

Colors of Music: An Intercultural Journey

SECTION

This activity allows students to understand how challenging societal experiences like disaster and trauma are expressed through cross-cultural music. It also allows them to explore the healing power of music for individuals and communities. Exposure to disaster-themed music from diverse cultures fosters students' cultural awareness and emotional expression skills.

LESSON

Music

CLASS

6

LEARNING OBJECTIVES

Ability to make high-level inferences to determine the deep meaning of what is listened to/watched

DURATION OF ACTIVITY

1 Class hour (40 Dakika)

REQUIRED MATERIALS

- Speakers or in-class sound system
- Short music samples selected from the internet (1-2 minutes each)
- World map (poster or digital)
- Cultural music listening form (1 per student – provided as an attachment)
- Board marker and space for writing on the board
- (Optional) Projector or smart board

PREPARATION PROCESS AND IMPLEMENTATION

Research music that allows you to discuss disasters before class. Examples from different cultures will help children understand the prevalence of disasters.

DESCRIPTION OF ACTIVITY

1 INTRODUCTION (5 Minutes)

The teacher begins the class with the following question:

"What do you think people do to express their feelings after experiencing a disaster?"

After receiving responses, the following continues:


"Many societies use music to express the disasters or hardships they experience. Today, we will explore the impact of music on disasters and community resilience."

2 DISCUSSION (5 Minutes)

The class is asked the following questions:

- "How can music help people feel better during difficult times?"
- "What does music composed after a disaster mean?"
- "How do you think these situations might be experienced in different cultures?"

3 IMPLEMENTATION (20 Minutes)

 Sample Music (1–2-minute sections should be selected):

1. "Soma Lament" (Turkey) – A folk lament written after the mining disaster.
2. "Lament for Syria" (Middle East) – Themed around migration, war, and destruction.

Students fill out the following form while listening to each piece of music:

Music Which country/region? What was the emotion and theme? What instruments were there?
How did it make you feel?

1

2



4 Sharing and Evaluation (10 min):

Students are given the following written reflection questions (they are asked to write them in their journal):

- Among the music you've listened to, which one has affected you the most? Why?
- How do these types of music help people cope with disasters?
- Do you know of any examples of how music is made after disasters in our own culture?

TEACHER FEEDBACK

Evaluated Area	Observed Behaviors and Products	Observation (✓)	Explanation / Notes
1. Ability to identify emotion and theme	The student was able to correctly identify the emotions and themes in the music s/he listened to..	<input type="checkbox"/>	
2. Ability to demonstrate cultural awareness	S/he was able to explain which cultures the music came from and how disasters were approached in those cultures.	<input type="checkbox"/>	
3. Filling out the listening and observation form carefully	S/he filled out the form completely and with meaningful expressions.	<input type="checkbox"/>	
4. Ability to express one's own thoughts and feelings	S/he wrote original and heartfelt comments about the emotions that music evoked in her or him.	<input type="checkbox"/>	
5. Ability to make written reflections at the end of the activity (diary evaluation)	S/he clearly expressed what she learned and felt in her /him written evaluation.	<input type="checkbox"/>	
6. Participating in oral discussions	Participated actively in class discussions, expressed opinions, or supported the views of others.	<input type="checkbox"/>	
7. Developing sensitivity and empathy	S/he used expressions that demonstrated empathy for communities that had experienced disaster.	<input type="checkbox"/>	

• Student's awareness level regarding the relationship between music and disaster:

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• Student's level of participation during the activity:

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- Student's observed skills in terms of social-emotional development:

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STUDENT SELF-ASSESSMENT FORM

Activity Name: Colors of Music: An Intercultural Journey

My Name - Surname:

Date:

What Do I Think About the Event?

Read the statements below and check the box that best applies to you.

Evaluation Statements	Ye s	Partial ly	No
I could understand which culture she came from by the music I listened to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I could only describe in words how music made me feel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was able to understand the emotions of societies that experienced disasters through music.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I participated in group work and class discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I realized how music expresses people's emotions, fears and hopes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was able to express my thoughts and feelings clearly in my daily writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Why do you think music might be important for people who have experienced a disaster?

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- How did any of the music you listened to today make you feel?

- What did you like most about this activity?

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- What would you like to do about this topic in your next lesson?

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