

MY MUSIC, MY VOICE



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 students will prepare and perform a musical piece of their choice, either solo or in small groups, while incorporating creativity and personal expression. They will develop confidence, resilience, and a deeper appreciation for the emotional and intellectual impact of music. After the performances, students will engage in a supportive reflection and peer feedback session.

The proposed sample is only for class work. Teachers can adapt and implement them as best suits their educational context.

Lesson

Music

Grade

6-7

Learning Objectives

Students will showcase their musical talents and creativity through public performances to develop resilience and appreciation for the emotional and intellectual depth of music.

Duration

One Lesson (40 Minutes)

Required Materials

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

Preparation and Implementation

- ✓ Set up the instruments (percussion, melodic, and any available classroom instruments) and make sure they are ready for use
- ✓ Check the internet connection and audio equipment, make sure that everything works before the lesson
- ✓ Duplicate the peer feedback form and provide at least 3 forms per student

PROCESS

1 INTRODUCTION (5 Minutes)

1. Briefly discuss how music allows us to express emotions and connect with others.
2. Explain the activity:
 - students will perform a short musical piece (singing, playing an instrument, or using body percussion) in front of their classmates.

2 PREPARATION & REHEARSAL (10 Minutes)

1. Ask students to decide if they are going to perform solo or in small groups.
2. Allow them to quickly review and rehearse their chosen piece individually or in small groups by using their smart phones or the available audio equipment in the classroom.
3. Encourage them to think about their stage presence and expressiveness.

3 1. PERFORMANCE TIME (20 Minutes)

4. Invite each student or group to perform their piece.
5. Encourage classmates to provide positive feedback by applause or one compliment.

4 REFLECTION & DISCUSSION (5 minutes)

1. Encourage students to describe and share their experience during the activity, use simple questions as:
 - How did it feel to perform?
 - What was challenging, and how did you overcome it?
 - How did music help you express emotions or ideas?

EVALUATION

- Participation in the performance and the ability to contribute to the creative process
- Originality and effort in the composition challenge
- Engagement during performances, reflections and peer feedback

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:

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

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.

PEER FEEDBACK (Glow & Grow)

Peer Feedback (Glow & Grow) is a method that helps students give constructive and encouraging feedback to their classmates after a performance.

“**Glow**” represents something the performer did well, such as strong stage presence, clear vocals, or expressive playing.

“**Grow**” is a kind suggestion for improvement, like adding more emotion, improving timing, or increasing confidence.

This approach fosters a positive learning environment while helping students develop resilience and musical skills.

HANDOUT

Print the peer feedback form so each student can evaluate as many of their classmates as he/she would like to.

Glow & Grow	
Name of Performer:	_____
GLOW (write something they did well):	_____ _____
GROW (give a helpful suggestion for improvement):	_____ _____