



Lesson Resources – Table of Contents

Intentional Social Emotional Learning in the Music Classroom

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These lesson resources were created to help you intentionally address Social Emotional Learning (SEL) with music learning.

Resources named in bold (right column) identify the name of the document.

Grade	Strand*	"I can..."	Resource
Teacher			CASEL Framework. This comes from the Collaborative for Academic, Social, and Emotional Learning (casel.org). It was updated in 2020 "to pay close[r] attention to how SEL affirms the identities, strengths and experiences of all children, including those who have been marginalized in our education systems."
Teacher			2018 MN Music Benchmarks by Grade + SEL Crosswalk between new K-12 music benchmarks and opportunity to develop Social Emotional Learning: Focus on Self; Focus on Others.
3-12	Connect	I can recognize how music is part of my everyday experiences.	Music Feelings "Today I'm feeling _____. A type of music or a specific song I like to listen to when I feel this way is _____ because _____."
2-12 	Respond		Questions for Listening • Strategies for Sharing Questions to facilitate conversations about music and emotions or feelings, and other strategies for students to share thoughts, observations, and ideas about emotions through music.
	Connect		My Feelings & Music Expanded Database Crowd-sourced examples of music to connect to emotions suggested in The ABCs of My Feelings and Music by Scott and Stephanie Edgar, illustrated by Nancy Sosna Bohm.
K-12	Respond	I can tell what music makes me feel. I can describe the music I am listening to.	Emojis & Elements Touch Charts Use emojis to identify what music makes me feel. Use elements touch charts to describe tempo, dynamics, articulation, pitch, timbre, and ensemble size.
2-8 	Connect		Listener's Four Square Work groups of 4. What does the music make you feel? In what culture do you think this music originated? What purpose is associated with this music? How does the composer use elements to create the feeling you first described?
	Respond	I can tell what music makes me feel. I can describe the music I am listening to.	Listener's Tic-Tac-Toe Work in groups of 3. What do you think the composers wants you to feel when you listen to their music? How does the composer use elements to create the feeling you first described? What performance techniques are used?
4-12 	Respond	I can tell what music makes me feel. I can describe the music I am listening to.	Bob and Doug's Playlist What emotions do you think Bob and Doug were feeling on the start of their 2-month adventure on the International Space Station? To counter or match those emotions, what elements do you think they would be looking for in their playlist?

Grade	Strand*	"I can..."	Resource
K-12	Connect	I can share music with others.	Pass it On! Today I sang/played a song for _____. Title _____. I chose this song because _____. How did it feel to share your music with this person?
5-12 	Connect	I can think about what is communicated by this song, in this place, by these singers.	"Stand By Me" What was the intended meaning? What could you do to let someone know you are there for them? Who do you want or need standing by you? Compare 4 performances of this popular song.
6-12 	Respond	I can listen to and describe Danzón No. 2 .	Danzón No. 2 – Arturo Márquez I can follow three levels of intensity in the music as shown in the listening map. What do you think the composer wants you to feel when you listen to his music?
	Connect		Le Chevalier de Saint-Georges – Option A Learn about the life and music of Le Chevalier de Saint-Georges. Follow the melody of String Quartet No. 5 in G Major as it is passed from one instrument to another; draw a picture to show the mood or story imagined with this piece.
7-12 	Respond	I can analyze music notation. I can relate the life and music of Le Chevalier de Saint-Georges to personal experience.	Le Chevalier de Saint-Georges – Option B Learn about the life and music of Le Chevalier de Saint-Georges. Study and describe the solo violin part of Saint-Georges' Violin Concerto No. 2.
	Connect		Remembering September 11, 2001 Learn about the events of September 11, 2001. Listen to and compare pieces written to commemorate 9/11.
2-8		I can reflect on learning in class today.	Exit Tickets Two different styles of Exit Ticket for students to reflect on their learning at the end of class.
6-12	Perform	I can reflect on my practicing.	Practice Reflection Students complete one box each day to reflect on singing or playing their instrument.
4-12 	Perform	I can improvise rhythm or melody and tell how I'm feeling about my experience.	Groovin' from Home – Recorder Groovin' from Home – Strings Groovin' from Home – Band Use this set of short improvisation experiences to play your instrument and make up your own music.
K-5	Create	I can reflect on my engagement in group music-making.	I'm a Musician! General music students reflect on their classroom engagement plus teacher feedback.
	Perform		
4-12	Perform	I can reflect on my contribution to the ensemble's performance.	I Contribute to the Ensemble's Performance Student self-assessment and teacher feedback aligned to benchmark 5 of 2018 Minnesota standards in music.
	Perform	I can set, and work towards, a goal for today's rehearsal.	Today's Goal Students set a musical, personal, or interpersonal goal for the day's rehearsal and reflect on their success in achieving the goal.

* The strands of the (2018) K-12 Minnesota Standards in Music are Foundations, Create, Perform, Respond, and Connect.