

World Music Festival

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The sixth grade will learn about the music and culture of peoples from Asia, Africa, and South/Latin America. Each of the three music classes will focus on the music and cultures of India, Brazil or West Africa. Students will listen to music, hear stories, create replica instruments and perform authentic and original music.

Students will present an evening performance along with displays of their craftsmanship demonstrating their new skills, knowledge, and understanding.

Essential Question:

How does music tell our story?

Students will:

- ♪ learn how music is an integral part of human culture
- ♪ understand how music is interwoven into the daily life of most cultures
- ♪ listen to and analyze the music of various cultures
- ♪ evaluate music in terms of rhythm, tempo, meter, melody, harmony, form and timbre
- ♪ evaluate musical performances of classmates
- ♪ recall previously learned concepts, vocabulary, visual images, experiences and facts
- ♪ describe music with the spoken and written word, movement, and visual symbols
- ♪ reflect on the lyrics of various types of music
- ♪ perform music from various cultures
- ♪ integrate movement, drama, storytelling, poetry, and visual arts into music study.
- ♪ improvise melodies and harmonies to rhythmic ostinatos
- ♪ compose original music in the style and form of music from world cultures
- ♪ create replicas of indigenous musical instruments
- ♪ demonstrate personal craftsmanship and creativity in designing of their handmade instrument
- ♪ read and write standard and alternative forms of music notation
- ♪ sing authentic folk songs
- ♪ play authentic song games
- ♪ work collaboratively in music ensembles
- ♪ perform for classmates and community members
- ♪ build community by sharing common experiences and challenges.

Affective learning goals

Students will:

- ♪ react to and describe the moods of examples of music.
- ♪ improvise music that reflects different emotional states

- ♪ move through the classroom space demonstrating their emotional reaction to the listening selection
- ♪ describe in their journals how a listening selection affects them

Personal Development goals

Students will:

- ♪ present original music to an audience facing both commendation and criticism
- ♪ create original works of art
- ♪ expand their skills at performing music
- ♪ dramatize characters with alternative social position, power, and weaknesses
- ♪ use creative problem solving skills
- ♪ exercise time management skills
- ♪ seize leadership opportunities, or fill other roles within the group dynamic
- ♪ understand there is a world that exists outside of their influence.
- ♪ understand the commonalities of peoples everywhere

Teaching to differentiated learning styles

Linguistic intelligence: Students who excel in language will write in their WMF journals describing the music, instruments and experiences in class. Students will describe and evaluate music in class discussions. Students will compare new music they are hearing to music they know and describe it in terms of musical vocabulary. Students will write in simple poetic form to describe selections of music.

Logical-Mathematical Intelligence: Students who excel at reasoning and number skills will describe music with number measurements. They will measure tempo in beats per minute, describe meter and polyrhythms, and design the form of new musical compositions

Spacial Intelligence: Students who excel in visual/spatial endeavors will interpret the the music using sketches in journal rather than words, drawing the mood of music in color and line. Students will draw pictures of the various instruments and sketches describing the story and messages of folktales.

Bodily-Kinesthetic Intelligence: Students who excel in the use of their hands and bodies will be successful in the drumming and dancing of this project. Students will play authentic instruments, learn folkdances and play song games of each culture.

Musical Intelligence: Students who excel in musical thinking will succeed in listening and describing the music we hear. Students will compose their own original songs and produce them with and ensemble.

Interpersonal Intelligence: Students who learn best when discerning the intentions and motivations of other people will learn through group assignments. Students

will work together to create visual aids, dramatizations, and ensemble performances.

Intrapersonal Intelligence: Students who have an adaptive self knowledge will learn best when they spend class time listening and deciphering music listening selections. These students will be encouraged to journal about what they hear and how they hear it. Students will have the flexibility to present their newly acquired knowledge in a way that best suits them.

Naturalist Intelligence: Students will be working with natural materials to create their instruments. Students will be working with wood and animal skins and learning the importance of geography and the physical world and its resources in shaping the music and the musical instruments of each culture.

Activities

- ♪ Students will hear different genres of music from each culture and define the roles of the musician, the audience, and the community. Students will describe and evaluate the music in words, pictures and movement.
- ♪ Students will record thoughts, sketches, ideas, reactions, and writing in a World Music Festival Journal.
- ♪ Students will create and decorate their own journals.
- ♪ Students will watch videos look at photos and create original drawings.
- ♪ Students will read and perform authentic music.
- ♪ Students will create a mural while listening to music. It will express the character of the music while using colors representative of each culture and portraying objects, people and activities form daily life of each community.
- ♪ Students will design, build and play replicas of indigenous, traditional or contemporary instruments.
- ♪ Students will hear folktales that involve music and musicians.
- ♪ Students will participate in improvisational drama to reenact the music and daily life of each community.
- ♪ Students will play children's song games for each culture.
- ♪ Students will hear poetry and poetry with music from each culture. Students will create an "I am...." Poem in their own voice describing the role of the musician in each culture.
- ♪ class discussion and questioning

Accommodations for special learners

Students with physical restrictions will move to the music in a restricted or altered manner. Students who lack the fine motor skills to created intricate musical instruments will create simplified instruments or choose to sing songs. Students who require language or reading assistance will learn from videos and from

describing music verbally with a limited audience. Accommodations will be made for students who require special help to facilitate learning to their highest potential.

Assessment

- ♪ Observation of student participation in class discussions and musical performances.
- ♪ Questioning to students:
 - Knowledge... “describe, explain...
 - Comprehend... “identify, retell...
 - Apply... “demonstrate, adapt...
 - Analyze... “compare, distinguish...
 - Evaluate... “judge, predict, decide...
 - Synthesize... “invent, refine, transform...
- ♪ World Music Festival Journal completed representing the activities and knowledge gained and remembered.
- ♪ Completion and performance of replicated instrument
- ♪ Self assessment questionnaire.

Enriching activities when time permits or when students seek additional experiences may include:

- ♪ Research web sites for sound and picture files, art work, letters and essays from each culture
- ♪ Create paper dolls with traditional costumes
- ♪ Create additional original compositions
- ♪ Create a puppet and puppet show to illustrate costumes and dance
- ♪ Learn and present a solo song
- ♪ Illustrate musicians of each culture performing
- ♪ Create a map of country with representative performers and instruments
- ♪ Research climate and geography and explore how that influences the lyrics of the songs
- ♪ Learn to sing the national anthems
- ♪ Research and display the traditional textiles and costumes.
- ♪ Research and present the acoustical physics of how each instrument works

Ideas for integration into unified arts, cultures and academic areas:

Life Skills;

- ♪ Recreating recipes of traditional foods
- ♪ Recreating simple costumes for the final performance night
- ♪

Technology Education

- ♪ Creating instruments
- ♪ Comparing hand tools and techniques
- ♪
- ♪

Visual Art

- ♪ Decorating instruments
- ♪ Illustrating scenes of community life
- ♪ Recreating works of indigenous art
- ♪
- ♪

Physical Education

- ♪ Playing traditional children and adult games.
- ♪ Listening to traditional music during physical activities
- ♪
- ♪

Culture/Language

- ♪ Learning language specific names of instruments, foods, music, and community life
- ♪ Singing folk songs in true language
- ♪ Locate and read native newspapers and magazines

Math

- ♪ Measurement and diagramming of instrument replicas
- ♪
- ♪

Science

- ♪ Studying the acoustical properties of indigenous music
- ♪

Social Studies

- ♪ Reading history and economics of each culture and how they interact with the world economy
- ♪ Discussing the music of each culture has affected the cultures and music scene of neighboring countries and the world
- ♪
- ♪

Language/reading/writing

- ♪ read folktales
- ♪ read and recreate poetry
- ♪ read historical novels
- ♪

Staff

- ♪ Share personal travel experiences and photos.
- ♪ Share family immigration stories.
- ♪ Tell stories.
- ♪ Play music with class ensembles
- ♪ Attend final community presentation

Comments/ Concerns/ Suggestions: