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: 3

Section Title: Culture and Music

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

CONTENT OUTLINE

Purpose:

To give an overview of culture from one of the lessons in the Module and connect culture to 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: 21-26

Handouts:

Materials:

Slide presentation, audio capabilities

Media Resources:

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PROCESS/ACTIVITY

INTRODUCTION TO THE CLUTURE OF SOUTH AFRICA

1. Ask participants the following questions:
    a. Where is South Africa on a world map? (Most Southern point on the continent of Africa)
    b. What language(s) are spoken/written in South Africa? (South Africa has 11 official languages)
    c. Why do you think South Africa has 11 official languages?
2. Ask participants to raise their hands if they have ever had to move from one place to another, such as between schools, cities, states, countries, continents, etc.
    a. What types of challenges do people face when moving?
3. Ask participants how they would define “migrant laborers”
    a. Explain that sometimes people need to move to provide for their families, such as for a seasonal job
    b. Due to the discovery of gold and diamonds in South Africa in the 1800’s, workers were needed and many people moved there from many different countries in Africa (Zimbabwe, Zambia, Tanzania, and other countries)
    c. What challenges would exist when people from many different countries all moved to South Africa (culture, language, food, traditions, overcrowding, etc.)
    d. *Optional extension of the lesson: Share the lyrics of the song “Stimela” by Hugh Masekela to further explore the journey made by the migrant laborers*
4. Ask participants to think about working conditions inside a gold mine and what they might need to wear for this work and why
    a. Share your answers with a partner and then with the whole class
    b. Share with participants the need for the migrant laborers to wear work boots made out of rubber, called gumboots, in the mines because they would flood
5. Explain that one way the migrant laborers would communicate with one another was through music
6. Teach participants the “Gumboot Dance” one section at a time, then put the two sections together
    a. Clap - Slap of the Boot - Stomp x 4
    b. Slide - Slap of the Boot - Stomp x 4
7. Ask participants what other purpose music could have to migrant laborers in addition to being a communication tool?
8. 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, and/or locations do YOU hear music?
    c. Do you think people in South Africa hear music at the same kinds of events, occasions, and/or locations as you?
        - Ask students to take turns sharing their answers with a partner.

PROCESS/ACTIVITY

d. Play approx. :30 seconds of each musical example and ask students at what event or occasion they think this music would be used. (video link in slide)
   - “Good Evening, Good Night” (lullaby)
   - “We Will Rock You” (sporting event)
   - “Stars and Stripes Forever” (parade)

e. 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. (video link in slide)
   - “Thula Baba” (lullaby)
   - “Wavin’ Flag” (sporting event)
   - “Cape Town Carnival" (parade)
   - *Optional lesson extension - see news video about the Cape Town Carnival*

f. What did you notice about the **BEAT**, **RHYTHM**, **TEMPO**, **PITCH, TIMBRE,** and **DYNAMICS** of the music from South Africa?