

# Music *PLUS* Health

## Lesson Plan | *Grades 3–12*

[Click here](#) or scan the QR code to view the Arizona Academic Standards aligned with this lesson.



### Key Vocabulary

- **Amygdala:** a part of the brain that helps us feel and process emotions
- **Memory:** the ability to remember information and experiences
- **Personalized playlist:** a collection of songs that are meaningful to a person
- **Memory trigger:** something that helps bring back a memory
- **Culture:** the traditions, beliefs, experiences, and ways of life shared by a group of people

### Materials

- Presentation slides
- Internet access
- Writing utensils

### Objectives

Students will be able to:

- Explain how music connects to memory, emotions, movement, and identity.
- Describe how culture influences how people experience music.
- Create a personalized playlist based on meaningful life experiences.
- Identify ways that music can support learning, well-being, and classroom engagement.

### ACTIVITY 1: MEMORY AND MUSIC [10 minutes]

Ask students what they ate for dinner last Thursday. Give them a moment to think and share. Then play a few familiar songs. Invite students to sing along, hum, or guess the song. Ask students why it was easier to remember the songs than last Thursday's dinner. Explain that familiar music can help us remember people, places, feelings, and special moments connected to the song.

### ACTIVITY 2: MUSIC AND EMOTION [10 minutes]

Play three songs that express different emotions and ask students to describe how each one makes them feel. Introduce the amygdala as a part of the brain that helps us process emotions. Discuss how music can affect emotions and why emotional experiences are often easier to remember. Ask students how emotions might help people learn, remember information, and connect with others.

### ACTIVITY 3: LYRICS VS. SOUND [5 minutes]

Show students lyrics without revealing the song title and ask them to guess the song. Then play the recording and discuss how hearing the melody makes the song easier to recognize.



### ACTIVITY 4: MUSIC, CULTURE, AND MEANING [15 minutes]

Play examples of the *maqām hijāz*, the didgeridoo, and *katajjaq* (or the music of your choice). Ask students to share their reactions and discuss the cultures behind the music. Discuss how our backgrounds and cultures can shape the way we understand music.

### ACTIVITY 5: MUSIC AND HUMAN DEVELOPMENT [10 minutes]

Show videos of infants and older adults responding to music. Discuss what their reactions tell us about music, communication, movement, and memory. Explain that music connects the brain and the body and might have helped people communicate long before spoken language developed.

### ACTIVITY 6: PERSONAL PLAYLIST CREATION [10 minutes]

Ask students to create a list of five meaningful songs: one that makes them happy, one that makes them sad, one that reminds them of their family, one connected to their culture, and one that represents who they are. In small groups, have students share their songs and the stories connected to them.

### RESOURCE SHARING [5 minutes]

- [Chrome Music Lab](#)
- [Ada's Violin](#)
- [Incredibox](#)
- [Landfill Harmonic](#)
- [Classics for Kids](#)
- [The Music in Me](#)

### EXTENSION ACTIVITY: FAMILY PLAYLIST PROJECT [optional]

Ask students to interview a parent, grandparent, or family member and create a personalized playlist together. Students can learn about meaningful songs, explore the stories behind them, and share what they discover with classmates.

Find the digital version of this lesson plan at [MIM.org](https://mim.org).