

## Musical Genres

Subject	Age level	Time
Music	9 – 10 years old	50-55 min

### Teaching and learning aims

*At the end of the lesson pupils will be able to:*

- Introduce students to various musical genres in a playful and engaging manner.
- Help students connect emotions to different musical genres.
- Introduce musical genres through imaginative characters.
- Relate music to movement and dance.
- Stimulate creative thinking in musical expression.
- Introduce cultural and social aspects of music.
- Enhance students' ability to actively listen and recognize different musical elements.
- Encourage students to reflect on their musical experiences and express preferences.
- Create a positive *and inclusive atmosphere for learning*.

### Equipment and material

- Flashcards (inside of each activity).
- Digital board.
- Internet access.

### Learning outcomes (4 Cs)

#### Content

- Objective: Introduce students to various musical genres and their characteristics.
- Outcomes:
  - Students can identify at least three musical genres.
  - Students understand basic characteristics of each genre (e.g., rhythm, instruments).

#### Cognition

- Objective: Develop cognitive skills through active listening, reflection, and association.
- Outcomes:
  - Students can actively listen to music and identify emotional cues.
  - Students associate specific genres with corresponding emotions and movements

#### Culture

- Objective: Introduce cultural and social aspects associated with music.
- Outcomes:
  - Students begin to understand that music is influenced by cultural and historical contexts.
  - Students show awareness and appreciation for the diversity of musical expressions.

## Communication

### Language Function:

- Objective: Enhance language functions related to musical expression
- Outcomes: Students describe how different genres make them feel using appropriate language functions (e.g., express, describe).

### Vocabulary:

- Objective: Expand musical vocabulary and descriptive language.
- Outcomes:
  - Students acquire and use vocabulary specific to musical genres (e.g., jazz, rock, hip-hop).
  - Students understand and use words related to emotions and movement in the context of music.

### Verbs:

- Objective: Introduce action verbs associated with musical expression
- Outcomes:
  - Students use verbs to describe movements associated with different musical genres (e.g., dance, sway, jump).
  - Students understand and apply action verbs in the context of creative expression.

### Language structure:

- Objective: Reinforce language structure through discussions and reflections.
- Outcomes:
  - Students construct sentences to express preferences and reflections on musical experiences.
  - Students use appropriate language structures to communicate ideas about music and emotions.

## Activities

### Step 1: *Start (5-10 minutes):*

- **Teacher Explanation:**
  - "Today, we're diving into the magical world of music! Before we start, we're going to play a fun game to explore how different kinds of music can make us feel different emotions.
- **Activity:**
  - **Musical Emotions Game:** Play short clips of music representing various emotions. Ask students to share how each piece makes them feel. Link of music: [Inside Out: Guessing the feelings. - YouTube](#)

### Step 2: *Genre Exploration (15 minutes):*

- **Teacher Explanation:**
  -  "Now, let's meet our Musical Friends. (MUSICAL GENRE FLASH CARDS) HERE:

- They each have their own style of music, and we're going to learn all about them.
- **Activity:**
  - Musical Role-Play: Students choose a Musical Friend (musical genre cards) and act out the characteristics of that genre while others guess. This activity introduces genres in an engaging way.

**Step 3: Dance and Movement (20 minutes):**

- **Teacher Explanation:**
  - "Get ready to move! Music and dance go hand in hand. We're going to learn some simple dance steps (INVENTED BY THEM) for each genre, and you'll get to show off your dance moves!"
- **Activity:**
  - Genre Dance: Play music from different genres, and students mimic dance movements associated with each style (you can make a list of their favorite music, with different styles). Each time a song is played, the teacher will indicate with which feeling they must dance (sadness, happiness, anger...) and the students must dance to that musical genre while interpreting that feeling. Add fun challenges to keep it exciting if you want.
  - You can use this link of different style of music: Miley Cyrus - Flowers (Official Video) - YouTube

**Step 4: Musical Creation (5 minutes):**

- **Teacher Explanation:**
  - "Now it's time to become musical creators! You get to invent your very own genre of music. What instruments would you include, and how would it make you feel?"
- **Activity:**
  - Personal Genre Creation: Students use paper and pencils to create a description of their invented musical genre. Encourage them to think creatively about sounds and emotions.

**Step 5: Conclusion and Reflection (5-10 minutes):**

- **Teacher Explanation:**
  - "Fantastic job, everyone! Now, let's reflect on our musical journey today. What did you enjoy the most, and how did the music make you feel?"
- **Activity:**
  - Musical Cards: Students receive cards with images of instruments, genres, or emotions. They share their thoughts and feelings associated with the images. You can use the flashcards we used in the last activities.

## Evaluation

- **Musical Emotions Game:**
  - **Criteria:**
    - **Active Participation:** Students actively engage in the discussion about how each music clip makes them feel.
    - **Expression of Emotions:** Students express their emotions clearly and use appropriate language.
  - **Assessment Method:**
    - Observations during the game and individual contributions to the discussion.
- **Musical Role-Play:**

- **Criteria:**
  - **Role Performance:** Students effectively portray the characteristics of their chosen Musical Friend.
  - **Engagement of Peers:** Other students actively participate by guessing the genre and providing feedback.
- **Assessment Method:**
  - Peer and teacher observations during the role-play activity.
- **Genre Dance:**
  - **Criteria:**
    - **Execution of Dance Steps:** Students perform dance steps associated with different genres.
    - **Creativity in Movement:** Students add their unique flair to the dance, showcasing creativity.
  - **Assessment Method:**
    - Observation of dance execution and creativity during the activity.
- **Personal Genre Creation:**
  - **Criteria:**
    - **Creativity:** Students demonstrate originality in inventing their own musical genre.
    - **Description:** Students provide a detailed and imaginative description of their invented genre.
  - **Assessment Method:**
    - Review of the written descriptions and consideration of individual creativity.
- **Musical Cards Reflection:**
  - **Criteria:**
    - **Verbal Expression:** Students effectively share their thoughts and feelings related to the musical cards.
    - **Connection to Lesson Content:** Reflections demonstrate an understanding of the concepts explored during the lesson.
  - **Assessment Method:**
    - Oral reflections and discussion during the conclusion activity.
- **Overall Evaluation:**
  - **Participation and Engagement:**
    - Regularly assess students' participation levels and engagement throughout the lesson.
    - Encourage a positive and inclusive atmosphere where all students feel comfortable contributing.
  - **Creativity and Originality:**
    - Emphasize the importance of creativity in all activities.
    - Recognize and reward original ideas, especially during the Personal Genre Creation activity.
  - **Communication Skills:**
    - Observe students' verbal communication skills, ensuring clarity and expression.
    - Provide constructive feedback to help students improve their ability to communicate about music.
  - **Reflection and Understanding:**
    - Evaluate students' reflections during the conclusion activity to gauge their understanding of the musical genres explored.

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- **Feedback:**
  - Provide specific feedback for each activity, highlighting strengths and areas for improvement.
  - Encourage a growth mindset, emphasizing the value of effort and improvement.

This comprehensive evaluation plan aims to assess various aspects, including participation, creativity, communication skills, and understanding of the musical content.

