

Bachelor project

MUSIC INTEGRATED TEACHING WITH MUSIC

Sebastian Torben Åge Enequist

SUPERVISORS: FREJ SØNDER RASMUSSEN & REBECCA JOHANNESSEN | WORD COUNT: 54.605

TABLE OF CONTENTS

Introduction.....	1
Research question:	2
Methods:	3
Research design:.....	3
Kivitsisa project:	4
Chat GPT	4
The musical parts:	5
Theories:.....	6
Motivation	6
Interdisciplinary:.....	7
Communicative learning:	8
Communicative subjects	8
Culture:.....	8
10 characteristics of good teaching:	9
Classroom management:	9
Analysis of my Empiri:	11
Statement:.....	11
Learning by doing with 9.c (aktionsl�ring):	11
First phase: form a problem	11
The second phase: act to the problem.....	12
The third phase: Observation to the act of the problem	13
Fourth phase of learning by doing (aktionsl�ring):	13
My first 2 weeks to my internship:.....	14
My time with 7.b	16
How did the aesthetic learning affect the student's motivation:	17
The flexibility of the internship:	22
Interview with Kassoq Markussen:	23
Discussion:	25
Conclusion:	27
Perspective:	29
Literature:.....	30

Introduction

The students at middle school spent four to eight hours every day in weekdays, and they have multiple subjects in one day. Sometimes the students can get demotivated for having the same routine or the same teaching method and not having not much space for their own interest or creativity. And that is why I have chosen a subject with an interdisciplinary approach with English learning mixed with music in one lecture.

The idea is to have an experiment on the selected classes with the subjects English mixing with music in the lessons, with the use of interdisciplinary approach. What kind of experiment? The experiment will involve implementing these music-based activities within the same classroom or group of students over a set period. Students' motivation levels will be assessed before and after the intervention using questionnaires or surveys to determine if their motivation has increased because of the musical activities.

What is interdisciplinary?

It encourages creativity and new ways of thinking to understand and solve big, complex problems. By mixing different ideas, we can do things with fresh solutions and see things in a more full and creative way. Aesthetic learning has a big part of it in a sense that you can teach art through a language subject. And it is only a matter you found out about my internship. This concept will be mentioned in the theory section.

The structure of project

As you read the beginning of the project, you will come across my use of methodology and theories that reflect on my research. Then you will read my analysis of the subject I have been working on, the analysis is based on my internship, which is the products from my internship and review of my interview from the same school that I had an internship in. Discussions about teaching creatively, based on a wide range of experiences, will be shared throughout the project. The goal is to explore different ways teachers can be creative in their teaching, using ideas and methods from many different situations. By looking at these experiences, the project will show

how creative teaching can make learning more interesting, help students think better, and improve how they learn. It will also highlight the importance of adjusting teaching methods to fit the needs of different students and situations. Overall, the project aims to show many different ways people teach creatively and how those ways can be helpful in education.

As you are reading the conclusion you will read about what I had work with, what I had found from the data collections I had. If the research took place as I wanted to. If incorporating art integrated lessons would benefit the students long-term learning throughout the middle school. You will see that if I have achieved what I wanted to achieve, I will mention my failures and successes. I will also mention that what I would do differently If I was to do this again.

Research question:

How can incorporating music into English lessons, using an interdisciplinary approach, address the student's motivation and classroom management challenges?

Incorporating music in the language learning can increase the student's motivation in a way that classroom management will possibly go smoother in the term of teaching.

This approach can help reduce issues by providing students with diverse and interactive ways to learn, keeping their attention focused and decreasing opportunities for distraction.

Methods:

Research design:

The idea of having an experiment is that it might be helpful as a resource to teach the students in any classes, but in this case the classes I am going to get into is English and music.

Teaching a class of 10-20 students that is not fully equipped, can be challenging and you must find a way to solve the problem. Although you can find a lot of resources that can be found, but I will be researching the solution that is best for me and for others as possible. At least I will focus on a specific class here in Nuuk.

In the research I will be experimenting a class with English and music in interdisciplinary approach, challenging myself what kind of methods and materials that can be used in that class. With the result of my bachelor project can be very useful to both language teachers and music teachers. I could use this project as a learning episode as a teacher because not only will I knowledge as I teach, but it is also important to work with the teachers that I worked with. The goal is also to motivate the teachers or teachers to be not hard on themselves. Because to be a teacher can be difficult in so many ways, also you might doubt yourself if anyone at the school is pushing buttons on your nerves. As they say your experience as a teacher will start when you finally start the job as a teacher.

My data collection will be based on the students' products and of my observation in the internship that I am going to be in. My data collection will be also based on my supervising teacher had observed me the whole time. So not only will I have the student's product or my observations with the class, but I got my own feedback from the lesson I had in my internship. There will be an interview with a teacher in Atuarfik Hans Lynge, on that teaches different subject than the subject I have. The goal is to compare with the subjects that I have to his. The interview will be based on 9 questions to the two teachers. I will use the logbook that I had in the lessons with the classes I had.

The project is mostly based on these things I have mentioned, you will see those in detail as read this project.

Kivitsisa project:

Why bring in the kivitsisa project into this? Because it has affected all the schools of Greenland.

Kivitsisa project has achieved to give the all the students iPads to improve the pupils learning.

“The aim of the Kivitsisa Project is to improve the level of learning in primary and lower secondary schools. iPads for everyone and improved Internet connection can – if used correctly – provide a wide range of exciting opportunities in teaching: pupils are able to gather, create and communicate knowledge, they are able to collaborate with other pupils both nationally and internationally, distance learning can be set up and much more.” (kivitsisa.gl)

The methods that were being used in the internship is mostly digital. The assignments are mostly based on iPads, to write their assignments and their presentations. There are usually multiple students who does not have an iPad, or the ones who forgot their iPads at home or they have not charged their iPads overnight. There are always these little problems that occurrences, and that is why I had a plan b which is printed out the assignments and for them to join in a group. Every lesson will I use the big screen in the classroom, to give a presentation myself and for the students and for other purposes.

As I mentioned that the assignments are digital, the app that the students are writing is the app called “Pages”. And this app will be used in their assignments. The good thing about this app is that this app can work like the program word, so I can print out the assignments that made for them if the students does not have an iPad. For their presentation the app that they are going to use is the keynote. This is the app that they have learned, and it offers a lot of space for creativity.

Chat GPT

I used AI mostly for guidance. Occasionally I doubted myself for what structure am I going for, AI is great tool for that. I got a permission to use it to make sentences clearer or to make my sentences

more understandable, when things get tangled in my own sentences. It is also used in the translation from my interview, since the interview was in Greenlandic. I transcribed the whole interview in Greenlandic, and I just used AI to translate it from Greenlandic to English, it is not perfect but makes key points visible and mostly accurate.

The musical parts:

In the musical lessons I used websites such as [ultimate guitar.com](https://ultimateguitar.com/) for the use of guitar and bass guitar tabs. Even the chords with lyrics in them with the selected songs. Those materials were printed out on paper and as pdf where you can use it in any iPads.

What are the guitar tabs?

Guitar tabs are basically musical notes which was made for specifically for string instruments. The traditional musical sheets show what notes are in the notes but in guitar tabs the tones are numbers which is easier to read, and you can learn faster even without knowing the traditional musical sheets.

Inside the musical classroom the instruments are being used, such as electric guitars, acoustic and Spanish guitars, bass guitars, electric drums, microphones, homemade stomps (I did not make them), piano.

In the other lesson outside the musical classroom, the music will be used as a motivator to a calm classroom with calming lofi music.

What is lofi and why is it calming:

Lofi music's imperfect yet warm sound quality, combined with mellow electronic beats and a relaxing tempo, makes it ideal for studying or relaxing. Its unobtrusive nature helps create a calm environment without distracting the listener, making it perfect as background music for focus and concentration.

Aesthetic learning:

Aesthetic learning is one of the goals that I hope to succeed, this methodology will be mentioned in analysis section.

“The concept represents, in their understanding, a rethinking that has the character of a paradigmatic shift in relation to the traditionally reform pedagogical view of expressive subjects (craft, drama, music, manual arts), in teacher education called the musical subjects, and in pedagogical education called culture and activity subjects.” (Austriing, D. Benyé, Sørensen, Merete, *Æstetisk og læring*, s. 77)

Here it is mentioned that learning can be shifted creatively with culture and activity subject. There we can get very creative with our traditional teaching into creative teaching methods and to improve for the students learning. I use this method to include music in the English subject, to make the lessons integrated. So that the students will have deeper understanding for the two disciplines. This method was used in every class in my internship, read further down to find out.

Theories:

Motivation

In this experiment motivation is very important to achieve the things I have planned. The motivation is one of the big goals in the internship I had.

What is motivation?

“Motivation is a complex process that involves the interaction of goal setting, self-efficacy, and social influences.” (Brophy, 2010)

Motivation is a big role in the middle school; it also affects everyone in everyday life. There are ways to motivate students, it also affects each of the students differently. E.g. when I hand in the

assignments for the students, one of the students might take it very excitingly but the other group of the class might take it just the opposite. It is one of the teacher's many roles to motivate their students, how to know that the assignments will not affect them negatively, to get to know the class individually.

internal and extrinsic motivation:

internal motivation

Students that are captivated about learning selected assignments about languages, rock types, insects, just because it is "fun", and because they are experiencing it as a meaningful task to deal with.

(Imsen, Gunn, Elevers Verden, p. 258)

When the teacher is handing out some assignments that the students can relate to, at least one of the students are captivated. Therefore this theory is very much relevant to this project.

Extrinsic motivation:

Extrinsic motivation will in turn say that the activities, assignments that drive the individual for each student. That drives the student for the prize, such can be a certain grade that they are trying to achieve. (Imsen, Gunn, Elevers Verden, p. 258) E.g. When a toddler was promised to get a treat after they have cleaned their toys, not that they are doing it by interest but to achieve a treat after accomplishing their tasks.

Interdisciplinary:

This approach is mainly pointing out the idea of creating the creative space for the students to improve their learning or task-based learning

"Interdisciplinary — An adjective describing the interaction among two or more different disciplines. This interaction may range from simple communication of ideas to the mutual integration of organising concepts, methodology, procedures, epistemology, terminology, data, and organisation of research and education in a fairly large field. An interdisciplinary group consists of persons trained in different fields of knowledge (disciplines) with different concepts, methods, and

data and terms organised into a common effort on a common problem with continuous intercommunication among the participants from the different disciplines.”

Communicative learning:

In the language teachings I will mention the use of iserasuaat.gl, on the learning goals that was used in my assignments and teaching methods.

Communicative subjects

Skill:

The student can participate actively and be open in dialogue in English.

Knowledge:

The student has knowledge about different forms of dialogue.

Culture:

Skill:

The students can work with traditions-; culture of youth-; movies-, Music- and the life of sport or other celebrities from English speaking lands.

Knowledge:

The student has knowledge about traditions-; culture of youth-; movies-, Music- and the life of sport or other celebrities from English speaking lands.

Skill:

Eleven can work on differences in pronunciation and vocabulary in different English-speaking countries.

Knowledge:

The student has knowledge of differences in pronunciation and vocabulary in different English-speaking countries.

These learning goals will be used in my analysis of my internship, also worth mentioning that my lesson plans were based on these learning goals.

10 characteristics of good teaching:

This is a theory that Hilbert Meyer researched that is about teaching. There are many good ways to teach but in the research that Hilbert Meyer's did, is that there are 10 important relevant subjects to give a meaningful and good lesson.

I will mention a few that most relevant subjects such as, well structured lesson, consideration for each student, a meaningful task-based assignments, a safe place to be in classroom.

Classroom management:

Classroom management is very important when it comes to teaching, basically it is one of the many shoes that should be filled as a teacher.

"At lede betyder at fore eller styre. Ledelse af undervisningen i klassen er flerstrengt. For det første er der ledelse af undervisningen i forhold til mål, indhold og form under hensyntagen til elevernes forudsætninger og rettigheder." (Brodersen, Peter. Laursen, Per Fibæk. Agergaard, Karsten & Gissel, Stig Toke, 2020, p. 336)

This quote says that good leadership in teaching involves managing three things: the goal of the lesson, what content is being taught, and how it is being taught. It also points out that teachers need to think about what students can do, their strengths, and their needs. Teachers should remember that students have certain rights and should be given the opportunities to learn and

succeed. Overall, the quote shows that teaching is about balancing these parts carefully and making sure every student is supported.

Analysis of my Empiri:

Statement:

The first of internship I was positioned to teach 2nd grade students and 7th grade students. The subjects were all in english classes, that I was going take the classes in their english classes. therefor taking the 2nd grade students was rather interesting, because in Iserasuaat it says the first english classes were going to be first taught in 4th graders. As I was making lesson plan, I found out that some of the schools has started the english classes at 1st grade if the school accept it. All the classes had the somewhat the same goal. Even though the learning goals does not have the same goals but the hope to achieve to give an aesthetic learning was the goal all along. And here it is starting with the later class I took, 9th grade class, 9.c.

Learning by doing with 9.c (aktionsl ring):

First phase: form a problem

One thing that I noticed first was that it was very challenging to get the students to started on their assignments. It was mostly a group of boys that does not want to participate on these assignments and distracted on their cellular phones. It seemed like that the rules of the school do not really matter to them, even though I gather their phones at the beginning of the lesson, it could be from the very first lesson of the day the teacher or a substitute teacher they had did not collected them from the first place. It was problematic, I could sense that their concentration were outside the class somewhere. The lyrical analysis took a big place and time in the internship, and one of the problems was to hear the songs that they are analysing. The students did not have media services in their iPads, which was problematic to me and to students because I could not play all the music each group was analysing.

The second phase: act to the problem

I came back for the second time around for the class, and I had gotten myself a routine by doing the protocol and gather their cellular phones in a box and I would put them inside the office like any other class in the school. This routine takes the most time because that is the last thing they would like to do is handing their cellular phones to their teacher. I had prepared to experiment on the student's motivation, to make their learning space comfortable and make it a safe space for them. In addition to this I have made a lofi music put on the screen for them to listen to and given examples for metaphors that is relevant for their analysing their lyric. Since the last lesson most of the started to analyse a lyric of their own choosing but the boys had not yet started. I gave them three options, and those are Riptide by Vance Joy, Heart of Gold by Neil Young and at last Lose Yourself by Eminem. One of the assignments requires the theme of the song, like what emotions the song has. If it has a happy, sad or melancholy tone, or any other emotions that the music has to offer in the song that they are analysing. So, it requires for them to listen to the song to analysing the song, I allowed them to have their phones in a short period of time, just for them to listen to the song. I would help them if they do not have any musical media or any kind, I let them use my iPad to listen on youtube. the reason was for me to let them use iPad was that the students do not have any access to youtube.

Moreover, I considered my behaviour since the last lesson did not really work by being formal the whole way. The students sometime need to relate to someone or connect a little other than doing assignments or activities all day long. I changed my behaviour like by not being too formal to them, like being nice to them was necessary. Just by saying hello or how are you guys no matter what they might answer that I would make space for that. When the students working on their assignments, sometimes they would get stuck. Then I would make them walk around the school's halls, which the halls are quite big. Just to make them shake off the ice a bit. There would I make a little conversation with the students just to loosen up our tense between me and the students. it is mostly the boys that would like to have a little walk when they are about to be tired of doing their tasks, so that is why I took a decision that the students can take a walk outside of the classroom.

The third phase: Observation to the act of the problem

The actions I took seemed to help some of the students. For example, taking away their cell phones during class helped reduce distractions. However, this also made some students annoyed, and they showed attitudes or gotten a bit upset with each other. I think removing the phones was better than letting them continue their behavior in previous lessons. After I took the phones, the students focused more on their work and started analyzing their lyrics.

Even though they were more involved with their tasks, I still noticed some students questioning the classroom rules about phone use. The goal of this project was to manage a classroom where many students didn't have enough materials, even though there were fewer than 20 students in total. I saw that when students didn't have their phones, sometimes it was harder for them to complete their assignments. So, I changed the task into a fun activity. This helped the students relax a bit and enjoy the work more. It made it easier for them to go from struggling to having a little fun while still learning.

Fourth phase of learning by doing (aktionslæring):

Firstly, the feedback from my supervisor had mentioned that the lesson plans that I had was very affective. Such as, making an example of metaphors (look at the attachment: supervisor's notes), that mentioned the difference between metaphors and similes with simple sentences that explains the subjects' meanings. Which led a pair of girls that was struggling with, to get through with their analysis more effective during their tasks.

Secondly, the activities I had between was rather just to loosen the tense the students had with the intern. Especially when I did not have enough time to build a proper relation with the class, it also does not have to be a task after task without a proper teacher they have had. Although I felt that I had to fill their former teachers' feet was challenging, even though I had not met the teacher or how was he like with them. Between the activities they would make suggestions which methods they preferred when they learn something. Even though I made action to help them to get through the tasks I made for them, there were more that could have been done. That reflects to my lesson

plans as well, that there could have been more structure for the classroom, even though I had prepared well for the lessons that I had with the students.

My time with the 9.c was shorter than had been planned, also crucial to the goal I was going for. Even that the plan was not quite through I had learned a lot from the lessons I had with them. The actions that I have been taking placed an unfinished task, but one of the groups did make them in time. Why unfinished? After the actions I took, it seemed like there would have been next actions, I would have taken the step if I had more time with them.

My first 2 weeks to my internship:

I had spent my first 2 weeks with 2nd grade and 7th grade students. The schedule with 2nd grade students and 7th grade students were 1 lesson with 2nd grade students on Wednesdays, and on Thursday there were 2 lessons with 7th grade students, and 1 lesson with 7th grade students on Friday.

The first day of 2nd graders, I had prepared myself to introduce myself to the pupils and gave a presentation on what was the plan for those 45 minutes lesson. My lesson plan for the 2nd was to sing together in English. The English children songs offers a lot for early students, and one of my plans were to introduce the emotions that can come music E.g. sad songs, happy songs. As it says in the learning goals that the students will participate in the activities in English classes. When I introduced my plan for them, mentioning that we were going to sing in English and do movement. I could notice that the students like idea of singing and not just having English as a subject. Already I could see the excitement that the students have, that improves their motivation just by being told to sing. What succeeded with the 2nd graders is that the singing was very active, everybody in the classroom were happy to participate and they were very focused on the song when I introduced them the English song, which they know it from a Greenlandic version of it. If we are comparing it

to the learning goal, that the students are participating in the musical activities (iserasuaat.gl), I could say it is successful activity. As we rehearse the English song some of the students sat down after a few repeating. I introduced the emotions between a sad song and a happy song afterwards. I would ask them a simple question of what a happy song is, and I would give an example by singing a happy song a well-known children song “kamaleruit immannak pigina”. I would like to add that the children have already know the Greenlandic song in their daycare when they were toddler or even when are babies. The song is simple and requires movement, such as gesture that the students can do during the songs. As I was introducing a sad song, I sang “the sound of silence” by simon and Garfunkel. Why that song you might ask. I chose this specific song because the song had a minor key for the song, it has a sad melody even maybe melancholy melody, and it is something they might not heard yet. This is a way to introduce something musical, that is not a children song, but something that might tweak their interest of the art of music. I thought it would be a great example for a sad song. As I sang the song with a guitar, one of the students starts to cry in the middle of the song and I had to stop in the middle of the song to ask the student why she was upset, and she said that it reminded her of her grandfather. She explained that her grandfather passed away recently, and she got reflected by the song I was singing,

What has not succeeded very well was the classroom management, because as soon as I finished what I have planned the student would stand up from their chairs and just play with their classmates. Why did that happen? When teachers do no longer has anything to offer during the lesson, the students sense it and become restless. Like the Hilbert Meyer’s theory, the 10 characters to a good lecture. One of the character mentions that the learning environment should be a stimulating environment if to succeed a good lesson for the students. every student should have space for emotions. “Undervisningen skal tilpasses den enkelte elevs forudsætninger og

behov og fremme elevernes læring og udvikling.” (Meyer, Hilbert, 2008, hvad er god undervisning?, p. 91) here the quote says that the lessons should be fitted individually to the students instead of the other way around.

My time with 7.b

The background:

The goal that I have made for the 7th grader was to have an ensemble playing. What is an ensemble in musical concept you might ask. An ensemble is having multiple musicians with many different instruments to play a selected song. The students might not have any experience with any musical instruments at all, but the idea behind it is to play a simple song that has all the basic band instruments in it. The drums, guitar, bass guitar, piano, stomp, percussions and vocals.

The goal and evaluation:

The goal was to manage a classroom that did not have many music tools or equipment. This meant finding ways to teach music using whatever resources were available. It also involved encouraging students to participate and be creative, even without special instruments or sound systems. The main goal was to make learning about music fun and effective, despite the limited equipment.

Evaluation will take place in every second lesson. They will make notes of what they have achieved for the day and note what to do on the next lesson. This will help the students where they are in the progress they are in. This involves the student's concentration to the task they are doing, benefits their position as a student in the middle school.

As an outro to my internship the class that prepared an ensemble will play in front of a class (which have not been selected)

Keep in mind that these goals were made before the change of classrooms in my internship.

As a teacher it was important to include management by mentioning the content at first because it is important to take accountability of what the students should know and what to do in the coming lessons. Moreover, I mentioned what my goal was, to make the students learn a song. Lastly, I formed a learning plan for the 7th graders classroom and introduced it to them at the very start of the lesson so they could have an idea of the progress.

Right after I introduced myself to the 7th graders, I took them to the musical classroom and form a workshop for them to try out the instruments that they would prefer. My intention was to introduce how the instruments work and at the end of the lesson they would choose an instrument or to sing to play a song. I had selected three specific songs for the students to select. Riptide by Vance Joy, Die With A Smile by Lady Gaga & Bruno Mars, Wake Me Up When September Ends by Greenday. The three songs have different styles of music, different genres to choose. Keep in mind that some of the pupils have not experienced of learning any instruments, so it would have been a great time to started if they would want to start to play music. The lesson started as an introduction to the musical classroom with the instruments that the classroom has to offer. The problems that I got into was the lag of quality of the instruments. E.g. many of the guitars had not been used for a long time it seemed, and there were no spare strings insight. There were few materials that was usable, enough to play as an ensemble with the whole class of 20 students. little thing that was succeeded was the playing with a multi-effect pedal with a guitar. What is a multi-effect pedal? Multi-effect is a digital pedal board for mainly made for guitar and bass guitar, it offers every basic effects e.g. a reverb, an effect that makes the sound like it is in the big hall, almost like an echo. A group of male students were very amazed by the sound of the modeller (another word for multi-effect pedal), the musical classroom does not have anything that makes that kind of sound. Their knowledge about the effect gear world expanded in the group of male students. After the student's nose around the instruments around the classroom I played the three songs for them so they could choose the song they have to learn.

How did the aesthetic learning affect the student's motivation:

I taught four classes in total and all of them would roughly react in the same way when I mention that I was going to include music lessons in the English lesson, and that became the main interest in those lessons I had with them.

One of the classes did go through a lyric analysis and it was the big part of the assignments through out my internship with them. When you look at the learning goals with the 9.b

Period:

from 12/03-2025 to 08/04-2025

Target Group:

9th grade students in Atuarfik Hans Lynge, 9.b

Purpose of the Course:

the goal of the course is to have English with musical integrated classes to boost their motivation in their classes.

1. Goals and Sub-goals

- **Overall Goals:**
to motivate the students in English classes with a musical approach
- **Sub-goals:**
Break down the overall goals into more specific sub-goals.

the students will do their English assignments with a calming music in the background, and the during the assignments the students will do activities in the lessons, so they do not sit and write on their tasks all day (for 2 lessons)

2. Activity Overview

Days	Activity	Methods	Materials	Evaluation
25/03-2025	Introduction to the assingment What do they know about word classes?	In pairs or trios	iPads	Summative
28/03-2025	Their research about word classes and choosing one.	Choose a word class. Find a song that fits	ipads	Summative

Days	Activity	Methods	Materials	Evaluation
		the selected word class.		
01/04-2025	Making a stop motion with selected word class		ipads	Summative
04/04-2025	Finalizing their videos	Editing and final touch	ipads	Summative
08/04-2025	Showing their products	Giving a presentation all day	ipads	Formative

it was the meaning to work with word class and find a song that fits the word class. I chose that kind of plan to have it more of a language learning task for the student and I found it very crucial to work with it and try to fit it as an aesthetic learning experience. In conclusion, I changed it into a lyric analysis, so it could relate to the student's interest more and potentially boosting their motivation to work with lyric analysis.

According to the plan the students were very much into their chosen lyrics for example one of them were driven by the song that they were analysing the lyrics. As a success one of the students were passionate about the song, they were motivated internally which means not that they were motivated for the result in the end, but they were genuinely enjoying the assignment. This is where aesthetic learning kicked in when the students analysed her favourite song, as she expressed her emotions into word with it. That song was "Melancholy Hill" by Gorillaz. In every class there is always an advanced group of classmates, and there was this pair and a trio group who did their work well. The pair of groups of girls I called advanced made a presentation even though I was planning to that later in the internship. They insisted to give a presentation at the end of the second lesson. As you can see (look in the attachment advanced pair) they even match the

theme of the song, made it all pink and wrote down keywords that they presented. The chance to choose a song that they like was a right choice for the students that were driven by it, but how did the other classmates of 9.b really do the task based on motivation and interest. Based on the attachments of anonymous student analysis of a rap song (look at the attachment). Now I have tried to be clear about the analysis, making examples of metaphors and tried to explain that the answers should be clear and not just one sentence. But the group of boys were out of their motivation, how were they demotivated? It could be numerous reasons; it could be that the lessons are not stimulating, maybe there could have been more movement to improve mostly the boys. It also because every child needs to be active for 45 minutes according to a Danish article (<https://www.folkeskolen.dk/borneliv-folkeskolen-nr-04-2015-forskning/bevaegelse-pa-gyngende-grund/935515>). I mention this because not every day does the teachers make the students do some activities, especially when you get too comfortable in the classroom.

On the other hand, the 9th grade students (9.c) there were girl group who chose a Greenlandic song, and that song was “Puttaarunnaaq” by Kimmernaq, which I gave them the permission if they analyse it in English (look in the attachment: Puttaarunnaaq Analysis). It is expected that not every student is fluent in English, but they were committed to the assignment. How could I see that they were committed? Keep in mind that this assignment was given in the first lesson. During the lesson they would ask about the meanings of the given assignment, it has nine questions inside the lyric analysis. So, they would ask a question each section of the assignment and just work on it until they were done. It was in fact the only group that finished the assignment out of all the classmates they have.

In conclusion to this section, the students were motivated to have a music lesson. And that was one of the plans I had presented, every lesson we had they would ask about it, even though I have mentioned it in the beginning. Some of the students were internally motivated for the assignments I have given, e.g. that one student who were analysing a gorillaz song and from 9.c group of girl with the Greenlandic song "Puttaarunnaaq". It seems that the girls of the classes were most motivated to the analysis than the boys and seems that the issue was that the assignments were too traditional teaching. Where the teacher sits in his chair and the students sits in their chairs nothing special in the lessons.

If we were to extend the art integrated teaching, from an isolated lessons and make it into regular teaching to engage the student's deeper understanding to the subjects. it could develop skills that transcend individual disciplines. E.g. having music lessons can develop vocabulary, pronunciation and cultural understanding fostering motivation and by communication with the classmates.

Imagine that the students will achieve if the student foster that same motivation, it will benefit the student's long exposure of learning. It could achieve social skills, fluency in vocabulary and long-lasting motivation. Because Greenlandic school are still relatively new to us, and it still difficult to adapt to the Danish school system. Which make art integrated lessons would make a great example to get the students transcend the recent level of the competence.

The flexibility of the internship:

There were more than occurrences in my internship, e.g. I had to move from a class to a different class because I had a job position in the same school. My position in the internship was shifted from teaching the younger and middle grade students to the older grade students. According to my supervisor in the school was surprised because I was able to adapt to the change in everything in my internship (look in the attachment: Observation). How did it affect my lesson planning?

After talking to my supervisor from Ilinniarfissuaq, I had to consider other plans to teach the 9th graders. Since the learning goals in the iserasuaat.gl can be different from a specific level class to specific level of class. After planning and during the progress into my internship, the schedule of the 9th graders had other plans as well. What schedule? The 9th graders had to write a project as a test and I had to fill in as a teacher. Luckily, I still supported them through their project as well. How did I adapt my internship into their week project? As they were working in their project I simply could do anything other than try help them with their project. So, I put on a lofi music in the classrooms big screen in a low volume. According to the teacher who observed me, I had a clear classroom management. How so? You might ask.

“The learning environment should be characterized by a focus on professionalism and content clarity, age-appropriate but realistic academic goals for students' work, clear rules and routines in the classroom, dialogic communication, and differentiated teaching.” (Canger, Tekla. Kaas, Lise Aagard, 2021)

Now routines is a very important role in my teaching, because before the students start their projects I would do the protocol. Even though I did not do the protocol too well, but it is a traditional routine when it comes to teaching. A calm learning environment is necessary to every student, which I took account for that.

The part that did not go as planned was the music lessons, especially the 9th graders. It is because after they had done with their project, the rest of the 2 lessons took place in musical classroom. I wanted to make them play Seven Nation Army by The White Stripes; I wanted them to play that

song because it is simple. Simple beat, simple bass lines and mostly power chords in the chorus. A power chord is a chord that is usually the guitarist plays; it means that it is not a minor nor major chord. It has one note with a fifth note and an octave to the first note. Apparently, they already had played that song in the past, so simultaneously I made them choose a song that they would like to learn. As a summative evaluation at the end of the lesson, we agreed that they will learn Bohemian Rhapsody by Queen. As you might think, it did not go as planned. The song was too difficult, even just by singing it was difficult. I could have prepared more to that lesson; I could learn the song or choose a verse or the rock'n'roll part. Even if I did prepare myself to teach them the song, it would take at least a month or more to teach a class that is not experienced with musical instruments. I should have chosen a way simpler song for them, one of those 3 chord song or something in that kind of song. that would have been easier for me and for the students.

Interview with Kassoq Markussen:

I want to point out that this interview will be used in analysing from my research questionnaire. It will be mainly about classroom management, lagging of materials and interdisciplinary in classes.

The subjects that the teacher I interviewing can be irrelevant but when it comes to teaching methods and theories every answer can be quite relatable. For instance, I asked him if he uses interdisciplinary method with his class, he said that he uses interdisciplinary approach sometimes, not everytime. But he mentions that he could use interdisciplinary even without noticing it. It is a method that the teacher's use occasionally it sounded like. In conclusions to his answers says that it helps to get his students understand even further, something that can relate to them. e.g. such as small little thing that can be daily essential objects, which can be about geometry in math trying to understand by looking at their schools' architecture or some kind. In the field of language subjects, it is very relevant for what he is saying about his way of approaching interdisciplinary teaching. When I am teaching about something like metaphors for instance, it is hard not to

mention lyrics from the song we hear, or even media. We have a lot of the internet these days and movies that can lecture everyone, we could get creative with what the students are interested in. I mean there are a lot of material from the Danish sources, movies that can be seen just by logging in to their website, materials that offers assignments to the students and what the teachers' role should or can be. For instance, the website called filmcentralen.dk (see attachment filmcentralen 1) where you can log in by using uni log in. this website offers a lot of materials for middle school students from grade 1 to grade 10. That offer all of the subject that is taught in school, and the different material is very interesting. It is not necessary to use them in a class, but it can be used in the lesson, and almost without a doubt it would boost the student's motivation or at least lit up their eyes for some students. Kassoq mentioned that it is engaging to use any interdisciplinary method with the classroom, that it can be more affective to use something that familiar for these students.

Kassoq mention with his classroom management with his own classroom. He says that sometimes his class can be quite challenging, and he tries to negotiate with them, maybe sometimes he could raise his voice when things get a little spicy inside the pot. It can get heated inside the classroom, especially when the students get demotivated, refusing to their learning mechanisms. Because it is up for them to learn anything, we can get to do assignments, but it is up for them to learn something. Kassoq message is to be a teacher, you must be flexible with the things that can turn upside down in an instant. Your lesson plans do not always come through with the students. Sometimes you must decide to do what is best for the students by changing the materials or just having a little fun with other activities that does not have anything to do with subjective learning. By that I mean to let the student's hangout with their favourite classmates, to let them be free of their assignments because it is important to let them do what they want to do. There are just days that it is not the time to get them started of what the teacher has to offer, whether it is something new or if it is a repeated subject. Moreover, it is not necessarily had to be a free play for the rest of the lessons, but Kassoq routine is that he has always a plan b if the materials do not fit the students will at the time. That also means as a teacher must have relationships with the students, and it is important to have that relationship because you form a respect to each other, and you even learn something new as a teacher even if you are an experienced teacher. That relationship

must be earned as well, it might take time for some students and teachers, but that is one of many reasons to a good way of teaching a class.

Discussion:

Incorporating music in English classes was main subjects in my project, how did the music incorporate in those lessons I had? My schedules during the internship were English classes and were not music classes, I take full responsibility of what I want to achieve in the internship. As I wrote in the analysis that I would promise the students to go to the musical classroom, because the moment that I mention that the progress of the lessons I planned included music lessons. From then I could just see the excitement in many student eyes, why is that? Why is it so interesting? the subject music is an elected locale creative subject, which means that the classes do not always has the chance to have music teaching in the middle school. Moreover that, every teacher does not have a musical background or even had the subject in their education. The issue I am trying say is that the subject music can be rare in the middle schools. My English lessons included music in a way that the classroom would be a calming environment and hoping that would improve on their tasks. In addition to this was the music became the external motivation, because the students were excited to participate in those music lessons, they would ask when we are going to go to the musical classroom and I would just say that the they should do the assignment I had given them first and then we go to the musical classroom if there are done. This involves how I am talking to them, some of the classes I have met and taught but some of them I have not met in the past. As a teacher I am required to be professional towards the students, not only with the students, also with the colleagues and other workers around the school. It does not matter if I am working with students, parents, rectors and others, the relation that I have with them should be a professional approach (Canger, Tekla. Kaas, Lise Aagaard. p. 189). In case of the students' prerequisites and relation, it is required of me to go to the lessons to motivate my students (Canger, Tekla. Kaas, Lise Aagaard. p.192). Because I oversee the lessons I had planned with them, if I did not come to the

lessons, it is not like the teacher is going to follow what I had planned in that period, that the teacher will just do what he has planned for her/his class.

The issue of students having cellular phones in classrooms has become a significant concern for educators, as it often interferes with students' learning and concentration. While there are certain educational activities, such as lyric analysis, where the use of a cellular phone might be necessary or beneficial for research or accessing digital resources, this practice can quickly become a distraction. The presence of phones tends to encourage multitasking and can divert students' attention away from the lesson or assignment at hand. As a result, students may struggle to maintain focus, leading to decreased engagement and potentially impacting their overall academic performance. Balancing the use of technology with the need for a focused learning environment is a challenge that schools continue to grapple with, highlighting the importance of establishing clear policies regarding cell phone usage in classrooms. It is important to be very clear in the beginning of the lesson to take responsibility for their use of cell phones and to repeat the message that the students must concentrate on their tasks. It helps to go to the students and check upon them occasionally.

In English classes the teacher usually talks in English to make the learner require to speak in English for beneficial purposes, if we are putting music as an integrated subject into the English and you require to speak English. Then, you might hear phrases that is being used in musical context, then might learn in a musical way. But what if my language subject was a mathematical subject and put numbers. This would be very relevant to the guitar tabs, or even rhythms in musical context. Also, history is very relevant to the musical world. You might have even learned the symphonic musician back in renaissance or baroque age. Other art subjects might also have the same options such as gallery, photoshooting etc. it would be a very common aesthetic learning process because you are required to talk about the looks that gallery has, or any picture related is quite effective to the students. In this case music is quite important for the people's personalities and even Greenlandic artist are becoming many getting to put themselves out there. If the students listen to the Greenlandic artists there are most likely to see them on a concert. Well it depends on their location, not every town or village has a stage to play in.

Conclusion:

In my research question I have made has a lot of results based on my internship and from an interview with a teacher. I have mentioned that I had 4 classes in total to experiment with and all four of them shows different and somewhat similar from class to class. From what I have collected by having an aesthetic learning process. I have found out that the classroom management in youngest level in middle school is different from the older level of students in middle school in didactical way. E.g. while teaching the younger pupils it is very crucial if you do not have the flexibilities of what to do if the lesson plan goes completely bonkers. Let us say that the lesson plan has gone completely wrong then you need to have backup plan and more than one backup plan, because to manage a calm and stimulating class addresses it. It is very relevant to every class even if it is not the youngest classes of middle school, the students will notice if you freeze and the possibility to a chaotic classroom is at the edge of the end.

Aesthetic learning process is a quite the motivator to the students, it is rather an effective way of teaching, but to teach with an aesthetic approach is very important to be very clear of how you want to make that happen. For instance, if you just say “we’re gonna do a lyric analysis and here it is...” and just let them start. it will have backlash in way that all the students will ask a lot of questions at the same time, and you cannot be more than one teacher if you are leading a class alone, which is a common thing. It is important to mention the assignments more than once in those period lessons, try not to make the students have any questions during the assignments. I am not saying that the students cannot ask a question, what trying to say is that you should have clear guidance for them to understand, it could be page file (it is an app for the iPads, that the students use) or in a paper for the students just in case. I suggest to the new upcoming teachers that the lessons might not take place for the first time, and it is common thing in the teachers’ world. I learned that this is a hard work and a lot of responsibility to teach a classroom, but what makes it worth it is if you ever reached even one student core, that one who hitting the assignments by an internal motivation. In my mind that is what it all worth it. Being consistent helps to see any progress of the pupils learning. It is important to have a routine so that the pupils will be more comfortable with their stimulation. Out of all the failures I had, my experience is massively impact on me in a way that I have more to consider in teaching. Teaching with an art

integrated learning have benefits that could massively increase the student's motivation in a long term. If we extend this way of teaching, we could almost guarantee that the student will have more understanding both subject and finally two subjects individually. Greenlandic people have a rich culture in almost in every art, that can give a ton of materials. If musically integrated teaching is proven to be effective which I believe I did, then the arts of Greenland will definitely be also use as an interdisciplinary teaching.

If I do this again, I would include more movement and try to make the lesson more engaging for the students. I realized that I didn't do enough warm-up activities at the beginning of the lesson, which could have helped the students get ready and focused. Warm-up activities are important because they help students shake off any distractions and prepare their minds for learning. If I had started with fun and interactive exercises, the students would have been more energetic and eager to participate.

I also believe that having a consistent routine that includes these warm-ups would make a big difference. When students know what to expect, they tend to be more focused and attentive. Plus, starting with movement or simple games can make the classroom livelier and encourage students to feel more comfortable and involved. Overall, adding more movement and warm-up activities would probably make the lesson more effective and enjoyable for everyone, helping students stay interested and motivated throughout.

Perspective:

Would I recommend using music in other subjects? Absolutely, I would definitely advocate for incorporating music across various disciplines. While this project is primarily focused on my own subject area, imagine for a moment the possibilities if you combined math with music—using rhythm and patterns to teach mathematical concepts—or integrated art galleries into a food-making class to enhance creativity and sensory engagement. Aesthetic learning, which involves engaging students' senses and emotions through art, music, and visuals, is a powerful tool for motivating students and fostering a more dynamic classroom environment. It can also improve classroom management by creating an engaging, enjoyable atmosphere conducive to learning. Although I have not yet had the opportunity to complete my detailed lesson plans for all my classes, my collective experiences and the knowledge I have gained about teaching are more than sufficient to support the idea that integrating music and other arts into various subjects can significantly enrich the educational experience.

Sometime in the process of my internship I would have wished to teach more of the music part because I am a musician myself, so I can maybe pass on the passion that I have for music. I could see that the one of the students can already play a little bit of guitar or drums at the lessons that I had with, but I had to focus on the English part as well. But I am not complaining of what I have achieved in this project.

Literature:

In the statement section

<https://www.sermitsiaq.ag/samfund/sermersooq-indforer-undervisning-i-engelsk-fra-1-klasse/529014>

Austring , Benný & Sørensen, Merete (2006). æstetik og læring, 1. udgave, Hans Reitzel forlag.

Brodersen, Peter. Laursen, Per Fibæk & Gissel, Stig Toke (2020). God og effektiv undervisning: Indføring i pædagogisk psykologi, 4. udgave, Hans Reitzel forlag.

Imsen, Gunn (2015). Elevernes Verden: Didaktiske nærbilleder fra klasserummet, 2. udgave, Hans Reitzel forlag.

Canger, Tekla & Kaas, Lise Aagaard (2021). Praktikbogen: Didaktik, Klasseledelse og relationsarbejde. Hans Reitzel forlag.

Christensen, Esben (2015). Bevægelse på Gynge Grund. Located d. 15th of May 2025:
<https://www.folkeskolen.dk/borneliv-folkeskolen-nr-04-2015-forskning/bevaegelse-pa-gynge-grund/935515>

Bundgaard, Rune Nydam (2018). About Kivitsisa. Located d. 15th of May 2025:
<https://kivitsisa.gl/en/about-kivitsisa/>

Lattuca. Lisa R. (2003). Creating Interdisciplinarity: Grounded Definitions from College and University Facult (vol. 3, No. 1), Located d. 15th of May 2025 on:

<https://journalhosting.ucalgary.ca/index.php/hic/article/view/68806>

Uddannelsesstyrelsen (2023): Læringsmål og vejledende videns- og færdighedsmål. Last updated: 18. marts 2025. Located d. 15th of May 2025 on:

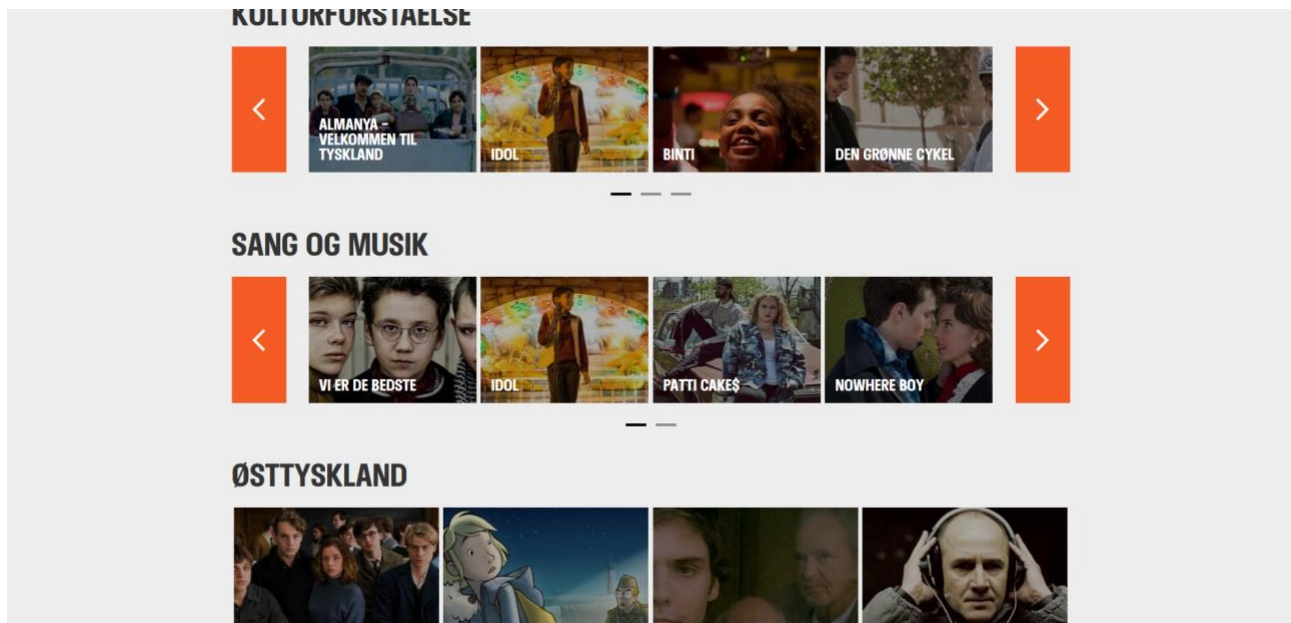
https://iserasuaat.gl/emner/folkeskole/laeringsmaal?sc_lang=da

Attachments:

Attachment filmcentralen

The screenshot shows the Film Centralen website interface. At the top, there is a navigation bar with the 'FILM CENTRALEN' logo, a 'Uniflogin' button, and a search bar. Below this is a secondary navigation bar with links: 'GRUNDSKOLEN', 'Film', 'Undervisningsmaterialer' (highlighted), 'Med Skolen i Biografen', 'Film-X', 'Filmleksikon', 'Filmpædagogik', and 'Lav film'. The main content area has a blue header with a search bar and filter options. The filters include 'Undervisningstrin:' (set to '-Alle-'), 'Fag, grundskolen:' (set to '-Alle-'), and 'Materialetype:' (set to '-Alle-'). A 'Søg' button is present. Below the filters, the section 'AKTUELLE UNDERVISNINGSMATERIALER' is displayed, featuring a carousel of four movie posters: 'ERNST I SVØMMEHALLEN', 'JOSEFINES BONDEGÅRD', 'DE SMÅ VILDE FORÅR', and 'LILLE FAR'. Below this, the section 'MED SKOLEN I BIOGRAFEN 2024' is visible, showing a row of movie posters.

Attachment filmcentralen 2



Attachment: lyric analysis model

Lyric Analysis

1. Song Title and Artist: Start by identifying the song and the artist.
1. Theme: What is the central theme or message of the song? Consider the emotions it conveys.
1. Context: Provide background information. When was the song released? What was happening in the world or in the artist's life at the time?
1. Imagery and Language: Analyze the use of figurative language, metaphors, similes, and imagery. How do these contribute to the overall meaning?
1. Tone and Mood: Describe the tone of the song. Is it upbeat, somber, reflective, etc.? How does this affect the listener's interpretation?
1. Structure: Look at the song's structure. How are the verses, chorus, and bridge organized? Does the structure play a role in the song's impact?
1. Repetition and Devices: Examine any repeated phrases or words. What effect do they have?
1. Personal Interpretation: What do the lyrics mean to you personally? How do they resonate with your experiences or feelings?
1. Conclusion: Summarize your findings. What are the key takeaways from the lyrics?

Attachment: Puttaarunnaaq analysis

PUTTAARUNNAAQ

1. PUTTAARUNNAAQ is the song name. Pilu Lynge is the song writer, but Kimmernaq Kjeldsen sang it.
2. The theme is POP.
3. The song was released in 26th november 2006. Pilu Lynge gave her songs to Kimmernaq so she can sing the songs she has recieved.
4. Nakkaraluarutta sulussaqarata Nakkaraluarutta timmiaanata - it means: if we ever fall we don't have wings, if we ever fall we can't fly.
5. The tone and mood is in the middle, not sad but not happy.
6. The pikkutarneq is in the second verse.

Suaarpoq puttaaniit qaqisa
Qajannarsivormi
Ikaapallatta
Ikaareersugummi qupivoq una
Sikuuna haami
Ilaa pikkunaq

Nakkaraluarutta sulussaqarata
Nakkaraluarutta timmiaanata

Imaqqortuneq takkummat
Sikumi puttaarunnaarpunga

Suaarpoq puttaaniit qaqisa
Qajannarsivormi
Ikaapallatta
Ikaareersugummi qupivoq una
Sikuuna haami
Ilaa pikkunaq

Nakkaraluarutta sulussaqarata
Nakkaraluarutta timmiaanata

Imaqqortuneq takkummat
Sikumi puttaarunnaarpunga
Mikinermiit aningermut
Aningermiit mikinermut
Sikumi puttaarunnaarpunga

Suaartoq taanna
Qanitaraara qaqugumut
Pigissallugu

Teqeqquani qamasoq utaqqisoq
Teqeqquani qamasoq utaqqisoq

Arferullu tarneri pulasuusisara
Timmiallu tarneri pulasuusitigit

Arferullu tarneri pulasuusisara
Timmiallu tarneri pulasuusitigit

Sikumi puttaarunnaarpunga

Suaartoq taanna
Qanitaraara qaqugumut
Pigissallugu

Teqeqquani qamasoq utaqqisoq
Teqeqquani qamasoq utaqqisoq

Arferullu tarneri pulasuusisara
Timmiallu tarneri pulasuusitigit

Arferullu tarneri pulasuusisara
Timmiallu tarneri pulasuusitigit

7. The same sentence that has been repeated is:
MIKINERMIIT ANGINERMUT, MIKINERMIIT ANGINERMUT

8. NO IT DOESN'T TO US, BUT WE LOVE THE VERSES AND THE SONG.

9. These are the lyrics that mean everything to us:
Arferullu tarneri pulasuusisara
Timmiallu tarneri pulasuusitigit

Attachment: anonymous student's analysis of a rap song.

Lyric Analysis

1. Song Title and Artist: Start by identifying the song and the artist. punching the clock by J COLE
1. Theme: What is the central theme or message of the song? Consider the emotions it conveys. It's like a chill theme and the message is that he is back on top
1. Context: Provide background information. When was the song released? What was happening in the world or in the artist's life at the time? He released a new album called off the season 2021

1. Imagery and Language: Analyze the use of figurative language, metaphors, similes, and imagery. How do these contribute to the overall meaning? He speak in English and he was rapping back on top puchein the clock he was trying to be sanity
1. Tone and Mood: Describe the tone of the song. Is it upbeat, somber, reflective, etc.? How does this affect the listener's interpretation? The mood was a chill vibe
1. Structure: Look at the song's structure. How are the verses, chorus, and bridge organized? Does the structure play a role in the song's impact? Intro verse A verse B verse C outtor
1. Repetition and Devices: Examine any repeated phrases or words. What effect do they have.
1. Personal Interpretation: What do the lyrics mean to you personally? How do they resonate with your experiences or feelings?
1. Conclusion: Summarize your findings. What are the key takeaways from the lyrics?

Attachment advanced pair:



