**MUSIC ALL AROUND**

**Teaching Artist: Ms. Michelle Kardos**

**Detailed Description of Residency Sessions**: Students will gain an appreciation and understanding of music from various continents around the world. There are 3 sessions where students will virtually travel to Africa, Australia, and Asia. Students will learn about languages, animals, and music related to the continents and specific countries located there. The biggest focus of all the sessions in music appreciation and individual expression, in which students will formulate their own opinions and thoughts related to the music and other material.

**Standards:**

NAS Anchor Standard #7. Perceive and analyze artistic work.

NAS Anchor Standard #8. Interpret intent and meaning in artistic work.

NAS Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.

NAS Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

**SESSION OUTLINE (#1): Africa**

**Objectives:**

* Match pitch of teacher
* Sing in tune with others
* Sing do, re, mi, fa, sol, la, ti, do’
* Sing the pattern “do-do-mi-so”
* Keep the steady beat with body movements
* Do music activities with songs from Ghana and Kenya
* Say hello in Swahili
* Listen to, analyze, and describe music

**Materials Needed:**

* Computer, Tablet, or Phone that can run Zoom

**1. Greeting/Opening Song** (5 mins)

* Musical Hello
* Introduce Africa.
* Show students globe/map of Africa, then Kenya.
	+ In the country of Kenya, many people speak Swahili.
	+ How to say “hello” in Swahili: “Jambo Bwana”.
* Ask leading questions to video then share screen show students YouTube video of song “Jambo Bwana” (see “Resources for Teacher” at end of Lesson 1).
* Students clapping to the steady beat (teacher models first).

**2. Concentration (musical concept)** (5 mins)

* Introduce the scale in solfege: *do, re, mi, fa, sol, la, ti, do’*
* On the board, draw stairs with solfege written on each step.
* Teacher sings the scale on solfege and numbers with Curwen hand signs - ascending and descending.
* Teacher circles *do, mi* and *so* – this is today’s focus.
* Teacher sings “*do-mi-so*” with Curwen hand signs.
* Instruct students to follow your hand signs but don’t sing yet until it’s their turn to sing
* Students practice– Fists in front for *do*. So: two thumbs up, open the gates, lock the gates. Flip *so* down to make *mi*.
* Students repeat after the teacher, singing and signing various rhythmic variations of “*do-mi-so*” with Curwen hand signs. End with example: “*do, do-mi-so*” (quarter, eighth-eighth-quarter)

**3. Active Listening** (5 mins)

* Ask students to listen to the solfege patterns in the song.
* Play or sing the song “Sansa Kroma” for students to hear.
* Ask students if they heard a pattern.
* Translate lyrics to English. Explain meaning of song (see “Resources for teacher” at end of Lesson 1).
* Play again for students.
* Have students determine that in the song “Sansa Kroma”, there is the “*do-do-mi-so*” pattern. Instruct students to listen to the song again. Raise their hands in the air when they hear that pattern (it is the lyrics “Sansa Kroma”). Guide students by raising your hands to help them identify the pattern if necessary.
* Play again and instruct students to do the Curwen hand signs along with the melodic pattern when they hear it. Guide students by doing the hand signs with them if necessary. Have the students do it without the teacher.

**4. Animals of Africa** (3 mins)

* Students will identify different African animals from pictures leading into the next activity.

**5. Elephant Hands** (7 mins)

* Ask students again about animals from Africa
* Have students get out their “wiggles” and then lead elephant hands with African instrumental music in the background (see “Resources for Teacher” at end of Lesson 1).
* Ask the students what they see or heard as an elephant.

**6. Closing/Reflection** (5 mins)

* Ask students to tell what was their favorite thing they learned in music today.
* Tell students a little about the next lesson to entice them.

Resources for teacher

* World Map - <https://www.echalk.co.uk/Science/physics/solarSystem/InteractiveEarth/interactiveEarth.html>
* Jambo Bwana - <https://www.youtube.com/watch?v=vUrVeRGo5IM>
* Sansa Kroma - <https://www.youtube.com/watch?v=4RRdlBodrWU&ab_channel=Zimbe%21>
* Translation of Sansa Kroma - <https://pancocojams.blogspot.com/2012/03/lyrics-meanings-of-ghanaian-song-sansa.html>
* Relaxation Music- <https://www.youtube.com/watch?v=Njj4CX4OAMU&ab_channel=Buddha%27sLounge>
* Elephant Hands - <http://kidsrelaxation.com/all-relaxation-activities/elephant-hands/>
* Relaxing with Elephants - <http://kidsrelaxation.com/educator-resources/relaxing-with-the-elephants/>
* This webpage starts with kid-friendly facts about Africa. Feel free to intersperse these facts throughout lesson: <http://www.nuttinbutpreschool.com/africa-lesson-plan/>

**SESSION OUTLINE (#2): Australia**

**Objectives:**

* Match pitch of teacher
* Sing in tune alone and with others
* Distinguish between short and long sounds
* Keep the steady beat with body movements
* Do music activities with songs from Australia
* Say hello in Australian
* Listen to, analyze, and describe music
* Exploring sounds of animals from Australia

**Materials Needed:**

* Computer, Tablet, or Phone that can run Zoom

**1. Greeting/Opening Song** (5 mins)

* Musical Hello
* Introduce Australia
* Show students globe/map of Australia
	+ In the country of Australia, many people speak English.
	+ How to say “hello” from Australia: “Good Day, Mate”.
* Review and sign melodic pattern do-do-mi-so along with Sansa Kroma

**2. Active Listening** (5 mins)

* Ask students to listen for the animals in the song.
* Play the song “Going on a Bush Walk” for students.
* What are the animals? What are they doing?
* Teach students chorus to song.

**3. Concentration: Moving to Musi**c (5 mins)

* Sing or play “Going on a Bush Walk”
* When the teacher sings Chorus (“With my pack pack pack…”), students clap steady beat.
* Call and response on words “Bush Walk” in which students will answer the teacher with the same phrase each time they hear the song.
* When the teacher sings about animals, ask students about their movements and how they can move on their screen like the animal. Students move like that animal (hop with hands like a kangaroo, frill neck with hands like a lizard, slither with hands kike a snake)
* Model the movements for students first so they know what to expect. Lay down some rules so they don’t get out of hand. For instance, only move and listen, no talking and staying within the screen.

**4. Animals of Australia** (3 mins)

* Students will identify different Australian animals from pictures leading into the next activity.

**5. Creating/Moving to Music** (7 mins)

* Show/play clips of Kookaburra bird from Australia.
* Sing or play the song “Kookaburra”
* Ask students how they can move like the Kookaburra in the song (see “Resources for Teacher” at end of Lesson 5).
* Add extension for language development by leaving some words out while singing. Asks the students what words to leave out and instead will do the movements.

**6. Closing/Reflection** (5 mins)

* Ask students to tell what was their favorite thing they learned in music today.
* Tell students a little about the next lesson to entice them.

Resources for teacher

* World Map - <https://www.echalk.co.uk/Science/physics/solarSystem/InteractiveEarth/interactiveEarth.html>
* Learning song and lesson “Going on a Bush Walk” - <http://www.songsforteaching.com/animalsongs/goingonabushwalk.php>
* Kookaburra Laugh - <https://www.youtube.com/watch?v=UXA0-YAoo9Q&ab_channel=RickSchwartz>
* Kookaburra movements - <https://www.vocalenchantment.com.au/wp-content/uploads/2016/09/Teacher-Lesson-Tips-and-Ideas-1.pdf>

**SESSION OUTLINE (#3): Asia**

**Objectives:**

* Match pitch of teacher
* Sing in tune alone and with others
* Distinguish between short and long sounds
* Keep the steady beat with body movements
* Do music activities with songs from India
* Say hello in Hindi
* Listen to, analyze, and describe music
* Exploring sounds of animals from India

**Materials Needed:**

* Computer, Tablet, or Phone that can run Zoom
* Something to draw with and something to draw on (example pencil and paper).

**1. Greeting/Opening Song** (5 mins)

* Musical Hello
* Introduce Asia
* Show students globe/map of Africa, then Kenya.
	+ In the country of India, many people speak Hindi.
* How to say “hello” in Hindi: “Namaste”.
* Sing or play the song “Kookaburra”
* Ask students how they can move like the Kookaburra in the song

**2. Animals of India** (3 mins)

* Students will identify different Indian animals from pictures leading into the next activity.

**3. Concentration: Singing Dhobi Aaya** (3 mins)

* Ask students to guess what song is about from video.
* Sing or play recording of Dhobi Aaya
* Count in Indian one, two three (ek, do, teen), four five six (chaar, panch, chey), seven eight nine (saath, ath, nau), 10 (dus)
* Have students count along with the song.

**4. Active listening** (5 mins)

* Ask students to pay attention to the way the music makes them feel.
* Play music by Ravi Shankar for students to hear.
* Ask them if they know another instrument that looks like the sitar or sounds like the sitar.
* Introduce Ravi Shankar- sitar player, classical Indian music.
* Introduce vocabulary: tones, quartertones, microtones, raga
* Discuss with students how the sound of the music is different from the music from other lessons or music they listen to individually.

**5. Artistic Expression** (10 mins)

* Ask students to use pencil, pen, crayons, etc. to listen and draw/create along with the music. Ask them to draw what they hear or how the music makes them feel.
* Have students share what they created with one another perhaps describing how it reflects the music or what they felt with music.

**6. Closing/Reflection** (4 mins)

* Ask students to tell what was their favorite thing they learned in music today.

Resources for teacher

* World Map - <https://www.echalk.co.uk/Science/physics/solarSystem/InteractiveEarth/interactiveEarth.html>
* Wikipedia Ravi Shankar <https://en.wikipedia.org/wiki/Ravi_Shankar> Choose kid-friendly information to share with students
* Sitar: <https://en.wikipedia.org/wiki/Sitar> Choose kid-friendly information to share with students
* Ravi Shankar playing - <https://www.youtube.com/watch?v=rmOIh1lqWzc&ab_channel=IqbalRazvi>
* Indian music: raga, microtones, etc. <http://www.ravishankar.org/-music.html> Choose kid-friendly information to share with students