Feel the Music

Summary
Students will learn terms that describe music, they will move to music, and express themselves with paint while listening to music.

Materials
Part 1 -- Experiencing Music Terms
Various musical instruments
- Music Prompts (pdf)
Music Chart
CD/cassette player
Variety of music
Part 2 -- Move to the Music
CD player
Variety of music
Open movement area
Part 3 -- Music through Art
Painting trays
Construction paper
Finger paints
Wet wipes
Paint shirts
CD/cassette player
Variety of music

Additional Resources
Books
- Five Ugly Monsters
  , by Tedd Arnold
- If You're Angry and You Know It!
  Cecily Kaiser; ISBN 043972998

Media
The following CDs are great for teaching dynamics, duration & pitch.
- Return to Snowy River Part II
  , by Bruce Rowland
- DVORAK Symphony No. 9 "From the New World" Symphonic Variations
- Tchaikovsky 1812 Romeo and Juliet -- Fantasy Overture
  , by Chicago Symphony Orchestra
- Mr. Holland's Opus
  , by Michael Kamen
- Dr. Jean and Friends
  CD
- Dr. Jean: Keep On Singing and Dancing
  CD
- Dr. Jean: Sing to Learn with Dr. Jean
  CD
- Jim Gill Songs Moving Rhymes Modern Times
  CD
- Jim Gill Sings the Sneezing Song and Other Contagious Tunes
  CD
- Jim Gill Sings Do Re Mi on his Toe Leg Knee
  CD
- Greg & Steve: Kids in Action
  CD
- Greg & Steve: Kids in Motion
  CD
- Greg & Steve: Playing Favorites
  CD
- Greg & Steve: Fun and Games
  - Stephen Fite: Havin' Fun and Feelin' Groovy
    CD
- Stephen Fite: Watch Me Move
  CD

Articles
- Thinking About Art: Encouraging Art Appreciation In Early Childhood Settings,
  Young Children (2001)

Background for Teachers
Music can greatly affect feelings and emotions. Music is an effective medium through which educators can teach children how to identify and express ideas. Music is a language of sound. Music is linked to all other ways of knowing. Educators can focus on music experiences that build skills and understanding, self-esteem and creative thinking skills. Teachers need to understand music terms (e.g., dynamics, pitch, and duration).

Intended Learning Outcomes
1. Demonstrate a positive learning attitude.
2. Demonstrate responsible emotional and cognitive behaviors.
3. Communicate clearly in oral, artistic, written, and nonverbal form.

Instructional Procedures

Extensions
  Writing experience about the feelings the music evoked.
  Listening Center with a variety of music to listen to. Provide paper, crayons, and pencils.

Family Connections
  Send a note home asking parents to think of their favorite songs or a family song. Ask if they could write it down or record it for the class.
  Send a Music Experience Bag home with a mixture of songs for the entire family to experience and ask the student to explain about what he/she learned.

Assessment Plan
  Experiencing Music Terms--An assessment for this could be the use of the Music Flower Chart. Assess with Music Prompts. Make four sets / one for each table, pass them out. Ask students to hold up the correct Music Prompt while the children listen to music.
Move to the Music--A visual assessment might be best during the movement activity.
Music through Art--An observation during the activity with questioning afterwards about the experience would be a helpful and quick assessment.

Bibliography
Research Basis
Snyder, S., (1999), MusicSmart, Fort Worth, TX.
This research finds that music can help children use emotional states to regulate their lives, and that this skill can be learned. Music reorganizes the brain for effective listening. Singing enhances cognition. Music activates multiple memory pathways to improve chances for retention and recall.
In his research, he states that the collective wisdom from real-world experience, clinical studies, and research support the view that music has strong, positive, neurological system wide effects.

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