

Lesson Time Required: 3 50-minute lessons

Grade Level & Conceptual Focus: Grade 6, Identity, My Music Podcast

Key Inquiry Question: How can music represent identity, cultures and experience of yourself and others?

Required Resources and Materials: (be as specific as possible)

This lesson will require students to split into pairs. Each pair will require a laptop/computer/tablet with at minimum the ability to record audio, as well as access to the internet.

Arts Education Goals Addressed: (Creative/Productive, Cultural/Historical, Critical/Responsive)
Creative/Productive, Critical/Responsive

Arts Education Strands Addressed: (Music... but may also include Dance, Drama, or Visual Art)

This lesson plan has a music strand focus as it asked for interpretation of music on a personal level. This lessons also includes elements of the drama strand. Students will be asked to take on the roles of podcast hosts and will be graded on their ability to maintain a conversational tone while introducing their partner and explaining their music choices for the podcast.

Connections to Other Subject Areas: (Math, Science, Health, Social Studies, ELA, PhysEd, French, etc)

This lesson has connections to ELA as students will be able to write out a paragraph response to each of 2 songs of their choice. These paragraphs should explain how the chosen songs relate to and/or express aspects of their identity. Additionally, students will be asked to do a mock interview with their partner so they will have information on how to introduce their partner at the beginning of the podcast. This will need some creative writing skills, listening skills and interpretation skills, and can related to the following outcomes and indicators.

Outcome

CR6.2

Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

Indicators

- (
a
) **Before:** Select and use a range of strategies before listening, reading, and viewing including:
 tap, activate, and build prior knowledge (e.g., consider what is known

- and needs to be known about topic)
 - ask questions (e.g., generate questions to address the "needs to be known")
- (**During:** Select and use a range of strategies to construct, monitor, and
- b** confirm meaning including:
-) □ connect and construct meaning (e.g., make connections to own lives and contemporary issues and problems; make connections to self, text, and world)
- note key ideas and what supports them (e.g., identify the problem, the key events, and the problem resolution; find important ideas and identify supporting details)
- (c **After:** Select and use a range of strategies to confirm and extend
-) **meaning including:**
- **recall, paraphrase, summarize, and synthesize (e.g., remember information from factual texts and use strategies for remembering it; summarize main ideas to arrive at new understanding or conclusion; synthesize information from two different points of view)**
 - **reflect and interpret (e.g., think critically about conclusions)**
 - **evaluate (respond critically) (e.g., understand subtexts where the author is saying one thing but meaning another; draw conclusions about the validity of ideas and information; identify fact and opinion)**
 - **evaluate craft and techniques (e.g., recognize, understand, and discuss symbolism; understand how layout contributes to the meaning and effectiveness of texts)**
 - **respond personally (giving support from text) (e.g., support thinking beyond the text with specific evidence based on personal experience)**
 - **listen, read, or view again and speak, write, and represent to deepen understanding and pleasure (e.g., express opinion about ideas, themes, issues, and experiences presented in texts using examples from texts to support).**

Outcome

CR6.5

Listen purposefully to understand, respond, and analyze oral information and ideas from a range of texts including narratives, instructions, oral explanations and reports, and opinions.

Indicators

- (
a
) Display active listening behaviours including preparing to listen; making notes to assist recall of ideas presented; identifying important details; noting techniques employed; seeking additional information from other sources as needed.
- (
b
) Restate and follow multi-step instructions and show that they have been understood by completing a task.
) Generate questions to clarify incomplete or unclear material heard.
- (
c
) Identify speaker's viewpoint and purpose.
)
- (
d
)
- (
e
) Restate or summarize major points and supporting details after a presentation or podcast and show understanding by the actions taken.
) Draw conclusions about presenter's stance and values.
- (
f
)

Proposed Learning Outcomes & Indicators: (Take these directly from the Sk Ministry of Education Curriculum Guide.)

CP6.7

Demonstrate increased skills and abilities in the use of voice and instruments.

Indicator for this outcome

(d) Distinguish among diverse voice types, styles, and forms of vocal expression.

CP6.9

Create sound compositions that explore relationships between music and identity (e.g., influencing factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).

Indicators for this outcome

(a) Use inquiry in music to extend understanding of relationships between music and identity:

- **Generate questions to guide inquiry into ways that adolescents'**

identity might be influenced by, or reflected in, different musical styles.

- Access a broad range of resources (e.g., print, digital, interviews, community) as sources of information.
- Convey understanding of identity as expressed in own music compositions and/or performances.
- Collaborate with peers to document the inquiry and composition process.

(b) Collaborate on the creation of sound compositions that convey a sense of identity (e.g., country, rock, blues, rave or electronic compositions; hip hop or rap commentaries on youth identity; 50s, 60s, 80s eras; various cultural identities).

(c) Explain how various compositions express identity.

(d) Reflect upon choices made during the composing process.

CR6.1

Create personal responses to a variety of arts expressions (e.g., respond to music using poetry, or respond to visual art using music).

Indicators for this outcome

- (a) Demonstrate critical and creative thinking when responding to the work of Saskatchewan and other Canadian dance, drama, music, and visual artists (e.g., composers, graphic artists, architects, actors, filmmakers).
- (c) Discuss interpretations of arts expressions and create own expressions in response to the original work.
- (d) Describe how personal response and own arts expression connects to the original work.

CR6.2

Investigate and identify ways that the arts can express ideas about identity.

Indicators for this outcome

- (a) Analyze and describe how identity may be expressed through various styles and forms of art.
- (b) Reflect on and discuss the intentions, problem-solving processes, and interpretations of own and others' arts expressions including how they relate to the concept of identity.

- (c **Demonstrate awareness that artists are curious about their world and explore significant questions and concepts such as identity.**)

Planned Learning Activities: (This is a step-by-step plan of what you intend to do with your students.)

This lesson plan is based on the radio show [*This Is My Music*](#) from the CBC. The idea behind the show is that the host of the show (Tom Allen) does a brief set up and introduction for a Canadian classical musician then hands the hosting duties over to that person so they can present a show around the music that these artists enjoy/listen to. The artists also provide insight into why these songs are meaningful to them and why they chose to include them in the show. This lesson will span 3 50-minute classes, with the option to reduce it to 2 by integrating the writing portion of this lesson into 2 ELA.

Step one of this assignment will be to introduce this concept to your students. You may wish to set aside some time to either listen to the beginning of a [*This Is My*](#)

[*Music*](#), including the introduction of the artist and one of their selected songs, or to do a mock podcast/radio show introduction for yourself, then switch over to explaining how one song connects to you personally, or expresses part of your identity. Include the song you chose for your students to listen to. Stress the importance of the sound and pacing of the radio show or your own presentation. Emphasize the conversational/causal tone and encourage students to try that in their presentations. Once students have a grasp of the concept, you can move on to step two.

Step two of this assignment will involve pairing up students. Ideally, students would work in groups of two, but a group of 3 could be managed. Each group will start by having one student take on the roll of host/interviewer. You will likely wish to provide some standard interview questions for your students to work from. Have the interviewer work through these questions plus and additional ones they think of with their partner. Have the interviewer record the answers so they can compile them into a summary introduction (this portion can be done during ELA). Students show then switch roles so both have the opportunity to be interviewed/be the interviewee. This should wrap up the first lesson. Encourage students to start thinking about songs that express their identity and come to next class ready to begin writing out why they chose those songs.

Step 3 begins on day 2 of music class, or during the next ELA. Give students time to explore songs on the internet to finalize choosing which 2 songs they will chose (15-20 minutes). Have them begin compiling the interview questions into a short paragraph introduction of their partner. Have them begin brainstorming reasons they feel their selected songs express their identity. This should take the remainder of this 50-minute lesson.

Step 4 will be to have the students write out a paragraph each explaining how their chosen 2 songs relate too/express their identity. This can be done either as homework, or by giving the students an additional ELA or Music class.

Step 5 will be to record the audio for the student's presentation. Students will need a laptop and sufficient quiet space to record. There are a variety of podcast making resources on the internet if you wish to go that route, but for simplicity I would encourage using water audio/visual recording software comes preinstalled on your devices. The sound quality of the chosen songs is not important, the student's presentations are. This can be as simple as having the students read their paragraphs while recording on the laptop, then playing the songs on the same device from YouTube or another music streaming service. Alternatively, the songs can be cued up on a separate device next to the laptop being used to record.

*This portion can also be done as a live presentation in front of the classroom instead of an audio recording if you want to extent the amount of time this lesson covers.

Step 6 will be to have the students switch roles and record their partner. Ideally step 5 and 6 can get done in one lesson (50 minutes), but students may need additional time.

Step 7 is to have students submit their audio recording for grading.