

APPROVED LESSON PLAN

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Artist Name: William Whitten
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February 1 through March 8th (six Fridays) 9:00-10:00.
(9:00-9:15 is work with teachers and 9:15-10:00 is class with students.)

We also talked about Whit coming in to work in the arts-fused setting, (social studies and language arts classes) a model we are advancing in our school and will work out with him. I will look for additional funding to support this artist in the classroom work.

Music Infused at The Community Public Charter School

The mission of The Community Public Charter School is to provide an alternative and innovative learning environment, using the arts, to help children in grades six through eight learn in ways that match their learning styles. This opportunity will enrich our arts-infused curriculum by providing all students with a music component, which is missing from our program.

Planning for instruction in our arts infused, project-based school is time, labor, and care intensive because it requires that the teacher scaffold multiple, but adaptable, pathways to learning for her students. It also requires the teacher to scaffold multiple pathways for herself to negotiate with students and coach them on meeting the goals that the teachers and students develop together, though those goals may belong to individual students or to the class as a group if the group so decides. We collect the data for each of our units by recording the process and the products and use multiple performance assessments related to the stated objectives of each unit. The social studies and language arts teachers will be with the artist and follow up the arts-infused work in the classrooms. It will deeply enrich the offering of music and the tie to our curriculum for students and teachers.

The following Standards of learning will be addressed:

Music Standards of Learning Grades 6-8

Performance and Production

MS.4 The student will create music through a variety of experiences.

1. Discuss how a composer communicates ideas by manipulating elements of music.
2. Improvise melodies, rhythms, and harmonies.
3. Compose melodies, rhythms, and harmonies.
4. Create arrangements of known melodies, using traditional or nontraditional sound sources

Cultural Context and Music Theory

MS.5 The student will investigate musical sounds, forms, styles, and genres through listening, discussing, writing, and performing.

MS.6 The student will investigate the role of music in society.

2. Identify the influence of daily music experience in one's personal life.

Judgment and Criticism

MS.7 The student will describe performances, live or recorded, using music terminology.

2. Identify music of diverse cultures, including representative composers.

4. Use traditional and nontraditional sound sources.

MS.8 The student will demonstrate appropriate performance behavior as a participant and/or listener.

1. Exhibit respect for the contributions of self and others within a music setting.

2. Demonstrate appropriate audience behavior for the context and style of music performed.

Other:

1. Communicate and practice high expectations to empower all students.

2. Acknowledge and incorporate the relevance of cultural heritage of students into instructional strategies.

3. Build positive relationships with and among students in the context of culture.

African Drumming and Communication

Goals:

Understand how music can communicate various messages

Learn about the history and uses of the African Djembe drum

Identify and practice the three basic African drum tones

Use African drum tones to create and convey a message

Materials for both music class and arts-infused follow-up:

CD player and CD of African drum music

Djembe drums (Our school has 8 drums)

CDs of various music to demonstrate messages, such as:

Current popular songs brought in by students

Traditional songs ("I've Been Working on the Railroad," "Clementine", Civil War songs)

Classical songs ("Tocatta and Fugue in D Minor" by Bach,

"William Tell Overture" by Rossini)

Sessions:

1. Discuss how music, like stories and writing, can have a main idea.

2. Introduce Djembe drums.

Also known as "talking drums," Djembe drums are described as "waisted" because they have an hourglass shape, with a "waist" in the middle. Skins are stretched over the ends of the drum and held in place by many cords. When the cords are tightened, the skin is pulled tighter and the sound of the drum gets higher.

Briefly explain that drums were often used as a communication tool to send messages from village to village, with different beats and rhythms representing words and messages.

Introduce African Drum tones: bass, tone, and slap.

Discuss how musical messages are created through the combination of tones and number of beats or rhythm.

3. Suggest that students pretend to be drummers in an African village who must convey a message. Create a simple musical message using a combination of the three drum tones. For instance, the message could warn of impending danger, welcome an anticipated visitor, celebrate someone's birthday, or announce an important guest.

4. Practice their messages.

5. Have students play their messages before the class. Ask the audience to try to guess the general tone of the message.

6. Continue learning drumming techniques.

7. Continue experimenting with drum calls and drum play.

In Social Studies classes:

1. Play music selections from

Traditional song ("I've Been Working on the Railroad," "Clementine" Civil War songs) Discuss messages
Play various African songs/rhythms on CD and help students determine a song's message:

Quick, mostly bass = danger

Slap, tone = celebratory

Slow, bass = solemn (funerals)

2. Play various African songs/rhythms on CD and help students determine a song's message:

Quick, mostly bass = danger

Slap, tone = celebratory

Slow, bass = solemn (funerals)

3. Have students bring in popular music

4. Listen to their own music. Discuss how musical messages are created through the combination of tones and number of beats or rhythm.

In Language Arts classes.

1. Listen to a section of Classical song ("Toccatina and Fugue in D Minor" by Bach, "William Tell Overture" by Rossini)

2. Play one of the music selections in full. As students listen to each piece, each student will fill out a Graphic Organizer to record the main ideas and details of each piece.

Evaluate:

Student participation and engagement

An understanding of how music can be used to convey a message

Students' ability to identify the main ideas of various songs

Students' ability to accurately replicate three basic drum tones

Drum messages that convey a clear meaning

The creation of positive relationships in a cultural context