

Unit Title: Social Emotional Learning Through World Music

Grade Level: 9-12

Subject Area: Social Emotional Learning / Music

Duration/Length/Number of class periods: 5 Days

Description:

Students will explore how music impacts moods. Students will broaden their musical experiences and learn about other cultures.

Established Goals (National, State, Local):

3.9.4.7.1 3. Music HS 4. Respond 7.

Analyze and construct interpretations of artistic work.

1. Interpret musical elements and cultural or historical contexts embedded within a musical selection to express possible meanings of the composer or performer.

Grades 9–12 Practice strategies for recognizing and coping with complex emotions such as rejection, social isolation, and other forms of stress/distress.

What Enduring Understandings are desired?

- Music is a personal experience.
- All music has value even if it differs from an individual's musical preferences.
- Music expresses human experiences and values.
- Music expands understanding of the world, its people, and one's self.
- Music is embedded in all aspects of life.
- Music serves different purposes.

What Essential Questions will be considered?

- How is personal preference for music developed?
- What determines a style of music?
- Why should we respect music if we don't like the way it sounds?
- Is there good and bad music?
- How does music elicit emotion?
- Why is music such an integral part of the human experience?
- How does the style of music affect the behavior of the audience?

Students will know / be able to:

- I can explain how music impacts my moods.
- I can regulate my emotions through music.
- I can explore different genres of music.
- I can explore music from other countries.

| <p>Description</p> <p><i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i></p> | <p>Formative</p> | <p>Summative</p> | <p>Introductory Activity</p> | <p>Learning Activity</p> | <p>Student Technology Used</p> | <p>Teacher Technology Used</p> | <p>ISTE Standards</p> |
|--|----------------------------------|----------------------------------|------------------------------|--------------------------|--------------------------------|--------------------------------|---------------------------------------|
| <ul style="list-style-type: none"> ● Day 1 Sir Duke Lyrics - explain who the pioneer musicians are (Google Slide) ● Padlet: What do you think we will learn in this class? ● Quiz from Google Forms regarding Music Genres / SEL / World Music ● Sample music genres / artists with student reflection | X | | X | X | X | X | 2A 2B |
| <ul style="list-style-type: none"> ● Day 2 Do you listen to different genres of music when you are in a particular mood? Share example. (Padlet or post-it share) ● Article on music and moods with discussion questions ● Listen to genres and free write what emotions are evoked. | X | | X | X | X | X | 2A 2B |
| <ul style="list-style-type: none"> ● Day 3 History of Music and Genres ● Google Slides overview of Music History and Genres ● Flip Grid response | X | | X | X | X | X | 2B |
| <ul style="list-style-type: none"> ● Day 4 Jazz # 1 ● Where Jazz started? Where it is produced worldwide? Pioneers? ● Current musicians ● Brief Biographies on Big Huge Labs cardmaker | X | X | X | X | X | X | 3B |
| <ul style="list-style-type: none"> ● Day 5 Jazz # 2 ● Kahoots review ● Students select Jazz Musician to do Google Slides | X | X | X | X | X | X | 3B 3C |

Materials, tools and resources

<https://docs.google.com/document/d/1hoEbpiCh0etQdpCsORDjVSRSecghbpte0DH2lxURswE/edit>

Chromebooks, Padlet, Kahoots, Google Forms, Google Maps,

Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page)

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Additional credit given to: Best Prep