Musical Timeline Lesson Plan

Overview

In this study, students will construct a musical timeline for a specific era. They will research a group of people from a different part of the world or the USA, and how that group used music. Afterwards, students will create visual timeline with images that depict a piece of music or a specific song.

This activity can be done anytime. It connects to the Soul of the Southexhibition on view at the Morris Center.

Learning Objectives

- Students will research and analyze how different cultures utilize music.
- Students will contextualize how music plays a role within a time period.
- Students will create a visual timeline using elements of art and design.
- Students will explain their visual timeline and its construction.

Grade Levels:
6th, 7th, and 8th

Duration:
10-20 minutes to introduce the activity
1-2 days research
1-2 days for activity

Materials:
- Web/Book research
- Clips of music (optional)
- Paper
- Pencils
- Colored Pencils

SC State Standards:
SCCCR-Social Studies
6.1.P; 7.1-6.6.AG; 8.5.CC

SCCCR-General Music
GM.C.NL.8.1; GM.R IH.6;

SCCCR-English/Language Arts
(W) 3.1

Visual Arts
VA.CR.NM.1.1
Activity

- Introduce the activity to your students. *Music is a part of cultures throughout the world, and different groups of people use music for various reasons. You will explore a specific group of people from another country or a different time period and identify the ways in which music is a part of their culture. Afterwards, you will create a visual timeline illustrating your research findings.*

- Assign or direct your students to a topic of research. Here are some examples based on South Carolina Social Studies curriculum.
  
  - 6th Grade: Music of Ancient Civilizations (Pick a specific group or era)
  - 7th Grade: World Music (Pick a specific country or style)
  - 8th Grade: Music of the South Carolina (Pick a specific genre or time period)

- *Now, you will research and identify six key elements you would like to include on your timeline. They can be a specific song or dance, the invention of an instrument, or the introduction of a musical artist. Think about how you can illustrate these elements.*

- *You will use pencil, paper, and colored pencils to draw your timeline. The timeline should be as chronologically accurate as students can make them. Approximation of dates may be necessary in some instances. [Depending on the grade level you may want to give students some specific guidelines.]*

- *Now, you will present your timeline and explain the choices you made. Depending on classroom capabilities, students can use music to accompany their presentation.*