



FEATURE

MUSIC AND YOUR BRAIN

Meets National Core Arts Anchor Standards 7-9, 11

OBJECTIVES

- Perceive and analyze artistic work. (*Re7*)
- Interpret intent and meaning in artistic work. (*Re8*)
- Apply criteria to evaluate artistic work. (*Re9*)
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. (*Cn11*)

MATERIALS

- *Music Alive!* magazines February 2019)
- Computer or mobile device with Internet access

START

Ask your students to read “Music and Your Brain” on pages 10-13. Then, go over the following highlighted words. **[This reinforces comprehension and vocabulary.]**

CONSONANT—making a harmonious interval or chord

DISSONANT—unsuitable or unusual in combination; clashing

PARTIALITY—a particular liking for something

LAVISHLY—in a very generous or extravagant manner

CONCERTO—a musical composition for a solo instrument or instruments accompanied by an orchestra

DISCORDANT—disagreeing or incongruous

AUDITORY CORTEX—the part of the brain that processes sound

SYNCHRONIZE—occur at the same time

RIVAL—a person competing with another for the same objective or for superiority

DOPAMINE—a chemical released by nerve cells to communicate positive response

MELANCHOLY—a feeling of sadness

AUDITORY DISCRIMINATION—differentiating between multiple sounds

RECOLLECTION—the action of remembering something

ALZHEIMER'S—a mental disease that causes memory loss

DEMENTIA—a mental disease that causes memory loss

DETERIORATE—become progressively worse

SUMMARIZE

What is the difference between consonant and dissonant intervals?

How does our brain process them differently?

What genres of music typically use dissonant intervals?

What effect does music have on our brains that makes us process it differently than other sounds?

How does being a musician effect your performance in school?

What parts of our bodies can music have an effect on?

DEVELOP

Play the G chord and the “Pink Panther” chord without telling your students which is which (Hear the Music tracks 7 & 8 at musicalive.com) and ask students to identify them as consonant or dissonant.

If you have a piano, play other consonant and dissonant intervals to see if students can identify them as well. (TIP: Keep it simple. Use major thirds or fifths for consonant intervals and stick to seconds for dissonant intervals.)

ASK

What is your favorite genre of music? Why? Do you think it's because of the intervals it makes use of?

► **Play** “The Middle” by Zedd
(Hear the Music track 3 at musicalive.com)

ASK:

How does this song make you feel? Happy or sad? Like dancing or sitting around?

► **Play** “Pink Panther Theme” by Henry Mancini (Hear the Music track 5 at musicalive.com)

ASK:

How does this song make you feel? Excited or mysterious? Can you hear the difference between this song and “The Middle” in terms of intervals?

ASSESS

Did the students read the article?

Do they understand the fundamental difference between consonance and dissonance?

Did they listen and answer questions about the songs played?