Creativity at the Core

Module 19

Developing Empathy and Understanding Through World Music, Grades K-12

Developed by Fresno County Superintendent of Schools and San Diego County Office of Education

Section: **1**

Section Title: **Elements of Music**

A Professional Learning Module Designed for: **K-12 General Classroom Teachers & Single Subject Music Teachers**

CONTENT OUTLINE

Purpose:

To give an overview of the elements of music used throughout the units of instruction.

Time: 60 minutes

Grouping: Whole Group

Standards:

California Visual and Performing Arts Standards linked throughout

Slides: 1-13

Handouts:

Materials:

Slide presentation, audio capabilities

Media Resources:

Video clips embedded within slides

Developing Empathy and Understanding Through World Music, Grades K-12

Developed by Fresno County Superintendent of Schools and San Diego County Office of Education

Section: 1

Section Title: **Elements of Music**

A Professional Learning Module Designed for: **K-12 General Classroom Teachers & Single Subject Music Teachers**

PROCESS/ACTIVITY

Welcome and Introductions:
Determine who is in the room and their prior knowledge of the elements of music.

Share the purpose of Module 19:
The purpose is to provide resources for music and general ed classroom teachers to use music to broaden student's world view. The goal is to reinforce both the need for discipline specific music and arts instruction AS WELL AS music and arts integrated instruction to benefit the whole child. Module 19 will explore the lives of people in other parts of the world by introducing students to the music that is part of their daily lives, rituals, and celebrations, while also introducing and reinforcing key music standards. An explanation of how empathy fits into this, and why the title includes "empathy and understanding" will be provided in Section 2.

1. Invite the participants to learn the words to "Czechoslovakia"
    a. Say the first two lines of the rhyme and ask the participants to repeat after you:
        "Czechoslovakia, Boom Sha Boom"
        "Yugoslavia, Boom Sha Boom"
    b. Let the participants know the next 8 lines of the rhyme are a call and response. Ask them to listen to you say each line and teach them how to respond:
        "Let's get the rhythm of the hands" (clap 3 x's)
        "We got the rhythm of the hands" (clap 3 x's)
        "Let's get the rhythm of the feet" (stomp 3 x's)
        "We got the rhythm of the feet" (stomp 3 x's)
        "Let's get the rhythm of the eyes" (swipe hands over head and say "Woo!")
        "We got the rhythm of the eyes" (swipe hands over head and say "Woo!")
        "Let's get the rhythm of the hips" (swing hips side to side and say "ding-dong")
    c. Put the first 10 lines of the rhyme together with the movements
    d. Add the final line of the rhyme:
        "Let's get the rhythm of the free form dance" (dance/move freely)
    e. Repeat the entire rhyme until participants are comfortable with it.
    f. Ask the participants to march in place while repeating "Czechoslovakia."
    g. Tell students what they were doing was marching to the **BEAT** of the rhyme
        - **BEAT** = the steady pulse of music
    h. Invite participants to perform the rhyme again but this time ask them to clap each syllable of the words of the rhyme
    i. Tell participants what they were doing was clapping the **RHYTHM** of the rhyme
        - **RHYTHM** = the pattern of short and long sounds and silences that fit within a steady beat. It is how we multiply or divide the beat to create interesting patterns.

PROCESS/ACTIVITY

j. Invite participants to perform the rhyme again but let them know that once they reach the end, you will all return to the beginning and repeat the entire rhyme at a faster speed
k. Repeat at least 3 times, getting faster each time until it is no longer possible for the participants to stay together
   - Share the vocabulary term and definition for **TEMPO** – the speed of the beat (The speed of the music: fast, medium, slow)
l. Explain to the group that we bond through play and such shared experiences help to create empathy.
m. Listen to the musical excerpts:
   - Do you hear high or low sounds (**PITCH**)?
     i. high sounds: Samba Whistle Demonstration Video (play for :30 seconds)
     ii. low sounds: Tuba Demonstration Video (play for :30 seconds)
   - Tell participants the highness and lowness of sounds is called **PITCH**
n. Next we will explore the element of music called **DYNAMICS** (**DYNAMICS** are the loudness or softness of a sound.)
o. Ask participants to respond to the dynamics of the music by "conducting" the music with their hands.When the music is loud ask participants to make large movements with their hands and ask participants to make small movements with their hands when the music is soft.
   - "Pictures at an Exhibition" Modest Mussorgsky (video link in slide)
p. Ask participants to listen to the recording of "Blackbird" (video link in slide) and make note of the different sounds or instruments used in the music.
q. Once the music ends, ask the students what they heard? Explain the only instrument is the voice of Bobby McFerrin. He was able to change the **TIMBRE** of his voice throughout the piece of music.
r. Share this definition: **TIMBRE** is the quality or tone color of a sound; it's what makes one instrument or sound different from another.
s. We will return to these elements of music (**BEAT, RHYTHM, TEMPO, PITCH, DYNAMICS,** and **TIMBRE)** in the next section.