



# Music Is...

## Musical Genre, Emotion, & More!

*Suggested Grades: 3-5*

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### National Core Arts Standards

#10: Synthesize and relate knowledge and personal experience to make art.

#11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

#### Objectives

- Explore, Describe, and Identify genre.

#### Materials

Music Is... by Brandon Stosuy  
Music Is... by Stephen T. Johnson  
Music Genre Worksheet  
Coloring Materials



#### MARIA DEL VALLE

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### Overview:

Use the book **Music Is...** by Brandon Stosuy to explore the mood and styles of music. Students will listen to different musical examples and describe elements they hear to identify and label multiple music genres.

### Suggested Teaching Process:

#### Lesson One: Music Is....

1. Ask students to discuss their beliefs about music using guiding questions. *(Examples below)*
  - a. What is music?
  - b. How does music make you feel?
  - c. When do you listen to music?
  - d. What would the world be like if there was no music?
2. Read the book **Music Is...** by Brandon Stosuy.
3. While reading play music examples that illustrate the element or quality being described.
  - a. Quiet Song: The Swan by Saint Saens
  - b. Loud Song: Carmina Burana by Carl Orff
  - c. Slow Song: At Last by Etta James
  - d. Fast Song: Who Run the World by Beyonce
  - e. Hard Song: Carol of the Bells by Trans Siberian Orchestra
  - f. Soft Song: Silent Night
  - g. Happy song: Happy by Pharell
  - h. Sad Song: Say Something by Great Big World



## Lesson Two: What Music Means to Me

1. Display the quote, “Music is for you...”
2. Ask students to describe what they think the quote means.
3. Ask students to identify songs that contain the qualities or make them feel.
  - a. Soft
  - b. Loud
  - c. Happy
  - d. Sad
  - e. Acoustic
  - f. Acapella
4. Create a playlist for each of the qualities/feelings described by the class.  
*Teacher Hint: Spotify, Apple Music, or YouTube are wonderful resources for compiling these lists*
5. Play songs from the playlist and ask students to describe what previously identified qualities each song matches.
6. Review different elements and qualities that appear in the book **Music Is...** by Brandon Stosuy.
7. Ask students to choose new songs to represent each of the elements or qualities described.
8. Reread the book with the new listening examples.

## Lesson Three: Musical Genres

1. Identify and Label different Musical Genres.
2. Ask students, “What is your favorite genre of music?”
3. Share with students your favorite genre of music. Describe the musical elements of that genre you enjoy listening to.
4. Read the book **Music Is...** by Stephen T. Johnson.
5. While reading play examples of each musical genre featured in the book.
  - a. Classical: Appalachian Spring: II. Allegro by Aaron Copland
  - b. Latin: “Águas De Março” (Waters of March) by Antonio Carlos Jobim and Elis Regina
  - c. Jazz: “Salt Peanuts” by The Quintet.
  - d. Country: “I Walk the Line” by Johnny Cash
  - e. “Black Star” by Yngwie Malmsteen
  - f. Heavy Metal: “Black Star” by Yngwie Malmsteen
  - g. “Hound Dog” by Elvis Presley
  - h. Hip-Hop: “ABC’s” by Sugarhill Gang
  - i. Rock and Roll: “Hound Dog” by Elvis Presley
  - j. Rhythm and Blues: “Respect” by Aretha Franklin
  - k. Electronica: “An Ending (Ascent)” by Brian Eno
  - l. Pop: “I’m a Believer” by the Monkees
6. Ask students if they can list additional musical genres not mentioned in the book.
7. Display an example of the project, explaining the directions.
  - a. Identify a musical genre.
  - b. Write a description of the musical genre.
  - c. Draw a picture illustrating the musical genre they choose.



8. Pass out worksheets for students to complete.
9. Compile a class version of the book "Music Is".

### Extension:

Compile a class playlist to accompany their book. Read and listen to their class project.

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