

March 14th Lesson

Arts Ed, Social Studies, K Lesson Title: Diversity in Music Making Teacher: Miss. Kirsch	
Stage 1: Identify Desired Results	
<p>Outcome(s)/Indicator(s): <u>Arts Education:</u> CPK.3 Create sound compositions exploring the elements of music including: • repeating patterns • beat (e.g., clapping and stepping, and counting) • response to fast/slow paces • high/low sounds • loud/soft sounds • sounds with distinct tone colours/timbres.</p> <p>d. Discuss how musicians and scientists use their senses to observe the world (e.g., listening to sound characteristics and patterns) and apply this understanding to own work.</p> <p><u>Social Studies:</u> INK.2 Describe the diversity of groups represented in the classroom. a. Investigate the diversity of languages and cultural traditions represented in the classroom and school, and recognize the role language and culture play in an individual’s unique identity</p>	
<p>Key Understandings: (‘I Can’ statements)</p> <p>I can discuss how musicians create sounds.</p> <p>I can apply my learning about musicians to my own work.</p> <p>I can explore the diversity of cultural traditions related to music.</p>	<p>Essential or Key Questions:</p> <p>How do musicians create sounds?</p> <p>How can I apply my learnings to my own work?</p> <p>How do various cultures make music?</p>
<p>Prerequisite Learning:</p> <ul style="list-style-type: none"> • I can make a beat faster or slower. • I can describe the sounds I hear and make. 	
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Large group discussions • Videos • Songs • Circle Time • Questioning 	
Stage 2: Determine Evidence for Assessing Learning	
<p><i>Formative:</i> Discussions. Through large group discussions and individual discussions, I will see how students are understanding the diversity in music making. I will focus on informal conversations today to inform my understanding and learning of where students are at.</p>	
Stage 3: Build Learning Plan	

Set (Engagement):**Length of Time:** 5 min

- Does anyone here know what a drum is? There are different kinds of drums. *Show pictures*
- Kindergartens, today we are going to watch a video where some musicians share about the Indigenous Hand Drum. This is a special drum for Indigenous peoples that is representative of the heartbeat of the earth. They have a tradition that when you make your first drum, you give that one away to someone special to you. This shows us that music can mean different things for different people and different groups of people. What I hope that you learn today is that different people play music in different ways, and music means different things to different people.

Development:**Length of Time:** 10 min

- [The Indigenous Hand Drum](#) video. Start at min. 7:00 (3-4 mins long)
- **Body Break**
- **Circle Time:**
 - Remind students to raise their hand when they would like to share something and to listen when others are speaking.
 - **Ask:** What was something you learned about the Indigenous Hand Drum? Did you like the sound of the drum? There are many different kinds of drums.
 - When we listen to that drum, we hear the beat of the drum. If you remember in our last lesson we talked about beats getting faster and slower. (Demonstrate) We can make different patterns of faster and slower beats. We can make different sounds with the different drums.

Learning Closure:**Length of Time:** 5 min

- **Circle Time:** I would like to show you another [video](#) of someone playing the hand drum and singing.
- Kindergartens, do we all make the same sounds when we make music? We all have different ways of making music and we get ideas for music making from different experiences, traditions, and people around us.

Materials/Resources:

- Pictures of drums
- [The Indigenous Hand Drum](#) video
- Hand drum song [video](#)
- Screen to view video on and listen to the sound (Smartboard)
- Device to play video from (iPad)

**Possible Adaptations/
Differentiation:**

- Either have physical objects for drums, or show pictures.

Management Strategies:

- Remind students to raise their hands so we can take turns hearing each other.

Safety Considerations:

- Remind students of the importance of taking turns. Listen respectfully to who is speaking.