

African music video

Students will watch the National Musical Heritage Society's video on the music of Ghana.

Rationale: The video, which is 22 minutes long, has a small group of performers who play African rhythms and show African (Ghana) instruments. The video includes sections on the talking drum poetry, layered rhythms patterns, the importance of the bell in keeping time, and has African dancers at the end.

Objectives.

Students will learn to hear melody. Students will learn to play and hear rhythms. Students will learn to play and hear music forms. Students will learn to play and hear various musical timbres. Students will learn improvise rhythms. Students will learn manipulate traditional and innovative forms of music. Students will learn manipulate timbres of music. Students will learn of music from other cultures. Students will compare the music of their own culture with the music of other cultures. Students will learn the place of music in history. Students will exercise the skills of personal craftsmanship. Students will create visual representations of music and culture. Students will write creatively and descriptively in their journals. Students will reflect on the personal and emotional impact of the music, its aesthetic qualities. Students will participate in class discussions of music and culture. Students will take pride in personal accomplishment

Materials

National Musical Heritage society video on African music.
Questions poster.
Music journals.
Colored pencils.
African instruments from the video.

Procedure.

After a class warmup activity.

1. Introduce the video and what they will be seeing.

2. Hold up the questions poster and review the answers they should be listening for.

What country are these musicians from?

What are the three main instruments?

Which instruments have defined pitch?

What are the two kinds of drums? Two ways of making them?

In this country, which animal is used for the drum heads?

Describe the dancer's costume.

Which instruments sets the time?

Which instrument is the most difficult to play?

3. View and listen to the video, students should note the answers to the questions in their journals

4. Class discussion of the answers.

5. Bring out examples of the instruments and have the kids draw sketches of them in their journals and label them

6. Each child should get a chance to try one of the instruments after they've finished sketching.

For performance:

special notes

Assessment

Students will copy basic facts into their journals regarding African music.

Students will draw reasonable sketches of the instruments and label them.