Unit 2: West African Music Grade 4

Content Area: **Music**
Course(s): **Gifted and Talented, Music in Education**
Time Period: **Marking Period 3**
Length: **Weeks**
Status: **Published**

Unit Overview

This unit focuses on traditional West African music and culture. Students will learn various pieces of music from this region of the world and learn the cultural significance of the music on the West African culture, and on music as a whole. Students will learn songs in English and languages from this region (Ewe, Akan, Ga, etc.), traditional dances, and how to play the musical accompaniment. They will use traditional instruments made in Togo including various drums, rattles, bells, and flutes. In fourth grade, studnets will learn variations on rhythms they have previously learned, as well as use their knowledge of WA music to create their own arrangements of pieces, songs, and dances. They will simultaneously sing and play- a very difficult task for a Western musician to accomplish.

Standards

VPA.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
VPA.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
VPA.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
VPA.1.3.5.B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
VPA.1.3.5.B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
VPA.1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.

Essential Questions

- What is the music we are learning expressing?
- How does this music fit together?
- Where in this music is there space for improvisation?
- How can I sing and play syncopated and polyrhythmic music simultaneously?

Application of Knowledge: Students will know that...

- All music has a story or lesson to tell
- Music is a defining factor in the culture of West Africans
- There is no audience in a performance of West African music; everyone joins in
- West African music consists of singing, dancing, and playing
- West African music is highly syncopated and polyrhythmic

Application of Skills: Students will be able to...

- Identify similarities and differences from different ethnic groups' music
- Perform all components of a piece of West African music
- Play and sing simultaneously
- Play polyrhythmic music
- Understand historical and societal background of West African music
- Use knowledge of WA music to create own versions of pieces

Assessments

- Ability to perform different components of pieces learned
- Ability to change playing or dancing based on listening cues
- Ability to play and sing simlutaneously
- Ability to identify spaces in music where improvisation can occur
- Ability to recall and use WA music knowledge to create a satisifying arrangement

Suggested Activities

- Group echoes rhythms for each instrument
- Simultaneously playing and singing, or dancing and singing
- Learning drum language
- Learning calls for songs and experimenting with students calling songs for class to sing responses to
- Discussing components of WA music and arranging it in a way that is comfortable for class

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task

    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
- Content specific modifications may include:
    - Simplifying instrumental accompaniment
    - Simplifying dance choreography

Differentiation for ELL's:

- General modifications may include:
    - Strategy groups
    - Teacher conferences
    - Graphic organizers
    - Modification plan
    - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include:
    - call and response, polyrhthmic, Accompaniment, Un-pitched vs. pitched instruments

Differentiation to extend learning for gifted students may include:

- Students lead songs
- Students lead dance

Integrated/Cross-Disciplinary Instruction

- Math: Pattern recognition in musical form, rhythms
- P.E.: body awareness and dancing
- Geography: Location of Africa and of countires in Africa
- History: Culture and history of countries and ethnic groups

Resources

21st Century Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.