

## SOUNDS OF RESILIENCE



Music has the power to express emotions and tell stories, even without words. In times of crisis, music can provide comfort, bring people together, and help us process difficult emotions.

In this activity are used instruments and sounds to create a musical journey representing the experience of a natural disaster - from calm beginnings to chaos and, finally, healing. Through teamwork, creativity, and improvisation, it reflects resilience and hope.

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 compose and perform original musical works, using creativity and improvisation in the classroom.

### Duration

One Lesson (40 Minutes)

### Required Materials

- ✓ Audio player or interactive board with speakers
- ✓ Internet connection for playing music samples
- ✓ Classroom musical instruments such as drums, xylophones, recorders, ukuleles, etc.
- ✓ Whiteboard and coloured markers

### Preparation and Implementation

- ✓ Set up the instruments (percussion, melodic, and any available classroom instruments) and make sure they are ready for use
- ✓ 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 (5 Minutes)

6. Begin with a short discussion:
  - How does music express emotions?
  - Can it tell a story?

### 2 BRAINSTORMING (10 Minutes)

1. Play a short musical excerpt that represents a storm or natural disaster (e.g., “Summer thunderstorm” from The Four Seasons of Vivaldi - a fast, energetic piece that can represent the chaos of a storm.).
2. Ask students:
  - What do you hear?
  - How does it make you feel?
3. Brainstorm how different sounds and instruments can represent each stage of the storm – before, during, after.
4. Create a simple 3-part structure for the composition:
  - Before the disaster (calm, normal life)
  - The disaster (chaos, destruction)
  - Aftermath & healing (hope, rebuilding)

### 3 GROUP WORK (15 Minutes)

1. Divide students into three small group and assign different natural and human made disasters to each group.
2. Invite them to select instruments and creates short musical ideas on the three stages of each disaster - before, during, after
3. Encourage students to experiment with dynamics, tempo, and rhythm to express emotions.

### 4 PERFORMANCE (10 minutes)

1. Invite each group to perform their musical piece.
2. Encourage students to listen actively and transition smoothly between sections.
3. Ask: How did it feel to express emotions through music?

## EVALUATION

- Active participation and the ability to contribute to the creative process
- Originality and effort in the composition challenge
- Engagement during performances and reflections

## RECOMMENDATIONS

1

### **Encourage Active Listening:**

During the performances, encourage students to actively listen to their peers. Ask them to focus on how the rhythms and melodies interact and how they can respond musically to what others are playing. This will help keep students engaged and foster a sense of collaboration.

2

### **Provide Positive Feedback and Encouragement:**

As students present their compositions, offer specific positive feedback to highlight their creativity and effort. Praise their use of improvisation and their willingness to experiment with new ideas. This builds confidence and keeps them motivated throughout the activity.

3

### **Ask Thought-Provoking Questions:**

During and after performances, ask open-ended questions to prompt students to reflect on their music-making process. For example, "How did you decide when to change the rhythm?" or "What made you choose that melody?" This encourages deeper engagement and helps students think critically about their creative choices.

4

### **Keep the Atmosphere Fun and Low-Stress:**

Make sure the classroom environment is relaxed and encouraging, where students feel safe to experiment and make mistakes. Create a positive atmosphere where students are excited to share their music without fear of judgment. This helps maintain high levels of engagement and enthusiasm.

5

### **Incorporate Movement and Body Percussion:**

If possible, allow students to incorporate movement or body percussion into their compositions. Physical engagement with music can help students feel more connected to their compositions and maintain interest in the activity.

## ANNEX

Here are some video resources that may be useful for this activity:

Antonio Vivaldi - Summer thunderstorm "The Four Seasons"

<https://youtu.be/IGPP9UxIXbw?si=sduXgolPAYuH27Gx>

Antonio Vivaldi - Summer (Full) - The Four Seasons

[https://youtu.be/KY1p-FmjT1M?si=\\_PGg9Ri1J7PkrGfy](https://youtu.be/KY1p-FmjT1M?si=_PGg9Ri1J7PkrGfy)

## WORKSHEET

Name of the Student: .....

Date: .....

### Part 1: Listening & Reflection

Listen to the music excerpt (Vivaldi's "Summer" – Presto movement).

What emotions do you feel while listening?

\_\_\_\_\_

What instruments and sounds make it feel stormy?

\_\_\_\_\_

If this music were part of a movie, what kind of scene would it fit?

\_\_\_\_\_

### Part 2: Fill the table:

Stage of the Story	What happens?	What sounds/instruments are used?	What is the tempo? (fast, slow, loud, soft)
Before the disaster	Calm, normal life	_____	_____
The disaster	Chaos, destruction	_____	_____
Aftermath & healing	Hope, rebuilding	_____	_____

### **Part 3: Colors**

Choose 3 colours that represent the feelings and emotions of your music (for example: red for chaos, blue for calm, or yellow for hope):

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Paint the suggested colours one after other to see how they change throughout the performance:

Describing with few sentences how each colour connects to the emotions in your music and your personal experience during the activity:

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