



3-5 LESSON 3

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



RESOURCES

- Pre-assessment
 - World Map
 - The Elements of Music
 - Definitions of Beat, Tempo, Pitch, Duration, Dynamics (“Lesson Resources” slides)
 - Basic cultural facts (“Lesson Resources” slides)
- Exploring Empathy
 - Respectful Listening guidelines (“Lesson Resources” slides)
 - Good News, Bad News by Jeff Mack (book) goo.gl/9NoaDc
- Elements of Music
 - “Bubble Gum, Bubble Gum” (“Lesson Resources” slides)
 - Anna Banana: 101 Jump Rope Rhymes by Joanna Cole (book) goo.gl/jHd5p3
- Musical Exploration
 - Use musical examples provided below or select other appropriate examples for the students (audio recordings of music)
 - Hoedown (video) goo.gl/DLfsxu
 - Symphony No. 94, Movement 2 (video) goo.gl/2QT1LD
 - Pictures at an Exhibition - Baba Yaga (video) bit.ly/2q64NDK
 - “Jiggin’ Around the Cork” (video) goo.gl/9Z55JP
- Cultural Exploration
 - World Map
 - Basic cultural facts (“Lesson Resources” slides)
 - Use musical examples provided below or select other appropriate examples for the students
 - Lullaby: Good Evening, Good Night (video) goo.gl/fi8PAQ
 - Sporting Event: We Will Rock You (video) goo.gl/o9nM5A
 - Parade: Stars and Stripes Forever (video) goo.gl/Puv8ow
 - Use musical examples provided below or select other appropriate examples for the students (audio recordings of music)
 - Lullaby: Toora-Loora-Looral (video) goo.gl/jRfjJW
 - Sporting Event: The Fields of Athenry (video) goo.gl/x62NKe
 - Parade: Dawning of the Day - Minstrel Boy - Let Erin Remember (video) goo.gl/9u8FSF

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**, **TEMPO** and **PITCH** through developmentally appropriate movements.
- Demonstrate awareness of basic elements of music (**DYNAMICS** and **DURATION**) through developmentally appropriate movements.
- Identify changes in **DYNAMICS** and **DURATION** through the use of movement and/or through performing (clapping, voice, instrument or other student created sound source).
- Demonstrate increasing 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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PRE-ASSESSMENT

5 min

1. Cultural questions
 - a. Identify Ireland on a map
 - b. What do you remember about the people of Ireland and their music from the last lesson?
 - c. Can you identify something else you have in common with the people of Ireland you didn't share during the previous lesson?
2. Musical Questions
 - a. What are **DYNAMICS**?
 - b. What is volume?
 - c. What is **DURATION**?
3. Empathy Question
 - a. Ask students to share their definition of empathy as they remember it from the previous lesson. (Empathy is when you're able to understand and care about how someone else is feeling)

EXPLORING EMPATHY

8 mins

1. Read "Good News Bad News" by Jeff Mack with the class. This could be done before this lesson.
 - a. A similar book from the curriculum could be used.
 - b. Additional book titles include:
 - i. "Dad and the Dinosaur" by Gennifer Choldenko and Dan Santat
 - ii. "We're All Wonders" by R.J. Palacio
2. Ask students the following questions. Turn to the corresponding pages in the book during the discussion as needed.
 - a. Do you remember when the wind blew the umbrella away and Mouse ended up in the tree?
 - b. How did Mouse feel when that happened?
 - c. Do you remember when Mouse found the worm in the apple during the picnic?
 - d. How did Mouse feel when he saw the worm? How do you know?
 - e. Has something like this ever happened to you before?
 - f. How did you feel?
 - g. What did Rabbit do every time something bad happened to Mouse?
 - h. What changed when Mouse saw Rabbit crying? (Mouse shared good news with Rabbit after seeing his friend was sad.)
 - i. Mouse understood and cared about how Rabbit felt when he saw Rabbit crying. This is empathy.

ELEMENTS OF MUSIC

4 mins

1. **DYNAMICS**
 - a. Ask students to perform the jump rope rhyme from Lesson 1 together.
 - b. Let's do it again, but this time we are going to use a quiet volume.

- c. Perform the rhyme one more time, but at a loud volume level. Ask students to use loud voices without shouting (the way Mouse was shouting near the end of the story when he was very upset).
- d. Tell students they just used **DYNAMICS** when performing their rhyme. **DYNAMICS** are the loudness or softness of a sound.

2. DURATION

- a. Ask students to perform the jump rope rhyme from Lesson 1 together at a medium **DYNAMIC** level.
- b. Ask students to perform the rhyme again, making each sound short.
- c. Ask students to perform the rhyme once more, but making each sound long.
- d. Tell students they just changed the **DURATION** of the notes/words when performing their rhyme. **DURATION** is the length of a sound (short or long).

MUSICAL EXPLORATION

7 mins

1. DYNAMICS

- a. Musical Examples - Changing **DYNAMIC** levels (play at least 1:30 of one of the following recordings)
 - i. Hoedown
 - ii. Symphony No. 94, Movement 2
 - iii. Pictures at an Exhibition - Baba Yaga
- b. Play at least 1:30 of one of the musical examples above and ask students to “conduct” the music with their hands. When the music is loud ask students to make large movements with their hands and ask students to make small movements with their hands when the music is soft.
- c. Repeat process with one additional musical example from the list above.
- d. Play “Jiggin’ Around the Cork” from Ireland, and ask students to keep the steady **BEAT** by clapping, tapping, marching in place, patting their thighs, etc.,
- e. Using the same piece of music, ask the students to respond to the **PITCHES** that they hear in the music similar to Lesson 2
- f. Finally, using the same piece of music once more, ask the students to respond to the **DYNAMICS** in the music with movements that are larger when the music is loud and smaller when the music is soft

CULTURAL EXPLORATION

5 mins

1. Let’s look at our list of events/occasions/locations where we hear music. (created in Lesson 2)
2. Play approx. :30 seconds of each musical example and ask students at what event or occasion they think this music would be used.
 - a. Good Evening, Good Night (lullaby)
 - b. We Will Rock You (sporting event)
 - c. Stars and Stripes Forever (parade)
3. Play approx. :30 seconds of each musical example from Ireland and ask students what event or occasion they think this music would be used at in Ireland.
 - a. Musical Examples from Ireland
 - i. Toora-Loora-Looral (lullaby)

- ii. The Fields of Athenry (sporting event)
- iii. Dawning of the Day - Minstrel Boy - Let Erin Remember (parade)
- b. What did you notice about the **BEAT, DURATION, TEMPO, PITCH** and **DYNAMICS** of the music from Ireland? Examine one at a time.

REFLECTION

3-10 mins

1. Students will choose one Element of Music (**BEAT, DURATION, TEMPO, PITCH OR DYNAMICS**) and complete the following on their own (as a soloist), with a partner (duet), or with a small group (ensemble):
 - a. Share the definition of the selected element of music.
 - b. Demonstrate understanding of the element by responding to one of the corresponding musical examples with appropriate movement.