

WoodSongs APOLOGY SONG MIDDLE SCHOOL  
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**Title:** The Apology Song  
**Length of Lesson:** two class periods  
**Grade Level:** 7<sup>th</sup> and 8<sup>th</sup>  
**Plans may be modified according to specific grade**

### The Five Languages of Apology

1. Expressing Regret – *"I apologize"*
2. Accepting Responsibility – *"I was wrong"*
3. Making Restitution – *"What can I do to make it right"*
4. Genuinely Repenting – *"I'll try not to do that again"*
5. Requesting Forgiveness – *"Will you please forgive me"*

***"Sorry is a word surprisingly unheard ..."***

***"We can make it happen.. Fill the world with peace and love.. Start a chain reaction.. Beginning with a simple word... "***

#### **Objective:**

"Apology" delivers a message of peace. The song is written and performed by Michael Johnathon. The Apology song is a very sincere and direct musical performance that speaks to creating peace in the world and starting a chain reaction through our own individual actions. How may we let peace begin with ourselves? How we may be start in our day to day lives? For students, encourage them to think about how they may begin to spread peace at school and among their friends.

Once students have listened to the song, there will then be a reflection time in which they write down their feelings. The teacher may include some fundamental questions such as, "What does the word peace mean to you?" "What are some ways that you may create and work for peace in your lives, school and community?" "How do you think music brings people together?" There are so many forms of beautiful music around the world. Students are encouraged to appreciate and celebrate diversity not only in musical form, but in our lives and the ways we treat one another and all beings.

Before introducing the activities to the students, students will journal write after listening to The Apology.

### ***Description of Lesson/Activities & Procedures:***

#### **Activity 1:**

Activity 1 will have students listen to “The Apology” while sitting in a circle. After students listen to the song, they will be able to share what they feel about the song and the message of it. Ask students to express their feelings on what it means to sincerely apologize. How will being able to apologize help increase peace. How will this spread a message of kindness and teach others through their actions of peace. This is an excellent opportunity to discuss the importance of kindness and not bullying others. Also, ask students to explore the idea of how music brings people together. Ask students to think about The Apology song for example. How does this song demonstrate the importance of treating all with kindness. Sharing may be encouraged for a sense of community and collaboration.

#### **Activity 2:**

Activity 2 in this lesson will have students to explore the idea of how music and art bring people together. Students will research and find one song that demonstrates and relays a message of peace. Students will complete this for both “The Apology” song and another song they find to be particularly meaningful to them. The song will demonstrate a time in which music brought about peace. Students will create an artistic piece to accompany both songs. Students are encouraged to be creative with their artistic design. Students should submit their ideas for initial approval and then design their art. Creativity is strongly encouraged throughout this process. This activity encourages students to think about how they may also create music and/or art to bring about peace. This activity also strongly encourages creativity. In addition, research skills are explored as well as students research songs that deliver a message of peace.

### ***Connection to Art Standards:***

- Creating: Generate and conceptualize artistic ideas and work. **Grade 6:** Formulate an artistic investigation of personally relevant content for creating art. **Grade 7:** Develop criteria to guide making a work of art or design to meet an identified goal. **Grade 8:** Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design
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- Organize and develop artistic ideas and work: **Grade 6:** Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. **Grade 7:** Demonstrate persistence in

developing skills with various materials, methods, and approaches in creating works of art or design. **Grade 8:** Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.

- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. **Grade 6:** Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment. **Grade 7:** Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats. **Grade 8:** Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. **Grade 6:** Design or redesign objects, places, or systems that meet the identified needs of diverse users. **Grade 7:** Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas. **Grade 8:** Select, organize, and design images and words to make visually clear and compelling presentations.

### ***Connection to English Language Arts Standards:***

- Describe how the elements of music and expressive qualities relate to the structure of the pieces
- compare and explain purposes for which music is created to fulfill (ceremonial, recreational,
- artistic expression)
- Students make sense of ideas and communicate ideas with music
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes

### ***Connections to Music Standards:***

- Describe and compare the characteristics and purposes of works of art representing, various cultures, historical periods, artists, and/or style

### ***Vocabulary Within Lesson:***

The goal of this entire lesson is for students to HEAR a message of peace and apply to their lives. I don't want to have students focus on particular vocabulary words for this lesson; rather, the message of peace, kindness, including everyone and loving all beings, and also what it means to sincerely apologize

when we need to do so. Students are encouraged to think about the meaning of the word compassionate and what it means to live a compassionate life.

***Rubric and Guidelines:***

***The following are guidelines in which you may assess student's understanding and application of this SONGr:***

Demonstrates an understanding of artistic and musical expression as a message of peace, kindness, and inclusion of everyone. There are not further guidelines for this lesson. Peace is the message and creating it by finding ways to do so in our daily lives.