

Lesson Plan

Values and Ethical Identity in Music

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Designed For Music

Can Also Be Used For

Visual Arts

Language Arts

ETHICAL SKILL: Developing Ethical Identity and Integrity

GRAD STANDARD

M2 Artistic Interpretation:

Music Content Standard #7

Students evaluate music, music use and music performance

Music Content Standard #9

Students evaluate music in relation to history and culture

Level 1

Immersion in Examples and Opportunities (Attend to the big picture, Learn to recognize basic patterns)

1. Why study music? Bring out statements on how music relates to science, math, foreign language, history, social studies and art. I also point out that music affects our emotions and helps us become more human and sensitive to others and more in touch with our emotions.
2. Have students brainstorm a list of virtues or values - list all answers on board. Lead them towards covering many of the virtues covered in list from "Nurturing Character in the Middle School Classroom" booklet pg.43

Level 2

Attention to Facts and Skills (Focus on detail and prototypical examples, Build knowledge)

Using the Student/Parent survey (attachment #1), have students fill out questions 1-6 on own. Students will then take the survey home to finish it with parents in order to help all students understand their own family backgrounds and family value systems better.

Level 3

Practice Procedures (Set goals, Plan steps of problem solving, Practice skills)

1. Tabulate survey results. Discuss results of surveys paying attention to collected data with no mention of names. Also tabulate how many parents had, for instance, honesty as a high family value. Through this

combined group survey, students see where their families are similar and also may differ from others in classroom with all material being confidential concerning individual answers.

2. Students examine all data and choose which 5 values or virtues out of large lists from previous units they would like to own or work towards in their own life.
3. Students' five values are written down and handed in to teacher, keeping a copy for themselves (students know answers are kept confidential).

Level 4

Integrate Knowledge and Procedures (Execute plans, Solve problems)

Written assignment:

1. Choose one of your values to use for the assignment.
2. Write the name of the musical selection you chose to support your value.
3. Write the group, soloist or composer of the musical selection and one paragraph about them or him/her. (Classroom material is available to help you research many artists. Ask teacher.)
4. What cultural setting was this piece of music written in? Does your piece of music relate to what is happening in the culture of the artist at the time? If so, how?
5. Write why you chose the music you did to support the value written on line one. Use lyrics of the song or what sounds you heard to show how the music supports your value.
6. Bring a CD or recording of your selection to share with class (can also be a video clip).

*This assignment has been developed during the previous 2 years and classroom tested. Survey findings and samples are available.

Attachment #1

Student / Parent Survey

Note to parent: As we have been learning, Music is art and allows us opportunity to develop as human beings with feelings and emotion. As the handout "Why We Make Music." says: We make and study music not because we expect to major in music, but so we can become more human and sensitive to others and their cultures. We also want to have fun, relax and develop skills in a discipline that helps us become more aware of that part of our musical roots and therefore, also ourselves.

**With the help of your family, answer the questions below.
The answers will help us to develop our projects and aid in our discussions.
*Thank- you***

1. Name: _____
2. Nicknames: Among my friends: _____
Among my family: _____
When I was little: _____
3. Where were you born? _____
4. What cultures are part of your family heritage? _____
5. List an old favorite family food: _____
6. Where have you traveled or would like to travel as a family? _____
7. Write an old proverb, saying or poem that you were taught as a child:

8. Parent: Please do the following exercise with your child: Rate these personal attributes by the importance they have to you and your family values:

1- Very Important**2 – Somewhat Important****3 – Not As Important.**

<input type="checkbox"/> Adaptable	<input type="checkbox"/> Faith	<input type="checkbox"/> Honesty	<input type="checkbox"/> Patient	<input type="checkbox"/> Self control
<input type="checkbox"/> Citizenship	<input type="checkbox"/> Fairness	<input type="checkbox"/> Kindness	<input type="checkbox"/> Peaceful	<input type="checkbox"/> Self-reliance
<input type="checkbox"/> Commitment	<input type="checkbox"/> Friendship	<input type="checkbox"/> Lifelong Learner	<input type="checkbox"/> Persistent	<input type="checkbox"/> Self-sacrificing
<input type="checkbox"/> Compassionate	<input type="checkbox"/> Happy	<input type="checkbox"/> Loving	<input type="checkbox"/> Respectful	<input type="checkbox"/> Smart
<input type="checkbox"/> Courageous	<input type="checkbox"/> Hard working	<input type="checkbox"/> Loyal	<input type="checkbox"/> Rich	<input type="checkbox"/> Spiritual
<input type="checkbox"/> Creative	<input type="checkbox"/> Helpful	<input type="checkbox"/> Optimistic	<input type="checkbox"/> Responsible	<input type="checkbox"/> Trustworthy

9. Parent: Which values do you place as the most important to encourage in your child? Please choose only 5 for our survey purposes and list them below. You may use words from the above list or write in your own ideas.