

Exploring World Music: Learning the Rhythms of the Globe

Overview:

The world is flavored with a vibrant mix of sounds. In this lesson students will explore world music. They will conduct Internet research, work in collaborative groups, create logos, and design a campaign to promote world music.

Grade Level: 6-8

Subjects:

Language Arts, Music, Geography

Learning Objectives:

Students will do the following:

- ∞ Listen to a variety of world music samples
- ∞ Engage in small-group and whole-group discussion
- ∞ Respond to writing prompts
- ∞ Conduct a survey
- ∞ Analyze and evaluate information from multiple sources
- ∞ Conduct Internet research
- ∞ Create a class presentation
- ∞ Design a poster

Learning Activities

Building Background

Activity One: Musical Musings

The purpose of this activity is to help students explore their responses to varied music from around the world.

1. Ask the students to respond in writing journals to the audio clips listed below, which feature an array of world music performers. Give the students the following prompts:

- ∞ What do you like about this clip?

- ∞ What do you dislike about this clip?
- ∞ What mood does the clip express?

World Music Audio Clips

- ∞ Toumain Diabate's Symmetric Orchestra
http://www.worldmusic.org/concerts_event_indiv4.php?p_seq=591
(Click the "play" button.)
- ∞ Marc Bamuthi Joseph
http://www.worldmusic.org/concerts_event_indiv4.php?p_seq=579
(Click the play button. If possible, you might want to project this website onto a screen so students can also see the video.)
- ∞ Rodrigo and Gabriela
http://www.worldmusic.org/concerts_event_indiv4.php?p_seq=614
(Click the play button. If possible, you might want to project this website onto a screen so students can also see the video.)
- ∞ Danu
http://www.worldmusic.org/concerts_event_indiv4.php?p_seq=589
(Click the play button. If possible, you might want to project this website onto a screen so students can also see the video.)

2. Ask for volunteers to share their journal responses. Engage students in a discussion about the broad range of possible responses to different kinds of music.

Activity Two: Music Preference Survey

The purpose of this activity is to help students explore and analyze a range of musical tastes and preferences.

1. Have the class conduct a "Music Preference Survey" among their friends and families. Provide the students with a copy of the following survey questions:

- ∞ What is your favorite kind of music? Why?

- ∞ What is your least favorite kind of music? Why?
- ∞ What country did your favorite music originate in?
- ∞ Do you know what world music is? If so, can you share an example of world music?

2. Compile a class list of survey responses. Lead a class discussion highlighting what students learned from their surveys.

Steps for Learning

Team Music

The purpose of this activity is to help students explore varied elements of world music.

1. Divide the class into small groups. Tell the students that they are going to explore world music in varied countries.

Provide the students with the following prompt:

You have been asked to join a team of music promoters. The team goal is to introduce one country's music to the audience of an international music festival that is going to be held in Denmark. You will need to collect audio samples, write a press release with background information about the country and the musicians you are going to feature, design a poster, and create a slogan for your country's music.

2. As a class, visit the Smithsonian Global Sound website at <http://www.smithsonianglobalsound.org/>.

The first page of the website offers a search option by country. Ask for a student volunteer to conduct a search. Begin by clicking on "Find Music." When you choose a country, you will see sound samples that you can click on. Tell the students that they will use the information on this website to complete their task as music promoters.

3. Provide the class with the following resources to research the countries they have chosen:

CIA World Fact Book <https://www.cia.gov/cia/publications/factbook/>

4. Provide time for each group to present its work to the class. Invite others in the school to view students' presentations.

Teacher Note: You may also wish to allow your students to choose the

option to research world music of their own choice.

Extension Activities

Radio Global Sound

1. Have your students explore Smithsonian's Radio Global Sound at http://www.smithsonianglobalsound.org/radio_globalsound.aspx and share what they learn with their classmates.

World Musician Inquiry Project

1. Ask your students to conduct research on Doudou N'Diaye Rose, a drummer from Senegal, by visiting the following website: <http://www.si.umich.edu/chico/UMS/Drummers/doudou.html>.
2. Ask your students to conduct research on Ravi Shankar, a musician from India, by visiting the following website: <http://www.ravishankar.org/>.

National Education Standards

www.mcrel.org

READING

Standard 7.

Uses reading skills and strategies to understand and interpret a variety of informational texts

<http://www.mcrel.org/compendium/standardDetails.asp?subjectID=7&standardID=7>

Level III (Grades 6-8)

3. Summarizes and paraphrases information in texts (e.g., arranges information in chronological, logical, or sequential order; conveys main ideas, critical details, and underlying meaning; uses own words or quoted materials; preserves author's perspective and voice)

4. Uses new information to adjust and extend personal knowledge base

WRITING

Standard 4.

Gathers and uses information for research purposes

<http://www.mcrel.org/compendium/standardDetails.asp?subjectID=7&standardID=4>

Level III (Grade 6-8)

5. Organizes information and ideas from multiple sources in systematic ways (e.g., time lines, outlines, notes, graphic representations)

MUSIC

Standard 7.

Understands the relationship between music and history and culture

<http://www.mcrel.org/compendium/standardDetails.asp?subjectID=11&standardID=7>

Level III (Grade 6-8)

2. Understands characteristics that cause various musical works (e.g., from different genres, styles, historical periods, composers) to be considered exemplary

GEOGRAPHY

Standard 4.

Understands the physical and human characteristics of place

<http://www.mcrel.org/compendium/standardDetails.asp?subjectID=8&standardID=4>

Level III (Grades 6-8)

1. Knows the human characteristics of places (e.g., cultural characteristics such as religion, language, politics, technology, family structure, gender; population characteristics; land uses; levels of development)

WORKING WITH OTHERS

Standard 1.

Contributes to the overall effort of a group

<http://www.mcrel.org/compendium/Benchmark.asp?SubjectID=22&StandardID=1>

Level IV (Grade K-12)