

EMOTIONAL MODULATIONS



6th - 8th Grade Curriculum

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YouTube Playlist can be accessed [HERE](#)

Welcome Letter

Thank you for signing up for one of our Youth Concert: Emotional Modulations. We look forward to having you and your students with us in Boettcher Concert Hall soon. If you are joining us virtually, we are so happy we can provide your students with this experience from afar.

The following is a Unit Plan directly connected in collaboration with the concert. This unit plan is not a requirement in order to understand the concert better, but more of a resource to use as you prepare your students for the concert experience.

We encourage you to use whatever parts of the plan you would like, whether that's taking a few classes and using the entire plan, or picking and choosing what would fit your classroom best.

Happy learning,

The Colorado Symphony Learning Team

The Colorado Symphony would like to thank our generous donors for making this year's youth concert possible.

State Standards - 6th Grade

*Standards listed are from CDE Core Curriculum Standards for 6th Grade.

MUSIC STANDARDS:

- **Standard 4: Response to Music**

- Respond to music by comparing two or more musical performances or compositions using teacher created criteria. Identify differences and commonalities in music from various cultures.
 - Connect musical ideas and works with societal, cultural and historical context to understand relationships and influences.
 - Identify and describe the ways in which music is selected for use in a variety of historical periods and cultural and societal contexts.
-

COMPREHENSIVE HEALTH:

- **Standard 3: Social and Emotional Wellness**

- Utilize knowledge and skills to enhance mental, emotional, and social well-being.
 - Understand how to be mentally and emotionally healthy.
 - Analyze the relationship between thoughts, emotions, feelings and behavior.
 - Identify healthy ways to express needs, wants, and feelings.
 - Explain the causes, symptoms, and effects of stress, anxiety, sadness, and depression.
 - Identify when someone should seek help for sadness, hopelessness, and depression.
 - Identify emotions and feelings associated with loss and grief.
 - Apply effective verbal and nonverbal communication skills to enhance health.
 - Demonstrate effective conflict management or resolution strategies.
 - Demonstrate how to ask for assistance to enhance the health of self and others.
 - Identify ways to advocate for self and others to enhance health and safety.

- **Standard 4: Prevention and Risk Management**

- Demonstrate ways to advocate for a positive, respectful school and community environment that supports pro-social behavior.
-

VISUAL ARTS STANDARDS:

- **Standard 2: Envision and Critique to Reflect**

- Visually and/or verbally articulate how visual art and design are a means for communication.
-

READING, WRITING AND COMMUNICATING:

- **Standard 1: Oral Expression and Listening**

- Collaborate effectively as group members or leaders who listen actively and respectfully, pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.
- Deliver effective oral presentations for varied audiences and varied purposes.

- **Standard 4: Research Inquiry and Design**

- Gather information from a variety of sources; analyze its quality and relevance; and use it ethically to answer complex questions.

State Standards - 7th Grade

*Standards listed are from CDE Core Curriculum Standards for 7th Grade.

MUSIC STANDARDS:

- **Standard 4: Response to Music**

- Respond to music by comparing two or more musical performances or compositions using teacher created criteria. Identify differences and commonalities in music from various cultures.
- Connect musical ideas and works with societal, cultural and historical context to understand relationships and influences.
- Identify and describe the ways in which music is selected for use in a variety of historical periods and cultural and societal contexts.

COMPREHENSIVE HEALTH:

- **Standard 3: Social and Emotional Wellness**

- Utilize knowledge and skills to enhance mental, emotional, and social well-being.
 - Demonstrate effective communication skills to express thoughts and feelings appropriately
 - Demonstrate the ability to state personal needs and articulate limits.
 - Practice verbal and nonverbal ways to ask for help from a parent, trusted adults, or friends.
 - Advocate for self and others to increase the safety of school community.
 - Identify a variety of verbal and nonverbal communication styles and how to respond effectively.
 - Develop healthy self-management skills to prevent and manage stress.
 - Identify personal stressors.
 - Explain the body's physical and psychological responses to stressful situations.
 - Develop healthy strategies to deal with stressors.
 - Practice strategies such as physical activity, relaxation techniques, journaling, and talking with someone to prevent, manage, and/or reduce stress.

VISUAL ARTS STANDARDS:

- **Standard 1: Observe and Learn to Comprehend**

- Analyze works of art and visual culture, and apply the language of visual art and design, to infer meaning.
 - Evaluate the emotional significance generated by the language of visual art and design.

- **Standard 2: Envision and Critique to Reflect**

- Visually and/or verbally articulate how visual art and design are a means for communication.

READING, WRITING AND COMMUNICATING:

- **Standard 1: Oral Expression and Listening**

- Collaborate effectively as group members or leaders who listen actively and respectfully, pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.
- Deliver effective oral presentations for varied audiences and varied purposes.

- **Standard 4: Research Inquiry and Design**

- Gather information from a variety of sources; analyze its quality and relevance; and use it ethically to answer complex questions.

State Standards - 8th Grade

*Standards listed are from CDE Core Curriculum Standards for 8th Grade.

MUSIC STANDARDS:

- **Standard 4: Response to Music**

- Respond to music by comparing two or more musical performances or compositions using teacher created criteria. Identify differences and commonalities in music from various cultures.
- Connect musical ideas and works with societal, cultural and historical context to understand relationships and influences.
- Identify and describe the ways in which music is selected for use in a variety of historical periods and cultural and societal contexts.

COMPREHENSIVE HEALTH:

- **Standard 3: Social and Emotional Wellness**

- Utilize knowledge and skills to enhance mental, emotional, and social well-being.
 - Access valid and reliable school and community resources to help with mental and emotional health concerns.
 - Analyze internal and external factors that influence mental and emotional health.

VISUAL ARTS STANDARDS:

- **Standard 1: Observe and Learn to Comprehend**

- Analyze works of art and visual culture, and apply the language of visual art and design, to infer meaning.
 - Evaluate the emotional significance generated by the language of visual art and design.

- **Standard 2: Envision and Critique to Reflect**

- Visually and/or verbally articulate how visual art and design are a means for communication.

READING, WRITING AND COMMUNICATING:

- **Standard 1: Oral Expression and Listening**

- Collaborate effectively as group members or leaders who listen actively and respectfully, pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.
 - Engage in effective collaborative discussions and analyze information presented.
- Deliver effective oral presentations for varied audiences and varied purposes.

- **Standard 4: Research Inquiry and Design**

- Gather information from a variety of sources; analyze its quality and relevance; and use it ethically to answer complex questions.

Unit Plan

EMOTIONAL MODULATIONS

Grades 6th - 8th

Summary:

This unit guides students through an interactive exploration of how music expresses, evokes, and communicates human emotions. Students move from personal, physical responses to an understanding of composers' intent, culminating in creative musical expression and live performance reflection.

Essential Question:

How can music help us understand, express, and regulate our emotions?

Materials Needed:

Student Packet
Coloring Materials
Computers for Research
Speakers
Projection if wanted

Repertoire Selection:

- SHOSTAKOVICH - Festive Overture
- PERRY - A Short Piece for Orchestra
- SCHWARTZ - Defying Gravity from Wicked with Opera Colorado
- BEETHOVEN - Symphony No. 7 in A major, Op. 92 II. Allegretto
- COPLAND - Variations on a Shaker Hymn from Appalachian Spring with Colorado Ballet
- TCHAIKOVSKY - Dance of the Little Swans from Swan Lake with Colorado Ballet
- MOZART - Pa-Pa-Pa Papageno from The Magic Flute with Opera Colorado
- TALBOT - Hovercraft

Cross-Curriculum Collaborations:

Literacy Music Visual Art

Lesson 1

EMOTIONAL MODULATIONS

Grades 6th - 8th

Summary:

This lesson allows students to explore how to identify and convey emotions in their own music as well as music they haven't heard before.

Essential Question:

What musical elements do composers use to convey emotions and how do people use music to impact emotional states?

Materials Needed:

Student Packet
Coloring Materials
Computers for Research
Speakers
Projection if wanted

Repertoire Selection:

- SHOSTAKOVICH - Festive Overture
- BEETHOVEN - Symphony No. 7 in A major, Op. 92 II. Allegretto
- MOZART - Pa-Pa-Pa Papageno from The Magic Flute with Opera Colorado

Cross-Curriculum Collaborations:

Literacy Music

Lesson 1

Grades 6th - 8th

Activity 1 Sequence:

1. Discuss with the class what musical elements evoke different emotions. Explain that these are generalizations, but that music is subjective and different qualities can evoke different emotions. Use the following chart or create your own with your class.

Discussion Questions:

Do you listen to music that expresses your mood?

Do you like to listen to music that reflects your mood or do you like to listen to music to change your mood?

2. Play 1 - 2 minutes of each selected piece from the Musical Elements Worksheet.
3. Have students identify which emotion from the top chart matches each piece of music in the chart below.
4. Students will then answer the final question for each piece using 2-3 descriptive words not listed in the chart above.

Activity 2 Sequence:

1. Using the Emotion and Music Connection Worksheet, have students complete their personal playlist and answer the Reflection Questions.
2. Break students into groups or pairs and have them share 1-2 songs with their group or partner.

Musical Elements

	Excited	Sad	Love/Joy
Tempo/Rhythm	Fast, Lively, Synchopated	Slow, Thoughtful	Moderate, Varied
Articulation	Sharp, Stacatto	Slurs, Legato	Varied, Bouncy, Tenuto
Dynamics	Loud, Quick Changes	Quiet, Soft	Crescendo, Decrescendo
Pitch/ Harmony	High & Low, Dissonant Harmonies	Mid & Low Pitches	Sweeping Melodies, Consonant Harmonies

Listen to 1-2 minutes of each pice below and answer the following questions for each piece.

	Which emotion from above fits best?	Describe why you felt this piece matched the emotion listed using 2-3 descriptive words not listed above.
Shostakovich - Festive Overture		
Beethoven - Symphony No. 7 Mvmt. 2		
Mozart - Magic Flute - Pa-Pa-Pa-Papageno		

Emotion & Music Connection Worksheet

My Emotion Playlist

Think about songs you love to listen to when you're feeling different emotions. For each emotion below, write down a song that matches how you feel. You can also think about what color represents that emotion to you.

Excited

Song Title: _____

Artist: _____

Color of this emotion: _____

Anxious

Song Title: _____

Artist: _____

Color of this emotion: _____

Overwhelmed

Song Title: _____

Artist: _____

Color of this emotion: _____

Angry

Song Title: _____

Artist: _____

Color of this emotion: _____

Sad

Song Title: _____

Artist: _____

Color of this emotion: _____

 Relaxed

Song Title: _____

Artist: _____

Color of this emotion: _____

 Love

Song Title: _____

Artist: _____

Color of this emotion: _____

Reflection Questions

1. Which emotion was hardest to find a song for? Why do you think that was?

2. If you could create a song for one emotion, which would it be and why?

3. Pick a song from your playlist and explain how it helps you regulate your emotions.

4. Was there an emotion where it was hard to pick a color? What made that tricky?

Lesson 2

EMOTIONAL MODULATIONS

Grades 6th - 8th

Summary:

This lesson explores synesthesia and how colors can help enhance, create, or help understand emotions in music. Students translate auditory emotions into visual art and physical movement.

Essential Question:

- Why is it beneficial to experience a wide variety of musical styles as a listener and a performer?
- How can individuals show respect toward different music preferences?
- Can the same musical idea be presented in more than one way?

Materials Needed:

Student Packet
Coloring Materials
Computers for Research
Speakers
Projection if wanted

Repertoire Selection:

- PERRY - A Short Piece for Orchestra
- TCHAIKOVSKY - Dance of the Little Swans from Swan Lake with Colorado Ballet
- MOZART - Pa-Pa-Pa Papageno from The Magic Flute with Opera Colorado
- TALBOT - Hovercraft

Cross-Curriculum Collaborations:

Literacy Music Visual Art

Lesson 2

Grades 6th - 8th

Activity 1 Sequence:

1. As a class, watch this video about synesthesia: www.pbs.org/video/what-synesthesia-feels-like-aqahxz/
2. **Class Discussion:**
 - a. Ask students if anyone has synesthesia. Explain that even though the majority of people don't have synesthesia, it doesn't mean we can't connect colors to emotions, art or music.
3. As a class, watch this short video about Wassily Kandinsky: www.youtube.com/watch?v=eg_oTz881GU
4. Allow students to explore one of Kandinsky's pieces of art through sound and visuals:
<https://artsandculture.google.com/experiment/sgF5ivv105ukhA>
5. Have students color in the Color of Emotions sheet based on what they feel each emotion represents.
 - a. Explain to students that just like in the previous lesson with everyone listening to different music based on how they feel, it's okay to see something different than someone else.
 - b. Have students form groups of 4-5 people and show each other their Color Emotions Sheet and discuss why they chose certain colors for emotions.
6. **Optional:** Have students create a musical picture using Chrome Music Lab:

<https://musiclab.chromeexperiments.com/Kandinsky/>

OR

<https://artsandculture.google.com/experiment/musical-canvas/6AF2kMdrQh14tQ>

Activity 1 Sequence:

1. Students listen to each piece for 60-90 seconds and use colors to represent how the music makes them feel/what it makes them think. In each box on the organizer, students should draw or scribble lines or shapes that represent their response to the piece.

Breakout Group

2. Break students into four groups and assign each group one piece from part one of this activity.
3. Each group will do a 5-minute research deep-dive into the composer of the assigned piece of music answering the questions on the corresponding worksheet.
4. Each group will then assign a presenter and give a 2-minute recap of the composer's life.

Exit Ticket: Did the composer's life and the music you heard match? Explain your answer.

My Feelings and Colors

Look at each color below. Think about what emotions or feelings it reminds you of. Write as many emotions as you can think of, and explain why that color connects to those feelings.



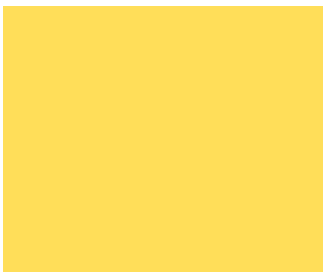
Emotions this color reminds me of:

Why these colors make me feel this way:



Emotions this color reminds me of:

Why these colors make me feel this way:



Emotions this color reminds me of:

Why these colors make me feel this way:



Emotions this color reminds me of:

Why these colors make me feel this way:



Emotions this color reminds me of:

Why these colors make me feel this way:



Emotions this color reminds me of:

Why these colors make me feel this way:



Emotions this color reminds me of:

Why these colors make me feel this way:

Emotions Word Bank

<u>Positive Emotions:</u> • Happy • Excited • Proud • Calm • Grateful • Confident • Hopeful • Peaceful • Love	<u>Negative Emotions:</u> • Angry • Sad • Scared • Frustrated • Lonely • Embarrassed • Anxious • Jealous • overwhelmed	<u>Neutral/Complex Emotions:</u> • Confused • Surprised • Bored • Determined • Relaxed
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Active Listening - Doodle

In each box on the organizer, draw or doodle something that represents your emotional response to the piece as you listen to it.

Hovercraft

A Short Piece for Orchestra

Simple Gifts

Dance of the Little Swans

How hard or easy was it to imagine colors and shapes for each of the pieces? Explain your answer.

COMPOSER RESEARCH

Composer Name: _____

Date of Birth: _____

Date of Death: _____

What City and Country were they born in? _____

What were 2 important historical events happening during the composer's life?

What were 3 - 5 important moments or facts about the composer?

Name 3 of this composer's most famous pieces?

What emotions do you think this composer felt a lot based on their life?

Lesson 3 - After the Concert

EMOTIONAL MODULATIONS

Grades 6th - 8th

Summary:

This lesson is a reflection of what students experience was at the Colorado Symphony: Emotional Modulations concert by revisiting the connection between music, feelings, color, and personal responses.

Essential Question:

How can we use music and the arts to understand our emotions and choose how we respond to them?

Materials Needed:

Student Packet
Coloring Materials
Speakers
Projection if wanted

Repertoire Selection:

- SHOSTAKOVICH - Festive Overture
- PERRY - A Short Piece for Orchestra
- SCHWARTZ - Defying Gravity from Wicked with Opera Colorado
- BEETHOVEN - Symphony No. 7 in A major, Op. 92 II. Allegretto
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Cross-Curriculum Collaborations:

Literacy Music Visual Art

Lesson 3 - After the Concert

Grades 6th - 8th

Class Discussion:

1. Prior to having students fill out their worksheet, have a discussion with the whole class using the following questions as prompts:
 - a. What did you enjoy about the concert?
 - i. Were there other feelings that you felt while you were there? Frustration, sadness, happiness, etc?
 - b. What was something that surprised you about the concert? A piece, a guest artist, a feeling?
 - c. Did you enter the concert hall with one emotion and leave feeling a different one?
 - d. Did you know that music could allow you to feel and see so many different colors and emotions?

Activity Sequence:

1. Decide which worksheet you would like students to fill out: Body Mapping or Cycle of Emotions. (Note: these have been created as a resource to use at any point in the year for students needing to regulate their emotions or for learning and discovering new music in a more in-depth way.)
2. Play the first 30 seconds of each piece or song played in the concert.
3. Ask students to think about which piece or song in the concert stood out to them the most.
4. Have students fill out the worksheet based on how that piece of music or song made them feel during the concert.

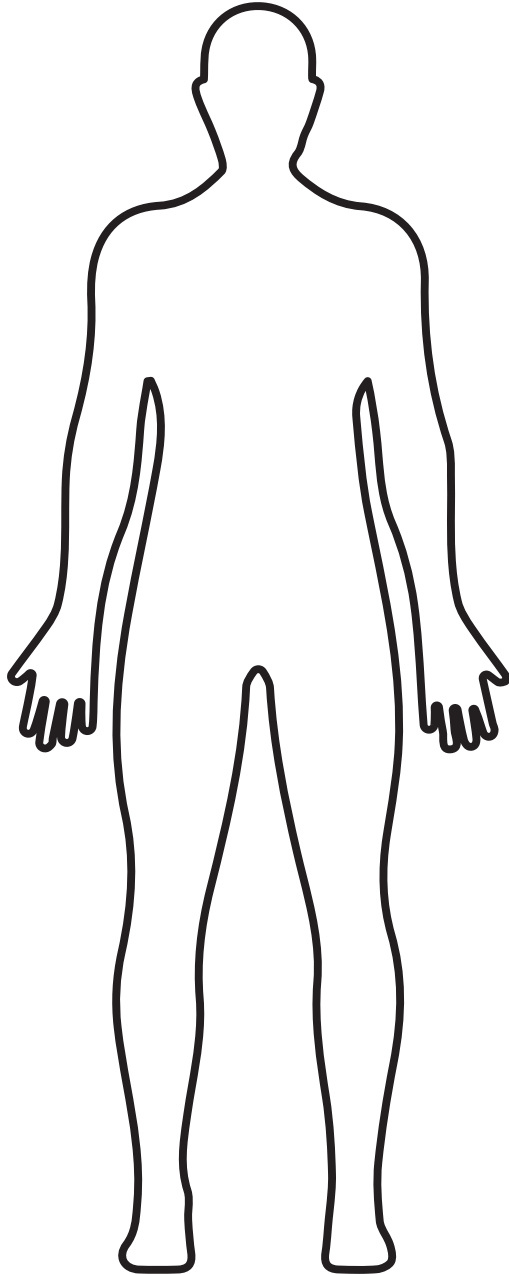
Optional Visual Art Extension:

Class Mural: Lay down a large sheet of paper and have students draw something to represent what music means to them.

This can be a one time mural or it can be an ongoing, year-round place for students to draw what they are feeling throughout the year.

Musical Body Mapping

Using the body mapping image below, color and/or doodle the areas you feel sensations while listening to a song or piece of music.



Piece/Song Selection:

Select the emotions you are feeling currently:

- ☐ Happy
- ☐ Excited
- ☐ Calm
- ☐ Nervous/Anxious
- ☐ Frustrated
- ☐ Angry
- ☐ Sad
- ☐ Scared
- ☐ Bored
- ☐ Other: _____

What caused these feelings, emotions, and colors while you were listening? Explain your answer below.

Musical Body Mapping - Example

Using the body mapping image below, color and/or doodle the areas you feel sensations while listening to a song or piece of music.



Cycle of Emotions

Emotions can stem from colors, music, or just how your day is going. Use the chart below to help you understand your feelings and ways to respond to those feelings.

Music

Name and composer/artist of the piece or song:

Is there a sound, an instrument, a melody, or something else that makes it memorable? Explain.

Feeling



Happy



Excited



Calm



Curious



Worried



Nervous



Angry



Tired

Response

What can you do to help your body feel better: calm, focused, or energized?

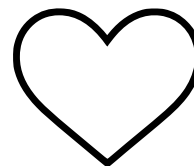
- ☐ Take deep breaths
- ☐ Stretch
- ☐ Take a mindful break
- ☐ Listen to music that helps my body feel the desired emotion
- ☐ Write or draw
- ☐ Take a movement break

Color

What color do you feel?

Why did you choose that color?

Color in this space to show what color you are feeling



Use this space to write, draw, color, etc. to help work through your emotions

Ludwig van Beethoven

Ludwig van Beethoven (1770–1827) was a German composer and pianist who is widely regarded as one of the greatest composers in Western music history. Born in Bonn, Germany, he showed exceptional musical talent as a child and was trained by his father before moving to Vienna, where he studied with Joseph Haydn and established himself as a brilliant pianist and composer.

Beethoven's music helped bridge the Classical and Romantic eras, introducing greater emotional expression, dramatic contrast, and innovative structures. His works include nine symphonies, five piano concertos, 16 string quartets, numerous piano sonatas, and important vocal and orchestral pieces. Some of his most famous compositions are the Fifth Symphony, Ninth Symphony, Moonlight Sonata, Für Elise, and Symphony No. 6 ("Pastoral").

Despite experiencing progressive hearing loss, Beethoven continued to compose some of his greatest works, including the Ninth Symphony and his late string quartets. His determination and creativity transformed the possibilities of music and inspired generations of composers. Beethoven died in Vienna in 1827 at the age of 56, leaving a legacy that continues to influence musicians and audiences around the world.



Aaron Copland

Aaron Copland (1900–1990) was an American composer, conductor, and teacher often called the "Dean of American Composers." Born in Brooklyn, New York, he developed an interest in music at an early age and studied piano before traveling to Paris, where he studied composition with Nadia Boulanger. His experiences in Europe helped shape his distinctive musical style, which combined modern techniques with elements of American folk music, jazz, and popular traditions.

Copland created many of the most recognizable works of American classical music, including Appalachian Spring, Rodeo, Billy the Kid, Fanfare for the Common Man, and his Third Symphony. His music often captured the spirit of the American landscape and identity through open harmonies, lively rhythms, and accessible melodies. He also composed film scores, including the Academy Award-winning music for The Heiress. Beyond composing, Copland was an influential teacher, writer, and advocate for contemporary American music. He received numerous honors, including a Pulitzer Prize for Appalachian Spring, an Academy Award, and the Presidential Medal of Freedom. Through his innovative compositions and dedication to American musical culture, Copland became one of the most important composers of the 20th century.



Wolfgang Amadeus Mozart

Wolfgang Amadeus Mozart (1756–1791) was an Austrian composer and one of the most influential figures in the history of Western classical music. Born in Salzburg on January 27, 1756, he displayed extraordinary musical talent from an early age. Taught by his father, Leopold Mozart, he began composing as a child and toured Europe as a piano prodigy, performing for royalty and gaining international recognition.

During his lifetime, Mozart composed more than 600 works, including symphonies, operas, concertos, chamber music, piano sonatas, and sacred music. His most celebrated operas include *The Marriage of Figaro*, *Don Giovanni*, *Così fan tutte*, and *The Magic Flute*, while masterpieces such as *Eine kleine Nachtmusik*, the *Clarinet Concerto*, and his final three symphonies remain central to the classical repertoire. His unfinished *Requiem* is among his most famous works.

Mozart's music is admired for its elegance, emotional expression, and technical brilliance. Although he experienced financial struggles during his later years, he continued composing until his death in Vienna on December 5, 1791, at the age of 35. His extraordinary output and lasting influence have secured his reputation as one of the greatest composers of all time.



Julia Perry

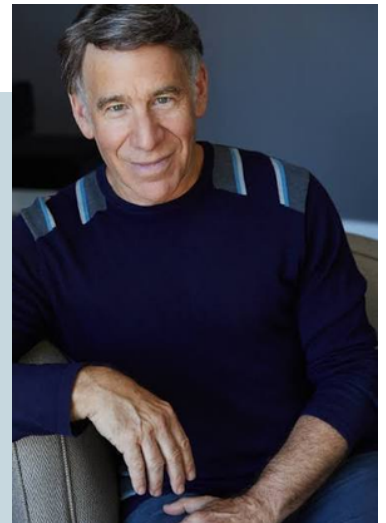
Julia Amanda Perry (1924–1979) was an American composer, conductor, and teacher known for blending 20th-century European techniques with the musical traditions of Black America. Her works include 12 symphonies, three operas, 14 choral works, and numerous vocal and chamber compositions.

Born in Lexington, Kentucky, and raised in Akron, Ohio, Perry studied at Westminster Choir College and The Juilliard School. She later continued her education in Europe with composers Luigi Dallapiccola and Nadia Boulanger through Guggenheim Fellowships, developing a distinctive style featuring bold harmonies, complex rhythms, and contrapuntal textures.

After returning to the United States in 1959, her music was performed by leading orchestras, including the New York Philharmonic. Influenced by the Civil Rights Movement, she increasingly incorporated Black American musical styles into her work. Despite suffering several strokes that left her partially paralyzed, Perry taught herself to write with her left hand and continued composing until her death in 1979, leaving a lasting legacy in American classical music.

Stephen Schwartz

Stephen Schwartz is an American composer and lyricist best known for creating some of the most successful musicals in Broadway history. Born in New York City on March 6, 1948, he studied piano and composition at the Juilliard School while in high school before earning a Bachelor of Fine Arts in Drama from Carnegie Mellon University in 1968. After briefly working as an A&R producer for RCA Records, he began a career in musical theatre that quickly established him as one of Broadway's leading songwriters.



Schwartz wrote the music and lyrics for the hit musicals *Godspell*, *Pippin*, *The Magic Show*, *Children of Eden*, and the internationally acclaimed *Wicked*. He also collaborated with composer Alan Menken on Disney films including *Pocahontas*, *The Hunchback of Notre Dame*, and *Enchanted*, and wrote the songs for DreamWorks' *The Prince of Egypt*. Throughout his career, he has received three Academy Awards, four Grammy Awards, and a special Tony Award recognizing his commitment to mentoring emerging theatre artists. Schwartz has also been inducted into the Theatre Hall of Fame and the Songwriters Hall of Fame and has a star on the Hollywood Walk of Fame. In addition to writing, he has spent decades leading workshops for aspiring musical theatre writers around the world.



Dmitri Shostakovich

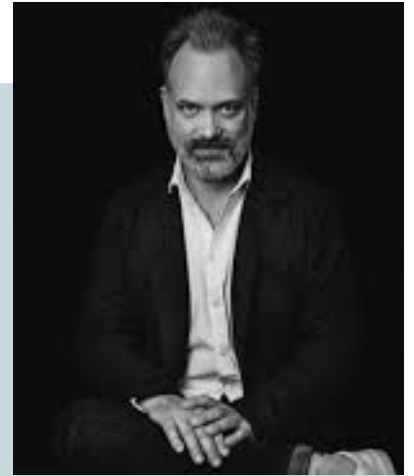
Dmitri Shostakovich was born in St. Petersburg, Russia, in 1906. A gifted musician from a young age, he entered the Petrograd Conservatory at just 13 and graduated with his First Symphony, which brought him international fame at the age of 19. During his career, he composed 15 symphonies, 15 string quartets, two major operas, concertos, and many other works. His music combined powerful emotion with technical brilliance, making him one of the most important composers of the 20th century.

Shostakovich's life was deeply affected by Soviet politics. In 1936 and again in 1948, the government publicly criticized his music, forcing him to change his style and live under constant pressure. Despite this, he continued to write influential works, including the Fifth Symphony, the Seventh "Leningrad" Symphony, the Tenth Symphony, and String Quartet No. 8, which reflected his personal struggles. He also worked with leading performers such as David Oistrakh and Mstislav Rostropovich, writing concertos specifically for them. Although he suffered from poor health in his later years, he continued composing until his death in Moscow in 1975. Today, Shostakovich is remembered for his resilience and for creating music that expressed both the hardships and hope of his time.

Joby Talbot

Joby Talbot was born in London in 1971. He studied composition privately with Brian Elias and at Royal Holloway and Bedford New College, before completing a Master of Music (Composition) at the Guildhall School of Music and Drama under Simon Bainbridge.

Talbot's diverse catalogue includes contemporary dance works for Wayne McGregor (Chroma, 2006; Genus 2007) and full-length narrative ballets with Christopher



Wheeldon for The Royal Ballet, National Ballet of Canada, ABT and The Australian Ballet (Alice's Adventures in Wonderland, 2011, The Winter's Tale, 2014 for which Talbot was awarded the prestigious Benois de la Danse, Like Water for Chocolate, 2022, Oscar, 2024). For the concert hall he has composed choral and vocal works (The Wishing Tree, 2002; Path of Miracles, 2005; A Sheen of Dew on Flowers, 2019); orchestral pieces (Sneaker Wave, 2004; Chacony in G Minor, 2011; Worlds, Stars, Systems, Infinity, 2012); concerti (Desolation Wilderness, 2006; Ink Dark Moon, 2018); and scores for the screen (The Lodger, 1999; The Dying Swan, 2002; Vampyr, 2018).

Talbot's critically acclaimed first opera, Everest, was given its premiere in 2015 by The Dallas Opera. His second opera based on the true story The Diving Bell and The Butterfly, a further collaboration with librettist Gene Sheer, premiered in November 2023. In 2026 Piedra de Sol, a large-scale choral work for Craig Hella Johnson's Conspirare premiered in Austin, Texas. Future projects include a percussion concerto for Wade Culbreath and LA Chamber Orchestra and a violin concerto for Nemanja Radulovic.

Teacher Resources

- <https://www.centervention.com/social-emotional-learning-activities>
- <https://www.nea.org/weta/sel>
- <https://casel.org/state-resource-center/>

Student & Family Resources

Children's Hospital Colorado: **Mental Health Resources**

Mental Health Home Page



Needing Care



Waiting for Care



Mental and Emotional Health Resources:



Suicide Prevention

Call or Text - 988



EMOTIONAL MODULATIONS



6th - 8th Grade Curriculum

Musical Elements

	Excited	Sad	Love/Joy
Tempo/Rhythm	Fast, Lively, Synchopated	Slow, Thoughtful	Moderate, Varied
Articulation	Sharp, Stacatto	Slurs, Legato	Varied, Bouncy, Tenuto
Dynamics	Loud, Quick Changes	Quiet, Soft	Crescendo, Decrescendo
Pitch/ Harmony	High & Low, Dissonant Harmonies	Mid & Low Pitches	Sweeping Melodies, Consonant Harmonies

Listen to 1-2 minutes of each pice below and answer the following questions for each piece.

Which emotion from above fits best?

Describe why you felt this piece matched the emotion listed using 2-3 descriptive words not listed above.

Shostakovich - Festive Overture		
Beethoven - Symphony No. 7 Mvmt. 2		
Mozart - Magic Flute - Pa- Pa-Pa-Papageno		

Emotion & Music Connection Worksheet

My Emotion Playlist

Think about songs you love to listen to when you're feeling different emotions. For each emotion below, write down a song that matches how you feel. You can also think about what color represents that emotion to you.

Excited

Song Title: _____

Artist: _____

Color of this emotion: _____

Anxious

Song Title: _____

Artist: _____

Color of this emotion: _____

Overwhelmed

Song Title: _____

Artist: _____

Color of this emotion: _____

Angry

Song Title: _____

Artist: _____

Color of this emotion: _____

Sad

Song Title: _____

Artist: _____

Color of this emotion: _____

Relaxed

Song Title: _____

Artist: _____

Color of this emotion: _____

Love

Song Title: _____

Artist: _____

Color of this emotion: _____

Reflection Questions

1. Which emotion was hardest to find a song for? Why do you think that was?

2. If you could create a song for one emotion, which would it be and why?

3. Pick a song from your playlist and explain how it helps you regulate your emotions.

4. Was there an emotion where it was hard to pick a color? What made that tricky?

My Feelings and Colors

Look at each color below. Think about what emotions or feelings it reminds you of. Write as many emotions as you can think of, and explain why that color connects to those feelings.



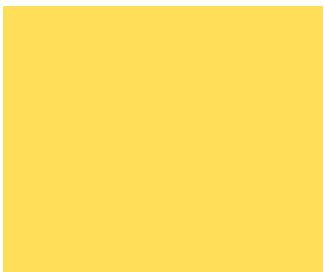
Emotions this color reminds me of:

Why these colors make me feel this way:



Emotions this color reminds me of:

Why these colors make me feel this way:



Emotions this color reminds me of:

Why these colors make me feel this way:



Emotions this color reminds me of:

Why these colors make me feel this way:



Emotions this color reminds me of:

Why these colors make me feel this way:



Emotions this color reminds me of:

Why these colors make me feel this way:



Emotions this color reminds me of:

Why these colors make me feel this way:

Emotions Word Bank

<u>Positive Emotions:</u> • Happy • Excited • Proud • Calm • Grateful • Confident • Hopeful • Peaceful • Love	<u>Negative Emotions:</u> • Angry • Sad • Scared • Frustrated • Lonely • Embarrassed • Anxious • Jealous • overwhelmed	<u>Neutral/Complex Emotions:</u> • Confused • Surprised • Bored • Determined • Relaxed
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Active Listening - Doodle

In each box on the organizer, draw or doodle something that represents your emotional response to the piece as you listen to it.

Hovercraft

A Short Piece for Orchestra

Simple Gifts

Dance of the Little Swans

How hard or easy was it to imagine colors and shapes for each of the pieces? Explain your answer.

COMPOSER RESEARCH

Composer Name: _____

Date of Birth: _____

Date of Death: _____

What City and Country were they born in? _____

What were 2 important historical events happening during the composer's life?

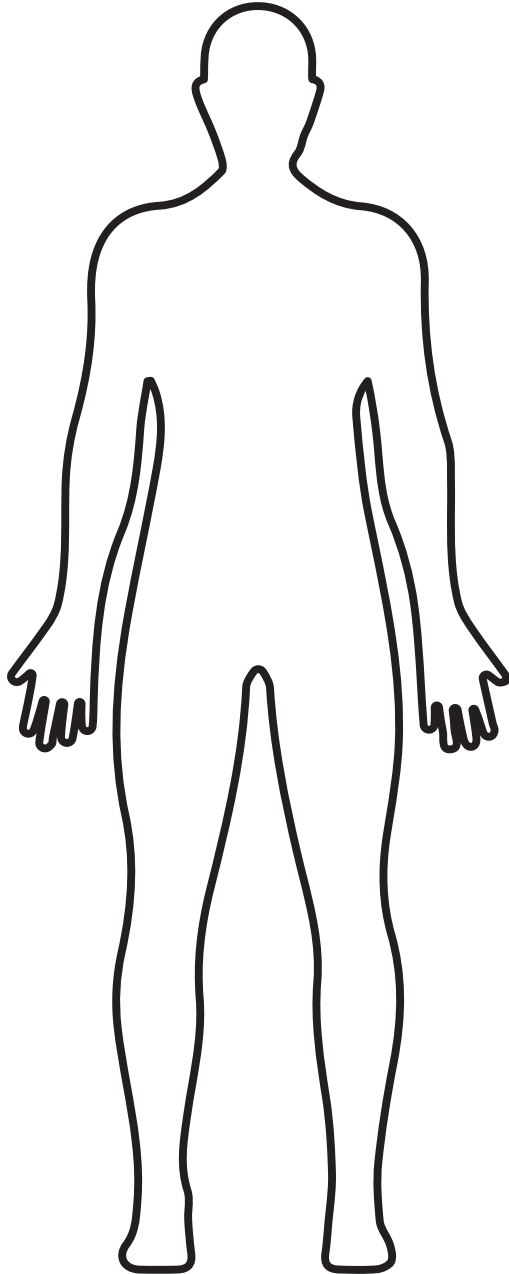
What were 3 - 5 important moments or facts about the composer?

Name 3 of this composer's most famous pieces?

What emotions do you think this composer felt a lot based on their life?

Musical Body Mapping

Using the body mapping image below, color and/or doodle the areas you feel sensations while listening to a song or piece of music.



Piece/Song Selection:

Select the emotions you are feeling currently:

- ☐ Happy
- ☐ Excited
- ☐ Calm
- ☐ Nervous/Anxious
- ☐ Frustrated
- ☐ Angry
- ☐ Sad
- ☐ Scared
- ☐ Bored
- ☐ Other: _____

What caused these feelings, emotions, and colors while you were listening? Explain your answer below.

Cycle of Emotions

Emotions can stem from colors, music, or just how your day is going. Use the chart below to help you understand your feelings and ways to respond to those feelings.

Music

Name and composer/artist of the piece or song:

Is there a sound, an instrument, a melody, or something else that makes it memorable? Explain.

Feeling



Happy



Excited



Calm



Curious



Worried



Nervous



Angry



Tired

Response

What can you do to help your body feel better: calm, focused, or energized?

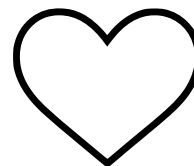
- ☐ Take deep breaths
- ☐ Stretch
- ☐ Take a mindful break
- ☐ Listen to music that helps my body feel the desired emotion
- ☐ Write or draw
- ☐ Take a movement break

Color

What color do you feel?

Why did you choose that color?

Color in this space to show what color you are feeling



Use this space to write, draw, color, etc. to help work through your emotions
