

Technology in the Music Classroom Lesson Plan Assignments

Name Juliana Barnett Lesson Plan Type Connecting to Music

Lesson Title/Description: Students will connect to music by choosing their “Life Song”. The students will elaborate on musical elements within the song that create a connection to themselves.

Class/Grade: High School Choir Students

Lesson Time: 55 minutes

Standards: MU:Re7.1.8a Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.

Learning Outcomes	Assessment Evidence
By the end of this lesson, students will understand the importance of musical elements.	Students will identify dynamics, tonality, texture, timbre, melodic phrasing, and lyrics within music.
By the end of this lesson, students will be able to identify how musical elements are used.	Students will listen to music and explain how musical elements are used to create emotion.
By the end of this lesson, students will be able to identify how musical elements are used with a lyric to convey a theme or message.	Students will listen to music and explain how the musical elements are used with a lyric to help convey the theme or message of the song.
By the end of this lesson, students will be able to apply musical elements that connect with their life story.	Students will research a music video platform on the internet and find their “life song”—one song with which they connect spiritually, culturally, and/or emotionally that defines who they are at this point in their life.

Prior Knowledge and Skills:

- Students need to know how to navigate the internet.
- Students need to understand different music genres.
- Students need to be able to define musical elements such as dynamics, tonality, texture, timbre, melodic phrasing, and lyrics.
- Students need to understand the concept of listening with musical understanding.

Materials:

- Computer/laptop
- Smart Board
- Cell phone
- Headphones

Learning Activities:

The instructor will show the following videos, instructing the students to listen to the lyrical content and consider how musical elements help to musically reflect the message of the song.

- Grand Illusion by Styx <https://youtu.be/KcGP0nXPQ70>
- Dust in the Wind by Kansas <https://youtu.be/12DeNdF0KPA>
- The House That Built Me by Miranda Lambert <https://youtu.be/nBgM5ZRzzjI>

Class discussion will address the following questions:

1. What is the emotion behind the music? What are some of the musical elements that convey this emotion?
2. How does instrumentation/texture reflect the emotion and message of the song?
3. Is there a lyrical phrase that clearly describes the overall message of the song?

After the class discussion, students will then work independently and use technology to discover their “life song”—one song with which they connect spiritually, culturally, and/or emotionally that defines who they are at this point in their life. The students will search a music video platform such as YouTube to find their “life song” and upload a link to their song choice to the class discussion board. Along with the link, the students will write a 150-200 word essay explaining why they connect with the music. The students will also describe how musical elements within their song solidify those connections.