**Celtic Company presents:**

**Ah Surely - Irish Music and Dance: From Ireland to America**

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**Lesson Plan**

*Please consider this lesson plan as a general guide for all grade levels: K through 12. The artists are sensitive to the developmental levels, vocabulary limitations and curriculum needs of all ages and will adjust the program accordingly.*

**DESCRIPTION:**

Ah Surely takes students on an evocative journey – “From Ireland to America” in the mid-eighteenth century. Students will learn the importance of music and dance in Irish culture and how coming to America and interacting with other cultures created new styles and new genres of music and dance. Students will also learn about the uniquely Irish uilleann pipes, a soft-spoken version of the bagpipes, as well as the fiddle, penny whistle, guitar and bodhran (hand drum). And of course, percussive Irish step dance is an integral part of the program – student volunteers will participate in an Irish *céilí* (music and dance party) by learning a simple dance and joining the band on banjo and bodhrans. *From Ireland to America* satisfies a number of Georgia Performance Standards for Fine Arts and for Social Studies.

**PRE-PROGRAM:**

We ask that the teacher address the students and prepare them for a fun, thoughtful learning experience. Then the teacher can introduce us by saying something like: “Girls and boys, please welcome Ah Surely – Irish Music and Dance from Ireland to America!”.

**Introduction:**

The trio opens with a musical introduction – a raucous set of Irish reels, including a taste of percussive Irish step dance.

Each band member briefly describes each instrument and their unique roles in Irish music: uilleann pipes (pronounced **ill**-len), fiddle and guitar.

**Music and dance in Ireland before the Great Famine (pre-1845):**

Narrative: *“Ireland is an island nation. Though part of the continent of Europe, it was a land apart. Long ago it was thought to be perched at the edge of the earth. And so Ireland through the generations was half-forgotten - and the folk who lived there were able to maintain their customs.*

*Two of the most important customs to the Irish were their music and dance. To this day the old set dance called “St. Patrick’s Day” is handed down from generation to generation, carefully preserved in its original form, simple and unadorned, to remind us what Irish dance was like long ago…”.*

The trio offers a demonstration and rhythmical analysis of old style of music and dance.

**Famine and Emigration: The Great Hunger:**

Narrative: *1845 saw the beginning of the Great Famine. Ireland lost over 2 million people. Many of them came to America on sailing ships. On the long voyage, they relied on their musical memory, family and friends to help pass the time while continuing a meaningful tradition****.***

The trio sings an age appropriate song with an emigration / immigration theme: “The Green Fields of America”, “Farewell Tipperary” or similar.

The trio also sings a sea-chanty with a sing-along chorus that the students will be taught. Sea chanties were sung by groups of sailors on sailing vessels to aid them in their duties.

**The Irish in America: Interactions with other ethnic groups contribute to change in customs:**

*The Irish, while continuing their customs as they had in the old country, inevitably interact with other ethnic groups, including groups from the African continent. This had a profound effect on music and dance in America. From African music the Irish (and other groups) learned to incorporate syncopation into their music and dance. Irish dance has “never been the same” since. One of the instruments that Africans introduced was the banjo.*

The trio performs a set of African inspired “old time” American tunes. The instrumentfeatured is the traditional gourd banjo.

A dance is performed demonstrating the addition of African-style syncopation to traditional Irish dance.

**Ceili: an Irish Music and Dance Party:**

*One way that the Irish like to have fun is to hold a céilí (pronounced* ***kay****-lee) at someone’s home.*

The band will hold a “mini-céilí”: several students volunteer to learn a verybasic Irish step, while more students partake in a brief bodhran (Hand drum, pronounced **bo**-rahn) and banjo lesson. Then musicians and dancers all play and dance together, and students in the audience are encouraged to clap with the rhythm.

**Q&A (if time allows)**

**Finale: Miss McLeod’s Reel w/dancer:**

*Miss McLeod’s Reel is shared between 3 cultures: Ireland, Scotland and the U.S. It was also featured in American composer Aaron Copland’s ballet “Rodeo”. The band plays the traditional version.*

**GEORGIA PERFORMANCE STANDARDS**

**(continued on next page)**

**Grades k-5**

SSKG1 The student will describe American culture by explaining diverse community and family celebrations and customs.

SS5H3 The student will describe how life changed in America at the turn of the century.

a. Describe the reasons people emigrated to the United States, from where they emigrated, and where they settled.

TAES K through 5.11 Engaging actively and appropriately as an audience member in theatre or other media experiences

MKGM.1 – Singing, alone and with others, a varied repertoire of music

a. Sing simple melodies in a limited range using appropriate head voice

accompanied and unaccompanied.

b. Echo simple singing and speech patterns.

MKGM.7 – Evaluating music and music performances

a. Evaluate musical performances of themselves and others.

b. Explain personal preferences for specific musical works using appropriate

vocabulary.

MKGM.8 – Understanding relationships between music, the other arts, and disciplines outside the arts

a. Describe the relationship between music and the other arts.

b. Describe the relationship between music and disciplines outside the arts.

MKGM.9 – Understanding music in relation to history and culture

a. Sing, listen, and/or move to music from various historical periods and

cultures (e.g., holidays).

b. Describe how sounds and music are used in daily lives.

c. Demonstrate appropriate audience behavior for the context and style of

music performed.

M1GM.1 – Singing, alone and with others, a varied repertoire of music

a. Sing melodies in a limited range using appropriate head voice

accompanied and unaccompanied.

b. Echo simple singing and speech patterns; perform call and response songs.

M1GM.7 – Evaluating music and music performances

a. Evaluate musical performances of themselves and others.

b. Explain personal preferences for specific musical works using appropriate

vocabulary.

M1GM.8 – Understanding relationships between music, the other arts, and disciplines outside the arts

a. Describe the relationship between music and the other arts.

M1GM.9 – Understanding music in relation to history and culture

a. Sing, listen, and/or move to music from various historical periods and cultures (e.g., patriotic).

b. Describe how sounds and music are used in daily lives.

c. Demonstrate appropriate audience behavior for the context and style of

music performed.

M1GM.10 – Moving, alone and with others, to a varied repertoire of music

a. Respond to contrasts and events in music with gross locomotor and non-

locomotor movements.

b. Perform choreographed and non-choreographed movements.

MESBB.1 - Singing, alone and with others, a varied repertoire of music

a.Sing to recognize fundamentals of tone production.

b.Sing to match pitch through call and response (stepwise and major intervals).

MESBB.2 - Performing on instruments, alone and with others, through a varied repertoire of music

a.Recognize characteristic tone quality utilizing proper embouchure, playing position, posture,

breathing techniques, articulation, and appropriate percussion technique.

MESBB.4 - Improvising melodies, variations, and accompaniments

a.Improvise rhythmic patterns by clapping, singing, or playing an instrument.

MESBB.6 - Listening to, analyzing, and describing music

c. Compare and contrast musical works based on genre and culture.

**Grades 6-8**

MMSAO.8 – Understanding relationships between music, the other arts, and disciplines outside the arts

1. Explain how music contributes to a well rounded education.
2. Establish awareness that all subjects are related to music.

MMSAO.9 – Understanding music in relation to history and culture

a. Identify and compare performance styles of music learned in class.

b. Discuss characteristics of music from various societies and cultures.

c. Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.

M2GM.7 – Evaluating music and music performances

a. Evaluate musical performances of themselves and others.

b. Explain personal preferences for specific musical works using appropriate

vocabulary.

M2GM.10 – Moving, alone and with others, to a varied repertoire of music

a. Respond to contrasts and events in music with gross and fine locomotor

and non-locomotor movements.

b. Perform choreographed and non-choreographed movements.

c. Perform line and circle dances.

M3GM.8 – Understanding relationships between music, the other arts, and disciplines outside the arts

a. Describe the relationship between music and the other arts.

b. Describe the relationship between music and disciplines outside the arts.

M3GM.10 – Moving, alone and with others, to a varied repertoire of music

a. Respond to contrasts and events in music with gross and fine locomotor

and non-locomotor movements.

b. Perform choreographed and non-choreographed movements.

c. Perform line and circle dances with and without a partner.

M4GM.8 – Understanding relationships between music, the other arts, and disciplines outside the arts

a. Describe the relationship between music and the other arts.

b. Describe the relationship between music and disciplines outside the arts.

M5GM.9 – Understanding music in relation to history and culture

a. Perform, listen, move and/or distinguish between music from various

historical periods and cultures from the Civil War to present (e.g., jazz, musical theater, rock-n-roll, country, gospel, new age, rap, heavy metal, pop).

b. Describe the role of music and musicians in various historical time periods.

c. Demonstrate appropriate audience behavior for the context and style of music performed.

M6GM.1 – Singing, alone and with others, a varied repertoire of music

a. Sing accurately, with good breath control, and attention to tone quality throughout their ranges.

b. Sing with expression and technical accuracy in unison and simple harmonic settings.

c. Sing music of diverse genres and cultures, with appropriate representation of culture and style.

M6GM.8 – Understanding relationships between music, the other arts, and disciplines outside the arts

a. Compare two art forms and summarize their common characteristics.

b. Recognize the interrelated principles and subject matter between music

and other core curriculum.

1. Recognize various career paths in music.

M7GM.2 – Performing on instruments, alone and with others, a varied repertoire of music

a. Perform on at least one instrument accurately and independently, or in a small or large ensemble with appropriate posture, playing position, technique, and expression.

b. Play by ear simple melodies and harmonic accompaniments.

c. Perform music of diverse genres and cultures, with appropriate

representation of culture and style.

M8GM.1 - Singing, alone and with others, a varied repertoire of music

a. Sing accurately, with good breath control, and attention to tone quality throughout their ranges.

b. Sing with expression and technical accuracy in unison and simple harmonicsettings.

c. Sing music of diverse genres and cultures, with appropriate representation of culture and style.

M8GM.9 - Understanding music in relation to history and culture

a. Describe distinguishing characteristics of representative music genres and

styles from a variety of cultures.

b. Classify exemplary musical works by genre and style and recognize their

identifying characteristics.

c. Compare music of several world cultures identifying the function and role

of music, their musicians and their respective performance conditions.

d. Demonstrate appropriate performance etiquette as a performer and a

listener in a variety of performance settings.

MMSBB.9 - Understanding music in relation to history and culture

a. Describe the characteristics of music from different cultures.

b. Analyze American and other genres of music in relation to its historical and cultural context.

c. Identify genres, styles, and composers within specific time periods.

**Grades 9-12**

SSWG2 The student will explain the cultural aspects of geography

d. Explain the how the development of customs and traditions help to define a culture and a people.

MESBO.2 – Performing on instruments, alone and with others, a varied repertoire of music

d. Demonstrate awareness of individual and group roles within the ensemble relating to balance, blend, dynamics, phrasing, and tempo.

MESBO.4 – Improvising melodies, variations, and accompaniments

a. Play by ear simple melodies and provide rhythmic and melodic variations

based on those melodies.

MMSBO.9 – Understanding music in relation to history and culture

a. Identify and compare performance styles of music learned in class.

b. Discuss characteristics of music from various societies and cultures.

MHSMO.8 – Understanding relationships between music, the other arts, and disciplines outside the arts

a. Justify the importance of music in a well rounded education.

b. Explain how elements, artistic processes, and organizational principles are

used in similar and distinctive ways in the various arts and cite examples.

c. Compare characteristics of two or more arts within a particular historical

period or style and cite examples from various cultures.

MHSAMTh.8 – Understanding music in relation to history and culture

c. Describe how major musical movements, figures and events coincide with and/or were influenced by political, religious and economic conditions of the time.

MHSMO.9 – Understanding music in relation to history and culture

a. Classify by style and historical period or culture representative aural

examples of music and explain the reasoning behind their classifications.

b. Identify sources of American music genres, trace the evolution of those

genres, and cite well-known musicians associated with them.

c. Identify various roles that musicians perform, cite representative

individuals who have functioned in each role, and describe their activities and achievements.

MHSAO.9 – Understanding music in relation to history and culture

a. Classify by style and historical period or culture representative aural

examples of music and explain the reasoning behind their classifications.

b. Identify sources of American music genres, trace the evolution of those

genres, and cite well-known musicians associated with them.

c. Identify various roles that musicians perform, cite representative

individuals who have functioned in each role, and describe their activities and achievements.

MHSIMTh.10 – Understanding music in relation to history and culture
b. Describe how major musical movements, figures and events coincide with and/or were influenced by political, religious and economic conditions of the time.

MHSBB.9 - Understanding music in relation to history and culture a.Describe the characteristics of music from different cultures. b.Analyze American music in relation to its historical and cultural context. c.Identify genres, styles, and composers within specific time periods.