**Mr.Jim McGaw (The artist hereby gives permission for this lesson plan to be shared ad liberatum)**

Course: TBD

Period: TBD

Day of the week: TBD

Date: TBD

**Lesson:** **Musical styles and histories of the hammer and mountain dulcimers from ancient to modern times.**

**Objective(s)**

1. The student will observe, listen to and experience the playing styles and musical timbres of the hammer and mountain dulcimers

2. The student will be able to discern the historical position and importance of the hammer and mountain dulcimers in national and international history.

3. The student will experience music from different cultures produced by the hammer and mountain dulcimers.

**Materials** – ***hammer and mountain dulcimer and appropriate audio equipment provided by the artist***

**Instructional Strategy**

1. *Hook*—Play upbeat colonial period tune on the hammer dulcimer followed by an upbeat colonial period tune played and sung with the mountain dulcimer.

2. Play several songs on the hammer dulcimer from various cultures and time periods – both unaccompanied and with recorded accompaniment

3. Describe the history of the hammer dulcimer and its development into the modern piano (For appropriate upper grades a physical and mathematical explanation of the hammer dulcimer layout will be given if desired).

4. After an explanation of the historical development of the instrument as the first American instrument, play several songs on the mountain dulcimer with and without accompanying vocal lyrics demonstrating the different playing methods used with this instrument.

5. If time permits, organize circle game (e.g.:Bluebird – Vampire’s Heart)

or Virginia Reel (for upper grades)

6. *Closure*—If time permits, encourage teacher supervised experimental student playing of the hammer dulcimer.

**Assessments** – verbal questions or written quiz about the history, instrument appearance and layout, playing styles, differences in music from different periods and emotive effects of the music produced by each.

**Reflection** – Students could write a brief description of their experience encountering the hammer and mountain dulcimers and the student’s concept of the place and effect of these instruments on history and music in general

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Standard(s)**

**Grade 3:**

**C. Critical Analysis/Investigate**

M3GM.6 – Listening to, analyzing, and describing music

a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures – AB, ABA, rondo.

b. Describe music using appropriate vocabulary (allegro, adagio, forte, piano, upward, downward), appropriate mood, and timbre adjectives.

c. Identify and classify classroom and various orchestral instruments by sight and sound.

d. Aurally distinguish between solo vs. ensemble, and accompanied vs. unaccompanied singing.

M3GM.7 – Evaluating music and music performances

a. Evaluate musical performances of themselves and others.

b. Explain personal preferences for specific musical works and styles using appropriate vocabulary.

**D. Cultural and Historical Context**

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.9 – Understanding music in relation to history and culture

a. Perform, listen, move and/or distinguish between music from various historical periods and cultures (e.g., various world regions).

b. Describe how music and musicians function in various cultures.

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

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.

**Grade 4:**

**C. Critical Analysis/Investigate**

M4GM.6 – Listening to, analyzing, and describing music

a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures – AB, ABA, rondo, Introduction, and Coda.

b. Describe music using appropriate music vocabulary, (allegro, moderato, adagio, forte, mezzo, piano, upward, downward, step, skip) mood, and timbre adjectives.

c. Identify and classify orchestral and folk instruments by sight and sound and aurally distinguish between a band and an orchestra.

d. Aurally distinguish between soprano, alto, tenor, and bass voices.

M4GM.7 – Evaluating music and music performances

a. Evaluate musical performances of themselves and others.

b. Explain personal preferences for specific musical works and styles using appropriate vocabulary.

**D. Cultural and Historical Context**

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.

M4GM.9 – Understanding music in relation to history and culture

a. Perform, listen, move and/or distinguish between music from various historical periods and cultures (e.g., Baroque, Classical, Romantic, and

Contemporary periods and recognize prominent composers from each period).

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.

M4GM.10 – Moving, alone and with others, to a varied repertoire of music

a. Respond to melodic contour, contrasts, and events in music with gross and fine locomotor and non-locomotor movements.

b. Perform choreographed and non-choreographed movements.

c. Perform dances from various cultures including traditional folk dances with and without a partner.

**Grade 5:**

**C. Critical Analysis/Investigate**

M5GM.6 – Listening to, analyzing, and describing music

a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures – AB, ABA, rondo, introduction and coda.

b. Describe music using appropriate vocabulary (e.g., allegro, moderato, adagio, forte, mezzo, piano, crescendo, decrescendo, upward, downward, step, skip), articulation terms, appropriate mood and timbre adjectives, and other musical terms: e.g., fermata.

c. Identify and classify orchestral, folk, and world instruments by sight and sound.

d. Aurally distinguish between soprano, alto, tenor, and bass voices.

M5GM.7 – Evaluating music and music performances

a. Evaluate musical performances of themselves and others.

b. Explain personal preferences for specific musical works and styles using appropriate vocabulary.

**D. Cultural and Historical Context**

M5GM.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.

M5GM.10 – Moving, alone and with others, to a varied repertoire of music

a. Respond to melodic contour, contrasts, and events in music with gross and fine locomotor and non-locomotor movements.

b. Perform choreographed and non-choreographed movements.

c. Perform dances from various cultures including traditional folk dances with and without a partner

**Grade 6:**

**C. Critical Analysis/Investigate**

M6GM.6 – Listening to, analyzing, and describing music

a. Recognize specific music events in an aural example, applying given appropriate terminology.

b. Recognize characteristics of musical elements in music, which represent diverse genres and cultures.

M6GM.7- Evaluating music and music performances

a. Assess musical performances and compositions, when given specific criteria.

b. Assess the quality and effectiveness of their own and other’s performances, compositions, and arrangements, implementing constructive suggestions for improvement.

c. Identify various uses of music in daily experiences.

**D. Cultural and Historical Context**

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.

c. Recognize various career paths in music.

M6GM.9 – Understanding music in relation to history and culture

a. Identify 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 two or more world cultures identifying 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.

Grade 7:

**C. Critical Analysis/Investigate**

M7GM.6 – Listening to, analyzing, and describing music

a. Identify specific music events in an aural example, given appropriate terminology.

b. Identify characteristics of musical elements in music which represent diverse genres and cultures.

M7GM.7 – Evaluating music and music performances

a. Critique musical performances and compositions using specific criteria.

b. Evaluate the quality and effectiveness of their own and other’s performances, compositions, and arrangements, implementing constructive suggestions for improvement.

c. Compare various uses of music in daily experiences.

**D. Cultural and Historical Context**

M7GM.8 – Understanding relationships between music, the other arts, and disciplines outside the arts

a. Compare two art forms and their characteristics to describe the transformation of related subject matter into art.

b. Assess the interrelated principles and subject matter between music and other core curriculum.

c. Compare various career paths in music.

M7GM.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 define their identifying characteristics.

c. Compare music of various world cultures identifying the function and role of music, their musicians and their ensuing performance conditions.

d. Demonstrate appropriate performance etiquette as a performer and a listener in a variety of performance settings.

**Grade 8:**

**C. Critical Analysis/Investigate**

M8GM.6 - Listening to, analyzing, and describing music

a. Accurately describe specific music events in a given aural example, using appropriate terminology.

b. Demonstrate knowledge of elements of music through analysis of music which represent diverse genres and cultures.

M8GM.7- Evaluating music and music performances

a. Critique musical performances and compositions using specific criteria.

b. Evaluate the quality and effectiveness of their own and other’s performances, compositions, and arrangements, implementing constructive suggestions for improvement.

c. Investigate various uses of music in daily experiences.

**D. Cultural and Historical Context**

M8GM.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

a. Compare two or more art forms and their characteristics to describe the transformation of related subject matter into art.

b. Assess the interrelated principles and subject matter between music and other core curriculum.

c. Investigate various career paths in music.

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.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**