

**Music In Our Schools Month®**  
**General Music: 1<sup>st</sup> Grade**  
**2018–2019**

**Children as Culture Bearers**

**LOC Link:** Various

**Recording:** Various

*Lesson by Rob Lyda, Cary Wood Elementary School, Auburn, Alabama; chair-elect, Council for General Music Education (2017–18)*

**Overview**

Throughout these lesson-plan launching points, children will engage with their personal musical culture and the musical culture of others.

**Prerequisite Skills**

For students to be successful in this unit, they will need knowledge of and experiences with the following:

- Use of technology for recording and research.

**Instructional Goals/Objectives**

**Launching Point 1**

- I can interview someone older than me to learn about his or her musical background from childhood.

**Launching Point 2**

- I can interview an adult family member about music used for personal, family, and/or cultural celebrations.

**Launching Point 3**

- I can use technology to record songs shared with me.

**National Core Arts Standards (2014)**

The Connecting Artistic Process addressed in this unit is displayed below:

**Connecting #10:**

- Synthesize and relate knowledge and personal experiences to make music

**Enduring Understanding**

- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

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**Essential Question**

- How do musicians make meaningful connections to creating, performing, and responding?

**Specific Performance Standard**

- *MU:Cn10.0.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.*

**Connecting #11:**

- Relate musical ideas and works with varied context to deepen understanding.

**Enduring Understanding**

- Understanding connections to varied contexts and daily life enhances musicians' performing, and responding.

**Essential Question**

- How do the arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

**Specific Performance Standard**

- *MU: Cn11.0.1a Demonstrate understanding of relationship between music and the other arts, other disciplines, varied contexts, and daily life.*

**Assessments**

- Assessment are embedded throughout each launching point.

**Materials and LOC Resource Links for the Unit**

- LOC Links  
Launching Point 1: <http://hdl.loc.gov/loc.afc/afcss39.2612a1>  
  
Launching Point 2:  
[https://www.loc.gov/folklife/guide/images/MexicanGirls0037\\_300.jpg](https://www.loc.gov/folklife/guide/images/MexicanGirls0037_300.jpg)  
[https://www.loc.gov/folklife/guide/images/Chenoweth0041\\_600.jpg](https://www.loc.gov/folklife/guide/images/Chenoweth0041_600.jpg)

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## **Launching Point 1**

### **Objective**

- I can interview someone older than me to learn about his or her musical background.

### **Essential Question**

- How do musicians make meaningful connections to creating, performing, and responding?

### **Specific Performance Standard**

- *MU: Cn10.0.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.*

### **Procedure**

1. Discuss with the students the term *culture*. Highlight that culture includes the things that make groups of people identifiable. Music of different cultures is identifiable by the ways the elements of music are used, types instruments used, etc.
2. Play for students “La Indita” (“Indian Song”) <http://hdl.loc.gov/loc.afc/afcss39.2612a1>. Notice that in the recording, an adult asks, “Where did you learn this song?”
3. People who study music of different cultures are called *ethnomusicologists*. The woman asking, “Where did you learn this song?” is an ethnomusicologist.
4. Pass out the student interview sheet. Tell the students they are going to ask an adult, older than their parents, to help them fill out the sheet.
5. During another class period, have the students discuss the responses.
6. Have the students brainstorm additional questions or wonderings to ask the interviewees.

### **Assessment**

- Students will interview an adult about their personal musical background and share the results with their peers and teacher.

### **Extension**

- Students will work in groups, with guidance, to compare and contrast the answers received during the interviews. The students will use a Venn diagram or other graphic organizer to share what they learned.

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## **Launching Point 2**

### **Objectives**

- I can interview an adult family member about music used for personal, family, and/or cultural celebrations.

### **Essential Question**

- How do the arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

### **Specific Performance Standard**

- *MU: Cn11.0.1a Demonstrate understanding of relationship between music and the other arts, other disciplines, varied contexts, and daily life.*

### **Procedure**

1. Use popcorn questioning (see for an example: <https://www.teachingchannel.org/video/student-participation-popcorn-share>) to ask the students about family and cultural celebrations.
2. Discuss cultural celebrations in the United States with the students. Some of these may vary by region.
3. Show the students the Musical Celebrations graphic organizer (found below in this lesson). As a class, complete the questions about an American nonreligious celebration (e.g., the Fourth of July).
4. Discuss with students the differences among cultural celebrations, national celebrations, and personal family celebrations (e.g., the Fourth of July versus a personal birthday party, or a personal birthday party versus the Holi Festival).
5. Instruct the students to go home and interview an adult family member about music used in family celebrations using the Musical Celebrations graphic organizer. Tell the students to ask their selected adult about cultural celebrations.
6. During another class period, have the students share their answers.

### **Assessment**

- Students will interview an adult family member about music used in family celebrations and share the results with their peers and teacher.

### **Extension**

- Have students find similarities and differences between music used in various celebrations. The students can work in groups to learn about different music used in celebrations.

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- Invite students' family member members into the music classroom for a multicultural fair to demonstrate and discuss the music used in different cultural celebrations.
- Learn and perform music discovered through the students' interviews.

### **Launching Point 3**

#### **Objective**

- I can use technology to record songs shared with me.

#### **Essential Question**

- How do the arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

#### **Specific Performance Standard**

- *MU: Cn11.0.1a Demonstrate understanding of relationship between music and the other arts, other disciplines, varied contexts, and daily life.*

#### **Procedure**

1. Show the class the following pictures from the Library of Congress:  
[https://www.loc.gov/folklife/guide/images/MexicanGirls0037\\_300.jpg](https://www.loc.gov/folklife/guide/images/MexicanGirls0037_300.jpg)  
[https://www.loc.gov/folklife/guide/images/Chenoweth0041\\_600.jpg](https://www.loc.gov/folklife/guide/images/Chenoweth0041_600.jpg)
2. Share with the students the fact that the role of an ethnomusicologist is to preserve and study music of other cultures. Discuss with the students how recording has become easier due to handheld recording devices. Even using these devices, ethnomusicologists must keep good records of what they record.
3. Have the students work in groups to record, using technology (tablet, laptop, etc.), someone at school singing a personal song. The students can record an adult or child. Use the Official Field Recording graphic organizer (found below in this lesson) to preserve "field notes."
4. Share answers and recordings on another class period.

#### **Assessment**

- Students will be able to use technology to record and document a song and share the results with their peers and teacher.

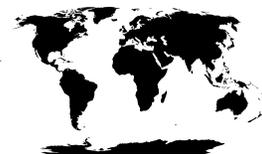
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**Extension**

- Have the students create a virtual database using a wiki, blog, or website to house the recordings and field notes for this project. Draw comparisons to their field recordings and the field recordings on the Library of Congress website.

**Teacher Talk**

- Every culture has its own music and traditions.
  - Children come to our classrooms with a personal cultural-knowledge base.
  - We should help the children share their musical cultures and learn the musical cultures of others.
- We know about music from the past and other cultures because people have shared their music.
  - Ethnomusicologists collect the music of different cultural groups.
  - Technology has aided the collection process.



**Directions: Interview, someone older than your parents, about their music as a child.  
Have the adult help you read the questions.**

**Your Name:**

**Adult's Name:**

1. Where did you grow-up?

2. Did you learn songs from your parents and/or grandparents?

3. Did you sing in a language other than English?

4. Did you sing certain songs for holidays?

5. Did you participate in music at home and/or school?

6. Did you play an instrument?

# Musical Celebrations Graphic Organizer

Why is this  
music special to you and  
your family?

Are there  
any customs or  
traditions that are associated  
with this music?

## Directions:

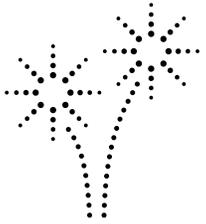
Interview your parents, grandparents, or another adult family member about music used in family celebrations.  
Answer the questions in each circle.

Student's  
Name

Music you choose:

Do people play  
instruments or dance with  
this music?

Where  
did this music come  
from?





## Directions:

Use this form to collect field notes to document your groups' recording. Please fill this form out completely. You may ask an adult for help.



Group Members' Names: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Singer's Name : \_\_\_\_\_

Name of Song : \_\_\_\_\_

Where did you learn this song?

Are there any special dances or instruments played with this song?

When did you learn this song?

Are there any celebrations associated with this song?