

The Music Project *"Express Yourself"*



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6th Grade Math/Science and Humanities
HTMNC

Project Overview

Everyone loves music. We all have our preferences, and music today is not what it was many years ago. Music has played a significant role in history. Music has deep cultural ties to individuals. This project will allow kids to investigate the origins and evolution of music, music theory, learning the cultural and historical connections, and how science has both influenced the development of musical instruments and research on the brain.

Essential Questions

- How is music a universal language?
- How has music evolved through history?
- How do the brain and music connect?
- What is the scientific method?
- How has science influenced the development of musical instruments?

Learning Goals

Humanities

- CCSS.ELA-LITERACY.RL.6.3 - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- Writing 2.4 - Write responses to literature: a. Develop an interpretation exhibiting careful reading, understanding, and insight. b. Organize the interpretation around several clear ideas, premises, or images. c. Develop and justify the interpretation through sustained use of examples and textual evidence.

History

- 6.1 - Students describe what is known through archaeological studies of the early physical

and cultural development of humankind from the Paleolithic era to the agricultural revolution.

- 6.2 - Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush
- 6.3 - Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.
- 6.4 - Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.
- 6.5 - Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.
- 6.6 - Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.
- 6.7 - Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

Math/Science

Music

- 1.5 - Analyze and compare the use of musical elements representing various genres and cultures, emphasizing meter and rhythm.
- 2.3 - Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, articulation, by oneself and in ensemble on the difficulty level 1: (1 - 6)
- 3.1 - Compare music from two or more cultures of the world as to the functions the music serves and the roles of musicians
- 3.2 - Listen and describe the role of music in ancient civilizations (e.g. Chinese, Egyptian, Greek, Indian, Roman)

Science

- MS-LS1-8 - Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.
- MS-ETS1-1 - Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

Product

Students will create:

- Virtual timeline map
- Biography and portrait of a musician or pioneer
- Music interview transcription and formal thank you letters for their interviewees
- Research blog/website on experimental study: Question will be formulated around music and the brain
- musical instrument using recycled materials

Project Timeline (8 – 9 weeks)

Date	Focus/Tasks
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<p>Jan. 19- Jan. 22</p>	<p>Project launch and field trip to the California Center of Performing Arts in Escondido Music is Instinct: Science & Song Documentary</p>
<p>Jan. 25- Jan. 29</p>	<p>Humanities:</p> <ul style="list-style-type: none"> ● “Richest Songs in History” documentary and discussion. ● Intro. to biographical research ● Make musician and pioneer (m/p) choices ● Start gathering m/p research <p>Math/Science:</p> <ul style="list-style-type: none"> ● Discuss parts of the brain and its connection to music. ● Brain experiment stations ● Find partnership and create research question
<p>Feb. 1- Feb. 5</p>	<p>Humanities:</p> <ul style="list-style-type: none"> ● Continue M/P research and start biography writing. Conduct critique sessions. ● Start Reading <i>Out of my Mind</i> by Sharon Draper. (On going throughout the project) <p>Math/Science</p> <ul style="list-style-type: none"> ● Begin researching question, create hypothesis ● Create experimental study ● Begin implementation on experimental study
<p>Feb. 8- Feb. 11</p>	<p>Humanities:</p> <ul style="list-style-type: none"> ● Continue m/p biography writing. Final Critique session. ● Museum of Music Field Trip on Wednesday 2/10 ● Biography DUE Friday 2/11 by the end of class <p>Math/Science:</p> <ul style="list-style-type: none"> ● Continue experimental studies ● Create Blogs

<p>Feb. 16- Feb. 19</p>	<p>Humanities:</p> <ul style="list-style-type: none"> ● Brainstorm interview questions for focus person ● Introduce and practice interviewing skills ● Partners choose music era to research ● Introduce Google Earth (GE) timeline creation ● Partners start creating music GE timeline ● For homework: Students will interview their focus person <p>Math/Science:</p> <ul style="list-style-type: none"> ● Experimental Studies complete ● Blogs Due Feb. 19th ● Groups for musical instruments ● Begin designing instruments
<p>Feb. 22- Feb. 26</p>	<p>Humanities:</p> <ul style="list-style-type: none"> ● Students continue writing biography of focus person ● Students continue crafting GE timeline ● GE critique and refinement <p>Math/Science:</p> <ul style="list-style-type: none"> ● Continue designing instruments ● Build instruments
<p>Feb. 29- Mar. 4</p>	<p>Humanities:</p> <ul style="list-style-type: none"> ● Introduce portrait creation of M/P and interviewee ● Start portrait production ● Critique <p>Math/Science:</p> <ul style="list-style-type: none"> ● Build musical instruments ● Critique
<p>Mar. 7- Mar. 11</p>	<p>Humanities:</p> <ul style="list-style-type: none"> ● M/P and Interviewee portraits ● Critique <p>Math/Science:</p> <ul style="list-style-type: none"> ● Finish building instruments

	<ul style="list-style-type: none"> • Create infographic on instruments/process of creating the instrument
Mar. 14- Mar. 16	Humanities: <ul style="list-style-type: none"> • Complete portraits Math/Science: <ul style="list-style-type: none"> • Instrument is complete • Infographic is complete • Possible off site exhibition at this time.
March 17th	SCHOOL WIDE EXHIBITION

Exhibition

Project Exhibition will be located off-campus. Site and time is TBA

Process Exhibition will on campus during all school Exhibition on March 17th

Assessment

Test on the parts of the brain

Quiz on music vocabulary

Project Folders

Project Rubric

Exhibition performance and participation