

act out as many emotions as they can get through in 2 minutes, again only using the single phrase.

After each student has had a turn, teachers should lead the whole class in discussing the following questions:

- What did your partner do that alerted you that they had switched emotions?
- How did you try to understand what emotion they were acting out?
- What surprised you about this activity?

To conclude the lesson, have students complete an exit ticket answering the following question: *How can you know someone's emotions have shifted other than the words they say to you?*

Lesson 4

Objective: SWBAT recognize and recreate the emotional aspects of musical compositions.

Key Learning Events: During this lesson, students will listen to various pieces of music that inspire different emotions in their listeners. Then, students will act as composers and create original songs with the goal of inspiring a specific emotion. Please see performance task description for more information. See “Assessing Student Learning” -> “Performance Task” below for details.

At the conclusion of this lesson, teachers should introduce, practice, and send home the [Mood Meter families activity](#). Please see the Families Resources on RULER Online for specific instructions on how and why to complete this activity.

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ASSESSING STUDENT LEARNING

Performance Task

The **goal** of this task is to create an original musical composition that depicts an emotion.

The students will play the **role** of composers.

The **audience** will be their peers as listeners.

The **product** will be an original song that intends to influence the listeners' emotions.

To begin this lesson, teachers play a selection of music that has different emotional themes. For example:

- A jazz song that inspires calm
- A slow, sad ballad (search online for instrumental or karaoke version of any ballad for wordless version)
- A happy pump-up song that inspires excitement (again, search online for instrumental or karaoke version of a pop anthem)

Teachers will ask students to describe the differences between the songs and how they inspired the emotions they did. Teachers will ask students to relate each song to cues they noticed in themselves or others, did their facial expressions, body language or physiology shift? Teachers may introduce musical vocabulary to students such as rhythm, beat, and pitch and encourage students to use these words to describe the different songs. For example, 'the happy song had a faster rhythm and higher pitch.'

Students will decide on an emotion or emotion theme that they hope to inspire in their listeners. Then, they will consider what beat, rhythm, and pitch their 30-second compositions should have. As an extension, students may consider what lyrics they would pair with their compositions to further portray the intended emotions.

Teachers should consider partnering with the music teacher in the building if possible. If teachers do not have access to musical instruments, they may encourage students to make their own percussion instruments out of recycled materials or use music composition software available online.

Other Evidence

- Plot on the Mood Meter (Lesson 1)
- Description of changes in own body and mind that signal emotions (Lesson 2)
- List of cues that others' emotions have shifted (Lesson 3)