

MUSIC WITHOUT BORDERS



Music has always been a powerful tool for expressing emotions, connecting people, and reflecting cultural identity. By exploring the rich diversity of music from different cultures and historical periods, students can gain a deeper appreciation for the shared humanity across communities.

This activity also highlights how music can play a role in emotional healing, particularly in helping individuals and societies recover from traumatic experiences such as natural disasters.

The proposed sample combines class work with homework, suitable for individual and group projects. Teachers can adapt and implement them as best suits their educational context.

Lesson

Music

Grade

6-7

Learning Objectives

Students will develop an understanding of cultural diversity through music. Explore how music can aid emotional recovery from trauma. Foster empathy and appreciation for different cultural and historical contexts.

Duration

One Lesson (40 Minutes)

Required Materials

- ✓ Interactive board or projector with speakers
- ✓ Internet connection for playing music samples
- ✓ A worksheet for students to reflect on their musical and emotional experiences
- ✓ Coloured pencils or markers

Preparation and Implementation

- ✓ Since this activity includes playing music and good internet connection, make sure that everything works before the lesson
- ✓ Duplicate the WORKSHEET as many as the number of students

PROCESS

1 INTRODUCTION (10 Minutes)

4. Begin by playing short music clips from three diverse cultures and historical periods, e.g.:
 - A traditional Bulgarian/Greek/Romanian/Turkish folk song
 - A classical piece from the European Renaissance
 - A contemporary song from another culture (e.g., African or Asian)
5. Ask the students:
 - “What do these pieces make you feel? Choose one word for each.”
 - “What differences and similarities do you notice between these pieces?”

Students write their impressions on Post-it notes or directly on a shared board.

2 DISCUSSION (15 Minutes)

1. Guide a conversation around the following questions:
 - “How does music reflect the culture and history of the people who created it?”
 - “Can music bring people together even if they come from different backgrounds?”
 - “How might listening to music help someone who has experienced a traumatic event like a natural disaster?”
2. Encourage students to think about music as a universal language that can bridge differences and offer comfort in times of distress.

3 IMPLEMENTATION (10 Minutes)

1. Divide students into small groups and assign each a cultural or historical music style to explore.
2. Ask them to create a brief presentation or draw a representation of what the music makes them feel and how they think it connects to overcoming challenges or fostering community.

4 REFLECTION (5 minutes)

1. Have students individually complete a worksheet with prompts like:
 - “Describe one thing you learned about another culture through its music.”
 - “How can music help communities recover after a disaster?”

EVALUATION

- Review worksheets to assess understanding and engagement.
- Observe group discussions and presentations for active participation

RECOMMENDATIONS

1

For further engagement, encourage students to share songs from their own culture or family traditions that they find comforting or uplifting during difficult times.

2

Use online platforms to access diverse music samples, including those from students' own cultural backgrounds.

ANNEX

Here are some suggestions for the music pieces in Part 1, representing cultural diversity and historical depth. These pieces are accessible and highlight both the emotional and cultural richness of different traditions and periods.

1. Traditional Bulgarian Folk Song

- **"Izlel e Delyo Haydutin"** – a famous Bulgarian folk song performed by Valya Balkanska, also part of the Voyager Golden Record
- **"Kaval Sviri"** – a classic Bulgarian tune featuring the traditional kaval flute

2. European Renaissance Piece

- **"Now Is the Month of Maying"** by Thomas Morley – a joyful English madrigal from the Renaissance era.
- **"Il bianco e dolce cigno"** by Jacques Arcadelt – a beautiful and expressive Italian Renaissance madrigal.

3. Contemporary Song (Other Culture)

- **"Nkosi Sikelel' iAfrika"** – a South African hymn blending European and African musical elements.

- **"Sakura"** – a traditional Japanese melody played on the koto, offering a serene and meditative sound.

WORKSHEET

Name of the Student:

Date:

Part 1: Musical Impressions

Listen to the three pieces of music played in class and complete the table below.

Music Piece	One Word to Describe How It Made You Feel	What Culture or Period Do You Think It Represents?
1. Traditional Bulgarian Folk Song		
2. European Renaissance Piece		
3. Contemporary Song (Other Culture)		

Part 2: Reflection

Answer the following questions in 1–2 sentences each:

4. **What similarities did you notice between the different pieces of music?**

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5. **How does music help people connect, even if they are from different backgrounds?**

.....

6. **How do you think music could help someone recovering from a natural disaster?**

.....

.....

Part 3: Creative Activity

Choose one of the pieces of music you heard today. Create a drawing or write a few sentences describing what you imagined or felt while listening to it. Use this space to express your thoughts creatively:

(Drawing Area or Writing Space)

Part 4: At-Home Exploration

With a family member, listen to a song or piece of music from your own culture that has special meaning. Answer the questions below:

1. **What is the name of the song or music piece?**

2. **Why is it meaningful to your family or culture?**

3. **How does it make you feel when you listen to it?**

Thank you for exploring the world of music and its power to connect and heal!