

# 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.

Jensen, E., (1998). *Teaching with the brain in mind*. Association for Supervision and Curriculum Development.

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.

### Authors

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