Lesson 4: The Classroom Album: Responding and Connecting

Empire State Creates: Teaching Artist-Led Activities for Everyone

Project Title: The Classroom Album: Fostering Collaborative Behavior through Group Composition

Age(s): 12-15

Time: 30-50 minutes  Arts Discipline: Music Composition/Songwriting/Music History/Social Justice

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<th>ACTIVITY AT A GLANCE</th>
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<td><strong>Goal(s):</strong> Students will be able to infer meaning from and interpret musical elements of songs related to: structure, instrumentation, harmony, rhythm and overall message. Students will use digital software (or analog pen and paper) as tools for analysis and understanding.</td>
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<td><strong>Materials:</strong> digital file with prompts/questions; way for students to write answers/take notes/share thoughts verbally</td>
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<td><strong>New Word(s):</strong> tempo, rhythmic pattern, melodic contour</td>
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NYS Arts Learning Standards (select no more than 2 - student audiences only)

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- MU:Pr4.2.7
  a. Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.
  b. When analyzing selected music, use grade-level standard notation to read and identify musical symbols and functions, as appropriate to the musical tradition.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
- MU:Pr5.1.7
  a. Discuss and apply established and collaboratively developed criteria and feedback to evaluate the accuracy and expressiveness of performances.
## STEPS

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<th>Step #1</th>
<th>Plan: Instructor will guide a group discussion or prompt individual response to questions, via digital platform or the note-taking tool of student’s choice.</th>
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| Step #2 | Sample Discussion Questions:  
What might be an alternate title for the song you analyzed? Why?  
What message was the songwriter trying to convey? Is it conveyed in a way that speaks to you personally?  
What musical elements –tempo, rhythmic patterns, shape of the melodic line (contour)—contribute to the message of the song?  
What did you experience in working together as collaborative “allies?” Were there any frustrations? What did you gain in working together? Was the chorus writing activity (Lesson 3) a useful way to generate creative ideas quickly? |
| Step #3 | Exit Ticket: Online listening journals (saved to the class database) can be viewed by the instructor. Students who were taking notes in a physical notebook will take a photo/scan the pages to upload online. |
| Step #4 | **Activity Modifications (as needed):**  
Students can exercise note-taking preference in the form of a digital or analog journal, and share their responses verbally (synchronous) or via audio recording. |