

## *The Psychology of Song*

Imagine the booth of a recording studio. You are the Jerry Bruckheimer of the psychology of song...you will be building the ultimate album/CD/song list for linking how the brain connects memory, song, emotion and cognition together.

Read the two articles on the psychology of sound:

1. *Toronto Star* "Listening to sad songs and making ourselves miserable may be music to more than our ears" by Conrad McCallumo. November 13, 2007
2. *Globe and Mail*. "How your brain calls the tune" by Robert Everett-Green October 20, 2007

THEN:

1. Make jot notes on the ideas, information and implications of learning and knowing about how the human brain connects these concepts.
2. Now, choose a group of complimentary emotions from the list.

fear	peace/calm	misery
alarm	delight	pleasure
anger	content	sadness
annoyance	excitement	serenity
arousal/love	frustration	tension
boredom	happiness/gladness	tiredness/exhaustion

3. Using your complimentary emotion list, choose a GENRE (type) of music to set the tone of your album/playlist.  
**examples:** classical, folk, rock, country, hip hop, rap, (*you get the idea!!*).
4. Develop a playlist, paying particular attention to the ORDER in which you list the songs.
5. Provide a one page written rationale for the genre, emotions, songs, artists, and order. (Typed = 400 words). The second page should be your playlist, creatively presented.
6. PRESENT your playlist to the class, providing a sample of your selected songs. This can be accomplished using iPod/MP3 or a burned CD.
7. HAND IN step 6 — your written analysis and rationale for song selection.

See over for Rubric.

Due Date:      Friday, April 4

**Evaluation:**

<b>Category</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>K/U (15)</b> <ul style="list-style-type: none"> <li>understanding of concepts &amp; theories</li> <li>research &amp; planning</li> </ul>	<ul style="list-style-type: none"> <li>limited understanding of concepts &amp; theories</li> <li>little to no research &amp; planning</li> </ul>	<ul style="list-style-type: none"> <li>some understanding of concepts &amp; theories</li> <li>some research &amp; planning</li> </ul>	<ul style="list-style-type: none"> <li>considerable understanding of concepts &amp; theories</li> <li>considerable research &amp; planning</li> </ul>	<ul style="list-style-type: none"> <li>thorough understanding of concepts &amp; theories</li> <li>exceptional evidence of research &amp; planning</li> </ul>
<b>T/I (20)</b> <ul style="list-style-type: none"> <li>rationale is logical, organized and demonstrates meaningful and appropriate choices</li> <li>order of playlist supports choices of emotions, genre and artists</li> </ul>	<ul style="list-style-type: none"> <li>rationale shows limited logic, organization and demonstrates limited meaningful and appropriate choices</li> <li>order of playlist does not support choices of emotions, genre and artists</li> </ul>	<ul style="list-style-type: none"> <li>rationale shows some logical, organization and demonstrates some meaningful and appropriate choices</li> <li>order of playlist supports some choices of emotions, genre and artists</li> </ul>	<ul style="list-style-type: none"> <li>rationale is logical, organized and demonstrates meaningful and appropriate choices</li> <li>order of playlist supports choices of emotions, genre and artists</li> </ul>	<ul style="list-style-type: none"> <li>rationale is clear and thorough, organized and demonstrates consistently meaningful and appropriate choices</li> <li>order of playlist clearly supports choices of emotions, genre and artists</li> </ul>
<b>Communication (10)</b> <ul style="list-style-type: none"> <li>clarity of expression, presentation skills</li> <li>Written skills including spelling &amp; grammar</li> </ul>	<ul style="list-style-type: none"> <li>limited clarity of expression, presentation skills</li> <li>Written skills including spelling &amp; grammar are weak</li> </ul>	<ul style="list-style-type: none"> <li>Some clarity of expression, presentation skills</li> <li>Written skills including spelling &amp; grammar are somewhat accurate</li> </ul>	<ul style="list-style-type: none"> <li>clarity of expression, presentation skills</li> <li>Solid written skills including spelling &amp; grammar</li> </ul>	<ul style="list-style-type: none"> <li>Highly effective; clarity of expression, presentation skills</li> <li>Written skills including spelling &amp; grammar exceptional</li> </ul>
<b>Application (5)</b> <ul style="list-style-type: none"> <li>ability to access &amp; use technology to support learning</li> </ul>	Shows limited ability to access & use technology to support learning	Some ability to access & use technology to support learning	Has ability to access & use technology to support learning	Demonstrates exceptional ability to access & use technology to support learning