affects different people
 3. **Experiment Activity (20 min):**
 - Students complete a simple focus task twice: once in silence, once with instrumental music playing (teacher-provided or student-selected)
 - Record how they felt about focus/attention each time
 4. **Reflection Worksheet:**
 - Complete “Music & Focus” worksheet (see below)
 5. **Class Discussion (8 min):**
 - Share results and talk about how music can help or distract from tasks
 6. **Exit Ticket (5 min):**
 - Write one tip for using music to improve concentration or mood
-

 **Music & Focus Worksheet**

Instructions: Students will be given a remedial task that they will have to complete within two conditions: (1) In Complete Silence & (2) With Music On In The Background. There will be a pause in between each, and students will write down their reflections below.

Task Condition	How Focused Did You Feel? (1-5)	What Helped or Hurt Your Focus?	Notes or Observations
Silence			
Music (instrumental)			

Questions:

1. Did music improve or reduce your ability to focus?

2. What type of music helps you work best?

3. Would you recommend listening to music while studying? Why or why not?

LESSON 4 (OPTIONAL): Creative Project – How Music Moves Your Brain

Duration: 45–50 minutes

OBJECTIVES:

- Synthesize learning by creating a visual, written, or musical project that represents how music affects the brain

LESSON OUTLINE:

1. **Review Key Concepts (5 min):**
 - Quick recap of brain regions, emotions, memory, focus
 2. **[Project Explanation \(5 min\):](#)**
 - Students choose one of the following:
 - Create a brain diagram showing music’s impact areas with labels and drawings
 - Write a short poem or story about how music affects their thoughts/emotions
 - Compose a short piece of music or rhythm that expresses a mood and explain the brain effect
 3. **Work Time (30 min):**
 - Students work individually or in pairs
 - Teacher circulates and supports
 4. **Sharing & Reflection (10 min):**
 - Volunteers share their project with class
 - Quick discussion on different perspectives
 - [Graded Rubric](#)
-

🎵 Project Planning Worksheet: How Music Affects the Brain 🎵

Name: _____

Date: _____

Step 1: Choose Your Project Type

(Please check one)

Brain Diagram

(Create a labeled diagram showing brain areas affected by music with drawings)

Poem or Story

(Write a short poem or story about how music influences your thoughts and emotions)

Musical Composition

(Compose a short piece or rhythm that expresses a mood, then explain how it affects the brain)

Step 2: Brainstorm Your Ideas

What are the main points or themes you want to include in your project?

(Examples: emotions, memory, concentration, specific brain parts, personal experiences)

Step 3: Plan Your Project Details

Project Type	Planning Questions	Your Ideas / Notes
Brain Diagram	Which brain areas will you include?	
	What labels or drawings will you add?	
Poem or Story	What mood or message will your writing express?	
	Will you include personal experiences or facts?	
Musical Composition	What mood or emotion will your piece express?	
	Which instruments or body percussion will you use?	
	How will you explain the brain effect of your music?	

Step 4: Materials and Resources

What materials will you need?

(e.g., paper, markers, instrument, recording device, notebook)

Where will you find information or inspiration?

(e.g., class notes, videos, internet, personal experience)

Step 5: Timeline

Task	When Will You Complete It?
Brainstorm ideas	
Create draft / sketch	
Finalize project	
Prepare to share/present	

Step 6: Reflection

What challenges do you anticipate?

What are you most excited about?

 **Creative Project Rubric**

Criteria	4 – Exceeds Expectations	3 – Meets Expectations	2 – Approaching	1 – Needs Improvement
Content Accuracy	Clear, accurate info about music & brain	Mostly accurate, minor errors	Some inaccuracies	Lacks understanding
Creativity	Unique, original, engaging presentation	Some creativity shown	Minimal creativity	Very basic or copied
Effort & Completeness	Completed fully with detail	Mostly complete	Partially complete	Incomplete
Presentation	Clear, confident, well-explained	Clear explanation	Somewhat unclear	Hard to understand

UNIT TITLE: Voices of Change — Social & Political Themes in Music

Grade Level: 8th Grade General Music

Unit Duration: 3–4 weeks (45–50 minutes per lesson)

Big Idea:

Music has long been a powerful tool for expressing social and political ideas. Through lyrics, rhythms, and performances, musicians have inspired change, reflected cultural movements, and amplified voices for justice.

UNIT OBJECTIVES:

By the end of this unit, students will be able to:

- Identify and analyze social and political themes in diverse musical genres and historical contexts
 - Understand how musicians use music to influence society and express cultural identity
 - Reflect on the impact of protest music and socially conscious lyrics
 - Create original work or presentations inspired by social and political music themes
-



WEEK 1 LESSON PLAN: Introduction to Social & Political Music

Duration: 45–50 minutes

Big Idea: Music is a form of storytelling and activism that reflects society’s struggles and hopes.

Objectives:

- Define social and political music
- Identify key historical moments when music influenced social change
- Analyze lyrics from classic protest songs for themes and messages

Materials:

- Audio/video clips of iconic protest songs (e.g., “Blowin’ in the Wind” by Bob Dylan, “Fight the Power” by Public Enemy)
 - Lyrics handouts
 - Whiteboard or chart paper
 - Worksheet: *Analyzing Social Messages in Music*
-

Lesson Outline:

- 1. Warm-up Discussion (5–7 min):**
 - What do you think protest or social music means? Can music really change society?
 - Brief overview of music’s role in history (Civil Rights, anti-war, feminist movements, etc.)
- 2. Listening & Analysis (20 min):**
 - Play 2–3 short clips (1–3 minutes each) of socially/politically themed songs across genres and eras
 - Students read along with lyrics handout
 - [Complete Analyzing Social Messages in Music worksheet](#)
- 3. Group Discussion (10 min):**
 - What are common themes? What emotions do these songs evoke?
 - How do lyrics and music work together to send a message?
- 4. Exit Ticket (5 min):**
 - Write a quick response: “Why do you think music is an effective way to express social or political ideas?”

Analyzing Social Messages in Music Worksheet

Name: _____

Date: _____

1. **Song Title:** _____ **Artist:** _____

2. What is the main social or political issue addressed in this song?

3. List at least 3 words or phrases that stand out in the lyrics and explain why.

4. What emotions does the music make you feel?

5. How does the music (rhythm, melody, instrumentation) support the message?

6. What impact do you think this song had on its listeners or society?



WEEK 2 LESSON PLAN: Music Movements & Cultural Voices

Duration: 45–50 minutes

Big Idea: Different music movements reflect the voices of their communities and times.

Objectives:

- Identify major social/political music movements (Civil Rights, Hip-Hop activism, feminist anthems, Indigenous rights)
- Analyze the connection between music, culture, and identity
- Explore the diversity of protest music globally

Materials:

- Audio/video clips from multiple movements (e.g., Nina Simone, Public Enemy, Rage Against the Machine, Ana Tijoux)
 - Map highlighting music movements by region
 - Worksheet: *Music Movement Reflection*
-

Lesson Outline:

1. **Intro Discussion (5–7 min):**
 - What kinds of social or political messages have you heard in music?
 - Introduce examples of movements connected to music genres.
 2. **Listening & Movement Exploration (20 min):**
 - Play clips, provide background on the movement/artist
 - [Students complete *Music Movement Reflection* worksheet](#)
 3. **Small Group Discussion (10 min):**
 - How did music help bring people together or spread ideas?
 - What role does culture play in shaping music’s message?
 4. **Exit Ticket (5 min):**
 - “Which music movement or artist from today’s lesson do you relate to the most and why?”
-

Music Movement Reflection Worksheet

Name: _____ Date: _____

1. Movement/Genre: _____

2. Key Artist(s): _____

3. What social or political issues does this music address?

4. How does the artist or movement use music to express identity or resistance?

5. What instruments or musical styles are characteristic of this movement?

6. How might this music inspire or empower its listeners?



WEEK 3 LESSON PLAN: Songwriting & Storytelling for Change

Duration: 45–50 minutes

Big Idea: Songwriting can be a powerful tool to tell stories and advocate for social justice.

Objectives:

- Understand elements of songwriting that convey social or political messages
- Write original lyrics or short poems inspired by social issues important to students
- Share creative work and reflect on the songwriting process

Materials:

- Examples of socially conscious lyrics
 - Songwriting guide handout
 - Writing paper or digital devices
 - Worksheet: *Social Justice Songwriting Planner*
-

Lesson Outline:

1. **Mini-Lesson (10 min):**
 - Break down songwriting elements: theme, message, tone, rhyme, repetition
 - Show examples of lyrics with strong social messages
 2. **Creative Writing Time (25 min):**
 - Students choose a social or political issue they care about
 - Use *Social Justice Songwriting Planner* to draft lyrics or a poem
 3. **Sharing & Feedback (10 min):**
 - Volunteers share their work
 - Peer feedback focused on message clarity and emotional impact
 4. **Exit Reflection (5 min):**
 - “How did writing your own song or poem change how you think about the issue?”
-

Social Justice Songwriting Planner Worksheet

Name: _____

Date: _____

1. Issue I want to write about: _____

2. What message do I want to share?

3. Words or phrases that describe my feelings about this issue:

4. Ideas for the chorus or main repeated line:

5. Possible rhymes or repeated words:

6. Draft of first verse or stanza:



WEEK 4 LESSON PLAN: Performance & Reflection

Duration: 45–50 minutes

Big Idea: Performing and reflecting on music can deepen understanding and inspire change.

Objectives:

- Perform or present original or analyzed music focused on social and political themes
- Provide and receive constructive peer feedback
- Reflect on the role of music in activism and personal expression

Materials:

- Student-written lyrics/poems or selected songs for performance
 - Peer Feedback Forms
 - Reflection journals or worksheets
-

Lesson Outline:

1. **Warm-Up (5 min):**
 - Quick vocal or rhythm warm-up related to performance confidence
 2. **Performances (30 min):**
 - Students perform or present original songs/poems or analyzed protest songs
 - [Peer feedback](#) after each performance using feedback form
 3. **[Reflection Discussion \(10 min\):](#)**
 - How did performing affect your connection to the message?
 - What did you learn from your peers' work?
 4. **Exit Ticket (5 min):**
 - Write a reflection: “How can music be used to create positive social change?”
-

ASSESSMENT

- Completion of worksheets and reflections
- Participation in discussions and activities
- Quality and thoughtfulness of original songwriting or analysis
- Engagement and constructive peer feedback during performances

 **Peer Feedback Form**

Performance by: _____

Date: _____

1. Was the message clear?

Yes Somewhat No

2. Did the performance hold your attention?

Yes Sometimes No

3. What was a strong part of the performance?

4. One suggestion for improvement:

5. What did you learn from this performance?

Reflection Journal Prompt

Name: _____

Date: _____

- What did you enjoy most about this unit?

- How has your view of music's role in society changed?

- What social or political issue would you want to explore in future music?



UNIT TITLE: Piano & Ukulele Fundamentals

Grade Level: 8th Grade

Unit Duration: 4–5 weeks (45–50 minutes per lesson)

UNIT BIG IDEA:

Learning the basics of piano and ukulele provides a strong foundation in musical skills such as reading notation, understanding harmony, rhythm, and coordination, while encouraging creativity and confidence through playing an instrument.

UNIT OBJECTIVES:

By the end of this unit, students will be able to:

- Identify parts of the piano and ukulele and explain their functions
 - Demonstrate basic hand positioning and technique on piano and ukulele
 - Read simple music notation including notes, rests, and basic chords
 - Play simple melodies and chords on both instruments
 - Collaborate to perform a short piece or arrangement using piano and/or ukulele
 - Reflect on the learning process and express personal growth and musical preferences
-

MATERIALS NEEDED:

- Keyboards/pianos (digital or acoustic)
- Ukuleles (classroom set or student-owned)
- Music stands and sheet music
- Printed handouts: note/chord charts, fingering guides
- Whiteboard/Smartboard for demonstration
- Metronome or rhythm backing tracks
- Audio/video examples of piano and ukulele performances

Piano & Ukulele Fundamentals

Lesson 1: Introduction to Instruments & Basic Technique

Grade: 8th

Duration: 45–50 minutes

Objectives:

- Identify and name parts of the piano and ukulele
- Demonstrate proper posture and hand positioning for both instruments
- Understand basic care and handling of the instruments

Materials:

- Classroom keyboards/pianos
- Classroom ukuleles
- Whiteboard/Smartboard
- Handout: “[Parts of the Piano](#) & [Ukulele](#)” (with diagrams)
- Video clip showing proper posture and hand technique (optional)

Assessment:

- Informal observation of hand posture and participation
- Exit ticket responses for understanding and questions

Lessons 2-4 material will be decided by the classes' pace and interest in the instrument. All students will learn the fundamentals, however, if one class group would like to work more on one instrument than the other, I will allow that so that the students feel enriched in the class and the instrument they're learning.



Lesson Outline:

1. Warm-Up & Introduction (5-7 min)

- Ask: “Have you ever played piano or ukulele? What do you know about these instruments?”
- Briefly discuss why learning proper technique is important.

2. Instrument Exploration (10 min)

- Show a keyboard/piano and ukulele.
- Discuss and label the parts of each instrument using the handout and whiteboard.
- Pass instruments around for students to observe (if possible).

3. Posture & Hand Position Demonstration (15 min)

- Demonstrate how to sit at a piano/keyboard (straight back, relaxed shoulders, fingers curved).
- Show right-hand fingering numbering (thumb = 1 through pinky = 5).
- Demonstrate how to hold a ukulele correctly (resting on lap or against chest).
- Show basic fretting hand position and right hand strumming/finger plucking position.
- Students practice hand shapes in the air, then on their instruments if available.

4. Class Practice (10 min)

- Lead simple hand and finger exercises on piano: play C-D-E with right hand fingers 1-2-3.
- Lead simple ukulele strumming practice: downstrokes while holding instrument correctly.

5. Exit Reflection (5 min)

- Have students write on a sticky note or index card:
“One new thing I learned about the piano or ukulele today is...”
“One question I still have is...”
-

Part 3: Playing Simple Patterns

Try this simple five-note pattern:

C - D - E - D - C

Practice slowly and then faster, using the correct fingers. Write down which finger you used for each note:

C (finger ____), D (finger ____), E (finger ____), D (finger ____), C (finger ____)

Part 4: Care and Posture

1. Why is good posture important when playing piano?

2. List two ways to care for a piano or keyboard:

a) _____

b) _____

Part 5: Reflection

1. What was the easiest part about playing your first pattern?

2. What was the most challenging?

3. What is one thing you want to improve?

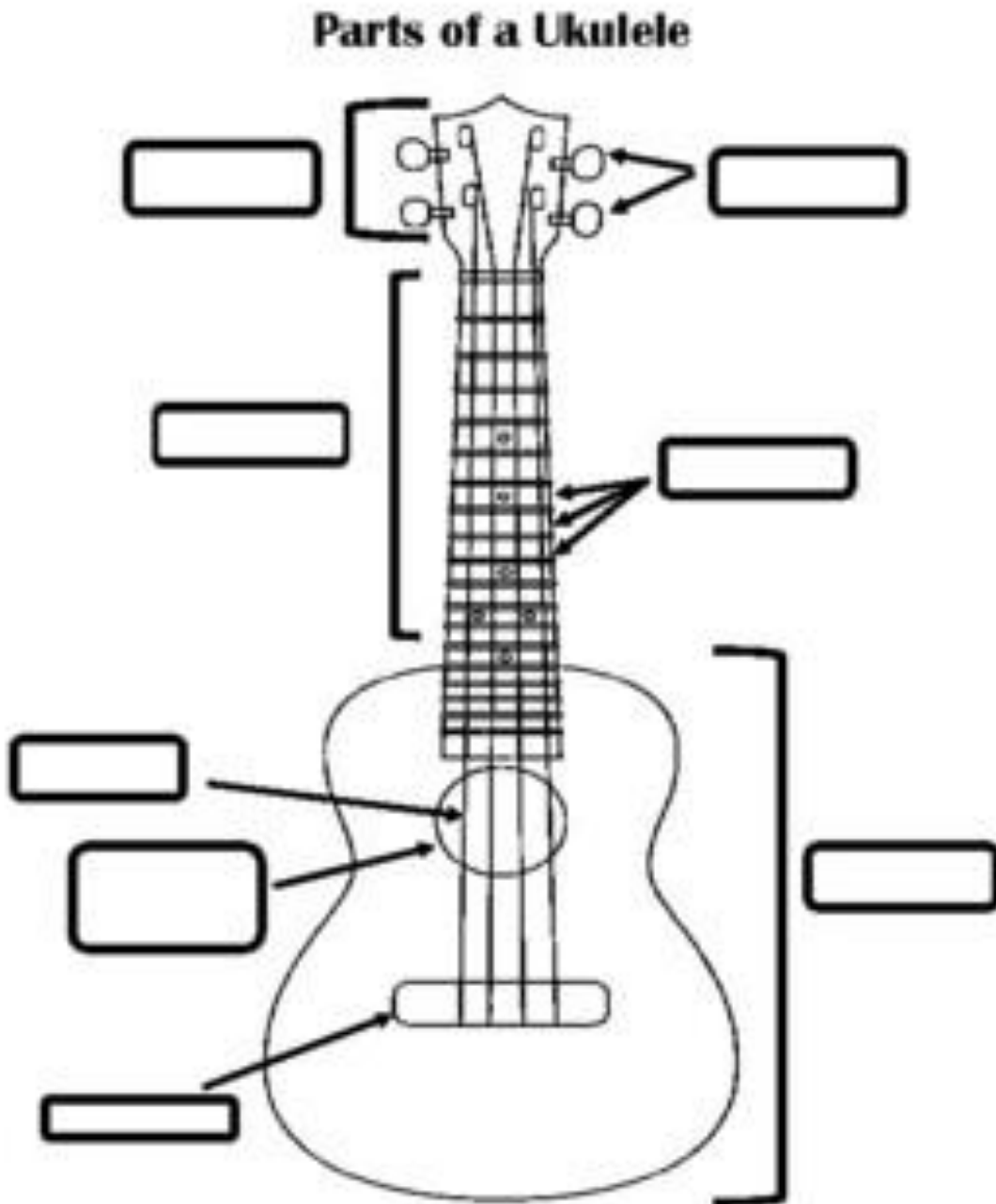
Ukulele Fundamentals

Name: _____ Date: _____

Part 1: Ukulele Identification & Labeling

Label the parts of the ukulele below using the word bank:

Word Bank: Headstock, Tuning Pegs, Neck, Frets, Body, Sound Hole, Strings



Part 2: Hand Position & Technique

1. Which hand holds the neck of the ukulele? _____
2. Which hand strums or plucks the strings? _____
3. When holding the ukulele:
4. Your left-hand fingers press down on the _____.
5. Your right-hand fingers or thumb strum over the _____.

Part 3: Basic Chords Practice

Learn these three basic chords (draw chord diagrams or use provided chart):

- C major (___ finger on ___ string, ___ fret)
- F major (___ finger on ___ string, ___ fret, ___ finger on ___ string, ___ fret)
- G major (___ finger on ___ string, ___ fret, ___ finger on ___ string, ___ fret, ___ finger on ___ string, ___ fret)

Write down the finger numbers and string/fret positions for each chord:

C: _____

F: _____

G: _____

Part 4: Care and Tuning

1. Why is it important to tune your ukulele?

2. List two ways to care for your ukulele:

a) _____

b) _____

Part 5: Reflection

1. Which chord felt easiest to play?

2. Which chord was most difficult?

3. What do you want to practice more?



Exit Ticket

- One new thing I learned about the piano or ukulele today:

- One question I have:

Piano Fundamentals — Answer Key

Part 2: Right Hand Fingering Practice

1. Finger numbers:

- **Thumb = 1**
- **Index = 2**
- **Middle = 3**
- **Ring = 4**
- **Pinky = 5**

2. Finger to notes:

- **C = 1 (thumb)**
 - **D = 2 (index)**
 - **E = 3 (middle)**
-

Part 3: Playing Simple Patterns

- **C (finger 1)**
 - **D (finger 2)**
 - **E (finger 3)**
 - **D (finger 2)**
 - **C (finger 1)**
-

Part 4: Care and Posture

1. **Good posture helps prevent strain, improves hand position, and allows better control of the keyboard.**
2. **Ways to care for the piano:**
 - a) **Keep it covered when not in use to avoid dust**
 - b) **Avoid placing drinks or heavy objects on it**

Ukulele Fundamentals — Answer Key

Part 2: Hand Position & Technique

1. Left hand holds the neck.
 2. Right hand strums or plucks the strings.
 3.
 - Left-hand fingers press down on the strings/frets.
 - Right-hand fingers or thumb strum over the sound hole/body.
-

Part 3: Basic Chords Practice

- **C major:**
Finger 3 (ring finger) on the 1st string (bottom string), 3rd fret.
 - **F major:**
Finger 1 (index) on the 2nd string, 1st fret
Finger 2 (middle) on the 4th string, 2nd fret
 - **G major:**
Finger 1 (index) on the 2nd string, 2nd fret
Finger 2 (middle) on the 3rd string, 2nd fret
Finger 3 (ring) on the 1st string, 3rd fret
-

Part 4: Care and Tuning

1. Tuning ensures the ukulele sounds correct and is in harmony.
2. Ways to care for the ukulele:
 - a) Keep it in a case when not in use
 - b) Avoid exposing it to extreme temperatures or humidity