

Lesson Title	You Make Me Feel (Mighty Real)		Medium	Music
Curricular Unit	Identify emotions: Emotion introduction		Lesson #	2
Lesson Goals				
Socio-emotional	Self awareness: Identify emotions			
Artistic	Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.			
Academic	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.			
Lesson Details (45 minutes total)				
Opening Routine	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.			
Time:				
Warm Up	Introduce consonant and dissonant chords, defining what they are.			
Time: 12 minutes	Demonstrate each on the piano and allow students to each play both a consonant and a dissonant chord. Create a revolving line so that students have the opportunity to reidentify each chord when they come back to the piano.			
Lesson Intro	Combine with warm-up			
Time:				
Brain break	Choose a brain break in the moment. Brain break used will determine whether the energy of the room becomes energized, calmed, or focused.			
Time:				
Main Lesson	Return to the piano to play the notes again. Ask students to call out a few words that they feel relate to the different sounds they hear. Is one more happy or positive? Is one more negative and gloomy?			
Time: 20 mins	Come up with a list of scenarios which could create either a positive or negative response. For each scenario, invite a student to play either the consonant or dissonant chord as their response to the scenario.			
	If time remains after each student has had a chance to participate, invite students to work in small groups to come up with their own consonant or dissonant chord.			
Cool down/Closing	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.			
Time:				
Materials				
pianos or keyboards				
Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)	
Social/Emotional Skill				
Self awareness: Identify emotions	Students were able to use a generic word to describe their feelings (good or bad)	Students were able to use a broad feeling word to describe their feelings (ie. happy, sad, mad, excited, scared)	Students were able to use a specific feeling word to describe their feelings (ie. anxious, exhilarated, confident, hopeful, distrustful)	
Artistic Skill				

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
Academic Skill			
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