



# 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

*Around The World*

## Grade Level

4<sup>th</sup> Grade

## 4.MU.Cn11

Describe and demonstrate connections between music, societal, cultural and historical contexts.

## Objectives

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

## Materials

None

## Instructional Resources

[Mexican Folk Song](#)

[Japanese Folk Song](#)

[Irish \(Celtic\) Folk Song](#)

## Vocabulary

n/a

## Instruction/Motivation

Students will listen to three songs and learn about how the society, culture and history of the songwriters and performers influence the music.

## Procedure

1. Play and watch the video of each of the three songs, one at a time.
2. Before listening, have the students take a sheet of paper and have them head it with three columns. The heading should look something like this. . .

<b>TRADITIONAL FOLK MUSIC</b>		
<u>Mexican</u>	<u>Japanese</u>	<u>Irish</u>

3. As they listen, have them make notes of what they notice about the three pieces, and write it down in the column. They should make note of things like the following:
  - \*What instruments are being played?
  - \*Do the songs have a vocal component?
  - \*Are the performers male or female, or both?
  - \*Are there costumes involved?
4. After the student has listened to and watched all three videos, have them share with you some of the similarities and differences that they noticed from their experience, and noted on their page.

5. Then, have them refer back to one of the videos and point out, or demonstrate a way in which the song reflected the culture of the country of origin.

## **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 the creation of the song?
- Ask the student what is unique/special about the sound that comes from different instruments used to create the music?

## **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.