

Lesson Title	Relax, Take it Easy	Medium	Music
Curricular Unit	Creating a personal calming strategy	Lesson #	12
<b>Lesson Goals</b>			
<b>Socio-emotional</b>	Impulse control: Identify personal calming strategy		
<b>Artistic</b>	Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.		
<b>Academic</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		
<b>Lesson Details (45 minutes total)</b>			
<b>Opening Routine</b> Time:	<i>To help create routine and sooth anxiety, every class should begin with the same activity. Consider creating an opening routine that allows students to move, incorporates rhythm, and invites students to offer something (a dance move, a clapped rhythm, a silly sound) that is repeated back by either just one other person or by the whole group.</i>		
<b>Warm Up</b> Time: 8 mins	Review how different notes can ellicit different emotions. Create a chart on a whiteboard with the students going through each note including the incidentals. Example: A is happy, A# is scary, B is excited, etc.		
<b>Lesson Intro</b> Time: 7 mins	Review the various calming strategies. Ask students to name the strategy that they like best.		
<b>Brain break</b> Time:	<i>Choose a brain break in the moment. Brain break used will determine whether the energy of the room becomes energized, calmed, or focused.</i>		
<b>Main Lesson</b> Time: 15 mins	Assign students to tonal instruments. Have them begin to compose their calming strategy song. The first three measures should reflect a happy or normal emotional state, the next three measures should reflect a stressed or frustrated emotional state, the next three measures should reflect a calming strategy, and the last three should repeat their happy or normal state.  They should write the note name in each of the corresponding circles on the page. Use linked worksheet.		
<b>Cool down/Closing</b> Time:	<i>Similar to the opening routine, your closing should be the same activity each day as an expected way to signal the end of the class and transition to what comes next.</i>		

### Materials

Hand drum, tonal instruments, worksheet (<https://docs.google.com/document/d/1pZanjtKrxrIOLbRzBFENUd0Irs-sCsKJz78Aa78Pa5o/edit?usp=sharing>)

Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
<b>Social/Emotional Skill</b>			
Impulse control: Identify personal calming strategy	Students were able to identify calming techniques	Students were able to identify calming techniques that work from themselves	Students were able to develop a calming strategy that identifies which calming techniques they will use when they are feeling stressed
<b>Artistic Skill</b>			
Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.	Students were able to identify the general emotion or meaning behind the work of art -OR- students were able to apply a general sense of emotion or meaning behind their artwork	Students were able to identify the emotion or meaning behind the work of art -OR- students were able to apply an emotion or meaning behind their artwork through description of context clues	Students were able to identify the emotion or meaning behind the work of art -OR- students were able to apply an emotion or meaning behind their artwork and explain how and why the artwork conveys emotions/feelings
<b>Academic Skill</b>			

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Students were able to express ideas with simplistic language

Students were able to adequately express ideas with a mix of general and precise language

Students were able to effectively express ideas with precise language