



Title: The Soundtrack of My Life

Grade: 7

Career Development Model:

Self-Awareness

Nebraska Career Readiness Standards:

- Contributes to employer & community success
- Models ethical leadership & effective management
- Manages personal career development

Objective:

- Students will creatively express themselves through music and art activities.
- Students will make tangible connections between their favorite songs and their own personality traits or life events.
- Students will orally present their soundtracks to the class and explain these connections.

Materials and Supplies Needed:

- Prepared handouts of job possibilities;

Class Instructions:

Teachers take 15 minutes at the end of class to explain to students the purpose and instructions of this lesson.

The explanation can follow these parameters:

1. How many songs do you have on your iPod? Is there a default playlist you put on when you're feeling a certain way? Many of us enjoy energetic music to get us through a difficult task like studying for a test or writing a difficult essay. Sometimes it's simply the beat that motivates us; other times, it's the lyrics that have an impact on our emotions.
 - a. Demonstrate with your own song or playlist and explanation here, or feel free to use the model at the end of this lesson.
2. We identify ourselves with certain musical artists or musical genres because we like the tone, message, or mood of their songs. Some musical artists have had their music selected as part of a movie soundtrack. If your life were a movie, what would the soundtrack be? Would the music itself be important? Or would the lyrics be important? Perhaps both?

3. Your job is to create a soundtrack for your own life. In other words, if Hollywood wanted to make a movie about your life, what songs would you tell them to use as background? You MUST identify songs that represent the following, using a unique song for each one:
 - a. Your personal philosophy of life, which may be drawn from previous lessons (e.g., This I Believe)
 - b. You as a child (memories, emotions, milestones)
 - c. You as a teen, which may be drawn from previous lessons (e.g., The Five Things, Coat of Arms, Who Am I? Myers-Briggs)
 - d. The Future You (e.g., future goals, visions of life after school)
 - e. Your humbling mistakes
 - f. Your greatest successes
 - g. Your beliefs/expectations of humankind

4. Generate a play-list of these songs in your favorite music software (iTunes, Windows Media Player, etc.) and share it with your teacher. Include artwork that carries the mood or tone of your play-list. You'll need to also include "liner notes" of at least one paragraph per song. According to Wikipedia, liner notes "include(s) information about the musician, lyrics...They also can give details on the extent of each musical piece, and sometimes place them in historical or social context."

5. It's this historical or social context on which you'll need to focus your writing. In other words, name the song, musician(s) and why/when the song is important to you. Identify which of the above (Section 3) bullet points your song represents. Analyze specific lines in the song with which you personally identify. Determine the people in your life who are represented in the song. Describe why the tone of the song is appropriate. If you can't write at least once solid paragraph for the song, omit it from your mix.

Consider the following items to provide inspiration for your writing:

 - a. This song makes me feel...
 - b. This song reminds me of (being a kid, my most humbling mistake, etc...) because...
 - c. My favorite line is ... because...
 - d. When I hear this song, I remember...
 - e. Also, include a brief statement that explains your artwork and the significance of what you included

6. At the beginning of the class when the soundtracks are due, take some time to let the students share parts of their soundtracks with the class (usually a minute or so). They can share with the class the songs they included on the soundtrack and why. Or they can share one song and explain it in greater detail.

7. Reflection: How might your soundtrack change over the next five years? (The Future You)

Tips on keeping it real

- Sharing information about oneself, or self-disclosure, is a tool borrowed from career counseling. It is a very useful tool to help students realize that their confusions regarding how to make decisions with their lives are not at all unique or unusual.
- Share an example of one song that defines you (you, the teacher). Students may laugh at your “old person’s” musical choice, nevertheless share with them why it is relevant OR describe what song could be a central song in the soundtrack of your life. (E.g. “John Coltrane’s version of My Favorite Things always makes me reflect on how much I love to read.”)
- Share an example of how you have used music or a particular song to motivate or relax you. (E.g., When I am feeling very stressed I use music to change my mood. I like to play jazz music on the drive home from work to help relax after a difficult day.)
- Relate what some of your older family members favorite songs were as a child. Ask them if they know what some of their older family member’s songs are and why.

Credits/Sources:



“Making my Future Work: A College and Career Readiness Program”, U.S. Department of Education, Institute of Education Sciences.

<https://www.csuohio.edu/cehs/mmfw/making-my-future-work-0>

Name _____ Date _____

CHECKLIST FOR SOUNDTRACK OF MY LIFE

- _____ 1. The student has included seven unique songs, one for each item on the list

- _____ 2. The student has written at least one paragraph for each song
 - ___ a. Each paragraph explains the connection between song and student's life clearly

 - ___ b. The student identifies specific lines of the song and explains significance

- _____ 3. The student has generated and shared a play list of the selected songs

- _____ 4. The student has designed and created an artistic album cover
 - ___ a. The cover art is more than just a simple photograph or sketch

 - ___ b. The cover art is abstract or symbolic

 - ___ c. The cover art is explained in writing and submitted with the artwork

- _____ 5. The student has shared an appropriate snippet of the song (< 1 minute)
 - ___ a. The student has the lyrics displayed publicly for all to see

 - ___ b. The student identifies specifics in the song that are meaningful

 - ___ c. The student explains the connections between the song and his/her life