

Name of School:
Carson Elementary School

Title of Unit:
West African (Nigerian) Culture (Dance & Drumming)

Length:
(# of lessons)
9

Grade:
4

Subject:
Language Arts, Social Studies/Culture

Subtopics:
Dance, Art, Music, Economics

Overview:
During lesson students will learn about culture of Nigeria through different subjects while exploring the similarities and differences of children their age.

Materials, Equipment,
Media:
Djembe, hand drums, Agogos (bells) percussion instruments, beads and string for shekeres, and fabric

Student Supplies:
None

Related Textbooks:
Share the Music Gr. 4 Textbook, A Mask Dancing, Beat the Story Drum Pum-Pum, Nigeria, The African Mask, Along the Niger River, A is for Africa, Short Stories of the Traditional People of Nigeria, The Heineman Book of Contemporary African Short Stories, Yoruba Trickster Tales, The Distant Talking Drum – Poems for Nigeria

Teacher Internet Resources:

Curriculum Standards:
National Standards for Music Education
1. Singing 2. Playing instruments 3. Improvising melodies, variations, and accompaniments 4. Composing and Arranging within Specified Guidelines 6. Listening to, analyzing, and describing music 7.

Evaluating music and music performances 8. Understanding relationship between music, the other arts, and disciplines outside the arts 9. Understanding music in relation to history and culture.

Authors (Teacher, Artist and Arts Organization):

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Date:

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Lesson Plans

Lesson #1:

Instructional Objectives by Artist:

School performance at Bi-Okoto Drum & Dance Theatre

Vocabulary Words (10 greetings/common phrases)

Math - Movement & Rhythm – teach Ko Kon Kolo (have students clap out & stand up at desk to bounce

Teacher Instructional Objectives for Integration; Including CPS
Promotion Standards

Discussion of favorite aspects of the performance.

Compare music from African with music from America

Sing and move to Funga Alafia

Learn term syncopation

Playing instruments with Funga Alafia

National Standards – 1, 2, 6, 7, 8, 9

How will the artist know if the objectives have been met?

Students will be familiar and comfortable with basic movements used in African Dance. They will have listened to more African music. Students will be able to compare how music in America is similar and different than music in Africa.

Lesson #2:

Instructional Objectives by Artist:

Welcome & Introductions

Geography – Where is Nigeria compared to Cincinnati – use map in classroom

Vocabulary Words (10 greetings/common phrases) - give typed handout to all students & teachers

Maths - Movement & Rhythm – teach Ko Kon Kolo (have students clap out & stand up at desk to bounce side to side to beat. How many counts is it?)

Teacher Instructional Objectives for Integration; Including CPS
Promotion Standards

Review and use common greetings learned during lesson.

Practice movements that were demonstrated during the lesson

Create new movements to go along with the recording

National Standards – 6, 8, 9

How will the artist know if the objectives have been met?

Students will know the ten common greetings. Students will be able to locate Western Africa on the map. Students will be able to locate Nigeria. Students will be able to show the new movements and combination of movements to go along with the recording.

Lesson Plans

Lesson #3:

Instructional Objectives by Artist:

Reading and Storytelling: at school & at play in Nigeria: students create a timeline/chart or write a story about their typical day/growing up in Nigeria vs. USA

Science – Discuss weather/climate & environment

Math - Movement & Rhythm – review Ko Kon Kolo and introduce patterns & movement

Review vocabulary

Teacher Instructional Objectives for Integration; Including CPS
Promotion Standards

Create a dance/movement activity to dramatize a Nigerian Folk tale

Discuss how movement and music work together to create a story

Play a Nigerian Stone Pounding Game with the song Obo Asi Me Nsa

Review movement learned during lesson with Bi-Okoto

National Standards 1, 4, 6, 7, 8, 9

How will the artist know if the objectives have been met?

Students will be able to show artist the movement that was created to dramatize the story. Students will know the movement taught in the previous lessons.

Lesson #4:

Instructional Objectives by Artist:

Reading and Storytelling

Math - Movement & Rhythm – review rhythms & patterns & movement

Science – Discuss Matter: shape, space & sizes related to movement

Review vocabulary

Teacher Instructional Objectives for Integration; Including CPS
Promotion Standards

Practice movement, rhythms, and patterns for African pieces

Review shape, space, and size as it relates to movement

Continue working on vocabulary

Discuss how stories are a large part of any culture. They are a large part of African culture and a large part of our own culture. What stories are in our culture that are told each year during special times
National Standards 2, 3, 4, 6, 7, 8, 9

How will the artist know if the objectives have been met?

Students will be able to demonstrate that they have been practicing their rhythms and movement by performing what they have learned so far for the artist. They will also be able to verbally explain how their movements are related to shape, space, and size.

Lesson Plans

Lesson #5:

Instructional Objectives by Artist:

Reading and Storytelling: Naming Ceremony – give each child a name and discuss meaning

Science: Discuss senses related to naming ceremony

Review Movement & Rhythm – review rhythms, patterns & movement

Introduce new vocabulary words

Teacher Instructional Objectives for Integration; Including CPS
Promotion Standards

Discuss how names in American culture also have meaning. Look up the meaning of names of some of the students in class.

Continually review new movement and rhythms introduced

Review new vocabulary words

National Standards 2, 4, 7, 8, 9

How will the artist know if the objectives have been met?

Students will be able to perform the dance and rhythms for the artist.

Students will be able to perform correct rhythms on instruments.

Students will be able to explain how dance, movement, music, and culture are related within African music through writing an answer to an open response question.

Lesson #6:

Instructional Objectives by Artist:

Math & Economics – Explore money and cost of products in Nigeria – Mr. Biggs

Review vocabulary words

Reading & Storytelling: Folktales – Discuss meaning behind the dance

Review movement

Teacher Instructional Objectives for Integration; Including CPS
Promotion Standards

Review Vocabulary

Learn another Nigerian folktale – What movement could be created to tell this folktale?

Review information about Nigerian economy

Review movement

National Standards – 1, 2, 4, 8, 9

How will the artist know if the objectives have been met?

Students will be able to show movement/dance created for new Nigerian folktale. Students will also be able to perform movement that has been worked on during all the previous lessons.

Lesson Plans

Lesson #7:

Instructional Objectives by Artist:

Review vocabulary words

Reading/Storytelling/Art: Discuss fabrics and patterns – students write story based on the swatch of fabric/pattern and discuss how to create a shekere and materials needed

Review movement

Teacher Instructional Objectives for Integration; Including CPS

Promotion Standards

Class discussion of story ideas for a piece of fabric

Students will write a story about the patterns on a piece of fabric

Tell story of the Little Shekere (Music Connection Gr. 4, pg 10)

Review ways to play shekere – pull string, against leg, on palm – using different patterns

Continue to review movement

National Standards – 1, 2, 6, 7, 8, 9

How will the artist know if the objectives have been met?

Students will be able to move appropriately with the music that will be used for the final performance. Students will know the proper way to play the shekere.

Lesson #8:

Instructional Objectives by Artist:

Review vocabulary words

Art: Work on shekeres

Review movement

Discuss materials needed for End of Year Festival/performance

Teacher Instructional Objectives for Integration; Including CPS

Promotion Standards

Complete work on shekeres

Continue to review movement for performance

Keep working on vocabulary

Open response questions on how music in America and Africa are similar and how they are different

National Standards 1, 2, 6, 7, 8, 9

How will the artist know if the objectives have been met?

Shekeres will be completed. Students will know movement and rhythms that need to be played for the final performance. Students will be able to discuss how music in Africa is different from music in America and how it is similar to music in America.

Lesson Plans

Lesson #9:

Instructional Objectives by Artist:

Art: Work on shekeres

Review movement

Preparation for performance

Finale: Music, song, dance and storytelling performance

Teacher Instructional Objectives for Integration; Including CPS

Promotion Standards

Practice for the End of the Year Performance

Review what we have learned throughout the year

Written self evaluation of performance

National Standards 1, 2, 4, 7, 8, 9

How will the artist know if the objectives have been met?

Students will be prepared to move and play instruments for the end of the year performance.

Art Links Integrated Curriculum Unit

FILENAME Art Links Integrated Curriculum Unit Form - Carson Elementary
04-05.doc Form: 11-01-2004