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E232
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Course Title: Band with a Twist

Designed for: All middle schoolers looking to play some instrumental music, and incorporate new cultural aspects of music.

By: Noah Freeman

Course Description:

This course is designed to integrate your normal, everyday band music with some different aspects of playing music. These aspects including adding cultural music, as well as participatory level music. What do you want to learn about cultural music that you are not familiar with? What do you know about participatory music? How can you make your band playing more inclusive to your audience? Students will get a few ideas of how music is integrated into different societies throughout the rest of the world. Not only will students learn from other cultures and religion, they will learn how to make their playing more inclusive to everyone. We will include instrument playing, to participatory music playing.

Course Goals:

- Students will be able to perform the music given to them as an ensemble.
- Students will learn a few aspects of music through different cultures around the world, and by doing this they will be able to perform, as an ensemble, the cultures they learned about.
- Students will learn what participatory music is, as well as share their experience and what they learned in a concert given at the end of the unit.

Unit I: Band Class (3 weeks)

Learning Objectives:

1. Students will use primary instrument to make a full band ensemble.
2. Students will learn to play together in this ensemble, playing everyday band music the director will pick.
3. Students will be able to give a concert with the repertoire given to them, and perform it adequately for their family and peers.
4. Students will learn and get brief information on what cultural music is, and how they might use it in this setting.
5. Students will be present at each class period, as well as the concert given at the end of the unit. This is your assessment for what you have learned throughout the course of the unit.

Other Resources:

Music:

- **“The Bonsai Tree”** by Julie Giroux: This is a good middle school level piece that is fun to perform, but a little challenging as well. There is not much time to prepare the piece, but the groove will help the students to want to work harder in class and at home.
- **“Simple Gifts”** by Frank Ticheli: This is a classic piece that every band director needs to have their kids perform. This is a piece for a high performing middle school ensemble, or a beginning level high school ensemble. It is a nice lyrical piece that takes away many musical aspects of performing it. There is not many technical features in this piece, but it is very hard to sound good on.
- **“An English Sea Song Suite”** (Movement 1) by Philip Sparke: Here is the closing piece of the program, the piece that has the most technical features of the concert. This will be tough to get together in three weeks, but the other two piece are fun enough that they will be able to focus and concentrate on this piece a lot.

Teacher Readings:

- **“Challenges of Performing Diverse, Cultural Music”** by Mary Goetze: This will help jar ideas as to how teachers will be able to teach cultural music. It will help with introducing what little or beginning cultural aspects of the unit that is going to be taught during the first three weeks. It has a specific section on performing and the challenges of performing cultural music which is just what is needed for the goals of this course.

Student Readings:

- N/A

Visual Resources:

- **“A Redoblar”** lyrics, vocals, and mp3: Here is a quick and easy song to get the students into cultural music that only takes one day out of the unit to do. This will be a great introduction for what is to come in the upcoming unit, and one goal of the first unit was to introduce cultural music and this is how it can be introduced in a fun and exciting way.

Sample Student Learning Project Description:

- Students will collaborate with their section (percussion, brass, woodwinds) and discuss what type of culture their sets of instruments has the most effect on.

Unit II: Playing with Cultural Music (3 weeks)

Learning Objectives:

1. Using the cultures chosen in previous unit, each section will have a “feature song” with the culture they chose.
2. Students will be able to perform each song as an individual and as an ensemble, not just their own featured song.
3. Students will come up with ways to dress and make the performance more authentic for their featured song.

4. Students will learn adequate information on each of the three cultures picked by the students.
5. Students will learn how they can incorporate cultural music into their everyday lives or music lives.

Other Resources:Music:

- Woodwind featured song: TBD with what culture they pick.
- Brass featured featured song: TBD with what culture they pick.
- Percussion featured song: TBD with what culture they pick.

Teacher Readings:

- “Music that Represents Culture” by Carlos April: This will give good insight as to how to try and approach teaching cultural music. There are lines that are close to crossing when it comes to teaching cultural music, and any tips from people will be helpful so we can teach it right. This shows how to properly introduce cultural music into a classroom without offending anyone.

Student Readings:

- Each student will have to go find their own reading for what cultural group they have picked for their specific piece. This will get them researching all about their culture, as well as helping out with their project (finding ways to make the performance more authentic with visuals). They will have to find one, read it, print it off and hand it in with a two paragraph summary of the article.

Visual Resources:

- <https://www.youtube.com/watch?v=U0Q51WVrR40> “Gumboot Dancers in South Africa” (YouTube): This is a great video to show the students for a visual presentation on gumboot dancing, a quick topic that can be discussed during this unit. Videos are always nice to watch when talking about something that is foreign to people.

Sample Student Learning Project Description:

Students will collectively, as a sectioned group, discuss and get approved how to make their featured song more like the culture they are representing. They will find and execute ways to do this for the performance.

Unit III: Playing with Participatory Music (3 weeks)**Learning Objectives:**

1. Students will learn what participatory music is and how it functions within music.
2. Students will be able to recognize and perform participatory music.
3. Students will be able to find and pick a song to do a flash mob for at the end of the unit.
4. Students will learn and play aspects of a drum circle.
5. Students will learn aspects of acapella singing.
6. Students will learn and play aspects of an improvisation circle.

Other Resources:

Music:

- TBD for final performance, students pick
- Drum circle music

Teacher Readings:

- <http://vocalblog.acappellazone.com/2012/08/how-to-organize-your-a-cappella-group-towards-perfection/> “How To Organize Your A Cappella Group Towards Perfection” (blog): This is a good blog to get different ideas from people as to how they might run an acapella group. In no way is this how to run one, but it gets different ideas on what to try and teach to the kids about acapella singing.

Student Readings:

- “The Accafellows” by Paparo: This article will give good insight as to how an acapella group might work. They will read about it and see how this type of group is run, and how it might be interesting for them in years to come in high school.

Visual Resources:

- <https://www.youtube.com/watch?v=BuyGVhQFLbs> “All About That Bass” by Home Free: This is an acapella video by Home Free, a very talented acapella group. This will give insight to some of the acapella we will be learning. This is also a good video to show after students read the article on the Accafellows.
- <https://www.youtube.com/watch?v=9Eplmop9NHE> “Kalani : Group Drumming : Rumble to a Groove” (YouTube video): This is a video to introduce the idea of a drum circle. It is a good video to show some very quick and easy techniques that everyone can participate in.
- <https://www.youtube.com/watch?v=GFHAflvR9cE> “Circle Singing- The Singing Tribe Live - Armeen Musa” (YouTube): Here is a video about an African group of people circle singing. This is another good introduction video to start talking about circle singing and how it relates to certain items.

Sample Student Learning Project Description:

Students will brainstorm and discuss what piece to perform a flash mob for. Then, for the final performance we will perform this flash mob during lunch at the cafeteria on the last day of class.