

<p>Annie Liu 20122108</p> <p>Lesson: musical significance</p> <p>Resource(s) this is adapted from: https://www.pbslearningmedia.org/subjects/the-arts/music/society-and-history-of-music/music-in-world-cultures/ https://canadamosaic.tso.ca/elearning/inuit-games-introduction-to-indigenous-music/</p>	<p>Time (Duration): 1 hour</p> <p>Grade(s): 2</p>
<p>Learning Goal: We are learning....</p> <p>Success Criteria :</p> <p>I can identify reasons why people make AND LISTEN to music in their daily lives.</p> <p>I can learn the importance of music to those in different cultures.</p> <p>I can recognize and respect how music is used to celebrate in different communities.</p>	
<p>Curriculum Expectations:Music – social studies</p> <p>C3.1 identify reasons why people make music in their daily lives (e.g., people sing songs that have special meaning in their family; children can use music to promote environmental awareness at school), and describe contexts in which they make music (e.g., family gatherings, seasonal celebrations)</p> <p>A3.6 identify some ways in which heritage is passed on through various community celebrations and events (e.g., recipes are passed down to new generations when traditional food is prepared for a community celebration; ethnocultural festivals often showcase traditional costumes, music, dance, stories, and/or games)</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Tradition • Culture • Celebration • Society • Hip hop • Inuit • Throat singing 	<p><input checked="" type="checkbox"/> Opportunities for Assessment AS Learning</p> <p><input checked="" type="checkbox"/> Opportunities Assessment FOR Learning</p> <ul style="list-style-type: none"> • Sticky note brainstorming • Observation • Understanding of the game • Debrief and reflection
<p>Groupings/Classroom Setup:</p> <p>Music classroom with individual chairs on carpet. Practice rooms offered.</p> <p>Learning Materials:</p> <p>Various percussion instruments, smart board and projector, sticky notes, laptops</p>	
<p>Universal Design for Learning Strategies (Use the chart I provided for examples)</p> <p>Multiple means of Engagement</p> <ul style="list-style-type: none"> • Music and dance – popular and catchy song • Entertaining video <p>Multiple Means of Representation</p> <ul style="list-style-type: none"> • Video includes subtitles and lyric video will be used to share 	<p>Differentiation Strategies: (Check off the ones you’re including (We can differentiate Content, Process, Products, and Environment)</p> <p><input checked="" type="checkbox"/> Open and Parallel Tasks</p> <p><input checked="" type="checkbox"/> Graphic Organizers</p> <p><input checked="" type="checkbox"/> Auditory Cues</p> <p><input checked="" type="checkbox"/> Visual Cues</p>

<div>the song</div> <ul style="list-style-type: none">• Questions can be written, typed, or spoken (voice to type software)• Headphones offered <div>Multiple Means of Action & Expression</div> <ul style="list-style-type: none">• Sticky notes can be physical or on google jamboard• Partners chosen or randomized• Private rooms available	<div><input checked="" type="checkbox"/> Incorporate Movement</div> <div><input type="checkbox"/> Vary Groupings</div> <div><input checked="" type="checkbox"/> Vary Materials</div> <div><input checked="" type="checkbox"/> Provide Choice</div> <div><input type="checkbox"/> Extra Practice</div> <div><input type="checkbox"/> Extra Time</div>
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LESSON:

Activate/Minds On (15 Minutes)

Play the song “Where is the love” by the Black Eyed Peas

Have students play freeze dance as an optional DPA.

Have a class discussion on the lyrics of the song. What societal issues are touched on in the song?

Mention: racism, other forms of discrimination, a lack of “love” in the world between people.

Students watch:

<https://www.pbslearningmedia.org/resource/ctv21-learning-higher-video/camp-tv/>

Working on it (35 Minutes):

Ask students: What else can music represent?

- Each student will be given a sticky note where they can write an answer and stick it on the brainstorm wall.

<https://canadamosaic.tso.ca/elearning/inuit-games-introduction-to-indigenous-music/>

Students will listen to the Inuit Games Melody – ask students what do they hear in the music? Does it sound like birds chirping? Wind blowing? Etc (give examples)

Prompts on explaining Inuit Throat singing:

Throat singing can be heard around the globe in many forms, but the Inuit have a unique, playful competition using this technique. Using their breath and voices to mimic nature sounds, they chant back and forth with a partner, creating rhythmic and melodic patterns.

Throat singing began as a competition or a game that women played in igloos while men hunted and it has evolved into a fun hobby. Two singers sit face to face and sing until one needs to stop.

Musical game in the style of throat singing:

- 1) Students partner up face to face.
- 2) They can either use their voices or grab some of the instruments (drum sticks, tambourines, etc)
- 3) They take turns making melodies with their chosen instruments.
- 4) The students go 3 times each
- 5) The winner is decided by the students working together to choose the partner with the catchier melodies.

Consolidation/Debrief (10 Minutes):

Takeaways from the Inuit singing game.

Class discussion: Why do we think that in Inuit Culture throat singing has been preserved even though traditions have changed over time?

Return instruments and clean up.

