



MUSIC & ENTERTAINMENT

GRADE 9- FPLNS



Title of Card


The Soundtracks of Our Lives



Competency



C7.2

- Communicate ideas, feelings and experiences through music, dance and drama
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C7.4

- Perform/present artistic work (song, dance, musical composition, tableau vivant, role-play, slam etc.) individually and collaboratively .

C7.5

- Show appreciation of artistic work when watching a variety of drama performances.

Purpose of activity

- To invite learners to explore personal and shared memories through music and drama

Students will reflect on how music has shaped their lives and express these stories using performance techniques

The activity fosters empathy, self-awareness, and creative storytelling



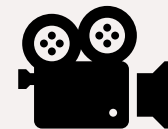


- Use **personal experiences** as inspiration for dramatic performance.
- Collaborate to **devise a short performance** centered on music and memory.
- Demonstrate an understanding of how **music can influence mood, identity, and storytelling**.
- Employ drama techniques such as **monologue, tableau, improvisation, and narration**.

Learning Outcomes

Resources and Materials

- Portable music player/speakers
- Access to music streaming (e.g., Spotify, YouTube)
- Printed images or recordings for visual reference
- Basic props/costumes
- Pens, paper
- Projector or whiteboard
- Cameras
- Mobile phones
- A space to perform and rehearse



Teaching trajectories/ Implementation guidelines

Warm-Up

- **Music Memory Circle:** Play a 10-15 second clip of several well-known or emotional songs (e.g., "kaya,saya,cassiya").
- After each clip, students share one **memory** or **feeling** that the song evokes.
- Emphasize that music is personal, and all responses are valid.

Part 1: Create Your Soundtrack

- Students write down 3-5 songs that are meaningful to them or their family.
- For each, they note a **short memory or feeling** associated with it (can be happy, sad, funny, etc.).
- In small groups, students **share and discuss** their memories.

Part 2: Group Devising

- Each group chooses **one memory** (their own or someone else's, with permission).
- They devise a short dramatic piece (2-4 mins) that includes:
 - a monologue or narration while playing an instrument- tabla, guitar, ravanne, piano, harmonium etc or use of any soundtrack.

Part 3: Performance and Reflection

After each performance, conduct a short Q&A:

- "What was the story behind the song?"
- "How did the music shape the emotion or action?"



Assessment

- Create a classroom display (**collage, storyboard, video, power point**) titled “*The Soundtrack of Our Lives*” with photos, lyrics, and quotes from performances.
- Record performances as a **video montage** set to music.