EMO-METER
LESSON/ACTIVITY PLAN

OBJECTIVE:

1. Students will develop awareness of emotion in music.
2. Students will develop self-management skills through observing and identifying their feelings.
3. Students will develop active listening skills.

ACTIVITIES:

1. Create an emotion gauge or “emo-meter” for students to use while listening to music. Fill each quadrant with adjectives of your choice. Add an arrow that spins.

HOW DOES THIS MUSIC MAKE YOU FEEL?

FEARFUL
ANXIOUS

PEACEFUL
CALM

EXCITED
JOYFUL

SAD
SORROWFUL
The choice of repertoire is not nearly as important as the process. Here is a list of diverse repertoire that might work well for this exercise:

- **Night on Bald Mountain**, Modest Mussorgsky
- **Hungarian Dance No.5**, Johannes Brahms
- **Black Angels**, George Crumb
- **The Tides of Manaunaun**, Henry Cowell
- **Trois pièces**, Nadia Boulanger
- **Mars, the Bringer of War from The Planets**, Gustav Holst
- **Allegro Barbaro**, Béla Bartók
- **Prelude Op. 23 no. 5 in g minor**, Sergei Rachmaninov
- **Five Preludes for Guitar**, Hector Villa-Lobos
- **Golliwog’s Cakewalk**, Claude Debussy
- **Meditation de Thaïs**, Jules Massenet
- **Trio for flute, violin, and piano**, Nino Rota
- **Prelude No. 1**, George Gershwin
- **Threnody for the Victims of Hiroshima**, Krysztof Penderecki
- **Serenade No. 10, “Gran Partita”—III. Adagio**, W. A. Mozart
- **Dance of the Knights from Romeo and Juliet**, Sergei Prokofiev
- **Humming Chorus from Madame Butterfly**, Giacomo Puccini

STANDARDS:

1. Grades 4–5. 4. Artistic Process: Respond or Critique. 1. Respond to or critique a variety of creations and performances using the artistic foundations. Music. 4.4.1.3.1. Justify personal interpretations and reactions to a variety of musical works or performances.
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