

# EMO-METER

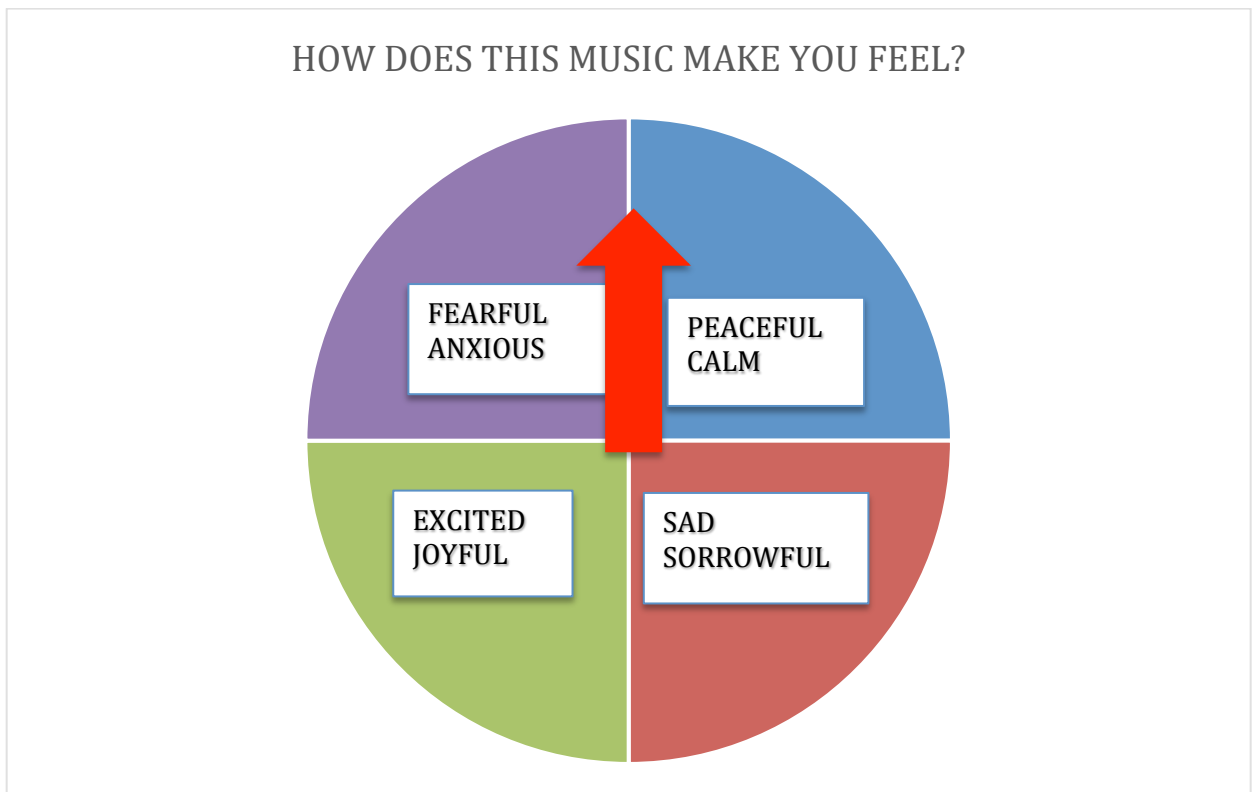
## LESSON/ACTIVITY PLAN

### 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.



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*, Krzysztof 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.



This project is made possible  
in part by the Minnesota  
Legacy Amendment's Arts and  
Cultural Heritage Fund.



classicalMPR Music for learning.