

Prepared by: Julie Sherlock Baldwin, MI	School/Location: Baldwin Elementary School,
Subject: General Music Time Needed: Eight Sessions (40 mins each)	Grade: 4 Unit Title: Raising Her Voice

Unit Summary: "Raising Her Voice" is a cross-curricular project on the role of music in social change. Focusing on West Africa, learners will explore aspects of the culture, history and experiences of people in Benin, Mali, Gambia and Senegal, and how music can be used to express people's voices. Students will explore basic information about what it is like to live in West Africa by viewing powerpoint presentations, Skyping with students their age at a school in Gambia, and will create a factual summary based on a real-life story of a schoolgirl in Mali. After viewing video examples of various West African musical performances, students will have simple performance opportunities based on West African musical principles based on cyclic drumming patterns.

Stage 1 Desired Results

<p>ESTABLISHED GOALS:</p> <p>G1 To relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (NCAS 11)</p> <p>G2 To demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural) NCAS Mu: Re7.2.4a)</p> <p>G3 To select, analyze, and interpret artistic work for presentation. (NCAS 4)</p> <p>G4 To explain how context (such as social and cultural)</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...(real world purpose)</i></p> <p><i>T1. Understand the purpose, role and power of musical expression in social change and express this knowledge via musical performance.</i></p> <p><i>T2. Apply critical thinking skills to argue effectively.</i></p> <p><i>T3. Challenge injustice and inequalities</i></p> <p><i>T4. Develop respect for people and things and apply this to practice cooperation and conflict resolution</i></p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that</i></p> <p>U1. Cultural differences exist globally, including in West Africa</p> <p>U2. That there is diversity in West African music and will develop an understanding of different styles of music.</p> <p>U3. That girls can face challenges in education and/or early marriage.</p> <p>U4. That poverty and inequality can cause human rights problems.</p> <p>U5. That music is used as a form of expressing opinions.</p>	<p>ESSENTIAL QUESTIONS</p> <p>E1. What is it like to live in West Africa?</p> <p>E2. What role does music play in the cultural lives of the people of West Africa?</p> <p>E3. What are rights?</p> <p>E4. How do musicians speak up about women's rights?</p> <p>E5. How can we work together to make a strong performance?</p>

<p>informs a performance</p> <p>NCAS MU: Pr4.2.4)</p> <p>G5 To organize and develop artistic ideas and work to express an intent and explain connection to purpose and intent. (NCAS MU:C4.1.4)</p> <p>G6 To develop and refine artistic techniques and work for presentation. (NCAS 5)</p> <p>G7 To apply teacher provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performance (NCAS Pr 5.1.4)</p> <p>G7 To Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation (NCAS Pr6.1.4)</p> <p>G8 To demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. (NCAS MU: Re7.1.4)</p> <p>G9 Explain events,</p>	<p>U6. That descriptive language can create key messages on women’s and girl’s rights or other social issues.</p> <p>U7. That creativity can express opinion in a unique way.</p> <p>U8. That working together as a team can effectively build a group performance.</p>	
Acquisition		
	<p>Students will know... (Content)</p> <p>K1. Four West African countries</p> <p>K2. Informational aspects of the lives and culture of West African people</p> <p>K3. About human rights issues in West Africa and will be able to relate them to other global and human rights issues.</p> <p>K4. How to perform some music in a West African style.</p> <p>K5. That children have a right to education.</p> <p>Resources</p> <p>PowerPoint: <i>Raising Her Voice</i></p> <p>www.oxfam.org.uk/music</p> <p>Student sheet: Meet Maimouna</p> <p>Student listening sheet: The Sounds of West Africa</p> <p>Padlet for KWL chart, discussion of rights, an www.padlet.com</p> <p>Thinglink for compiling facts on the lives and culture of West African people. This can assist in answering the essential question: What is it like to live in West Africa? www.thinglink.com</p> <p>Youtube: www.youtube.com for video clips</p> <p>Vimeo: www.vimeo.com for additional video clips</p> <p>Skype: skype.com</p> <p>Seesaw: seesaw.me for recording digital portfolios</p>	<p>Students will be able to... (Skills)</p> <p>S1. Create a factual summary based on a real-life story of a schoolgirl in Mali.</p> <p>S2. Perform simple cyclic patterns based on traditional West African music</p> <p>S3. Produce a list of key issues facing girls in West Africa relating to education and early marriage.</p> <p>S4. Internalize (hear in their heads) and recall musical patterns and songs</p> <p>S5. Produce key messages and lyrics about rights for girls to be performed over a West African cyclic pattern.</p>

concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

CCSS.ELA.RI.4.3

G10 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

CCSS.ELA.RI.4.6

G11 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy

.SL.4.1

G12 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

CCSS.ELA-Literacy

.SL.4.5

GLOBAL

COMPETENCIES:

**Investigate the World:
Recognizing Perspective:**

ScreenCast-o-Matic:

screencastomatic.com

for recording and evaluating performances

World Music Drumming Curriculum

www.worldmusicdrumming.com

Classroom instruments

Literature Resources: Baba Wague

Diakite, "A Gift from Childhood: Memories of

an African Boyhood," "Mee-An and the

Magic Serpent," "The Magic Gourd"

"I Have The Right To Be a Child" Allain

Serres

Resources for Non-American Global

Perspective: worldnewspapers.com

Thebigprojectco.uk

<p>Communicate Ideas:</p> <p>Take Action:</p>		
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Stage 2 - Evidence

Assessment	Evaluation Criteria (Learning Target or Student Will Be Able To)
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<p>Assessments <u>FOR</u> Learning:</p> <p>1.KWI on Padlet to assess prior knowledge of West Africa.</p> <p>2. Classroom assignments: Call and Response, Meet Maimouna, Playing cyclic patterns, Listening response sheet, song-writing activity, playing of cyclic pattern</p> <p>3. Class discussion, Think-Pair-Share and Padlet responses</p>	<ol style="list-style-type: none"> 1. Students will identify Four West African countries. 2. Students will describe aspects of daily life and culture in West Africa. 3. Students will create a factual summary based on a real-life story of a school-girl in Mali. 4. Students will perform simple cyclic patterns based on traditional West African music. 5. Students will produce a list of key issues facing girls in West Africa relating to education and early marriage. 6. Students will use descriptive language to create key messages on women’s and girl’s rights or other social issues. 7. Students will self and peer assess their creative performances.
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<p>Assessment <u>OF</u> Learning:</p> <p>1. Thinglink map of West Africa with facts about what life is like in West Africa.</p> <p>2. Cyclic pattern songwriting video and peer/self evaluation.</p>	
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Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction (Make this a useful outline or summary of your unit, your daily lesson plans will be separate)

Week One: Introduction to West Africa: What is it like to live in West Africa?

Session One: Begin exploring basic information and what students already know about West Africa by making a KWLchart on Padlet about West Africa. Read students *A Gift From Childhood: Memories of a West African Boyhood.* Explore PowerPoint “Raising Her Voice: www.oxfam.org.uk/music, and video interview with Fabakary Sanneh, Youth Minister, Geninia, Gambia. Begin creating Thinglink map of West Africa with facts learned from videos.

Session Two: Students will work in pairs to read “Maimouna’s Story” together and answer the questions After coming back together and answering questions, students will have Skype session with fourth grade students from Gambia. Students will compare and contrast Maimouna’s life to the the lives of the students they talked with in Gambia. Begin leading the discussion into challenges that girls face in West Africa. Briefly revisit Thinglink map to add any further facts learned about West Africa in Session Two

Week Two:

Exploring West African Music. What role does music play in the cultural lives of the people of West Africa?

Session One: Students will each receive a student listening sheet and hear four clips of music. They will be asked to listen closely to each piece and encouraged to write down some words or draw some pictures based on what they hear. Show Powerpoint presentations on West African Music and a clip of accompanying dance from the Genieri Cultural festival and do a Padlet on similarities and differences in music Identify some of the instruments used, and add some aspects of music knowledge to Thinglink map.

Session Two: Play clip by Sira Mori Diabate to give students an idea of how the music is a cyclic pattern and discuss characteristics of a “loop” or cyclic pattern. Lead students through body percussion of the three different rhythm patterns. Add drums (high, low, medium) and if time, xylophones. Discuss and add variations (loud, soft, slight variation of rhythm of on different part of the instrument). Students break into groups of four: three play while one evaluates playing - are all three patterns accurate? Has a variation been added?

Week Three:

Exploring Rights: What are rights?

Session One: Recap lesson two of Week Two. Practice clapping and drumming cyclic patterns. Make a Padlet on what every child needs every day, then refine list to define

wants and needs. Make a second Padlet to list basic rights. Ask class to remember Maimouna's story and whether they can remember why some girls aren't able to go to school. Which right does this relate to? Read: [I Have The Right to Be a Child](#) and discuss Convention on the Rights of the Child. Are there any other rights that can be added to Padlet?

Session Two: Students will Watch video clip of Oumou Sangare' singing "Sounsoumba" and use PowerPoint to introduce student to Oumou Sangare' and Wassoulou music. Watch Vimeo song clips and discuss context of Wassoulou music. Students form small groups and brainstorm key ideas and/or draw pictures from samples of Sangare's lyrics. Regroup and present their ideas about messages found in song, discuss anything pupils are unsure about. Revisit Padlets on rights and identify the rights these link to.

Week Four

Raising Her Voice: How Do Musicians Speak Up About Women's Rights?

Session One: Revisit Padlet lists on issues affecting girls' rights from previous lesson. Brainstorm as a class some key messages learned about girls' rights in West Africa and from Sangare's songs. Split class into small groups to write a short message that sums up what they learned, starting with statement of "I'm Raising Her Voice by....." Have students reflect on Maimouna's story and Oumou's songs to help them if they are focusing on girls' rights. Have each group share out one message.

Raising Her Voice: How Do We Work Together to Build A Performance?

Session Two: Recap cyclic patterns that were learned in lesson 2. Students will say their message over the top of the cyclic patterns. Students will say their message in turn around the circle. Once students have shared patterns stop and evaluate which went particularly well. Practice again with the ones chosen and practice until a smooth performance is achieved. Record performances on Screencastomatic and evaluate performances.

Culminating Activity:

Students will perform Raising Her Voice pieces at Global Peace Arts Night - June 2017

**adapted from Understanding by Design Model*

Lesson Title: Introduction to West Africa **Subject:** 4th Grade Music **Prepared by:** Julie Sherlock
What Is It Like to Live in West Africa?

Materials Needed:

- **Djembe**
- **Laptop/Projector**
- **Student Chromebooks**
- **Book, A Gift From Childhood: Memories of a West African Boyhood**
- **PowerPoint “Raising Her Voice,” www.oxfam.org/uk/music**
- **Video interview of Fabakary Sanneh**

Global Competency:

Recognize Perspectives
Investigate the World

Where is the lesson going?
 (Learning Target or SWBAT)

Students will identify four West African countries
Students will describe aspects of daily life and culture in West Africa
In Kid-Friendly Language
 1. **I can identify four West African countries**
 2. **I can describe what it is like to live in West Africa**

Hook:

Begin playing a basic rhythm on djembe and indicate with hands that class is to clap the rhythm back. Encourage students to listen carefully to the drum and learn to copy the rhythm. After doing this a few times, explain to class that this is a style of performance called “call and response” style which, like the djembe, originates in West Africa. Explain that this is going to be explored in more detail over the next few lessons.

Tailored Differentiation:

Presenting ideas via both auditory and visual means

 Reading/computer buddies in Padlet activities and Thinglink activities.

Equip:

Students will create a KWI Padlet on West Africa. Read A Gift From Childhood and show students PowerPoint on facts about West Africa, and video interview with Fabakary Sanneh. Reflect on similarities and differences between their lives and the lives of the children in the presentations. How is their dress and cuisine different or the same? Do their lives seem easier or more difficult? How far do they travel to school? How does their school day differ? What type of chores do children have? Do girls have more chores than boys? Mr. Sanneh grew up in a village but now lives in a city? How does he describe the differences in his life? How are they the same/different from yours>

Providing sentence stems for KWL:

I know:
 I wonder:
 I learned:

Rethink and revise:

<p>Discuss how their perspective on West Africa has changed. Students will return to class Padlet page and revise with their new information and add what else they would like to know.</p>	
<p><u>Evaluate:</u></p> <p>Students will begin ThingLink map and begin adding points with facts to the map.</p>	
<p><u>Notes:</u></p> <p>Note that music lessons are only 40 minutes in length, twice per week. Some lesson time must be devoted to repertoire rehearsal, so approximately thirty minutes of the lesson will be devoted to the content of this lesson plan. Students have two lessons per week, so the second half of a lesson plan is often continued at that time, after a brief recap of the previous lesson.</p>	<p><u>Organization:</u></p> <p>Begin in Flip Forms for initial Drumming/Clapping activity and KWL with Chromebooks.</p> <p>Transition to Carpet for Story and Videos.</p> <p>Transition back to Flipforms for final Padlet and Introductory Thinglink Lesson.</p>