



**Durham Arts Council CAPS Teaching Artist Roster  
Lesson Plan Template**

<b>Program Title: Exploring Emotions Through Song</b>		<b>Teaching Artist Name: Karen Novy</b>	
<b>Grade Level:</b>  K-12	<b>Maximum Student Participants:</b>  250 per program	<b>Length of Program:</b> <i>Total Days: 1</i> <i>Length of session(s): 45 minutes</i>	
<b>Arts Focus: Music and Artistic Expression</b>		<b>Curriculum Focus: Self-Awareness, Healthy Living</b>	
<p><b>Primary Learning Goal(s):</b> <i>(What should students learn during this residency, workshop, or performance?)</i> Students will gain an understanding of the importance of creative expression in one's life, and in our society at large, no matter what your career path. Students will learn the importance of accessing their feelings, discover how healthy communication can enhance their lives, and how artistic expression can assist in stress management and promote a general sense of well-being. Students will be part of a discussion about our emotions and our very human nature. Students will hear examples of songs that express different emotions.</p>			
<p><b>Connecting NC Essential Arts Standard</b> <i>Identify at least one NC Essential arts standards being addressed by the program and primary learning goal.</i></p> <p>7.CR.1 Understand global, interdisciplinary, and 21st century connections with music. 7.CR.1.3 Understand the functions music serves, roles of musicians, and conditions under which music is typically performed.</p> <p>7.MR.1 Understand the interacting elements to respond to music and music performances. 7.MR.1.2 Analyze aural musical examples representing diverse genres, styles, and cultures, using appropriate music terminology.</p>		<p><b>Connecting Common Core State Standard(s)</b> <i>Identify at least one common core standards in math or language arts being addressed through your residency for the grade level specified above.</i></p> <p>Craft and Structure: CCSS.ELA-LITERACY.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. CCSS.ELA-LITERACY.RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	
<p><b>Connecting NC Essential Standard(s)</b> <i>Identify at least one NC Essential science, social studies, information &amp; technology, healthful living, or world languages standards being addressed by the residency and primary learning goal.</i></p> <p>9.MEH.1 Create positive stress management strategies. 9.MEH.1.1 Identify the body's physical and</p>			

psychological responses to stressful situations and positive coping mechanisms. 9MEH.1.2 Plan effective methods to deal with anxiety.

**Program Overview** *(Describe the activities you will present each day of the residency, or for the timeframe of the workshop/performance in order to develop participant understanding of the primary learning objective and the connecting arts and core curriculum standards. (Include approximate length of each activity).*

We will open by discussing what emotions are, give some examples, and ask the children a few questions, such as: what are some emotions you've experienced, and how did those emotions affect you or your behavior?

I will explain my background as a songwriter and performing artist, and talk about how music and songwriting helps me to express my emotions and to communicate my story to others.

We will then play songs and talk about them; I will ask the audience what emotion they feel from the song (no wrong answers here!) We will play at least 6 songs and discuss.

We will discuss how rhythm, tempo and lyrics all affect the resulting song and the listener.

**Materials:** *List materials that will be required to conduct this program.*

Performance area: theater stage, classroom, music room, auditorium, etc. PA system.

Teacher Involvement	Program Evaluation
<p><b>Teacher(s) role:</b> <i>Describe the role of the classroom teacher before, during, and/or after the sessions and activities.</i></p>	<p><b>Evaluation Tool(s):</b> <i>Describe how you will evaluate your program's success. Address at what points you will check in throughout the residency to determine student learning and participation levels.</i></p>
<p>Preparing the students for the experience, in that they will be expected to listen to songs and participate in communication with the artist.</p>	<p>During the program, I will check in with audience and let them ask questions. I will also be engaging them in conversations about the importance of emotions and expressing them in healthy ways.</p>

<p><b>Teacher-Artist Orientation:</b> <i>Outline your orientation checklist, including any questions, suggestions, collaboration ideas and any information you will provide to teachers/staff as part of this program.</i></p> <p>Teachers can contact me to ask questions ahead of time, and to visit my website to get a feel for the music I will be presenting. www.KarenNovy.com</p>	<p><b>Extension Activities:</b> <i>Describe the tools you will leave behind for teachers and staff to develop and implement after you have left the classroom.</i></p> <p>I can give teachers access to MP3s of the songs for continued listening afterwards.</p>
<p><b>Resources:</b> <i>List resources consulted or used during the residency (books, DVD's, music, web resources, and other supporting materials)</i></p> <p>www.KarenNovy.com</p>	
<p><b>Space Requirements:</b> 15x15 ' space, minimum</p>	<p><b>Technical Needs:</b> PA system for larger spaces, for classrooms I have a PA that is sufficient.</p>
<p><b>Program Variations Available:</b> <i>Describe any flexibility in the program or other variations of the program offered, etc.</i></p>	
<p><b>Additional Comments:</b></p>	