



# Music Lesson Plan

Connecting – Anchor Standard 11: Relate Artistic Ideas and Works with Societal, Cultural and Historical Context to Deepen Understanding

## Process Component

Relate

## Enduring Understanding

Musicians connect societal, cultural and historical contexts when creating, performing, and responding.

## Essential Question

- How do musicians make meaningful connections to societal, cultural, and historical contexts when creating, performing and responding?

## Lesson Title

*Where In The World?*

## Grade Level

2<sup>nd</sup> Grade

## 2.MU.Cn11

Describe [connections](#) between music, society, and [culture](#).

## Objectives

The learner should be able to understand that often music is made according to the songwriter or musician's culture.

## Materials

None

# Instructional Resources

*Un Poco Loco*

*Sakura “Cherry Blossoms”*



## Vocabulary

n/a

## Instruction/Motivation

Students will listen to two songs. They will learn about how the places where the songs were written helped the songs to be created.

## Procedure

1. Play *Un Poco Loco* for the student.
2. Then play *Cherry Blossoms* for the student.
3. Show them the map, and where Mexico is located. Have them identify the instrument used in the song. Share the photo of the guitar with them.
4. Then, show them the map of Japan. Also, share with them the photo of the Koto strings instrument used to create the *Cherry Blossoms* song.
5. Explore what similarities and differences they noticed about the two pieces of music (one sung, one instrumental, another language besides English, both using instruments that had strings). Also, have them make connections as to how the music from different parts of the world has its own distinct personality or sound.

## Closure

- Ask the student how each of the songs were alike? How were they different?
- Ask the student how they think that the place where the music came from affected its sound?
- Ask the student what is unique/special about the sound that comes from instruments that use strings (as opposed to instruments you blow on, or bang on)?

## Evaluation

- Did the student successfully explore the similarities and differences between the music?
- Were they able to understand that the songs were different based on where they came from?
- Have the student describe to you how history or culture might affect how a song is created?

