



# MORRIS CENTER

FOR LOWCOUNTRY HERITAGE

## 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

## 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 South* exhibition 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.



# MORRIS CENTER

FOR LOWCOUNTRY HERITAGE

## 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.