

Purpose & SOL

- Student will listen to music and use schema and evidence from songs to infer how someone would dance.
- Language Arts 4.5h, 5.5i

Materials

- Music Inference Worksheet (see attached)
- Speakers
- Songs (YouTube, iTunes, etc.)
 - Find at least one song for each of the categories.

Length
25 min.

Introduction

Review the definition of the word schema and how you use schema and evidence to INFER something that you listen to or read.

Perform each of the 4 exercises and the associated feelings that accompany the movement.

10 seconds – happy - hops (on foot)

10 seconds – sad - squats

10 seconds – angry - sky punches

10 seconds – calm - breathe and stretch side to side

Implementation

Exercise the Answer

- 1) Students stand behind their desk. Play a song for 30 seconds, students listen to the song and perform associated exercise.
- 2) Stop the song. Have students fill in the blanks on their worksheet. After they are done writing, discuss what they wrote. Remind them that there could be plenty of different examples of schema and different clues from the song. Encourage them to use more complex words on what they infer the artist is feeling (happy → excited).
 - a. To encourage students to share, play seats up. Have students jog in place if they know the answer, if they answer correctly, have them switch seats with someone.
- 3) Repeat activity with remaining time.

Cool Down

Play the 'yoga' song again. Have students stretch side to side.

Modifications

If time permits, play songs from movies and read lyrics instead of listening to the song.



Name _____

Movie Music Inference

Act out what you think is happening in the movie during this song.

I hear... (song's name)	Schema (what I know)	Clues (From the song)	What can you INFER is happening in the movie during this song?