

MUSIC TEACHING RESOURCES

My Musical Playlist (C1)

Create a playlist for your hospital stay, thinking about how you felt at each stage of your journey and the songs that would reflect your feelings

Moment 1: Arriving at the Hospital
Emotion: _____
Song Title and Artist: _____

Moment 2: Your First Procedure
Emotion: _____
Song Title and Artist: _____

Moment 3: Having a Visitor
Emotion: _____
Song Title and Artist: _____

Moment 4: Meeting with your Doctor/Nurse
Emotion: _____
Song Title and Artist: _____

Moment 5: A Funny Moment
Emotion: _____
Song Title and Artist: _____

Choose a moment that was important to you. Name it below

Moment 6: _____
Emotion: _____
Song Title and Artist: _____

Imagine how you will feel when you are able to go home. What song will you choose for this special moment?

Moment 7: Going Home
Emotion: _____
Song Title and Artist: _____

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Music and Mood (A)

Here is a picture of me when I felt sad, hurt or angry.

To make myself feel better, I could listen to _____

Here is a picture of what this song reminds me of _____

Whenever I listen to this song, I feel _____

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Created by author and educator Katie Doering, this guide contains lesson plans and differentiated worksheets that connect to Ontario Curriculum Music expectations and CCSS Language Standards.



About the Author

Katie Doering is an educator who has taught students from preschool to university level. Highlights of her career include:

- establishing a private school for children with medical needs and their siblings; teaching and leading for nearly two decades in this setting
- completing her PhD in Curriculum, Teaching and Learning, with a thesis focussed on inclusivity in children's literature
- teaching undergraduate and graduate courses at various universities within Canada focused on literacy, creative arts and inclusive education
- co-authoring the children's picturebook Evabel to increase the representation of children with cancer in literature and normalize illness experiences

Using This Resource

Each lesson is set up in the following way:

- Background – This section provides information that the educator may require in order to successfully teach the lesson, such as definitions, descriptions and references to curriculum topics.
- Lesson – This section provides suggestions for how to lead the lesson including interactive activities, guiding questions and ways an educator can check for children's understanding.
- Worksheets/Activities – This section provides suggestions for follow-up activities to respond to the lesson.
 - When included worksheets are labelled from A-C or A-D and progress with difficulty.
 - In some lessons, there are additional worksheets labelled A1-C1 or A1-D1. These worksheets have been designed for children who are currently experiencing illness.

Questions/Comments

Thank you for so much downloading this product from my site. If you, your child, or your students are enjoying it, please get in touch with your feedback. Similarly, if you have any questions about this resource, please feel free to contact me at katie.doering@utoronto.ca.

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Thank You!

Music Teaching Resources

Activity - Music and Mood

Background – In this story, Evabel experiences the ups and downs of cancer treatment. It is important for any person experiencing difficulties to develop coping strategies to help them deal with stress. Strategies can include playing with a fidget toy, hugging a stuffed animal, talking to friends and family . . . etc.

In this lesson, students will explore how listening to music can also be a coping strategy. Music therapy has proven to be an effective strategy to reduce distress, anxiety and depression in children with cancer, and in increasing overall well-being and positive affect (Facchini & Chiara, 2021).

Lesson – Explain to students that when Evabel gets sick, she sometimes experiences difficult things like staying at the hospital, getting treatment and feeling unwell. She finds many ways to cope with the difficult parts of having cancer, such as:

- holding her Mom’s hand as she undergoes treatment
- hugging her stuffed animal when she is feeling down
- sitting with her Dad when she is feeling unwell
- holding her good luck charm as she experiences different treatments
- meeting with the Child Life Specialist who blows bubbles all around her
- helping others

Explain that there are other ways that people deal with hard things like writing in a journal, talking to someone about it, or doing things they love like colouring or reading. Ask children what they do to help them deal with stress, anxiety and/or difficult times.

If music does not come up, explain that many people find listening to music to be an effective way to deal with difficult times. Depending on your groups’ abilities/interests/preferences, do one of the following to introduce how music can be an effective coping strategy:

- Show an excerpt from the following video:
 - Nemours KidsHealth (2017). A Boy Named Finn. <https://www.youtube.com/watch?v=Lw3vHPHox7U&t=447s>. (5:42-6:10)
 - Provide the following introduction: Finn is a boy who had cancer when he was younger just like Evabel. He created a song to sing with his parents whenever he was feeling sad. Listen to the song. (If desired, teach the song to the children)
- Choose a few songs with upbeat tempos and positive messages to play for the group. Allow them to do one of the following:

- draw what they think of when they hear the song
- play along to the song with instruments
- discuss their feelings after the song has been played.
- Play your favourite upbeat song and model for the children your excitement, enthusiasm as it is played by singing, dancing, smiling. Invite them to join in on the experience!

Summarize that music can help us feel better!

Activities/Worksheets - Next, explain to the children that they will be thinking about their own music preferences today. Provide the following worksheets taking into consideration abilities/interests/preferences:

- Music and Mood (A)
- Music and Mood (B)
- Music and Mood (C)

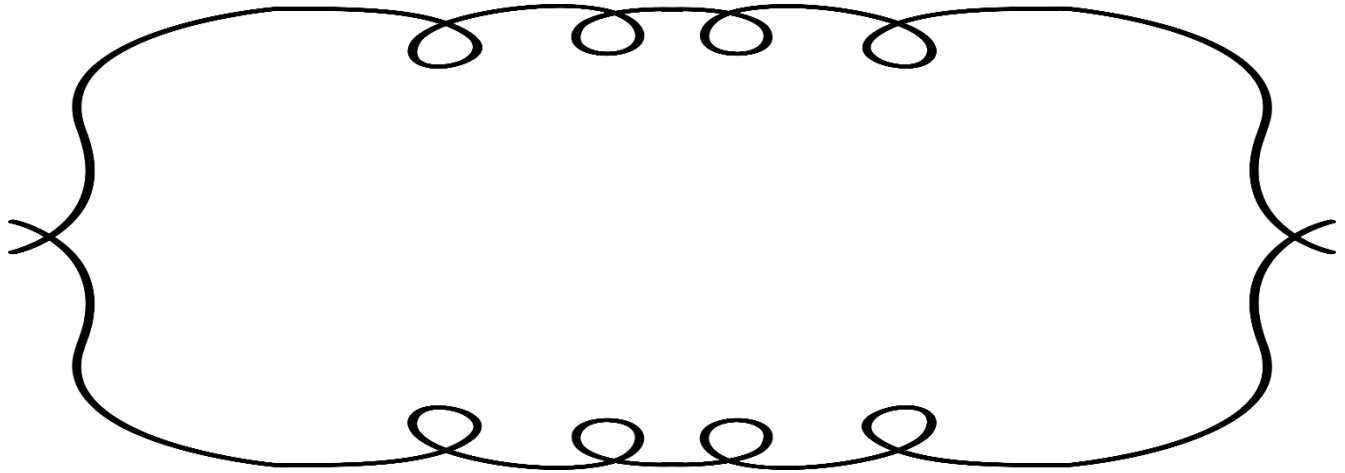
References

Facchini, M., & Ruini, C. (2021). The role of music therapy in the treatment of children with cancer: A systematic review of literature. *Complementary therapies in clinical practice, 42*, 101289.

Music and Mood (A)



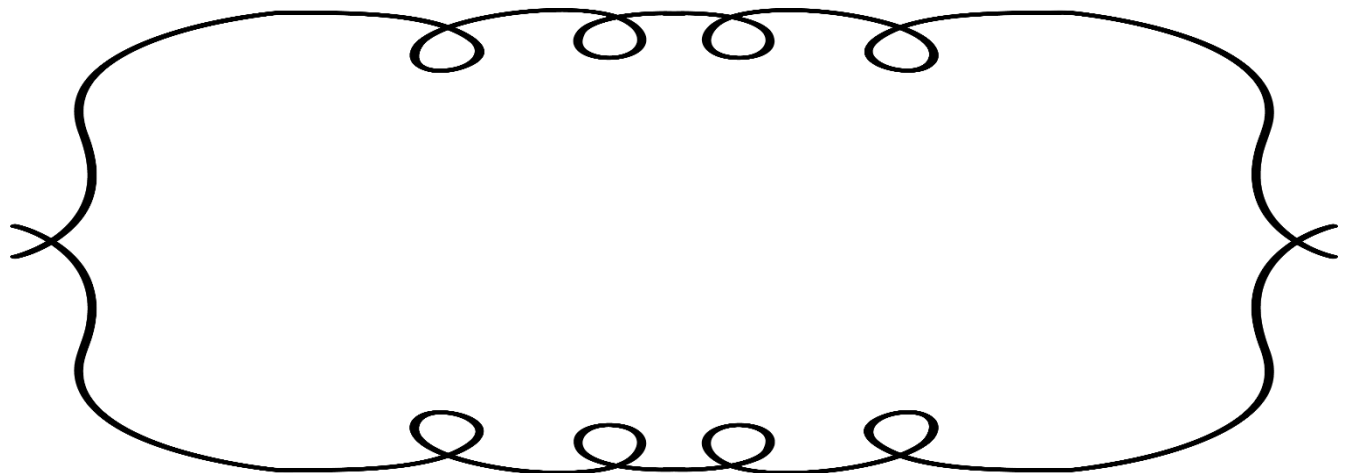
Here is a picture of me when I felt sad, hurt or angry.



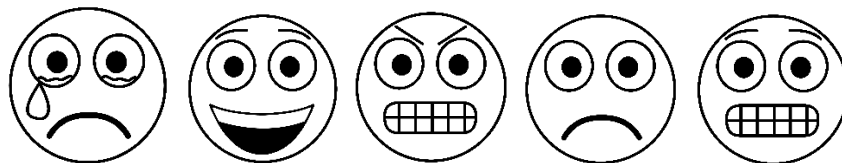
To make myself feel better, I could listen to

_____.

Here is a picture of what this song reminds me of.



Whenever I listen to this song, I feel

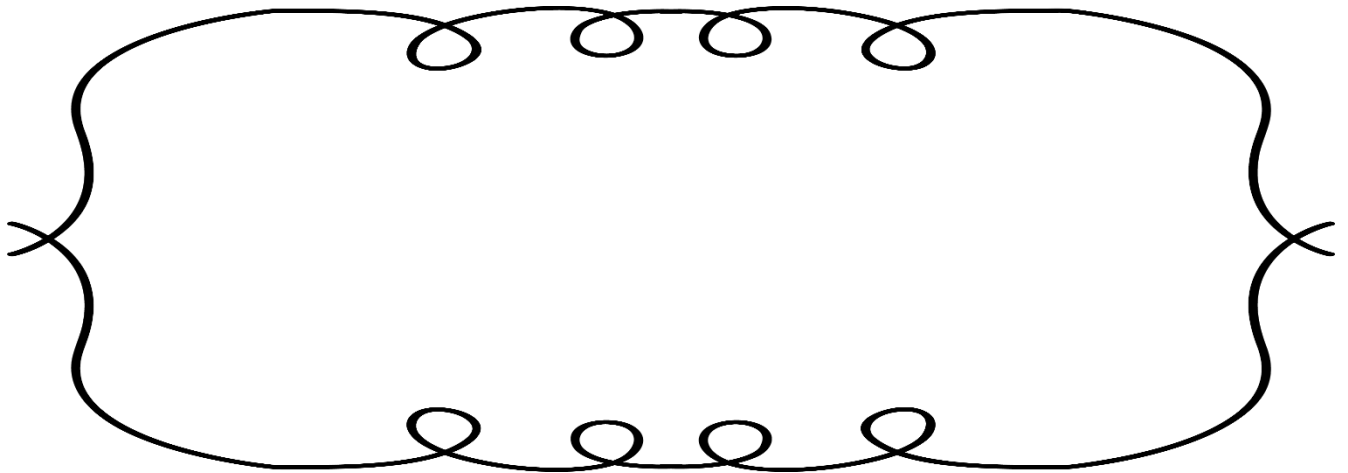


Music and Mood (B)

Describe a time when you felt sad, angry or hurt.

To make yourself feel better, what song could you have listened to?

Draw a picture of what this song reminds you of.



Describe how you feel when you listen to this song?

Music and Mood (C)



Describe a time when you felt sad, angry or hurt.

To make yourself feel better, what songs could you have listened to?

1. _____
2. _____
3. _____
4. _____

Circle your favourite song on your list. Describe what this song reminds you of when you listen to it.

Describe how you feel when you listen to this song?

Activity – Musical Playlists

Background – Thinking about how music makes us feel allows children to better understand how the tempo, instrumentation and dynamics in a piece can affect our moods. It also helps children make choices about the kind of songs they would like to listen to when feeling happy, sad, angry . . . etc.

Lesson – Remind students that the previous day they talked about how listening to upbeat songs with positive messages can make them feel better. Today, indicate they will be discussing how music can also make people feel other emotions like sadness, excitement, anger. It all depends on the mood of the music.

Play a song that makes you feel sad. After the class has listened to the song, explain how it makes you feel by doing the following tasks – draw something that it made you think of, create an object out of clay that reflects your mood, create a shape with your body that shows your emotions.

Choose four songs with different moods and tempos. Play the songs for the children and ask them to do one of the following:

- Get a piece of paper and divide it into four. As they listen have them draw images or write words on the page to express how they are feeling.
- Get four different colours of clay. As they listen, have them sculpt objects or words that express how they are feeling.
- Use their bodies to create different shapes as they listen to the music. The shape should represent how they are feeling.

After playing each song, discuss emotions they felt and have children share their creations. Talk about how mood can be impacted by the type of music that is played.

Talk about a few different times during the day and the emotions that are felt at that time. Here are a few examples:

- waking up – excitement for some as they anticipate the day; anger for others who want to sleep longer
- recess – excitement for some as they cannot wait to play with their friends; nervousness for others who may not know what they want to do
- dinner – relief for those who are hungry; stressed for someone who doesn't like a lot of different kinds of foods

Ask children to identify songs that they know that might go well with the emotions felt at each of these parts of the day.

Activities/Worksheets - Explain to students that they will now create a musical playlist for their own days. They will think about times of the day and how they

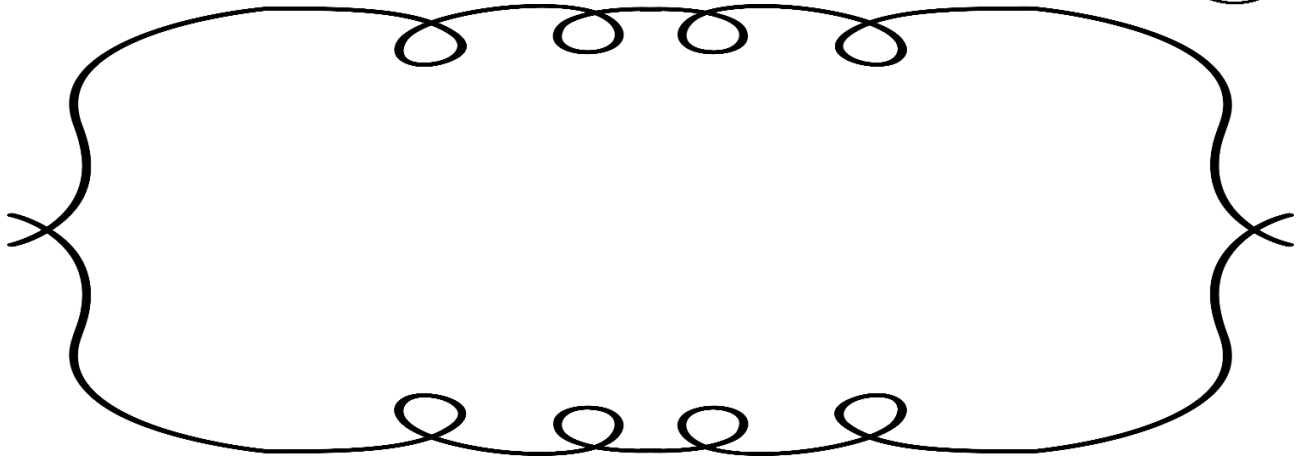
feel, and they will choose songs to reflect these emotions. Provide the following worksheets taking into consideration abilities/interests/preferences:

- My Musical Playlist (A)
- My Musical Playlist (B)
- My Musical Playlist (C + C1)

My Musical Playlist (A)



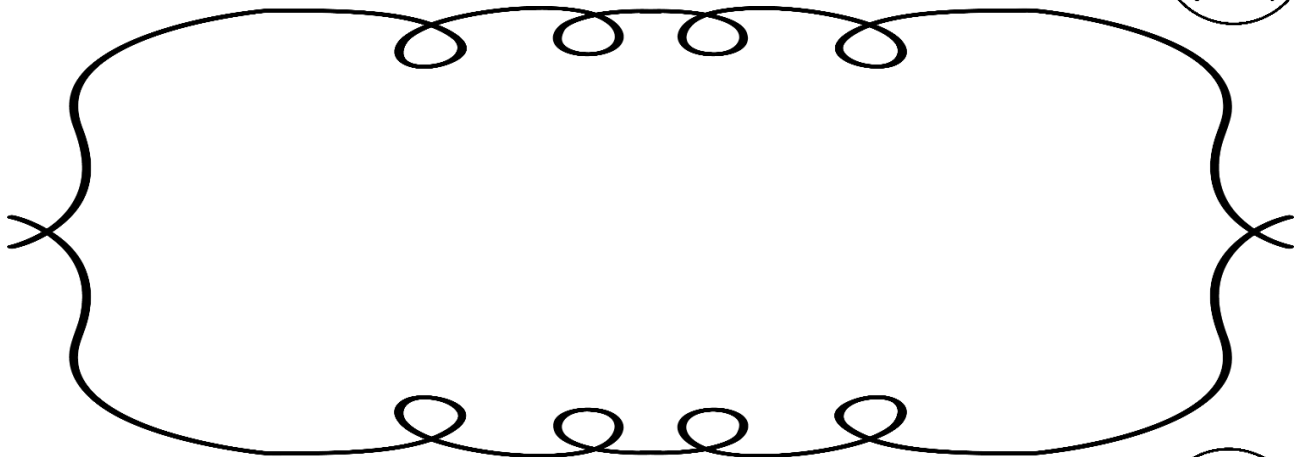
Draw a picture of a time during the day when you feel



Write the name of a song that makes you feel



Draw a picture of a time during the day when you feel



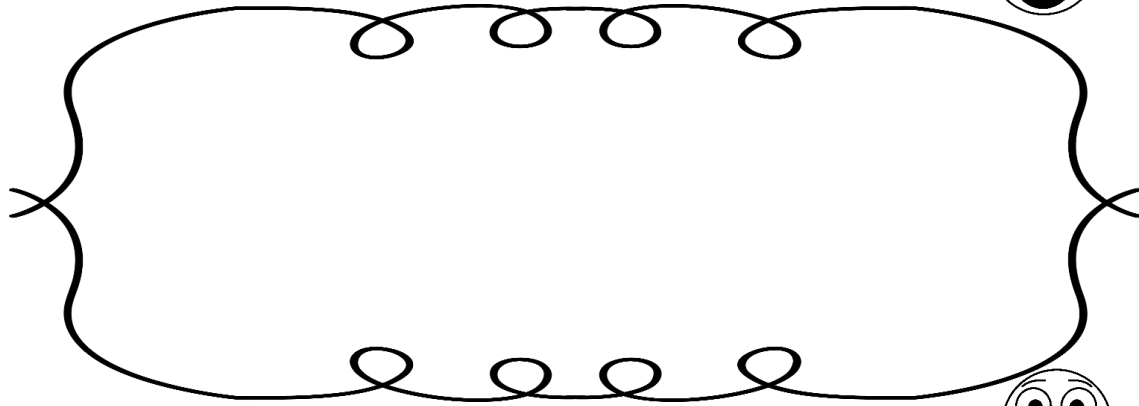
Write the name of a song that makes you feel



My Musical Playlist (B)



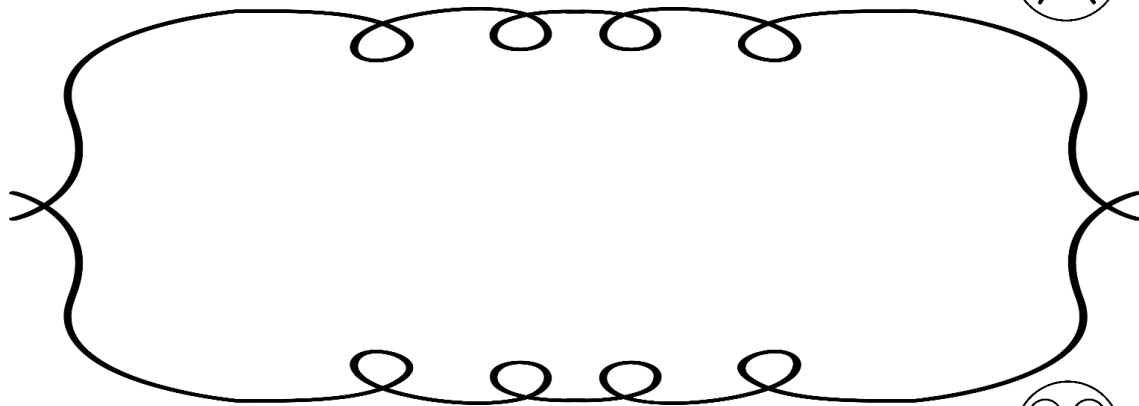
Draw a picture of a time during the day when you feel



Write the name of a song that makes you feel



Draw a picture of a time during the day when you feel



Write the name of a song that makes you feel



Write the name of the song you think matches how you feel when you wake up in the morning.

My Musical Playlist (C)



Create a playlist for a typical weekday, thinking about how you feel at each moment and the songs that would reflect your feelings.

Moment 1: Waking Up

Emotion: _____

Song Title and Artist: _____

Moment 2: Going to School

Emotion: _____

Song Title and Artist: _____

Moment 3: Lunch/Recess

Emotion: _____

Song Title and Artist: _____

Moment 4: Getting home from school

Emotion: _____

Song Title and Artist: _____

Moment 5: Dinner

Emotion: _____

Song Title and Artist: _____

Moment 6: Bedtime

Emotion: _____

Song Title and Artist: _____

Choose one other moment that was important to you today.

Moment 7: _____

Emotion: _____

Song Title and Artist: _____

Choose one moment and song. Explain why you chose this song to match your emotion at that time of the day.

My Musical Playlist (C1)



Create a playlist for your hospital stay, thinking about how you felt at each stage of your journey and the songs that would reflect your feelings.

Moment 1: Arriving at the Hospital

Emotion: _____

Song Title and Artist: _____

Moment 2: Your First Procedure

Emotion: _____

Song Title and Artist: _____

Moment 3: Having a Visitor

Emotion: _____

Song Title and Artist: _____

Moment 4: Meeting with your Doctor/Nurse

Emotion: _____

Song Title and Artist: _____

Moment 5: A Funny Moment

Emotion: _____

Song Title and Artist: _____

Choose a moment that was important to you: Name it below.

Moment 6: _____

Emotion: _____

Song Title and Artist: _____

Imagine how you will feel when you are able to go home. What song will you choose for this special moment:

Moment 7: Going Home

Emotion: _____

Song Title and Artist: _____