

Global Winter Holiday Unit: Lesson 1 - Introduction

Objective:

Students will become familiar with various holidays around the world and realize various ways that people celebrate them through music. They will specifically learn about the Sankta Lucia holiday.

Assessment:

Students will write about what they found most surprising or interesting about the holidays/about the music involved in the holidays; they will have a new appreciation for Scandinavian culture, and specifically, the Sankta Lucia holiday.

Pacing:

- Welcome and Intro Questions: (7 minutes)
- Google Slides Presentation (7 minutes)
- Introduction of Sankta Lucia holiday with video (5 minutes)
- Recording of Sanka Lucia song and reading of translation (4 minutes)
- Teaching/singing of Sankta Lucia song (12 minutes)
- Phrase analysis of the song and written response to the day's lesson (5 minutes)

Materials:

Presentation equipment, fake candles, pencil and paper

Class Background:

Eighth-grade general music class.

Sequence:

- Welcome the students to class with a series of questions to get them focused on the task at hand, and have them respond accordingly:
 - How does music help us celebrate?
 - How does music make you feel around certain holidays?
 - Why should we learn about holidays from cultures other than our own?
- Go through a Google Slides presentation that presents an overview of the unit (various cultures and holidays that will be shown)
 - Does anyone here celebrate any of these holidays?
 - If yes, how do you celebrate? Was your celebration passed down from generations above you?
 - Explain the significance of learning about other cultures and their traditions.
- Discuss the first holiday, hailing from Sweden, Sankta Lucia Day. Engage the students in a discussion about what the holiday is and how it differs from American holiday traditions.
 - Watch video on <https://sweden.se/culture-traditions/lucia/>
 - Introduce the song "Sankta Lucia" and give a translation to the class.

*The night treads heavily
around yards and dwellings;
in places unreached by sun,
the shadows brood.
Then in our dark house,
she walks in with ignited light,
Saint Lucia, Saint Lucia.*
 - Teach song by rote.
 - Begin by singing the first two measures on neutral syllable [nu] and having the students echo. Then the next two measures, and so on through to the repeat sign. When those eight bars are learned, add the text. Then, teach the second half of the song in the same fashion (2 bars at a time). Add the text when those eight bars are learned.
 - Have the students analyze the phrase structure of the song and sing it as a class.

- Have the students write about their observations from the day - what they found most interesting or which holiday they're most looking forward to learning about. If any students wish to share their observations, they may.

Extension:

For students who grasp melodies really quickly, have them try to figure out what the Swedish might sound like and pronounce it for the class when it is time. The teacher will provide clarification on anything that is incorrect.

Remediation:

If the Swedish is too complicated for a student, perhaps someone with a cognitive disability, have them remain on the neutral syllable or try to keep a steady beat.

<i>NAfME Standards</i>	<i>Elaborate on the standard that you implemented in your lesson.</i>
Create	
Perform	MU:Pr4.2.8c - Through learning about the context of the Sankta Lucia song, the students will get a grasp on its different performance effects. MU:Pr6.1.8a - Students display their knowledge of the Swedish performance practice during this holiday.
Respond	MU:Re7.2.8b - By foreshadowing the rest of the unit, the students will be asked what they found interesting about each holiday's music culture based their introductory knowledge.
Connect	MU:Cn11.0.8a - The students will be directly associating this music with the cultural context of the Swedish people.

SANKTA LUCIA

Right hand Piano or Accordion

Piano left Hand

Accordion left Hand

Nat - ten går tun - ga fjät rund gård och stu - va

kring jorg som sol för - lät skug - gor - na ru - va

Då i vårt mör - ka hus sti - ger med tän - da ljus.

Sank - ta - Lu - ci - a Sank - ta Lu - ci - a

(2)

Global Winter Holiday Unit: Lesson 2 - Las Posadas


<p>Objective: Students will become familiar with the holiday Las Posadas through cultural awareness, rhythmic competency, and role playing.</p>	<p>Assessment: Students will show their rhythmic acumen by creating their own waltz pattern body percussion in small groups with respective melodic lines.</p>
<p>Pacing:</p> <ul style="list-style-type: none">• Welcome to classroom (2 minutes)• Google Slides Presentation (10 minutes)• Introduction of the song "Pidiendo Posada" and reading of translation (5 minutes)• Division of class into 2 halves (1 minute)• Explanation of what to do while teacher works with other group (2 minutes)• Teaching/singing of "Pidiendo Posada" to group 1 (8 minutes)• Teaching/singing of "Pidiendo Posada" to group 2 (8 minutes)• Performance of song as a class with body percussion (4 minutes)	
<p>Materials: Presentation equipment</p>	
<p>Class Background: Eighth-grade general music class.</p>	
<p>Sequence:</p> <ul style="list-style-type: none">• Have students enter while playing some fun, festive Las Posadas music, explain what is playing.• Go through a Google Slides presentation that presents an overview of the holiday.<ul style="list-style-type: none">◦ Be sure to include the song that is sung in every incarnation of this holiday.◦ Ask about any parallels to other holidays (Halloween, the Christmas story)• Introduce the song "Pidiendo Posada" and read the translation. <i>In the name of heaven I ask you for shelter, For my beloved wife can go no farther.</i> <i>This is not an inn Get on with you, I can not open the door, You might be a rogue.</i>• Divide the class into two parts, "the innkeeper" and the "lodging seekers." Teach each part their respective half of the song by rote, beginning with the Spanish words immediately. While the one part would be sitting idle, have them create their own 3-beat, waltz pattern body percussions, as that will enhance their knowledge of the meter and "feel" of the song. Each part will finish with a unique body percussion that shows their roles in the song.• Perform the song as a class with body percussion and respective parts	

<p>Extension: For students who grasp melodies and rhythms more easily, they can develop more characterization for each part (the innkeeper and lodge seeker) to show the contrast in the music.</p>	<p>Remediation: The body percussion is completely optional and removable if time/capabilities warrant it.</p>
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<p>NAfME Standards</p>	<p><i>Elaborate on the standard that you implemented in your lesson.</i></p>
<p>Create</p>	<p>MU:Cr1.1.8a</p>
<p>Perform</p>	<p>MU:Pr4.2.8c MU:Pr5.1.8a MU:Pr6.1.8a</p>
<p>Respond</p>	<p>MU:Re8.1.7a</p>
<p>Connect</p>	<p>MU:Cn11.0.8a</p>

Music for "Pidiendo Posada"

Andante



En nom-bre del cie-e-lo os pi-do po-sa da pu-es no pue-de an-dar mi es-po-sa a-ma da a qui no es me-son si-gan a-de-lan-te yo no pue-do a-brir ne sea al-gun tu-nan-te.

Global Winter Holiday Unit: Lesson 3 - Hogmanay

<p>Objective: Students will learn about a different way to ring in the new year as observed in Scotland and use their knowledge of a song to fuel the creation of their own New Year's Resolutions into a song</p>	<p>Assessment: Students will create their own composition using text from their New Year's Resolutions and performing them as a class; even if the student's work does not get performed by the class, he or she must submit at least 3 resolutions to the teacher.</p>
<p>Pacing:</p> <ul style="list-style-type: none">• Welcome (2 minutes)• Google Slides Presentation (11 minutes)• Inquiry about student New Year's Eve practices (3 minutes)• Introduction/rote teaching of "Auld Lang Syne" (10 minutes)• Students write their own New Year's Resolutions (5 minutes)• A handful of students perform their resolutions as a class (9 minutes)	
<p>Materials: Presentation equipment, party blowout toys, pencil and paper</p>	
<p>Class Background: Eighth-grade general music class.</p>	
<p>Sequence:</p> <ul style="list-style-type: none">• Have students enter a decorated room for the New Year so that they understand the festive atmosphere of the Hogmanay holiday.• Go through a Google Slides presentation that presents an overview of the holiday, complete with traditions and history.<ul style="list-style-type: none">◦ Show clips of Scottish New Year songs and Julie Andrews singing the most popular, "Auld Lang Syne."• Ask students how they typically celebrate New Year's Eve.• Introduce the song "Auld Lang Syne" and teach the first verse and chorus. Show the music to the students, and have them figure it out on Solfege.• Have the students create their own New Year's resolutions in the same form of the poem for this particular song, and ask if any are comfortable sharing them with the class. If yes, have them come to the board and write/type their lyrics for the class to see.• The class will sing the listed resolutions together to the tune of "Auld Lang Syne."	
<p>Extension: Students who finish their resolutions early can work on developing a melodic or rhythmic ostinato to accompany the song.</p>	<p>Remediation: Students are not required to share their own resolutions, but they must at least consider them and write them down.</p>

NAfME Standards	<i>Elaborate on the standard that you implemented in your lesson.</i>
Create	MU:Cr2.1.8a MU:Cr3.1.8a
Perform	MU:Pr4.1.8a MU:Pr4.2.8c MU:Pr6.1.8a
Respond	MU:Re7.2.8a MU:Re7.2.8b
Connect	MU:Cn10.0.8a

Auld Lang Syne

Should auld acquaint-ance be for-got, And nev-er brought to mind? Should

5 auld acquaint-ance be for-got, And days of auld lang syne? For

9 auld land syne, my dear, For auld lang syne; We'll

13 take a cup o' kind-ness yet For auld lang syne.

Global Winter Holiday Unit: Lesson 4 - Kwanzaa

Objective:

Students will become better acquainted with a historically American holiday and understand its critical importance in our modern society. They will also compose their own rhythmic exercises.

Assessment:

Students will show their rhythmic acumen through the creation of rhythmic patterns to the names of the days of Kwanzaa and display these patterns for the class.

Pacing:

- Welcome to classroom (2 minutes)
- Student background on Kwanzaa (3 minutes)
- Google Slides Presentation (10 minutes)
- Playing of Kwanzaa song (3 minutes)
- Creation of rhythmic patterns to the days of Kwanzaa (10 minutes)
- Sharing of rhythmic patterns (4 minutes)
- Discussion time (8 minutes)

Materials:

Presentation equipment, drums and other percussion instruments

Class Background:

Eighth-grade general music class.

Sequence:

- Welcome the students to the classroom by playing traditional music of the Kwanzaa holiday.
- Prompt the class to respond by asking what they already know about Kwanzaa.
- Go through a Google Slides presentation that presents an overview of the holiday,
 - Be sure to explain the cultural context of the holiday and how it is important today.
- Play a Kwanzaa song that explains the practices of the festivities.
 - <https://www.youtube.com/watch?v=t7fM5yimVRy>
- Using the names of the seven days of Kwanzaa (Umoja, Kujichagulia, Ujima, Ujamaa, Nia, Kuumba, Imani), have the students form 3 groups to develop their own rhythmic patterns choosing from time signatures 4/4. There will be seven measures. Have them share as a class and then put all of their patterns together.
- Create a safe atmosphere in which the students can talk openly about why Kwanzaa might be such an important holiday in America at this point in history. The teacher will need to constantly monitor to be sure that all opinions are expressed and accepted as valid opinions, even if some may not agree.

<p>Extension: Students can either choose to put a melody to their rhythmic compositions using the names of the days of Kwanzaa or add unpitched percussion.</p>	<p>Remediation: People can work in pairs or small groups to develop rhythms for the days of Kwanzaa so that it becomes an empowering collaborative activity.</p>
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<i>NAfME Standards</i>	<i>Elaborate on the standard that you implemented in your lesson.</i>
Create	MU:Cr1.1.8a MU:Cr3.1.8b
Perform	MU:Pr4.2.8c MU:Pr6.1.8a
Respond	MU:Re7.2.8b
Connect	MU:Cn11.0.8a

Global Winter Holiday Unit: Lesson 5 - Lohri

<p>Objective: Students will learn about the Punjab holiday Lohri and how music is used to evoke emotion in that context and in their own lives.</p>	<p>Assessment: Students will share music that has helped them through tough times or brightened their days and articulate how and why it was able to do so.</p>
<p>Pacing:</p> <ul style="list-style-type: none">• Welcome to classroom (2 minutes)• Google Slides Presentation (10 minutes)• Explaining of Lohri musical elements (3 minutes)• Students decorate their logs and choose a song to write (12 minutes)• Sharing of “log” songs and assembly of “bonfire” (10 minutes)• Ticket out the door (3 minutes)	
<p>Materials: Presentation equipment, pencil, paper shaped like logs, students’ phones with earbuds, or school-issued computers</p>	
<p>Class Background: Eighth-grade general music class.</p>	
<p>Sequence:</p> <ul style="list-style-type: none">• Welcome the students to the classroom by playing traditional music of the Punjab region.• Go through a Google Slides presentation that presents an overview of the holiday.<ul style="list-style-type: none">◦ https://www.youtube.com/watch?v=uruCd7CZ8SI◦ Be sure to explain the context of the holiday in terms of culture and religion.• Discuss the important musical elements of Lohri<ul style="list-style-type: none">◦ Dhol - double-headed drum◦ Bhangra - very energetic male ring dance◦ Gidda - female dance, similar in energy to the bhangra, followed by folk songs and rhythmic clapping• Have the students create their own Lohri “bonfire.” Each student gets a paper “log” to decorate with bright colors and writes a song that has gotten them through a sad time or just a song that makes them happy on that “log.” Then, each student has an opportunity to share with the class.• Students can assemble their logs under a pre-made “fire” on a display board in the classroom for the teacher to hang them.• The students will write about certain musical elements that make them feel the way that they do about the song that they’ve chosen, and turn it in as a “ticket out the door.”	

<p>Extension: Students who are outgoing are free to sing the song for the class rather than just say what it is aloud.</p>	<p>Remediation: If a student becomes visibly upset by the prompt (perhaps something traumatic happened recently), he or she can be encouraged to only consider happy songs or to work on songs that get us through tough times with the security that it is okay to be vulnerable around others.</p>
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NAfME Standards	<i>Elaborate on the standard that you implemented in your lesson.</i>
Create	MU:Cr3.1.8b
Perform	MU:Pr4.2.8c
Respond	MU:Re7.1.8a MU:Re7.2.8a MU:Re8.1.7a
Connect	MU:Cn11.0.8a

Global Winter Holiday Unit: Lesson 6 - Mardi Gras

<p>Objective: Students will learn about the Mardi Gras holiday, and specifically the type of jazz born in New Orleans with Louis Armstrong. They will interact with jazz using a Stauffer listening sequence.</p>	<p>Assessment: Students will have researched various aspects of Armstrong's life to create an assembled, classwide, collaborative research project with an emphasis on listening knowledge of jazz music through completion of a worksheet.</p>
<p>Pacing:</p> <ul style="list-style-type: none">• Welcome to classroom (2 minutes)• Google Slides Presentation (4 minutes)• Stauffer Sequence Plan (14 minutes)• Research time for the students (15 minutes)• Sharing of research findings (5 minutes)	
<p>Materials: Presentation equipment; Mardi Gras beads in purple, green, and gold; music listening chart; student laptops</p>	
<p>Class Background: Eighth-grade general music class.</p>	
<p>Sequence:</p> <ul style="list-style-type: none">• Welcome the students to the classroom by playing French Mardi Gras music and hand out different colored beads to form groups subconsciously.• Go through a Google Slides presentation that presents an overview of the holiday.<ul style="list-style-type: none">◦ Ask students if they know about it by any other name or in any other context.• Stauffer Sequence<ul style="list-style-type: none">◦ <i>Prepare:</i> share cultural influence of Mardi Gras on the piece "When the Saints Go Marching In" (https://www.youtube.com/watch?v=wyljMBpGDA) and the jazz significance of that song in terms of instrumentation and improvisation◦ <i>Listen and Identify:</i> Play the Louis Armstrong recording of that song for the class and ask students to identify the instrumentation of the piece◦ <i>Participate/Process:</i> Have the students actively engage with the music by filling out a music listening chart (similar to the one given to the ATM class by Prof. Brashier, i.e. timbre, texture, melodic elements, sound) while listening to the song again.◦ <i>Question/Response/Information:</i> Ask the students to share their insights about the jazz genre and this piece in particular. Collect the worksheets for the teacher to review later.◦ <i>Listen Again:</i> Listen to the song for a final time, and have students sing along or do some phantom trumpet playing as they listen.◦ <i>Connect:</i> Transition to the project with a link to another type of American Mardi Gras song, the Cajun Mardi Gras song (https://www.youtube.com/watch?v=rHbaqtGUj5c) and a review of jazz concepts.• Explain the cultural importance of Louis Armstrong and the impact his music has had on jazz as a genre.• Divide the class into colors according to Mardi Gras beads (purple, gold, green) and then have them quickly research different aspects of Louis Armstrong's jazz.	

- Have each group present to the others to form a composite research project and submit them to the teacher.

Extension:

Students who are finished early with their research might make a visual aid rather than verbal sharing or they can listen to more Louis Armstrong recordings.

Remediation:

Groups that do not finish in the time allotted can take a few minutes of the next class to finish up their work and present.

<i>NAfME Standards</i>	<i>Elaborate on the standard that you implemented in your lesson.</i>
Create	MU:Cr3.1.8a
Perform	MU:Pr4.2.8c MU:Pr5.1.8a
Respond	MU:Re7.2.8a
Connect	MU:Cn11.0.8a