



EPISODE 1:

EXPOSITION

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While many students have spent time listening to or creating music, this unit begins with intentional & targeted listening work. Class discussion and listening activities can pave the way for individual responses, following the idea of a *gradual release of responsibility* - "I do, we do, you do" - to set students up for success.

Active listening requires practice and modeling. Engaging the students in guided observation will allow them to develop critical thinking capacities of their own over time, and as you model active listening skills and invite students to join you in expressing their own observations, they will build competence and confidence.

## **In this learning episode, we will:**

- **Expose students to video performances and music beyond their typical or previous experiences.**
- **Engage the students in discussion and listening activities to build their musical toolboxes.**
- **Lead the students in guided observation to allow them to develop critical thinking capacities.**
- **Encourage students to respond to what they see and hear in open-ended ways that are personal to them. This will allow students to form and express their own opinions, explore their own musical preferences, and imagine what creative endeavours they can take on in this process.**

We encourage you to connect this episode to your own repertoire or previous lessons, as time spent on Episode 1 activities will be most effective if tied to familiar and ongoing experiences.

The next page provides a sample lesson for Episode 1. You can make use of this format multiple times OR borrow pieces of the routine to connect with the work you are already doing in class, such as rehearsing or written work.

Making use of consistent or repeated routines can also allow students to develop their own vocabulary to describe what they are hearing.

For example, a typical class period in this episode may begin with a Written Warm-up (bell-ringer) to help students awaken to their own perspectives. At least one class could focus heavily on exploring songs with clear purpose.

# MANITOBA CURRICULAR OUTCOMES

K-8:

- M-U2 students experience and develop awareness of a variety of music genres, styles, and traditions.
- M-V2 students analyze their own and others' musical excerpts, works, and performances.
- M-V3 students form personal responses to and construct meaning from their own and others' music.

9-12:

- M-M2 The learner develops listening competencies for making music.
- M-R1 The learner generates initial reactions to music experiences.
- M-R2 The learner critically listens to, observes, and describes music experiences.

# EPISODE 1: SAMPLE LESSON - MIDDLE OR SENIOR YEARS

| Time           | Activity   | Materials Required  |
|----------------|--|---|
| <b>AWAKEN</b>  |  |   |
| 5 mins         | <p><b>Written Warm-up #1: Students respond to the following questions.</b></p> <ol style="list-style-type: none"> <li>1. Do you ever use music to change or reinforce your mood?</li> <li>2. Pick an emotion that you sometimes experience. What kind of music do you tend to listen to when you feel that way? Why?</li> </ol> <p><i>Could also be completed as a Google Form or Microsoft Form.</i></p>  | <ul style="list-style-type: none"> <li>• Projector/Board</li> <li>• 1 small paper per student</li> </ul>  |
| <b>CONNECT</b> |  |   |
| 5 mins         | <p><b>In small groups:</b><br/>Brainstorm in your group and write as many possible answers as you can before the timer runs out!</p> <ol style="list-style-type: none"> <li>1. What are some of the ways we use music in our daily lives?</li> </ol>   | <ul style="list-style-type: none"> <li>• 1 post-it per group</li> <li>• Timer - 5 mins</li> </ul>   |
| 2 mins         | <p>Once time is up, send one representative from each group to write their list on the board OR post their post-it on the board/wall.</p> <p>Talk through some of the answers shared on the board (ideally at least one from each group)</p>   |   |
| <b>EXPLORE</b> |  |   |
| 15 mins        | <p><b>Hand out Listening Log OR Listening Squares</b> - 1 per student<br/>Before listening, have students read through all questions in order to target their listening.</p> <p><b>We will listen to the song twice.</b><br/> <u>1st listen:</u> focus on the front side of your paper.<br/> <i>**short break to summarize thoughts &amp; prep for second side**</i><br/> <u>2nd listen:</u> focus on the back side of your paper.<br/> <b>Try to fill in EVERY square.</b></p> <p><b>Potential Video:</b><br/>           The Aeolians - "We Shall Overcome" <a href="https://youtu.be/UBtmPiCgTol">https://youtu.be/UBtmPiCgTol</a></p> | <ul style="list-style-type: none"> <li>• 1 Listening Log (OR double sided Listening Square) per student</li> <li>• Projector and Video</li> </ul> |
| 10 mins        | <p><b>Turn &amp; Talk:</b> Invite students to turn and talk with a partner or two.</p> <ul style="list-style-type: none"> <li>- In what ways are your answers similar? Different?</li> <li>- What did your partner(s) notice that you did not?</li> </ul>  |   |
| <b>REFLECT</b> |  |   |
| 10 mins        | <p><b>Class Discussion - Build upon partner discussions.</b> Conversation Prompts</p> <ul style="list-style-type: none"> <li>- Why do you think this group created this video? (purpose?)               <ul style="list-style-type: none"> <li>- Was there a specific message they wished to convey? An intended audience?</li> </ul> </li> <li>- What tools did the group use to help achieve their goal(s)?</li> <li>- Do you feel they were successful? Why/why not?</li> </ul>   |   |
| 2 mins         | <p><b>Exit Slip (could be on a separate post-it, but I'd suggest writing on the listening log)</b></p> <ul style="list-style-type: none"> <li>- What will you remember about this video? Why?</li> </ul>   |   |

# EPISODE 1 RESOURCES:

## Local Videos to share:

- ▶ CMYC 2021
- ▶ CMYC 2020: Ignite
- ▶ "Wonderful World Medley" - Manitoba Sings! Provincial Virtual Choir
- ▶ Runaway - NPC Gr. 9/10 Vocal Jazz

## Videos from Canada & Beyond!

- ▶ "Dirt" - Dr. Annie B. Jamieson Elementary (Grades 5-6) #CBCMusicClass
- ▶ "Hang Ups" - St. Joseph's Catholic Elementary #CBCMusicClass
- ▶ "Just Fine" - Rickson Ridge Public School #CBCMusicClass
- ▶ The Aeolians Oakwood University Alumni 2020 "We Shall Overcome"

There are separate resources that we suggest for Elementary, Middle Years, and Senior Years, but we encourage you to adapt in ways that align with your own beliefs and practices.

## Elementary Specific Resources for Episode 1:

- Flashcards with visual representations and verbal descriptors. Intended for use with students as you do group listening, these cards will help students become familiar with the vocabulary.
- Elementary worksheet (single-sided). This worksheet makes use of the SAME symbols on the flashcards in order to help students remember and show what they know.

### *Tips for personalizing:*

- You can print a copy on each side if you would like to reuse the worksheet for a second song.
- The back is often a great place for students to create their own listening maps or art as they listen.

## Middle Years Specific Resources for Episode 1:

- The *Listening Squares* worksheet is a simple way for students to organize their thoughts while they listen to music. It can be printed off single-sided and the back can be used to create art to accompany the song students are responding to. This is particularly helpful for early finishers or students who rush.

### *Tips for personalizing:*

- You can also print double-sided squares with just 2 prompts. I.e. The front side might say "I hear" and the back side might say "I imagine." Encourage students to fill the square as much as they can!  
*Starting with 2 prompts allows the activity to be shorter and encourages independent responses, as every student might receive a different pair of questions.*
- Invite students to draw instead of write their responses. Not only can this be fun, but it encourages students who struggle with writing (and all students!) to value multiple ways of expressing ideas.

## Senior Years Specific Resources for Episode 1:

- The Senior Years *Listening Log* worksheet is double sided. Side 1 emphasizes the *Making & Creating* wings of our Music Curriculum Butterfly, while Side 2 emphasizes more *Connecting & Responding*.

### *Tips for personalizing:*

- Use the *Research* square as a starting point for exploring the history & context of your own repertoire!

# The music is...



LOUD OR SOFT?



FAST OR SLOW?



POINTY OR SMOOTH?



HEAVY OR LIGHT?



MY STYLE OR NOT MY STYLE?

How does this music make you feel?



Did you hear or see any of these instruments? Circle what you saw!



TRUMPET



VIOLIN



PIANO



GUITAR



SAXOPHONE



SINGING



LOUD



SOFT



FAST



SLOW



POINTY



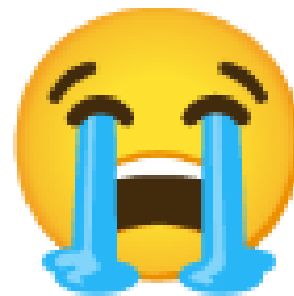
SMOOTH



HEAVY



LIGHT





# LISTENING SQUARES

**Song:**

**Performed by:**

|           |           |              |
|-----------|-----------|--------------|
| I FEEL... | I HEAR... | I IMAGINE... |
| I LIKE... | I WISH... | I WONDER...  |

Use the back side of this page to draw what you imagine the music might look like! Think about using different colours, creating different shapes, textures, smooth/sharp lines, or even different kinds of art supplies (e.g. crayons, markers, pencil crayons, etc)

NAME OF PIECE:

COMPOSER/ARRANGER:

ENSEMBLE/PERFORMERS:

| ENSEMBLE   | DYNAMICS  | TEMPO  | BALANCE & BLEND   |
|--|---|--|---|
| <p>What kind of voicing/instrumentation do you hear?<br/><i>(including accompaniment)</i></p>                              | <p>What is the overall dynamic of the piece?<br/><i>(use a dynamic marking)</i></p> | <p>How fast is the music moving?<br/><i>(use a tempo marking)</i></p>                | <p>Describe the balance of the ensemble - can you hear one section too much? Can you hear every part clearly?</p> |
| <p>IF SINGING:<br/>What language(s) do you hear?</p>   | <p>Do the dynamics ever change? In what way(s)?</p>                                 | <p>Does the tempo change? Add additional tempo markings if you hear any changes!</p> | <p>Can you hear specific individuals or is each part blending nicely amongst itself?</p>                          |
| <p>What type of ensemble is performing? <i>If you're not sure, just do your best to describe what you hear or see!</i></p> | <p>How do the dynamic changes affect the listening experience?</p>                  |  |   |

## CONTEXT

## PERSONAL CONNECTIONS

## REFLECTION

When do you think this piece may have been composed?

What clues or elements were in the music that made you think this piece was composed at that time?

How does the music make you feel?

What is it about the music that makes you feel this way? *You might consider elements such as tempo, dynamics, lyrics, articulation, form, and many more!*

Describe the balance of the ensemble - can you hear one section too much? Can you hear every part clearly?

### RESEARCH:

When was the piece actually composed?

What was happening in the world when this piece was written?

How do you think the world events of the time might have influenced the composer or artist as they created this?

What does the music remind you of?  
*It may help to close your eyes and let your mind wander. Let your mind make connections to things you already know and have experienced.*

Can you hear specific individuals or is each part blending nicely amongst itself?

## FURTHER ACTIVITIES TO DO AS A FULL GROUP:

- Watch people talking about or participating in musical activities.
  - Indigenous dancing & drumming, Ukrainian dance, Worship, exercise, artistic expression, etc.
- Class discussion & brainstorm
  - “How do WE use music in our daily lives?”
  - You can create a visual representation of this to display in your classroom, individually or as a group.
- Interview projects
  - Can be completed:
    - In pairs (students interview each other)
    - Individually (students interview family or friends)
    - In small groups (students interview people throughout the school, perhaps administrators, teachers of different subjects, EAs or other support staff)
    - As a full class (the class invites a “Guest Star” such as a principal to answer questions or share about the role of music in their own life)

These activities can also create intentional opportunities for multilingual students or students from various cultural groups to share the many ways they describe or relate to music. This can build trust and community, allowing students to feel safe sharing with and learning from each other as they approach differences with genuine curiosity.

**Have other ideas or resources you'd like to share? Send them our way! We'd love to feature your work and help educators support one another.**