Grade 8: General Music: Emotion in Music

Content Area: **Music**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

Unit 2 considers the emotional content of music and how music impacts our emotional intelligence. In considering the social and emotional aspects of music, this unit aims to foster student's abilities to understand themselves more deeply and to find music that allows students to process their thoughts during uncertain times. Simultaneously, this unit will consider scientific studies related to the brain's plasticity when listening to, creating, and performing music. The unit will conclude with a Mood Meter Project connecting music to 16 specific emotions ranging in energy level and pleasantness.

This unit explores the emotional content and power of music, from the personal to the social. Students will investigate why music has a profound emotional and intellectual impact on humans and how music can enrich their own lives in the future. The unit also aims to demonstrate how students can use music to process their own emotions, enliven social situations, and consider why music has remained an integral part of society for thousands of years.

Enduring Understandings

• How music can assist in growing your emotional intelligence.
• How music can help process your own emotions and add to social situations.
• The science behind how music changes the brain, our moods, and our bodies.
• Music's ability to create community and add to society as it has for thousands of years.

Essential Questions

• What emotions do you often feel when considering different levels of energy and pleasantness?
• How do you cope with your everyday emotions or when in stressful situations?
• How can you use music to process your emotions?
• How can you use music to enliven social situations?
• How can music help grow your emotional intelligence?
• What effect does music have on the brain, our moods, and our bodies according to recent scientific evidence?
• Why has music existed for thousands of years and how does it impact society at large?

Learning Objectives

- SWBAT identify why emotional intelligence is important to grow as we enter adulthood.
- SWBAT explain how music can be used to process unpleasant emotions or add to pleasant emotions.
- SWBAT explain the science behind the brain's ability to change when listening to, creating, and performing music.
- SWBAT explain music's ability to build community in our society.
- Identify and describe a wide range of emotions that can be communicated through music.
- Analyze how musical elements such as tempo, dynamics, melody, harmony, rhythm, texture, and timbre contribute to emotional expression.
- Explain how individuals may experience different emotional responses to the same piece of music.
- Recognize the role music can play in self-expression, emotional regulation, and personal well-being.
- Use music as a tool for exploring personal thoughts, feelings, and experiences.
- Demonstrate empathy by discussing and respecting diverse emotional responses to music.
- Reflect on how music can support resilience, stress management, and emotional health during challenging times.
- Develop greater self-awareness by examining personal musical preferences and their emotional significance.
- Describe basic scientific concepts related to how the brain processes music.
- Explain the concept of brain plasticity and how listening to, performing, and creating music can influence learning and development.
- Identify ways music can affect attention, memory, mood, and cognitive functioning.
- Analyze research findings related to music's impact on emotional and mental well-being.
- Listen to and evaluate music from a variety of genres, cultures, and historical periods through an emotional lens.
- Use appropriate musical vocabulary to explain how composers and performers communicate emotions.
- Compare and contrast emotional characteristics of different musical works.
- Support interpretations of music with evidence from listening experiences and musical analysis.
- Select musical examples that represent specific emotions and justify choices using musical and emotional evidence.
- Create written, visual, or verbal reflections connecting music to personal emotional experiences.
- Evaluate how effectively music communicates intended emotional messages.
- Develop strategies for using music intentionally to support personal emotional goals.
- Create a Mood Meter Project that connects musical selections to sixteen emotions categorized by varying levels of energy and pleasantness.
- Analyze and explain how specific musical elements contribute to the emotional qualities of each selected piece.
- Demonstrate understanding of emotional intelligence by accurately identifying, describing, and reflecting upon emotional responses to music.
- Present evidence-based connections between music, emotion, and brain function using research and personal observations.

Standards: Content

1.3A.8.Cr1	Generating and conceptualizing ideas.
1.3A.8.Cr1a	Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded

	forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
1.3A.8.Cr2	Organizing and developing ideas.
1.3A.8.Cr2a	Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
1.3A.8.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
1.3A.8.Cr3	Refining and completing products.
1.3A.8.Cr3a	Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
1.3A.8.Cr3b	Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.
1.3A.8.Pr	Performing
1.3A.8.Pr4	Selecting, analyzing, and interpreting work.
1.3A.8.Pr4a	Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
1.3A.8.Pr4b	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
1.3A.8.Pr4c	Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.
1.3A.8.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.
1.3A.8.Pr4e	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).
1.3A.8.Pr5	Developing and refining techniques and models or steps needed to create products.
1.3A.8.Pr6	Conveying meaning through art.
1.3A.8.Pr6a	Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
1.3A.8.Pr6b	Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
1.3A.8.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Standards: Interdisciplinary

9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social,

	and cultural issues.
W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W.RW.8.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W.RW.6.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.PE.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.PE.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
6.3.8.CivicsDP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
MS-ETS1-4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Assessment Evidence

Formative	Class discussions, in-class activities, teacher observation, Do Nows, Exit Slips, Formative Rubrics
Summative	Projects, Tests, Unit Rubrics, Benchmark Rubrics, Anecdotal Notes, Visual Self-Assessment
Alternative & Benchmark	Alternative – Project Based Learning, Graphic Organizers, Student Portfolio Benchmark – Teacher generated project or assessment Formative, Summative, Alternative and Benchmark Assessments
Assessment Evidence Resource	

Instructional Resources

Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, Elements and Principles of Design Posters, Internet Prints, Interactive Smart Board, Guitars, Percussion Instruments, Pianos, Computers, Microsoft Office, Logic Pro X, ProTools, Garage Band, Chrome Music Lab, Studio Recording Equipment, Musical Scores, Musical Recordings Internet www.paintings.name www.brainpop.com http://school.nettrekker.com/visualarts, Artists & Art,Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad		Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

	Self-Awareness		Relationship Skills
X	Responsible Decision-Making		Social Awareness
	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		