



6-8 LESSON 2

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



RESOURCES

- Warm-up
 - “Czechoslovakia” (“Lesson Resources” slides)
 - “Hlohonolofatsa” (video) goo.gl/okoo3S
- Pre-assessment
 - The Elements of Music
 - Definitions of Beat, Rhythm, Tempo, and Pitch (“Lesson Resources” slides)
 - Use musical examples provided below or select other appropriate examples for the students
 - high sounds: Mbira Demonstration (video) goo.gl/CG5afU
 - low sounds: Tuba Demonstration (video) goo.gl/6DLP3u
 - “Flight of the Bumblebee” (video) goo.gl/exobaS
 - “Carnival of the Animals – The Swan” (video) goo.gl/sYmxNV
 - World Map
- Exploring Empathy
 - Respectful Listening guidelines (“Lesson Resources” slides)
 - Sesame Street: Mark Ruffalo: Empathy (video) goo.gl/n2N52E
- Exploration of Culture, Music, and Empathy
 - World Map
 - Basic cultural facts (“Lesson Resources” slides)
 - Please add facts relative to other appropriate content standards

STANDARDS

1.5 Artistic Perception

Analyze and compare the use of musical elements representing various genres and cultures, emphasizing meter and rhythm.

2.1 Creative Expression

Sing with accuracy in a developmentally appropriate range.

3.1 Historical and Cultural Context

Compare music from two or more cultures of the world as to the functions the music serves and the roles of musicians.

3.4 Historical and Cultural Context

Listen to, describe and perform music of various styles from a variety of cultures.

4.3 Aesthetic Valuing

Identify aesthetic qualities in a specific musical work.

OUTCOMES

Students will...

- Demonstrate understanding of **BEAT**, **RHYTHM**, 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 South Africa.

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 rhyme “Czechoslovakia” from Lesson 1
 - b. Next, ask students to keep the steady **BEAT** by clapping, marching in place, snapping their fingers, etc., using a musical example from South Africa: “Hlohonolofatsa”
 - c. Ask students what they notice about the **BEAT**, **RHYTHM**, and **TEMPO** in “Hlohonolofatsa” compared to “Czechoslovakia”

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
2. Listen to a musical excerpt:
 - a. Do you hear high or low sounds (**PITCH**)?
 - high sounds: Mbira Demonstration Video (play for :30 seconds)
 - low sounds: Tuba Demonstration Video (play for :30 seconds)
 - b. Tell students the highness and lowness of sounds is called **PITCH**
 - c. 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)
3. Cultural Questions
 - a. Has anyone heard of a country called South Africa?
 - b. Could anyone show me where South Africa is on the map?
 - c. What language(s) do you think are spoken/written in South Africa?

EXPLORING EMPATHY

8 mins

1. Introduction to empathy
 - a. Reminder / Discussion of respectful listening
 - b. Show Sesame Street Empathy Video
2. Guided Discussion
 - a. 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 South Africa on a map
 - b. Address questions from the pre-assessment as well as other questions students may have
 - 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.)
 - What animals do you think live in this country? Why?
 - What languages are spoken/written in South Africa?
 - Why do you think South Africa has 11 official languages? (This will be covered in Lesson 5)
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?
 - Teacher lists student responses
 - c. Do you think people in South Africa hear music at the same kinds of events/occasions/locations as you?
 - d. Ask students to take turns sharing their answers with a partner.

PERFORMANCE TASK/REFLECTION

??? mins

1. Students share:
 - a. What is one thing you learned today about South Africa?
 - b. What is one thing you learned today about Empathy?
 - c. What is one thing you learned today about Music?