

Introduction to Module

This module is set up in such a way that any teacher of any subject can present it successfully but I believe that to harbour its full learning potential as a lesson it should be taught by a social studies teacher or a music teacher because only those people fully understand the curriculum for social studies or music and their corresponding outcomes. The module includes a detailed lesson plan for a three to four day module on the calendar theme day "World Music Day." With it, includes an inventory list to help teachers find the supplies to teach the lessons as well as the *Instructional Guide to Teaching Didgeridoo* to help teachers to understand what is involved in learning the instrument for the last section of the Module. As well, a method for assessment and an alternate lesson to substitute the entire Didgeridoo section at the end of the Module is incorporated into this package.

World Music Day Module

Course/Grade Level: Soc851A, Soc451A, Hist521A, Geo631A, Geo521A, Geo531A, Geo621A, Hist631A

Objectives:

- Students will become more aware of cultural, and ethnic diversity and be able to understand that the cultures of other countries are just as legitimate as ours.
- Students will be able to more understand the politics and independence of other countries.
- Students will be able to think critically and be accepting with other cultures and ethnicities.
- Students will be able to better understand the relationship and interactions between people, places and the environment.
- Students will be introduced to other cultures through the listening of music from those countries and learn something about the cultures and rituals of those countries.
- Students will practice their skills with maps and be able to find countries on it.
- Students will gain a richer understanding of world cultures through the experience of making and playing their own didgeridoo.

Materials/Resources:

- Box of Musical Instruments
- Didgeridoo
- Djembe
- CD: Huun Huur-Tu
- CD: Taref de Haiduoks
- CD: Music from around the world.
- CD: Spirit of the Outback.
- CD: Rolling Stones, Paint it Black
- Large World Map
- Pictures of Instruments
- CD Player
- Computer w/ LCD Projector
- Three different colours of dot stickers.
- Diagram on Overhead of Overtone series.
- A number of PVC Pipes ranging from 104 to 132 cm long and about 40 mm in diameter with one end rounded off or coated with paraffin wax
- A number of empty fabric roll cardboard tubes, varnished with a couple of layers of wood varnish.
- Craft supplies including: Paint, glitter, glue, sparkles, construction paper, markers, etc.
- YouTube Video of Inuit Throat singing. (<http://youtube.com/watch?v=qnGM0BIA95I>)
- Prepared pictures of other didgeridoos.
- World Music Book (*Worlds of Music: An Introduction to the Music of the World's Peoples*. Ed. Jeff Todd Titon. Schirmer: 2005. Second Edition)
- Power Point Presentation on Jump Drive.
- Package of straws
- Styrofoam cups

NOTE: see "INVENTORY LIST."

Intelligences Satisfied:

- Musical
- Intrapersonal
- Interpersonal
- Logical/Mathematical
- Linguistic
- Bodily-Kinesthetic
- Spatial

Learning Types Satisfied:

- Thinkers
 - Doers
 - Creators
 - Feelers
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Process:**DAY 1****Section 1**

- Ask Students to get into four groups.
 - o Ask the students not to play the instruments until instructed to do so.
 - Pass out instruments – One group gets melody instruments, another gets percussive instruments and another gets no instruments.
 - Ask the groups to find separate rooms within the school so that each group can work with each other without being influenced by the other group, most likely places where they will not disrupt another classroom.
 - Give each group up to 15 minutes to compose a 1 to 2 minute song that defines their group.
 - o When they come back ask each group to perform their song in front of the class.
- After the performance ask the class did each group have their own definitive style? (yes)
 - o Ask: Why were they so different?
 - Possible answers:
 - The instruments were different
 - The group had musicians in it
 - Their backgrounds are different
 - o If we think of each group as a distinct culture then what could be some possible explanations for it being so different?
- Tell students that there are two things that every culture in the world has, no matter ethnicity, location, or seclusion. One is Language and the other is Art.
- Since World Music Day is coming up on June 21 we are going to be celebrating the music of other cultures and countries around the world.
- Take out a piece of paper: write your name at the top right hand corner of your page
 - o Write down everything you know about world music, it could be an instrument that you heard about, a series of words, something you heard, anything having to do with music of other cultures.
 - When they finish ask them to pass them in.

Section 2

- I am going to play you a series of songs from different countries and on a piece of paper you are going to write down where you think the music is from. Once we do this, we are going to take the stickers and put one dot on the country that you think it is from.
- (Red dot) Play Japanese Folksong Disc 1 Track 25:
 - o Ask students to write down the name of the country they think it is from and to take a dot from the stickers and put it on that country on our classroom map.
- (Blue Dot) Play Music from India Disc 2 Track 2:
 - o Repeat as above.
- (yellow dot) Play Music from Australia Spirit of the Outback
 - o Repeat as above.
- (Green Dot) Spune, spune, mos batrin
 - o Repeat as above.
- Review where they put the dots and why.
- Ask them to bring to the next class a song from another country or culture that is different from the music you heard today in class. And make a short 1 to 2 minute presentation on it, in the presentation you must:
 - Play us the song somehow. A short excerpt.
 - Tell us the country or region the music is from and be able to point to it on the map. (We will put a sticker on it)
 - Tell us one of the instruments that the culture uses that is different from the instruments that we use and find a picture of it. What is it about this instrument that makes it unique?
 - Tell us one interesting fact about the country or region that this music came from.
 - Youtube is a great source for this sort of thing.
 - Any online CD company or real time player
 - Be creative with your research
 - o You could situate this class so that they have the weekend to find something.
 - o I will have one for you to listen to from my collection.
- Are we able to name any musical instruments from other countries or regions that we may have already heard or may not have?
 - o Some that the students may be able to name are the Sitar, Djembe, Didjeridoo, there could be many others that they will know but they will more likely be able to name those instruments.
 - o Ask them how they know about those instruments.
- Hand out the Assignment sheet and ask them to be prepared for the next class.

DAY 2

Section 1

- First ask: Who has a song for us from a different country?
- I will take volunteers to go first, if not, I will volunteer you.
- Leave up to 25 to 35 minutes for small presentations depending on how many students have brought some music.

Section 2

- After the presentations are all done we go through the countries or regions that the students touched on in their presentations.

- I have a song to play for you, it is called Tuvan Throat Singing. This is a technique where an individual can sing two different notes at the same time, at first it sounds really funny but you will get used to it.
 - Play them Track 13 from Huun-Huur-Tu (song called Sygyt).
 - As the music is playing, ask them to listen for the two notes at the same time. It is actually a melody. This is all one person doing this no other instruments, just one voice.
 - Tuva is a small Republic inside of Russia, they are famous for this type of singing.
 - Put dot on map on Tuva. This is where Tuva is, it is bordered by Mongolia and the surrounding Russian Confederacy. Although it is part of Russia, it is still considered a Republic able to have its own constitution and Language.
 - Is anyone curious as to how they do this?
 - Has anyone ever heard of the Harmonic/Overtone Series?
 - Every sound has a series of notes, what makes a sound different is what harmonics are stressed as opposed to others.
 - Show diagram of overtone series.
 - Mention that every sound has this harmonic series but what makes it different is what harmonics are heard more than others. This is what a synthesizer does do reproduce sounds of other instruments.
 - The Tuvans are able to isolate select overtones from their voice and turn it into a melody by manipulating the inside of their mouth.
 - Only men are allowed to do this.

Section 3

- Ask: Where else can one find this type of music?
 - Accept all answers and write them on the board. (the Inuit cultures of Nunavut have a form of throat singing)
 - Their throat singing is mostly a game today but used to be a sacred art form very different from the Tuvan throat singing.
 - Only females tend to take part in the Inuit throat singing.
 - Show them a YouTube video of Inuit throat singing.

DAY 3

Section 1

- I am going to show you a song that we are familiar with in our culture that has been influenced by other cultures of the world.
 - Play Paint It Black by The Rolling Stones.
 - Also show those two Beatles songs with the sitar in it. As well, post a picture of a sitar after they have heard.
 - Can anyone here the instrument that is doubling the vocals?
 - What do you think it is?

- After some guesses, present the picture.
- What does this say about the modern world and the global community?
 - This is all discussion to get them thinking
 - Write down student answers on the board.
- Take out a piece of paper. Write your name at the top right hand corner, then write down your personal answer to these questions:
 - Would you say, after knowing what we do now, that another cultures art and music is inferior to the art and music of our region? Explain.
- Now keep thinking about what we have learned: What culture or region did you find the most interesting and why and which of these would you like to explore further? Write them down
 - When you have decided, write these down along with your reasoning on a piece of paper with your name on it and then come and write down the regions and cultures on the board.

Section 2

- Talk about the didgeridoo and bring one in to show the students.
- Decorating and learning to play your very own Didgeridoo.
 - Have prepared a few lengths of PVC pipe ranging in length from 104 cm to 132 cm about 40 mm in diameter. A number of paper towel rolls will work too. 3 or 4 will do. You will have to make a mouth piece out of duct tape or something to soften and close the rather large hole a bit.
 - Have some paint, glue, glitter, sparkles and other type craft supplies to aid in decorating the didge.
 - Show some pictures of other didgeridoos to aid in the decorating process. Make sure the students are aware that they can decorate their Didge in any way they like, the pictures are just to help with ideas.
- Once decorating of the didge is complete begin group instruction on the instrument. (see – *Instructional Guide for Teaching the Didgeridoo* by Steve Giddings)
 - If I can find a ‘professional’ in the community to teach it I will get that person in, if not, I will teach it myself (see my instructional guide if you would like to teach it yourself if not you can forgo this section and end after decorating the Didge or see the alternate lesson plan for Day 3- Section 2)
 - Start with producing the sound
 - Move to making the vowel sounds
 - Once vowel sounds are established introduce vocalizing
 - Circular breathing will be the last step.
 - Use straws and cups of water to aid in teaching this technique.
 - NOTE: this section could last through another class. Keep in mind that learning to play the Didge takes a lot of practice so no one in the class should be expected to be a pro by the end of the lesson. It is to introduce them to the basics of playing the instrument and gives them incentive to want to learn more on their own.

Short Presentation – World Music

This small component asks that you compile a very short presentation (1-2 minutes) that exposes the class to different types of music from around the world. For this assignment, you need:

- A picture of the instrument
- A picture of someone from that culture
- A video or audio clip of someone playing it (if possible)
- To make a presentation board that is decorated to your liking with pictures and text.
- To be able to find the country it is from on our map.
- To find out 1 interesting fact about your music or your instrument.

Instructional Guide for Teaching the Didgeridoo by Steve Giddings

Step 1 – The Buzz

Setting up a buzz for Didge playing is exactly the same way one would set up a buzz for playing a brass instrument in band or orchestra. If you or no one else in your class is familiar with this ask them to close their mouths as if to say 'mmm.' Once this is established, ask them to blow air through their lips while still trying to keep the 'mmm' shape in the mouth.

Step 2 – Adding the Didge

Hold the Didge up to one's face gently and comfortably and make the buzzing sound into the didgeridoo. Congratulations, you made your first sound on the instrument. Practice making a nice resonant sound and sustaining it for a while. Once this is established move on to step 3.

Step 3 – The vowel sounds

Without vocalizing (making a sound with your vocal chords), make the sustained sound and try to go through the vowel sounds by changing the shape of your mouth. For example, when you are trying to talk to a person across the room and you don't want to make a sound this is what you do. The only difference is now you will have the Didge on your face and the Didge will become your vocal chords. Instead of your vocal cords being inside you, now they are outside of your mouth. Try: A, E, I, O, U without vocalizing while making a sustained, resonant sound on your Didge. Next, you can experiment with different combinations of vowels and you can add some consonants if you feel comfortable. For example, the word "doing" works well, see what other words work for you. Only when this is comfortable can you move onto the next step.

Step 4 – Vocalizations

Try barking or howling like a dog or even try crowing like a kookaburra or something that you may be more familiar with. When you become comfortable with this try doing it into your Didgeridoo while making a sustained sound with your lips. Experiment with different vocal sounds, even with singing. Become comfortable with this before moving onto the next step.

Step 5 – Adding the two together

Combine what you learned in steps 3 and 4 together and this is what defines a Didge sound. Be creative, try to get a good rhythm going or some neat sounds, or both.

Step 6 – Circular Breathing

This is what is used to keep the Didge drone going so that one does not have to stop and breathe all the time. Do not expect to get this right away, it is very difficult, there are even steps to learning how to circular breath. (next page)

Circular Breathing

Pocket air in your cheeks then using your cheek muscles only, push the air out the small hole in your mouth, at the same time, breath in through your nose. At first this will be difficult, but you may get used to it.

Next, using a cup of water and a small straw, blow into the water with your straw and try to keep the bubbles going as long as you can by circular breathing.

Next, try it while sustaining a sound on your Didge.

To start, have a cup with water and a straw. Squeeze the straw enough to let some air get through and the goal will be to try and keep the bubbles going in the water.

NOTE 1: *The steps given for circular breathing are to be practiced and it is very unlikely that one will be able to do it after a week or two so if the students are unable to do this by the end of your lesson that is a good thing. Don't expect them to be able to do it. You never know, you may have an exceptionally gifted student in your class who will be able to do it by the end of the lesson but it is highly unlikely.*

NOTE 2: *It is not realistic for the students to be able to do up to step 6 by the end of 1 lesson or even 2. Up to Step 5 would be the maximum expectation for 2 lessons. If you are only doing it in one lesson Step 3 would be good but step 4 would be ideal. Good luck with all of this.*

NOTE 3: *I would recommend getting somebody in to teach this but if you can't here is the lesson plan.*

NOTE 4: *There is a lesson substitution for this if you feel uncomfortable teaching it as is.*

NOTE 5: *There are a list of possible resources to help you out with this lesson: YouTube is a wonderful resource for this sort of thing, the internet has a lot of sites that are instructional with sound and video for each step, the music teacher or someone else in your school may know somebody or be able to play it his or herself.*

Alternate Lesson for Day 3 – Section 2

Making your own instrument.

Materials:

- Empty Kleenex boxes
 - Elastic bands
 - Paper towel rolls
 - Empty Cans – all different sizes.
 - Old Pots and pans
 - Empty fabric rolls
 - Craft supplies (ie: markers, crayons, glue, glitter, etc.)
 - Empty glass or plastic bottles
 - Old Spoons
 - Anything else you can think of that would aid in making a musical instrument.
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Process:

- Get the students in to groups or individually.
 - o Ask them to make a musical instrument it could be something that already exists or a brand new instrument of a far off and distant culture.
 - o They will come up with a new place or country that this instrument is played.
 - o Once the instrument is finished the students will present to the class how their new instrument is played and where their instrument is from.
 - This would most likely fill up the rest of the class and could continue to the next day.

INVENTORY LIST - Where to find the supplies.

Box of Musical Instruments – can be obtained from the music teacher in your school. Ask them for a box of assorted percussion instruments and possibly some a few recorders, as long as you promised to return them and handle them with care the teacher will not have a problem with it. If this is not possible, even though every school on the Island currently has a music program of some type, cheap percussion instruments can be purchased at a local music store or a novelty store like “How Bazaar.”

Didgeridoo – can be obtained by making your own with the instructions in the third lesson or you can buy your own at a drum shop or equivalent store.

Djembe – is an African hand drum that is very popular among rock bands looking for an acoustic sound and can be found at drum shops or African shops.

CD's – Each one of these CD's can be obtained through me electronically (stevegiddings801@hotmail.com) or through YouTube by finding similar style songs from the CD's only play the students the sound and not the visual. The styles and possible search words are: Tuvan Throat Singing, Didgeridoo, Gypsy Music, Sitar Music or Music from India, Japanese Pop music or Japanese music or Music from Japan.

Large World Map – Your school will most likely have one of these, make sure it is laminated so the stickers can come off later.

CD Player – If you do not have one at home, the music teacher will most likely have one, if not, ask other teachers.

Dot Stickers - can be purchased at any business depot store.

PVC Pipe – can be purchased at any hardware store and comes in different sizes, make sure it is at least 40 mm in diameter.

Empty Fabric/Paper Towel Rolls – can be obtained by a father or mother who makes quilts or from any fabric store for free if you ask. Empty wrapping paper rolls work if they are the right length. Paper towel rolls are much easier to find but it can be difficult to find enough.

Craft Supplies – can be obtained at any craft store like “Michael's” or a similar establishment. The straws and Styrofoam cups may be able to be obtained at these places as well. Most elementary schools have these supplies.

Assessment

Assessment is based on the students' written responses to the questions asked in Day 3 – Section 1. These responses are compared to the written work completed in Day 1 – Section 1. The criteria for grading may or may not include: (part marks acceptable are marked by *)

- Is the response insightful? (1)*
- Is the response analytical? (1)*
- Is the response un-biased? (1)*
- Did the student present a song to the class? (1)
- What did the student say he or she learned? (1)
- Is there substantial learning present here? (2)*
- Is there growth evident here? (3)*
- Teacher's comments.

Once all of the responses are looked over, give a mark out of 10 to each student based on the criteria above. It is set up much like a rubric only less concrete.









