

Lesson suggestion 2 “Emotions” ages 10-12

From the Curriculum:

- Impact of music’s physical, conceptual and emotional characteristics on people in different contexts
- How music is used to influence.
- Words and terms needed to be able to read, write and talk about making music, and about impressions and experiences of music.
- Music together with pictures, text and dance.
- How different aesthetic expressions can interact.

Material: Emotions printed on slips of paper, nice little jar or small basket, a playlist with music expressing a variety of emotions (you can find my suggestions in two separate documents next to this lesson suggestion).

Preparation: Cut up the slips, roll them and put them in the jar/basket.

- Entering the room-music: Some epic film music such as “Theme from Superman” or “The empire strikes back” by John Williams.
 - Short talk about what kind of music they heard and how they felt about it.
- Creating a movement bank (for people uncomfortable with movement):
 - Work in pairs with one ball per pair. Stand still with your feet. One is the leader and the other one is mirroring the moves. The aim for the leader is to place the ball in different positions in the air - switch leader. The music I chose was: “Agora só falta você” by Maria Rita.
 - Change pairs and hand out two scarves per pair. One is the leader and the other one is mirroring the moves. The aim for the leader is to keep the scarf moving all the time - switch leader. The music I chose was: “Innocence” by Fleshquartet
 - Stand still with your feet and remember the ball and the scarf experience. Only moving hands/arms, head and upper body. The music I chose was: “Upside downside” by Mike Stern.
 - Move only legs and hips - no upper body moves. The music I chose was: “Delta city blues” by Michael Brecker Quartet.
 - Exploring different ways of spinning and twirling. The music I chose was: “Tee time” by Vulfpeck.
- Movement composition
 - Now we have a movement bank of, ball placement, scarves, upper body moves, legs & hips and spinning and twirling.
 - Work in groups of three or four.
 - Every group draws a slip of paper from the jar, with an emotion to base their composition on. Make sure it’s a quick job - I would give them around 3-4 minutes and then they will show the group what they created.

- Showtime! All groups show what they created. Play music with the corresponding feeling. The larger group should guess the emotion/feeling. Then showtime again, but now with music expressing a completely different emotion/feeling.
- Talk about how the groups felt about the two different musical expressions and how music can affect you.

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