



6-8 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, Rhythm, Tempo, Pitch, Duration, Dynamics (“Lesson Resources” slides)
 - Basic cultural facts (“Lesson Resources” slides)
- Exploring Empathy
 - Respectful Listening guidelines (“Lesson Resources” slides)
 - The Invisible Boy by Trudy Ludwig (book) goo.gl/xw31ct
- Elements of Music
 - “Czechoslovakia” (“Lesson Resources” slides)
- 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) goo.gl/19vk7c
 - “Hlohonolofatsa” (video) goo.gl/okoo3S
- 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: “Thula Baba” (video) goo.gl/RbbzRQ
 - Sporting Event: “K’naan - Wavin’ Flag” (video) youtu.be/FX2A6c8jHdQ?t=19s
 - Parade: Cape Town Carnival (video) goo.gl/wtY97K
 - Optional Lesson Extension: News story about the Cape Town Carnival (video) goo.gl/UMng96

STANDARDS

1.5 Artistic Perception

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

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**, **TEMPO**, and **PITCH** through developmentally appropriate movements.
- Demonstrate awareness of **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 South Africa.

LESSON BEGINS ON NEXT PAGE



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PRE-ASSESSMENT

5 mins

1. Cultural questions
 - a. Identify South Africa on a map
 - b. What do you remember about the people of South Africa and their music from the last lesson?
 - c. Can you identify something else you have in common with the people of South Africa 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. Share the book The Invisible Boy by Trudy Ludwig 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:
 - Hush! A Thai Lullaby by Minfong Ho
 - Four Feet, Two Sandals by Karen Lynn Williams & Khandra Mohammed
 - c. Optional extension of lesson could include books such as:
 - El Deafo by Cece Bell
 - Wonder by R.J. Palacio
2. Ask students the following questions. Turn to these pages in the book during the discussion as needed.
 - a. Do you remember when Micah and J.T. were choosing their kickball teams? Who wasn't chosen for either team?
 - b. Do you remember when everyone was talking about the birthday party and everyone was invited except Brian?
 - c. How do you think Brian felt when that happened? How do you know?
 - d. Has something like this ever happened to you before?
 - e. How did you feel?
 - f. How did most of the class react when Mrs. Carlotti introduced the new student, Justin? How did Brian react?
 - g. Have you ever been the new student in the class or anywhere else?
 - h. How does it feel to move to a new school? Home? City? Country?
 - i. What challenges can happen when you move?
 - j. What did the students do at lunch on Justin's first day of school?
 - k. How do you think Justin felt when that happened? How do you know?
 - l. Has something like this ever happened to you before?

- m. How did you feel?
- n. What did Brian do differently to help Justin?
- o. How do you think Justin felt when that happened? How do you know?
- p. Has something like this ever happened to you before?
- q. How did you feel?
- r. What did Justin do differently to help Brian?
- s. Can you think of someone you could positively impact by treating someone differently?
- t. Brian understood and cared about how Justin felt when he saw the other students laughing at Justin. This is empathy.

ELEMENTS OF MUSIC

4 mins

1. DYNAMICS

- a. Ask students to perform “Czechoslovakia” 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 Nathan does in the story).
- d. Tell students they just used **DYNAMICS** when performing “Czechoslovakia”.

2. **DYNAMICS** are the loudness or softness of a sound.

3. DURATION

- a. Ask students to perform the first six lines of “Czechoslovakia” together at a medium **DYNAMIC** level, while also making each sound short.
- b. Ask students to perform the first six lines of “Czechoslovakia” once more, but making each sound long.
- c. Tell students they just changed the **DURATION** of the notes/words when performing their rhyme.

4. **DURATION** is the length of a sound (short or long).

i.

MUSIC EXPLORATION

7 mins

1. DYNAMICS

- a. Musical Examples - Changing **DYNAMIC** levels (play at least 1:30 of one of the following recordings)
 - “Hoedown”
 - “Symphony No. 94, Movement 2”
 - “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 “Hlohonolofatsa” from South Africa, and ask students to keep the steady **BEAT** by clapping, tapping, marching in place, snapping their fingers, 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
2. 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 (RESEARCH)

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 South Africa and ask students what event or occasion they think this music would be used at in South Africa.
 - a. "Thula Baba" (lullaby)
 - b. "K'naan - Wavin' Flag" (sporting event)
 - c. Cape Town Carnival (parade)
 - Optional lesson extension - see news video about the Cape Town Carnival
 - d. What did you notice about the BEAT, RHYTHM, DURATION, TEMPO, PITCH and DYNAMICS of the music from South Africa?

PERFORMANCE TASK

3-10 mins

1. Students will choose one Element of Music (**BEAT, RHYTHM, 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.