

Beyond Borders Curriculum:

THEORY AND VISUAL ART!

DAY 1:

Behavioral Objective: As a result of this lesson students will be able to identify the different elements that make music. Students will be able to visually and aurally identify music.

Materials:

- Poster Board
- Markers
- Sheet Music

Repertoire: A Cd with different samples of sound clips including (Salsa, Merengue, Pop, African, Calypso etc.)

Equipment: Radio

Accommodations/Special Needs:

Lesson Sequence:

1. Activity: Welcome Song (5 minutes)
2. Activity: What is music? (7 minutes)
 - Students Respond to question:
What is music?
What does music look like?
What does music sound like? etc.
 - Students will listen to different sound clips and raise their hands when they hear music and put it down when they hear noise.
 - Student will then be asked what is the typical kind of music Dominicans listen to? What makes Merengue, Bachata, Salsa Music? Teachers will then explain the instrumentation behind behind these music and what makes them different?
3. Activity: Musical Art (15 minutes)
Students will be divided into teams and create a poster board that visually represents Dominican Music. Each team will be assigned a different style.
4. Activity: Guess that Music? (15 minutes)
 - Students will listen to 5 different styles of music.(Classical, Latin, African,Asia, American) Students will learn what sound corresponds to what style. Students will also learn what elements make merengue/ dominican music.
 - Students will then be played these styles out of order and will have to guess what style of music that it is.

Evaluation: At the end of the lesson students will be asked questions about what makes music? The different styles of music? Why do people make music? What makes Music? What makes noise?

THEORY AND VISUAL ARTS

DAY 2.

Behavioral Objective: As a result of this lesson students will be able to visually identify both the Treble Clef and a Bass Clef. Student will also be able to identify what a major scale looks like on a treble clef. Students will also review what they learned about Dominican Music the day before and will be Introduced to American Music.

Materials:

- y-shaped twig
 - Yarn
 - Scissors
 - Tape
 - Feathers, beads, buttons, washers, spools, and/or shells with holes in them.
 - Cardboard Box with a hole in it
 - Rubber band
 - Pencil
 - paper towel tube
 - paper plate
 - rocks, pop corn, dried beans, rice
 - color pencils, paint etc.
 - A paper towel tube or other long cardboard tube
 - Aluminum foil
 - Small dried beans (like lentils), unpopped popcorn, dry rice, or tiny pasta.
 - Brown paper (from a grocery bag) or construction paper
 - Glue
 - Scissors
 - Crayons or markers

Equipment: Radio

Accommodations/Special Needs:

Lesson Sequence:

1. Activity 1: Amazing Grace Cherokee style (5 minutes)
2. Activity 2: Students will guess and identify the elements of Native American Music. Teacher will explain the difference between Native American music and Dominican Music (10 minutes)
3. Activity 3: Students will then learn what a bass clef is. What a treble clef is and the major scale. Students will then sing the song they learned the previous day in sol-fa class. (10 minutes)
4. Students will then be broken up into teams and each create a native american instrument. (Rain Stick, Maracas, Guitar and Rattle) (20 minutes)

Evaluation: At the end of the lesson students will be asked specific questions about Dominican Instruments vs. American Instruments. They will be asked about the major scale and the treble and bass clef.

Sol-Fa Musicianship:

DAY 1:

Behavioral Objective: Implement the basic foundation of solfege. Start to develop relative pitch by using spanish sol-fa syllables. Develop internal listening to recognize pitch and identify its proper syllable. Learn about the bass instrument and the root motion of Do to Sol in Dominican Music.

Materials: Keyboard
Manuscript paper
stair case
Markers
Poster Board

Equipment: Radio

Accommodations/special needs: If someone is paralyzed, we are able to modify the staircase by playing crocodile ditch with solfege. Everyone would lay their hands on top of each other, palm faced up in circle. The first person will start by singing Do and clapping the next persons hand. Students will continue with this motion singing the major scale. Whoever claps on Do by the end of the scale is out of the game.

Lesson Sequence:

1. Activator/Warm up: Up-Seed to flower. (Sirens with up and down movement)
2. Activity: The Solfege Song (10 minutes)
 - Notate the solfege on a staff paper and explain the method of fixed Do.
 - Teach the "solfege song" using the rote method.
 - After the students learn the song they will sing the song with a simple dance moves similar to London bridge. Two students will be the bridge while the rest of the class enters the bridge. At the end of the 4 bars whoever enters the bridge gets locked in for 1 bar
3. Activity: Staircase game assesment (12 minutes)
 - Label stair case with solfege syllables
 - Call out random solfege and students will have to go up the stair case of the corresponding syllable and sing the pitch.
 - The difficulty of the game will be adjusted for each student.
4. Activity: Rhythm Game: (15 minutes)
 - Students will be taught the value of notes (Whole, Half, Quater, eighth)
 - Using that (ta's and ti's) together with the teacher students will be going over very simple rhythms.
 - Students will then be split into teams and asked to come up with their own rhythm and present it to the class.
5. Activity: Students will be introduced to the Bass (instrument). (15-minutes)
 - They will learn that the Bass helps keep time and it is a pitched instrument. (Q:What is a non-pitched instrument that keeps time. A: Drums)
 - The students will then listen to a survey of Dominican Music and will be listening to the bass line.
 - Teachers will then make the students aware that the solfege motion of the Bass in Dominican Music is usually DO to SOL. (Along with the teacher students will sing this solfege motion

- Teacher will then notate the rhythm for one of the song which will only go from Do to Sol. Along with the track of the song students will sing the bass line following the rhythm and root motion on the board.

Evaluation: Students will be asked to sing the “solfege song”. Then students will be asked questions about the BASS instrument They will also be asked question about how many beats does a (Whole, Quater, Half, eight) Hold.

Sol-Fa Musicianship:

DAY 2:

Behavioral Objective: Students will continue to develop the basic foundation of solfege and rhythms. Students will continue to read various rhythms and play games. Will also learn how to use Instruments while reading very basic rhythms.

Materials:

- Cardboard Guitar
- Rain Sticks
- Maracas
- Rattle

Equipment: Radio

Accommodations/special needs:

Lesson Sequence:

1. Activator warm-up (5 minutes)
 - Up-Seed Flower (Siren with up and down movement)
 - Solfege Song
2. Activity: Guess that Rhythm? Guess that Syllable? (20 minutes)
 - Students will review the values of each note.
 - Students will then warm-up with rhythmic exercises.
 - Teacher will then give then clap a rhythm to the students and students will guess the rhythm.
 - Student will repeat the same process used for the rhythm for the solfege.
3. Activity: Solfege Musical Chairs (10 minutes)
 - Chairs will be set up for students to sit on. There will be two chair set aside.
 - When music plays students will walk around the circle of chairs. When music stops students will sit in the chairs. The two people left out music be able to clap the rhythm or sing the solfege syllable on the board. Whoever does it correctly wins.
4. Native American Band: (10 minutes)
 - Students will take the instruments made in previous class and review them
 - Will learn what is the role of each of their Instruments.
 - Students will then learn how to use the Instruments and play some of the rhythms on the board.
 - After the student master the rhythms on the board they will play along with a track.

Evaluation: Students will be reinforced to recall what they learned in the previous sol-fa lesson. Students will also be working as a team to make music. Will be learning the difference between Native American Music and Dominican Music.

Musical Time Warp:

Day 1:

Behavioral Objective: As a result of this lesson students will be able to identify the characteristics of Dominican Music and its History. Students will understand the history behind the music and what make traditional dominican music and where it all came from.

Materials:

- Taino Indian costumes
- European Costume
- African Costume
- Djembe
- Shakers
- Guira
- Accordion

Equipment: Radio

Repertoire: Traditional Dominican Music,

Accommodations/special needs:

Lesson Sequence:

1. Time Warp: (10 minutes)
 - Students will learn the story about the time warp machine and what happens when you go inside.
 - Students will the learn the "Time Warp" song.
2. Dominican History: (20 minutes)
 - Teacher will narrate the story of the three cultures.
 - Taino Indian will tell its story and play guira.
 - European will tell its story and then play accordion
 - African will tell its story and then play djeembe.
3. Call and response Game (7 minutes)

Students will play call and response game which each character.
4. Question & Answer:
 - Students will be give the opportunity to ask any questions about Dominican Culture play.

Evaluation: At the end of the skit students will be asked questions about the skit to see if they were playing attention.

Musical Passport:

Day 2:

Behavioral Objective: Students will review about the history and culture of Dominican Music. Students will also be introduced to the History of American music.

Materials:

- Native American Costumes
- African American Costumes
- European Costumes
- Instruments made in previous class.

Repertoire: Amazing Grace (Native American Style)

Accommodations/special needs:

Lesson Sequence:

1. Activity: Time Warp (5 Minutes)
 - Review time warp song
 - Review the history of the time warp
2. American Music Skit (20 minutes)
3. Survey of other styles. (7 minutes)
 - Show a slide show of Rock Musician
 - Jazz Musician
 - Pop Musicians
4. Play Stop Freeze Dance Game. (10 minutes)
 - Students will be dancing to various styles of music. When the music stops the students will stop dancing. The student will then select a student to name the style of music that was just playing. If they name it correctly they stay in the game if not they are out.

Evaluation: As a result students will gain an understanding as to the history of where American music actually originated from. The different styles of American Music today. They will also understand why was music important and the role that music played back then and now.

Improvisation:

Day 1:

Behavioral Objective: Students will explore, discover and identify musical phrasing, Improvisation and movement. Student will discover Improvisation through Dominican Music.

Materials: Djembe
Egg shakers
Guira
Maracas
Bongos
Cow Bells

Accommodations/special needs:

Lesson Sequence:

1. Passing out the instruments. (7 minutes)
 - Pass out the Instruments in Dominican rhythms. The Instructor will set the pulse.
2. Call and Response (20 minutes)
 - Set Up drum circle
 - set up a steady tempo
 - Exploring the various parts of the voice(raspy, soft,loud etc.) while performing call and response.
 - Students will then do call and response on the Instruments.
 - The students will the play the washing machine game. In this game the students will make up their own rhythm and stack it on top of each other.
3. Simon Says Noodling: (7 minutes)
 - Only using the vocal exercises they learned during the call and response students will be asked to come up and tell the rest of the group to do either an action with thier body or voice.
4. Soul Train Dominican Style (10 minutes)
 - Students will be standing in two lines and Merengue music will be playing. The students will then come out in pairs and do a dance move as they walk in between the line. Teacher will be asked to join the game as well.

Evaluations: Students will be tested on their ability to listen and follow direction. Through this lesson students will also be testing their creativity.

Improvisation:

Day 2:

Behavioral Objective: Students will explore, discover and identify musical phrasing, Improvisation and movement. Student will discover Improvisation through American Music.

Materials: Djembe
Egg shakers
Guira
Maracas
Bongos
Cow Bells

Lesson Sequence:

1. Passing out the instruments. (5 minutes)
 - Pass out the Instruments in American Music rhythms. The Instructor will set the pulse.
2. Call and Response (20 minutes)
 - Set Up drum circle
 - set up a steady tempo
 - Exploring the various parts of the voice(raspy, soft,loud etc.) while performing call and response.
 - Students will then do call and response on the Instruments.
 - The students will the play the washing machine game. In this game the students will make up their own rhythm and stack it on top of each other.
3. Treasure Hunt Game (10 minutes)
 - Students will be broken up into teams.
 - A bag of candy will be hidden somewhere inside the classroom (school, playground etc.).
 - Clues will be around the whole classroom. In order to receive the clues students will have to perform various musical task and answer questions about what they learned throughout the day.
4. Soul Train American Style (10 minutes)
 - Students will be standing in two lines and American music will be playing. The students will then come out in pairs and do a dance move as they walk in between the line. Teacher will be asked to join the game as well.

Evaluation: During this class students will be putting into use what they learned throughout the day. Student will also be tapping into their own creativity and creating their own dance moves and sounds.

DAY 3 – CHINA

THEORY And Visual Art

Materials:

Pictures of Chinese instruments
Cd with instruments sounds and songs

Lesson:

1. Learn “Xiao Shang Yang” (7 minutes)
2. Listen to different Chinese instruments (10 minutes)
3. Q&A, ask questions about instruments and have students give the answer. Play clips of music and ask students to identify the instruments.

MUSICAL INSTRUMENTS:

The legendary founder of music in mythology is Ling Lun, who made bamboo pipes tuned to the sounds of birds. Now many instruments are used.

SOL-FA Musicianship

Materials:

Keyboard or guitar
Manuscript paper
Pencils

Lesson:

1. Learn Chinese pentatonic scale (7min)
2. Sing “Xiao Shang Yang” in pentatonic scale (8 min)
3. Write “Xiao Shang Yang” on manuscript paper with melody and rhythm (15 minutes)

Music history and theory (incorporate theater)

Materials:

3-4 socks for puppets
Cardboard paper with mask outline (enough for all kids)
Popsicle sticks for masks
Glue/tape
Crayons

Lesson:

1. Quick overview of Chinese history (7 minutes)
2. Puppet play about Mao Zedong (5 min)
3. Make masks (18 minutes)

Improvisation incorporating dance

Lesson:

1. Have students explain the meaning of their mask (20 minutes)
2. Perform song and dance with their masks (10 minutes)

Music Theory

Visual Arts; Day 4

Behavioral Objective: Students will be exposed to the sounds of African Rhythms; Students will create visual representation of African music; Students will practice reading rhythm.

Materials:

- 9" quilting Rings 1/child
- 1 sq. ' of canvas 1/child
- Acrylic paints
- Paint Brushes
- Slide show of African Peoples, animals, landscapes, map

Repertoire:

- Traditional African songs (Hannah will get from Victor at Berklee)
- Ku-Ku

Equipment: CD player, computer to show slideshow

Accommodations/Special Needs: For younger children the rhythm may be simplified and taught by ear.

Lesson Sequence: (times)

1. Introduction/Slideshow

- Students view slideshow of Africa set to various traditional forms of African music
- Teacher explains importance of rhythm in African music

2. Painted Pipa

- While continuing to listen to African music, students paint pictures on their canvas that remind them of the music.
- Canvas is placed in Quilting Ring to dry and become a drum

3. Ku-Ku

- Students are given various rhythmic instruments
- Students are shown transcriptions of 3 rhythmic parts to traditional African rhythm
- Students learn all three parts and are then divided into three groups
- Each groups performs their part simultaneously

Evaluation: Students comprehension of rhythmic notation will be demonstrated in ability to read/imitate Ku-Ku rhythm and ability to maintain own part in ensemble.

Musicianship

Music; Day 4

Behavioral Objective: Knowledge acquired during the week will be demonstrated, summarized and reinforced through the questions in the assigned activities.

Materials: None

Repertoire:

- Solfege Song

Equipment:

- Jungle Scene Review sheet (Hannah will make)
- Bingo Cards
- Drum

Accommodations/Special Needs: For younger students: Solfege Safari may be played with easier questions; Rhythmic Bingo may be played with recorded instrument sounds and pictures of instruments, various styles of music with pictures of cultural symbols etc.

Lesson Sequence: (times)

4. Activator/Warm Up (5 min)

- Up Seed to Flower (Sirens with up and down movement)
- Solfege Song

5. Solfege Safari (20 min)

- Students divided into two teams
- Children from the teams are selected in turn to come up to the board, and flip a card on their track of the Jungle Scene.
- Child must answer review question/perform indicated solfege challenge written on card
- If they answer it correctly they are free to advance in next turn. If not they must remain at that challenge until correctly answered.
- First team to reach the end of the trek wins.

6. Rhythmic Bingo (15 min)

- Students receive bingo sheets marked with rhythms.
- Rhythms are played at random by teacher.
- Child places token on correlating squares
- First one with complete line of tokens wins

Evaluation: Students' knowledge will be evaluated during the above games based on their performance.

Time Warp Drama; Day 4

Behavioral Objective: Explore dramatical expression; be exposed to an Ancient African Folk Tale;

Materials:

- Various animal costumes
- A Drum
- Knife Prop
- Tree Prop

Repertoire: Simple African call and response (Hannah will learn from Bino)

Equipment: None

Accommodations/Special Needs: For younger students: play can be simplified to where teacher simply narrates entire play and children act accordingly

Lesson Sequence: (times)

1. Introduction (7 min)
 - Teacher introduces the importance of story telling to remember lessons learned and for entertainment.
 - Students are invited to share short story from their culture and one student is selected to do so
2. Story Telling (3 min)
 - Teacher Tells story of Tumbili's Drum
3. Call and Response (10 min)
 - Students receive rhythmic instruments and learn simple call and response
4. Tumbili's Drum (25 min)
 - Parts are assigned and students learn/perform the play

Evaluation: Students are evaluated on rhythmic competency during the call and response activity and participation in drama

Improvisation

Dance; Day 4

Behavioral Objective: Students will: Listen to African Drumming recordings; Practice Dance improvisation; Be introduced to the Masai culture of Central Kenya; Learn basic Swahili greetings

Materials:

- Ripped Masai Video: <http://www.youtube.com/watch?v=AidkPPF49xc>

Repertoire:

- Jambo Bwana <http://www.youtube.com/watch?v=VWBND1ggF8>
- Funga A La Feeya <http://www.songsforteaching.com/kinderman/s/funga.mp3>

Equipment: Computer to show video of Masai

Lesson Sequence: (times)

1. Introduce Masai (5 min)

- Teacher shows students Masai Lands of Central Kenya and explains bit of their culture (that they maintain ancient life style - nomadic, spearing food, killing a lion as a sign of man-hood, herding cattle)
- Show video of Masai jump - dance

2. Jambo Bwana (20 min)

- Teacher hows slideshow of Masai peoples and animals to recording of “Jambo Bwana”
- Students learn Lyrics and (simplified) melody:
Jambo! Jambo Bwana! Habari gani? Mzuri Sana! Mzuri Sanana!
(*Hello! Hello Man! How are you? Very good! Very gooooo!*)
- Students are divided into 2 groups, facing each other and squatting. Group one jumps up and sings first phrase then squats down again. Group two mimics group one with second phrase and so on then group two starts song.

3. Introduce Improvisation:

- Teacher demonstrates 3 simple African dance steps and then explains concept of improvisation

4. Funga A La Feeya

- Students learn simplified version of of Funga A La Feeya with group movements (starts in big circle hands extended behind them. As group steps closer together everyone moves “jazz” hands forward and up above their head)
- Group sings through song a few times

- One/Two student selected to dance free-style in the middle of circle. They may incorporate the 3 simple steps learned earlier. After one time through, the Student selects another student who then trades places with them. Repeat.

Evaluation: Students will be evaluated based on participation.

Music Theory

Visual Arts; Day 4

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- 1 sq. ' of canvas 1/child
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Repertoire:

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Accommodations/Special Needs: For younger children the rhythm may be simplified and taught by ear.

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3. Ku-Ku

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