



Lesson: Rhythms Around the World

March 27, 2022

By: Devin Embrich

Audience

- 5th grade students (ATM 1)
- Advanced curriculum
- 15 students

Objective

Students will be able to gain a better understanding of different types of complex and syncopated rhythms using drums and other percussion instruments.

Students will also gain a better understanding of the different types of music from various cultures and countries.

Students can distinguish and improvise between multiple rhythm patterns of the different types of music.



Materials

- Hand drums
- Large drums
- Claves
- Guiro
- Cow Bell

Description

This lesson is geared toward a 5th grade general music class. The goal of this lesson is to expose students to different types of music from around the world and the traditional rhythm patterns that can be seen within each of them. Along with students being able to hear the different rhythmic contours between the various songs, the students will play the rhythms on drums and other percussion instruments. Along with playing the rhythms, the students will sing parts of the song by being taught by rote, speak their group rhythm patterns, and be introduced to traditional call-and-response style singing!



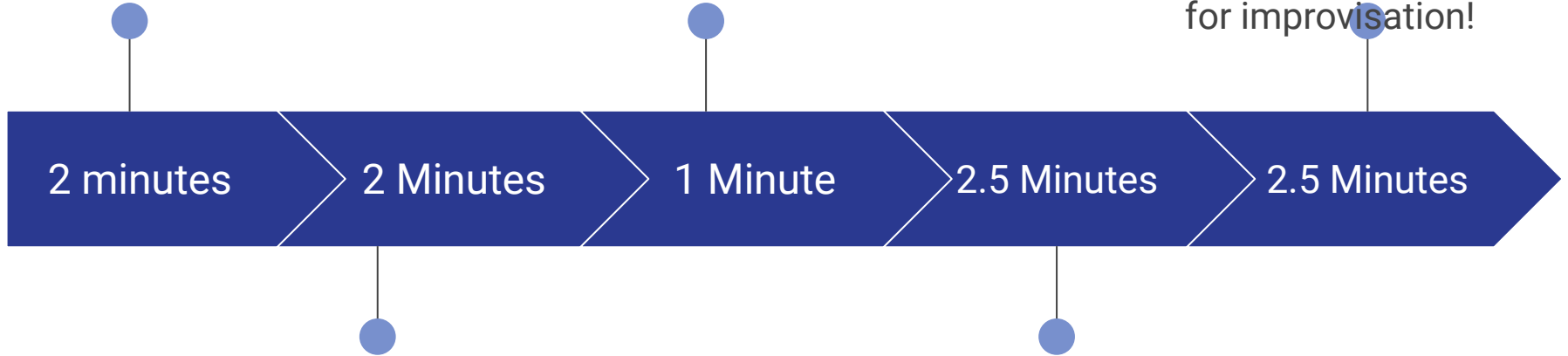
Procedure

1. Introduction- Explaining in-short, what we will be doing in music class today!
2. Dive into our First Song- “Tongo” a traditional Polynesian canoe song. The teacher will explain the cultural and traditional background of the piece.
3. Students will begin by listening to the different sung parts of “Tongo” sung by the teacher and echoing them. Once they have learned each of the parts, all of the students will play the drum rhythm on their hand drums.
4. The students will then be split into two groups. The groups will sit in two lines with each student in back of another in a straight line- representing the sitting of people in a canoe!
5. The teachers will be the “canoe leaders” and will hold up a number to their group of what part of the song to sing while the students continue to drum. This will make the whole song come together! The students have now performed the rhythm and melody of traditional Polynesian folk song!
6. Dive into our Second Song- “Oye Como Va” is a very well-known Latin Rock song. The teacher will again explain the cultural background of this song.
7. The students will be exposed to varying rhythm patterns that are employed in this traditional ‘Cha-cha-cha’ piece by speaking the rhythms on the neutral syllable of “ta” with the teacher.
8. Students will be divided and assigned one of the rhythmic patterns that we read together in which they will play their rhythm of their percussion instrument.
9. The students will then play all of the syncopated rhythms together with a recording of the piece!
10. The students have now performed the traditional latin rhythm patterns of the ‘cha-cha-cha.’

Introduce the Polynesian Folk song "Tongo" and teach parts by rote.

Perform "Tongo!"

Assign students to each rhythm pattern and perform percussion with recording of "Oye Como Va." Allow room for improvisation!



Teach drumming pattern to "Tongo" and divide students into "canoe's."

Introduce "Oye Como Va" and explain and teach the rhythm patterns of the 'cha-cha-cha.'

Assessment

- Students were able to echo back the melody and different vocal lines of “Tongo.”
- Students were to play the drum pattern that is traditional of this Polynesian Folk Song.
- After given instruction, the students were able to perform “Tongo” in two “canoes” while singing in call-and-response form and drumming on their hand drums.
- Students will be able to accurately speak the various rhythm patterns of the latin ‘cha-cha-cha’ that can be played with the piece “Oye Como Va.”
- Students can independently play their assigned rhythm pattern on their drum or other percussion instrument while other rhythms are being played on top of each other.
- Students can play and chant their rhythm along with a recording of “Oye Como Va.”
- Students can create and improvise with their own rhythm that can be played with the song!

Modifications/Adaptations

- If students have certain physical disabilities, an accommodation can be made so that the students can simply tap on their desk, or tap their feet on the floor instead of holding the hand drum.
- If time permits and the lesson resonated well with the students and their abilities, they could each begin to improv rhythmically on each of the songs.
- Traditional choreography may also be added to “Tongo.”
- More vocal parts can also be added to “Tongo” if students are in a more choral-music based program. This adds more layers to the call-and-response between the different parts.

Extra-Arts Outcomes

- Students become more familiar with music that may be outside of their own cultures and realm of music that they normally listen to.
- Students can experience the different rhythms among various styles and languages of music.
- Students are able to play the underlying beat of song while singing in call-and-response style with their classmates.
- Students will gain an important understanding of working together and listening to each other to ensure that everyone is on tempo and feeling the music as one unit!
- Students will be able to understand how the various rhythms coincided with other layering rhythmic patterns.
- Students will be able to improvise rhythmically with the recording of “Oye Como Va.”

National Core Arts Standards

MU:Cr1.1.E.5a Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal

MU:Cr1.1.E.IIa Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures studied in rehearsal

MU:Cr2.1.E.5a Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

MU:Pr4.3.E.5a Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

MU:Pr6.1.E.Ia Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

MU:Re7.1.E.5a Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context