



3-5 LESSON 2

California County Superintendents Educational Services Association (CCSESA) Arts Initiative • www.ccsesaarts.org



RESOURCES

- Warm-up
 - “Bubble Gum, Bubble Gum” (“Lesson Resources” slides)
 - “Anna Banana: 101 Jump Rope Rhymes” by Joanna Cole (book)
<https://www.amazon.com/Anna-Banana-Jump-Rope-Rhymes/dp/0688088090>
 - “Jiggin’ Around the Cork” (video) goo.gl/9Z55JP
- Pre-assessment
 - The Elements of Music
 - Definitions of Beat, Tempo, and Pitch (“Lesson Resources” slides)
 - Use musical examples provided below, or select other appropriate examples for the students
 - high sounds: Tin Whistle Demonstration (video) goo.gl/S4dwrc
 - low sounds: Tuba Demonstration (video) goo.gl/YyhGZT
 - Flight of the Bumblebee (video) goo.gl/Xqoao8
 - Carnival of the Animals – The Swan (video) goo.gl/7G4Jm5
 - World Map
- Exploring Empathy
 - Respectful Listening guidelines (“Lesson Resources” slides)
 - Sesame Street: Mark Ruffalo: Empathy (video) goo.gl/Gy1b9V
- Exploration of Culture, Music, and Empathy
 - World Map
 - Basic cultural facts (“Lesson Resources” slides)
 - Please add facts relative to other appropriate content standards

STANDARDS

3.1 Historical and Cultural Context

Identify the uses of specific music in daily or special events.

3.2 Historical and Cultural Context

Sing simple songs and play singing games from various cultures.

3.3 Historical and Cultural Context

Describe music from various cultures.

4.2 Aesthetic Valuing

Create developmentally appropriate movements to express **pitch**, **tempo**, form, and dynamics in music.

OUTCOMES

Students will...

- Demonstrate understanding of **BEAT** and **TEMPO** through developmentally appropriate movements.
- Demonstrate awareness of basic elements of music (**PITCH**) through developmentally appropriate movements.
- Identify **PITCH** changes through developmentally appropriate movements.
- Demonstrate awareness of **EMPATHY** through whole class discussion.
- Demonstrate awareness of the role music plays in daily life for themselves, as well as those living in Ireland.

LESSON BEGINS ON NEXT PAGE



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WARM UP

5 mins

1. Connecting music & movement
 - a. Ask students to keep the steady **BEAT** by clapping, tapping, marching in place, patting their thighs, etc., using the same jump rope rhyme from Lesson 1
 - b. Next, ask students to keep the steady **BEAT** by clapping, marching in place, patting their thighs, etc., using a musical example from Ireland: “Jiggin’ Around the Cork”

PRE-ASSESSMENT

5 mins

1. Musical Questions to ask the students
 - a. Ask students to explain the **BEAT** of the music to an elbow partner
 - b. Listen to a musical excerpt:
 - i. Do you hear high or low sounds (**PITCH**)?
 - high sounds: Tin Whistle Demonstration Video (play for :30 seconds)
 - low sounds: Tuba Demonstration Video (play for :30 seconds)
 - ii. Tell students the highness and lowness of sounds is called **PITCH**
 - iii. Is the music fast or slow (**TEMPO**)? OR What is the **TEMPO** of the music? (fast or slow?)
 - fast **TEMPO**: Flight of the Bumblebee Video (play for :30 seconds)
 - slow **TEMPO**: Carnival of the Animals – The Swan Video (play for :30 seconds)
2. Cultural Questions to ask the students
 - a. Has anyone heard of a country called Ireland?
 - b. Could anyone show me where Ireland is on the map?
 - c. What language(s) do you think are spoken/written in Ireland?

EXPLORING EMPATHY

8 mins

1. Introduction to empathy
 - a. Reminder / Discussion of respectful listening
 - b. Show Sesame Street Empathy Video
 - c. Guided Discussion
 - i. What is empathy?
 - Share this definition with students: Empathy is when you're able to **understand and care about** how someone else is feeling. (Definition from the video)
 - During the video, Mark talks about hurting his toe. Can you think of a time when you got hurt? How did it make you feel?
 - If you have never hurt your toe or another part of your body, do you know someone who has gotten hurt before? How did they feel?
 - Share your story with your elbow partner.
 - Were you able to imagine how your partner was feeling when they told you their story?
 - Mark tells Murray about the time he lost his favorite teddy bear. Have you ever lost something? How did it make you feel?

- If you have never lost anything before, do you know someone who has lost something? How did they feel?
- Share your story with your elbow partner.
- Were you able to imagine how your partner was feeling when they told you their story?
- Remind students: Empathy is when you're able to understand and care about how someone else is feeling.

EXPLORATION OF CULTURE, MUSIC & EMPATHY

10 mins

1. Introduction to the culture
 - a. Locate Ireland on a map
 - b. Address questions from the pre-assessment as well as other questions students may have
 - i. What languages are spoken/written in Ireland?
 - ii. How could we travel to this country from here? (walk, bike, car, bus, train, air plane, boat, etc.) Why would we use that type of transportation? (ocean, mountains, close to where we live, distance and time it would take to reach the country, etc.)
 - iii. What animals do you think live in this country? Why?
2. The role of music
 - a. People all around the world, for as long as humans have lived in communities, have used music as part of their daily lives, in celebrations, and in rituals.
 - b. At what events/occasions/locations do YOU hear music?
 - i. Teacher lists student responses
 - c. Do you think people in Ireland hear music at the same kinds of events/occasions/locations as you?
 - i. Ask students to take turns sharing their answers with a partner.

REFLECTION

3 mins

1. Students share their responses to each question below with a partner:
 - a. What is one thing you learned today about Ireland?
 - b. What is one thing you learned today about Empathy?
 - c. What is one thing you learned today about Music?