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**2024  
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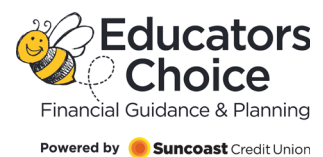
**Ideas with**

# **IMPACT**

**RESILIENCY/CLASSROOM MANAGEMENT**

**Music  
Moods  
Me**

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Resiliency Initiative

EDUCATION EXPO

# MUSIC MOODS ME

# 2024

BUILDING  
RESILIENCY

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TIPS AND TRICKS:

**TAKE  
CONTROL  
OF YOUR  
MOOD**

For information concerning ideas with IMPACT opportunities including Adapter and Disseminator grants, please contact: The Education Fund \* 305-558-4544, EXT. 113 \* Email: [audrey@educationfund.org](mailto:audrey@educationfund.org)  
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# MUSIC AND THE BRAIN

## OVERVIEW

### RESEARCH AND CONTEXT

Why does music evoke an emotional response on us in the first place? What is it about music that can make us laugh or cry, get pumped or angry, reminisce or forget? How can music unite us and put us in the same emotional space?

There is an abundance of brain research by prestigious research institutions and publications (Harvard, Berkeley, American Psychological Association, Neuroscience News) correlating how music impacts all regions of the brain as well as the Autonomic Nervous System (ANS) which controls certain involuntary processes like breathing and heart rate.

Whether or not music feels POSITIVE or NEGATIVE or somewhere in between also affects our ANS (Eck 4). A chain reaction or a domino effect occurs in our brain where once we hear the sound, it produces an AUTOMATIC response.

### EMOTIONAL REGULATION

Music plays an influential, pivotal and integral role in the lives of teens. It is unique in that it is capable of producing an emotional response and the ability to tap into one's memories. "Music and memory share an intimate bond...Such connections correlate with activations in areas like the hippocampus, pivotal in memory storage and retrieval" (Chen 3.3).

"So, how does music actually work to help regulate our emotions? The answer lies in our brains. When we listen to music, it activates areas of the brain associated with pleasure, reward, and emotional regulation. Specifically, music can stimulate the release of dopamine, a neurotransmitter that plays a key role in regulating mood and emotion" (Pierce).

# MUSIC MOODS ME

## OBJECTIVE

To empower students to use their brains' AUTOMATIC response to music in their favor by demonstrating how music can be used to elicit DESIRED emotional responses.

## GOALS...



### Control

Regulate desired emotions and responses for desired results



### Confidence

Build emotional vocabulary to accurately identify and describe emotions



### Coping

Learn how to cope by eliciting tranquility, positivity, and motivation from music



### Communication

Express ideas using age-appropriate vocabulary and skills



### Critical Thinking

Analyze ideas objectively regarding music despite previous ideas about songs/genres



### Collaboration

Work together for common goals

# MUSIC MOODS ME

## ACTIVITY 1

1. Prior to beginning the activity read students the following directions:  
**I am going to play a list of songs for you for approximately 3 - 5 seconds. I want you to write down how you FEEL the moment you hear the song. Don't think about it. Simply write how you feel immediately upon hearing the song.**
2. Students will have a handout on their desks with columns labeled:
  - a. Initial Emotions
  - b. Song \_\_\_\_\_ by \_\_\_\_\_
  - c. Recognize the song (yes or no)

\*If you do not want to make copies have students fold their paper landscape into three columns.
3. Using the playlist provided (I will share my Spotify list or provide you with the song-titles used), play each song for about 3 - 5 seconds.
4. Once you have gone through the entire list, play each song again and have students add a second/third emotion if they desire using their chart or emotions wheel (provided).

Students will recognize that within SECONDS of hearing a certain tune, their brains trigger an emotional response.

## MATERIALS

- Speakers
- Access to Bluetooth/WiFi
- Paper and pen/pencil
- Playlist created on Spotify, Apple Music, Pandora
- Word Bank or Emoji Chart
  - Word Bank
  - EMOJI CHART

# MUSIC MOODS ME

## ACTIVITY 2

### JIGSAW ACTIVITY: *Mood Change*



**Happy/Joy**



**Energetic**



**Focused**



**Confident**



**Pensive/  
Thoughtful**

# MUSIC MOODS ME

## ACTIVITY 2

**Learning Objective:** Students will create a playlist of 10 songs that elicit specific emotions, demonstrating their understanding of music's impact on mood.

**Hook:** Begin by asking students to share a song that instantly makes them feel happy, energetic, or focused. This will help to engage students and introduce the concept of music and emotions.

**Explain the Jigsaw Method:** Briefly explain how the jigsaw method works: students will become experts in one emotion, then share their knowledge with a new group.

### **Step 1: Divide Students into Expert Groups**

- Assign each group one of the following emotions: happiness/joy, energy/motivation, focus/concentration, confidence, pensive/thoughtful/meditative
- Provide each group with resources: whiteboards, markers, sticky notes, and access to music streaming services or a curated list of songs.

### **Step 2: Expert Groups Research and Share**

- Each group brainstorms a song that evokes their assigned emotion.
- Encourage students to discuss the specific elements of the songs that create the desired emotional response (e.g., tempo, lyrics, melody, rhythm).
- Have each group explain their song choices and why they believe the songs elicit the target emotion.



# MUSIC MOODS ME

## ACTIVITY 2

### **Step 3: Form New Jigsaw Groups**

Reassign students into new groups, ensuring each group has at least one expert on each emotion.

### **Step 4: Create Emotion-Based Playlists**

Each new group will now collaboratively have a song representative for each emotion.

Students should justify their song choices based on the knowledge gained from their expert groups.

Encourage discussion and compromise as students may have different opinions about which songs best represent each emotion.

### **Step 5: Share and Reflect**

Have each group share their playlist with the class, explaining their reasoning for each song selection.

Facilitate a class discussion about the similarities and differences between playlists.

Ask students to reflect on the process and what they learned about the relationship between music and emotions.

## **PURPOSE**

By engaging students in active learning and collaboration, this jigsaw lesson will help them develop a deeper understanding of music's power to evoke emotions while also enhancing their **CRITICAL THINKING** and **COMMUNICATION** skills.

# MUSIC MOODS ME

## ACTIVITY 3

### Sound and the Senses (ELA Connection)

#### Learning Objective:

- Students will be **introduced** to the relationship between imagery and tone, voice, and MOOD by listening to instrumental pieces.
- Students will be able to **identify** imagery evoked by instrumental music.
- Students will begin to **understand** the relationship between imagery, tone, voice, and mood.

#### Materials:

- Word bank of descriptive words (e.g., mysterious, energetic, somber, playful, etc.)
- Headphones or speakers
- Variety of instrumental music pieces (classical, jazz, rock, world music):  
[You Tube Instrumental Playlist](#)

#### Listening Activity:

- Choose an instrumental piece with a strong emotional impact.
- Ask students to close their eyes and listen attentively to the music.
- After listening, students will document the imagery that came to mind while listening (**Chart Attached**).
- Discuss with students to how specific musical elements (melody, rhythm, harmony, tempo) contribute to the imagery they perceived.

# MUSIC MOODS ME

## ACTIVITY 3

### Sound and the Senses (ELA Connection)

#### **Group Activity:**

- Divide students into small groups.
- Assign each group a different instrumental piece.
- Ask groups to listen to their assigned piece and discuss the imagery, tone, voice, and mood it evokes.
- Provide each group with chart paper or a whiteboard to record their findings.
- Have them create a visual that reflects the imagery, tone, voice, and mood of the music
- You may also have students create an AI image

# MUSIC MOODS ME

## FLORIDA STANDARDS

### **Standard 1: HE.912.R.1. Character**

HE.912.R.1.3 Adjust behavior to respect the needs of others.

### **Standard 2: HE.912.R.2. Personal Responsibility**

HE.912.R.2.5 Formulate an effective long-term plan to include all dimensions of wellness.

HE.912.R.2.6 Analyze how actions and reactions can influence one to respond in different situations. Clarification: Emotions not governing behavior.

HE.912.R.2.7 Evaluate strategies that assist with managing challenges or setbacks. Clarification: Time management, setting boundaries, setting realistic goals, self-care.

### **Standard 4: HE.912.R.4. Critical Thinking and Problem Solving**

HE.912.R.4.2 Generate and apply alternative solutions when solving problems or resolving conflict.

HE.912.R.4.3 Describe ways to anticipate, avoid or de-escalate conflicts.

# MUSIC MOODS ME

## WORKS CITED

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# MUSIC MOODS ME

## LINKS

Activity 1:

[Spotify Playlist: Music Moods Me](#)

Activity 3:

[You Tube Instrumental Playlist](#)

Activity 4:

[University of Berkely Interactive Brain/Music Map](#)

# HANDOUTS & RESOURCES

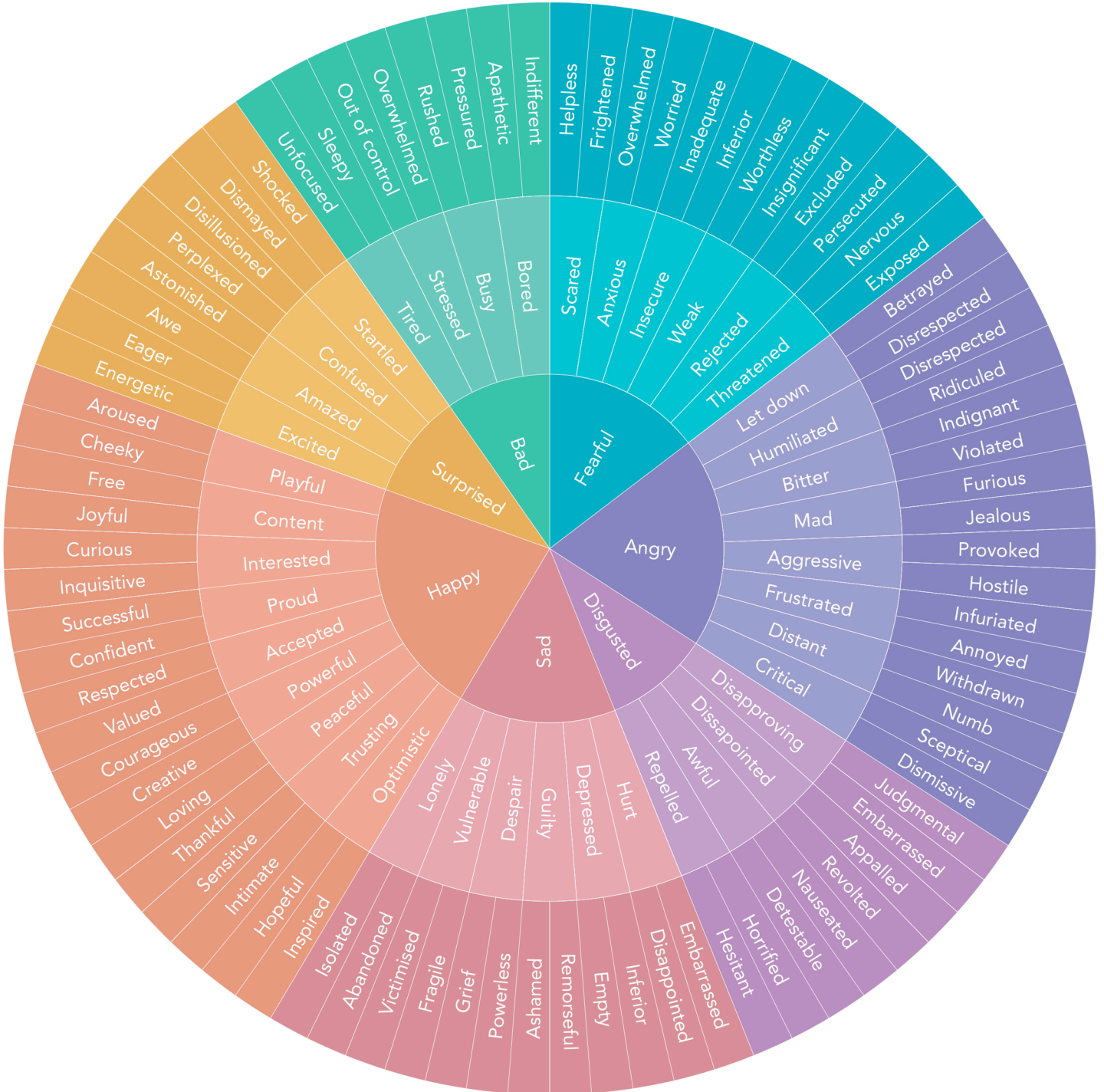
MUSIC MOODS ME

SONG	Emotions	Song Title... By...	Heard it?
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			



SONG	Emotions	Song Title... By...	Heard it?
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

# Emotions Wheel



# HOW DO YOU FEEL??



HAPPY



ANGRY



CONFUSED



LOVED



DISGUSTED



ANXIOUS



SICK



FUNNY



LONELY



DISAPPOINTED



SAD



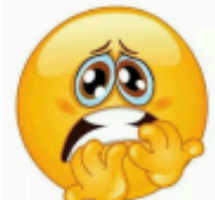
WORRIED



EXCITED



ANNOYED



AFRAID



TIRED



NERVOUS



AMAZED



SILLY



STRESSED



EMBARRASSED



JEALOUS



FRUSTRATED



SCARED



SURPRISED



INSECURE



HURT



CONTENT



MAD



THANKFUL

## Instrumental Songs for Teaching Mood and Setting

For a Calm and Peaceful Mood:

- River Flows in You by Yiruma
- Canon in D by Johann Pachelbel
- Clair de Lune by Claude Debussy
- Gymnopédies No. 1 by Erik Satie
- Prelude in C Major by Johann Sebastian Bach

For a Mysterious and Suspenseful Mood:

- Adagio for Strings by Samuel Barber
- The Planets: Neptune by Gustav Holst
- Moon River by Henry Mancini (instrumental version)
- Inception Soundtrack by Hans Zimmer
- Dark Night by Kevin MacLeod

For an Energetic and Upbeat Mood:

- Flight of the Bumblebee by Rimsky-Korsakov
- Hungarian Rhapsody No. 2 by Franz Liszt
- Toccata and Fugue in D Minor by Johann Sebastian Bach
- The Entertainer by Scott Joplin
- Happy by Pharrell Williams (instrumental version)

For a Sad and Melancholy Mood:

- Nocturne No. 2 in E Flat Major by Chopin
- Adagio from Symphony No. 9 by Antonín Dvořák
- Ave Maria by Franz Schubert
- Melancholy Waltz by Yiruma
- Someone Like You by Adele (instrumental version)

For a Dramatic and Epic Mood:

- O Fortuna from Carmina Burana by Carl Orff
- Also Sprach Zarathustra by Richard Strauss
- The Godfather Theme by Nino Rota
- Star Wars Main Theme by John Williams
- Inception Brass Action by Hans Zimmer

### Sensory Words for HS Students

Touch	Sound	Sight	Taste	Smell
<ul style="list-style-type: none"> <li>• Cold</li> <li>• Damp</li> <li>• Dull</li> <li>• Furry</li> <li>• Goopy</li> <li>• Hard</li> <li>• Heavy</li> <li>• Hairy</li> <li>• Hot</li> <li>• Icy</li> <li>• Moist</li> <li>• Oily</li> <li>• Rough</li> <li>• Rubbery</li> <li>• Scratchy</li> <li>• Sharp</li> <li>• Slick</li> <li>• Slimy</li> <li>• Slippery</li> <li>• Soft</li> <li>• Sticky</li> <li>• Tough</li> <li>• Velvety</li> <li>• Wet</li> </ul>	<ul style="list-style-type: none"> <li>• Crash</li> <li>• Deafening</li> <li>• Faint</li> <li>• Giggle</li> <li>• Hum</li> <li>• Loud</li> <li>• Mutter</li> <li>• Noisy</li> <li>• Piercing</li> <li>• Quiet</li> <li>• Rustle</li> <li>• Relaxing</li> <li>• Shout</li> <li>• Silent</li> <li>• Sing</li> <li>• Smash</li> <li>• Snap</li> <li>• Squawk</li> <li>• Squeaky</li> <li>• Swish</li> <li>• Stutter</li> <li>• Whisper</li> <li>• Whistle</li> <li>• Yell</li> </ul>	<ul style="list-style-type: none"> <li>• Billowing</li> <li>• Blurred</li> <li>• Bright</li> <li>• Clean</li> <li>• Colorful</li> <li>• Colorless</li> <li>• Crooked</li> <li>• Dark</li> <li>• Delicate</li> <li>• Dull</li> <li>• Enormous</li> <li>• Faded</li> <li>• Flashy</li> <li>• Glowing</li> <li>• Huge</li> <li>• Light</li> <li>• Messy</li> <li>• Peer</li> <li>• Radiant</li> <li>• Sparkly</li> <li>• Transparent</li> <li>• Tiny</li> <li>• Twinkling</li> <li>• Wrinkly</li> </ul>	<ul style="list-style-type: none"> <li>• Acidic</li> <li>• Bitter</li> <li>• Bland</li> <li>• Briny</li> <li>• Burnt</li> <li>• Buttery</li> <li>• Cheesy</li> <li>• Chocolatey</li> <li>• Creamy</li> <li>• Earthy</li> <li>• Flavorful</li> <li>• Flavorless</li> <li>• Fresh</li> <li>• Fruity</li> <li>• Greasy</li> <li>• Hot</li> <li>• Juicy</li> <li>• Leathery</li> <li>• Metallic</li> <li>• Minty</li> <li>• Nauseating</li> <li>• Nutty</li> <li>• Oily</li> <li>• Palatable</li> <li>• Peppery</li> <li>• Salty</li> <li>• Sour</li> <li>• Spicy</li> <li>• Sweet</li> <li>• Tangy</li> <li>• Umami</li> <li>• Watery</li> <li>• Woody</li> </ul>	<ul style="list-style-type: none"> <li>• Acrid</li> <li>• Aromatic</li> <li>• Bland</li> <li>• Burning</li> <li>• Chemical</li> <li>• Earthy</li> <li>• Fishy</li> <li>• Floral</li> <li>• Fresh</li> <li>• Fruity</li> <li>• Garlic-like</li> <li>• Grassy</li> <li>• Musty</li> <li>• Overpowering</li> <li>• Pleasant</li> <li>• Putrid</li> <li>• Spicy</li> <li>• Sweet</li> <li>• Tangy</li> <li>• Woodsy</li> </ul>

**Sensory Words for Elementary Students**

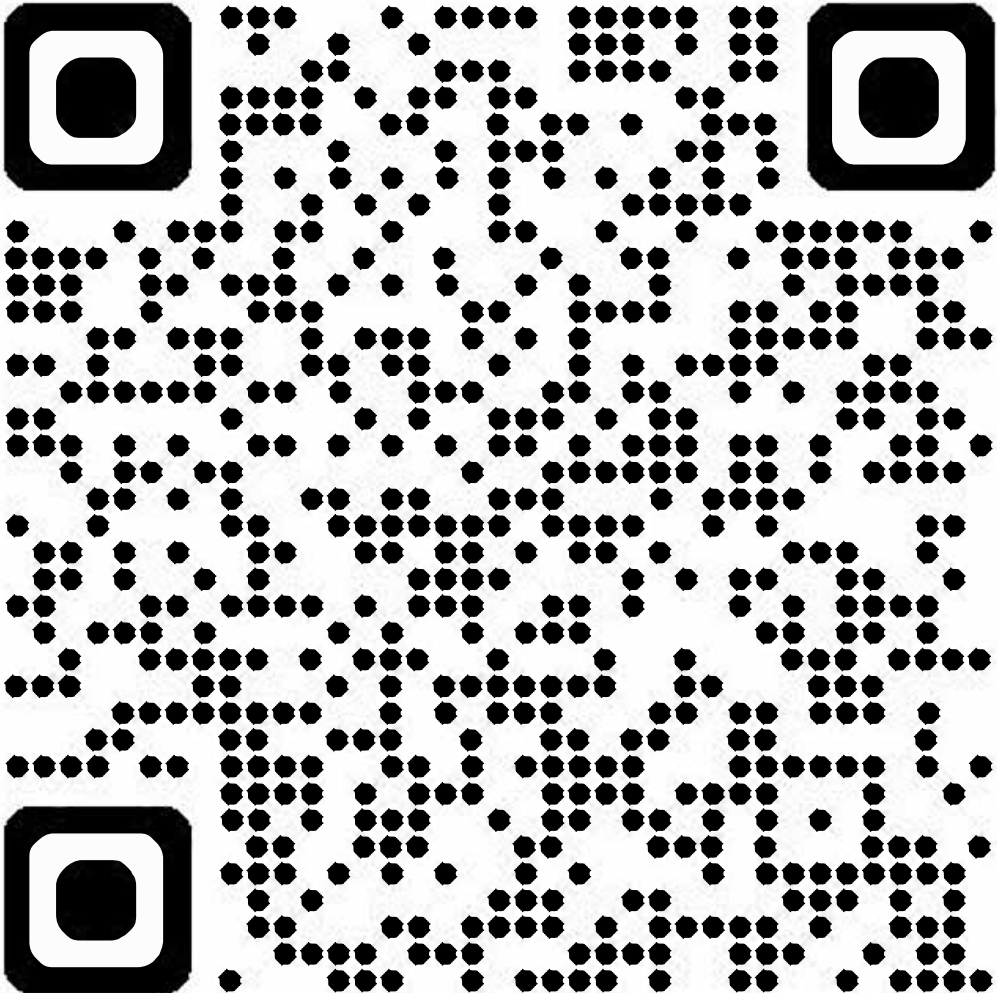
<b>Touch</b>	<b>Sound</b>	<b>Sight</b>	<b>Taste</b>	<b>Smell</b>
<ul style="list-style-type: none"> <li>• Soft</li> <li>• Rough</li> <li>• Smooth</li> <li>• Sticky</li> <li>• Wet</li> <li>• Dry</li> <li>• Warm</li> <li>• Cold</li> <li>• Hard</li> <li>• Soft</li> <li>• Fluffy</li> <li>• Prickly</li> <li>• Slimy</li> <li>• Sandy</li> </ul>	<ul style="list-style-type: none"> <li>• Loud</li> <li>• Soft</li> <li>• Quiet</li> <li>• Squeaky</li> <li>• Bang</li> <li>• Crash</li> <li>• Rumble</li> <li>• Whisper</li> <li>• Giggle</li> <li>• Laugh</li> <li>• Meow</li> <li>• Bark</li> <li>• Beep</li> <li>• Honk</li> </ul>	<ul style="list-style-type: none"> <li>• Big</li> <li>• Small</li> <li>• Red</li> <li>• Blue</li> <li>• Green</li> <li>• Yellow</li> <li>• Shiny</li> <li>• Dull</li> <li>• Round</li> <li>• Square</li> <li>• Tall</li> <li>• Short</li> <li>• Bright</li> <li>• Dark</li> <li>• Sparkly</li> </ul>	<ul style="list-style-type: none"> <li>• Sweet</li> <li>• Salty</li> <li>• Sour</li> <li>• Bitter</li> <li>• Yummy</li> <li>• Yucky</li> <li>• Crunchy</li> <li>• Chewy</li> <li>• Creamy</li> <li>• Smooth</li> <li>• Spicy</li> <li>• Bland</li> </ul>	<ul style="list-style-type: none"> <li>• Sweet</li> <li>• Stinky</li> <li>• Flowery</li> <li>• Yucky</li> <li>• Good</li> <li>• Bad</li> <li>• Yummy</li> <li>• Fresh</li> <li>• Fishy</li> <li>• Burned</li> <li>• Popcorn</li> <li>• Chocolate</li> <li>• Cookie</li> <li>• Flower</li> </ul>

## Sensory Details Word List

Keep the following lists of words to help you improve your writing. Using sensory words can help you provide more details and examples in your writing. Add to this list as you learn more sensory words.

Sight	Sound	Touch	Taste	Smell
bleary	bellow	balmy	appetizing	acid
blurred	blare	biting	bitter	aroma
brilliant	buzz	bristly	bland	aromatic
colorless	cackle	bumpy	creamy	fetid
dazzling	cheer	chilly	delectable	foul-smelling
dim	clamor	coarse	delicious	fragrant
dingy	clang	cold	flavorful	moldy
faded	crackle	cool	flavorless	musty
faint	creak	crawly	gingery	nidorous
flashy	grumble	creepy	luscious	odiferous
gaudy	gurgle	cuddly	nauseating	odor
glance	hiss	dusty	palatable	odorless
gleaming	howl	feathery	peppery	old
glimpse	hush	feverish	piquant	perfumed
glistening	jabber	fluffy	refreshing	pungent
glittering	mumble	furry	ripe	putrid
gloomy	murmur	fuzzy	rotten	rancid
glossy	mutter	goeey	salty	rank
glowing	rant	greasy	savory	reeking
grimy	rave	gritty	scrumptious	scent
hazy	roar	hairly	sharp	scented
indistinct	rumble	hot	sour	smell
misty	rustle	icy	spicy	spicy
peer	screech	limp	spoiled	steno
radiant	shriek	lumpy	stale	sweet
shadowy	shrill	moist	sugary	waft
shimmering	sizzle	oily	sweet	whiff
shiny	snarl	powdery	tangy	
smudged	squawk	prickly	tasteless	
sparkling	squeal	scratchy	tasty	
streaked	swish	shivery	unappetizing	
striped	thud	silky	unripe	
tarnished	thump	slimy	vinegary	
twinkling	whimper	slippery	yummy	
	yelp	spongy	zesty	
		springy		
		squashy		
		sticky		
		sweaty		
		velvety		

# Emotions Wheel





# Harvard Medicine: How Music Resonates in the Brain

