

Working script

Standards: M*GM.1,2,4,5,6,8,9,10; SS*H1, H2: ELAGSE3RL2

Add'l 2019 standards: ESGM3.PR.1, 2, ESGM3.RE.1,2,3, ESGM3.CN.1,2; SS2H1b, SS2H2. SS2G1, creative writing

Review: "Cherokee is a Creek word for ""people with another language"

Assignments:

1. Bring in natural/found object as simple instrument...incl. Making shaker of DRY plastic bottle and DRY beans or plastic beads.
2. Chose favorite Cherokee place name and be prepared to pronounce it for the class – we can work together to find names the rhyme or work together. **Next time we will make up some melodies for the place names.**
 1. Extra – find out where (Current City, State) and what (town, river, mountain) the place name is
3. Write your name using the Cherokee alphabet
 1. Symbols
 2. "English" Syllables

PLAY: **Frame** w/ mallet to get attention = (line **A** below)

Define: **Accompaniment** - part in a music composition designed to serve as background and support (Teamwork/cooperation) for the lead (featured/more important)
Accent Beat – a stress or emphasis regularly occurring as a feature of a rhythm

Define: **Membranophone** – instrument played by striking, ... a membrane stretched over a frame.
Chordophone – instrument that can play many notes at one time

LOOP: 4/4 with students' help (**Found Inst.**)

A	X	x	X	x	X	x	X	x
B	X	.	X	.	X	X	X	.

Review: Creating music one the spot is called _____? (**Improvisation**)

Handle: Notice the similarities and differences of the different **Aerophones**.

PLAY: **Native flute**, **Ney**, **Duduk** improvisations

Review: This rhythm is from the various indigenous people of the Andes Mountains in S.Amer.

Discuss: Handle answers

PLAY: C&R Single words then Combos like {Sautee Nacoochee, Chattahoochee Etowah, ...}
 O 1> clap and say, 2> say, 3> clap
 O *beat, beat, CALL; beat, beat, RESPONSE*

O student Leads

Define: **Rhythm** - the pattern of regular or irregular pulses caused in music by the occurrence of strong and weak melodic and harmonic beats.

Pulse - the rhythmic recurrence of strokes, vibrations, or undulations.

Tempo - relative rapidity or rate of movement, usually indicated by such terms as *adagio*, *allegro*, etc., or by reference to the metronome.

Melody – a rhythmical succession of tones producing a distinct musical phrase or idea

PLAY: 3/2 = [B . R L R .]

O all together claps

O all together (Found Inst.)

O two groups (shake;hit)

O “This was the learning tempo. wanna hear what this rhythm can do when fast?”

Define: **Polyrhythms** - two or more patterns with different counts are played together.

Time signature – looks like a fraction, but isn't.

indication at the beginning piece showing the meter.

Meter – unit of measure in terms of NUMBER OF BEATS for a given piece of music.

Discuss: “This next polyrhythm is a little harder, but it's a lot of fun to listen to and play

LOOP: $\frac{3}{4}$ polyrhythm

O Students help construct loop (group playing same part)

O Students on stage PLAY SHAKERS and LAPTAP audience

Sau-tee-oo-sta-noo-la – 3 is easy, 4 is hard to do.

O two groups – 1> **Sau-oo-noo** ; 2> *Sau-tee-sta-la*

>>Count Rhythm with group with 3 syl word and 4 syl word – two different loops

1,2,3/1,2,3,4 - “Notice the **1's** are at the same time

CheRoKee/NanTaHaLa

Discuss: “Polyrhythms like this are really good for teaching cooperation – both parts depend on each other to make the whole rhythm sound it's best

Do: C&R with proper names. (a few as refresher)

Review: “What type of word (part of speech) is a place or person's name

Do: “I need someone student to come up and tell us about your name in Cherokee syllables and work with the name a little bit. (or get new student to do in front of group).

“Do you or someone else have a melody to sing her name.

Discuss: “How do we come up with a melody – improvise to compose. How?

Discuss: **Divination** – lots of indigenous cultures have methods they believe to assist them in answering tough questions, finding water, or even telling the future. Throwing bones, reading leaves, sticks, ...

- process off attempting to discover hidden knowledge by **supernatural**

means.

“we are going to use **Dice** for divining music

Discuss: Improv syllable combination – make up words to chant inspired by and using ancient syllables – modern indigenous. We can give them whatever meaning we want

Define: **Pentatonic** – scale with 5 notes

Do: Pentatonic melody game

- Roll dice 8x – odd=note, even=rest
- Roll dice to find notes (1-6) for odds
- Assess and alter if needed
- Repeat as needed

Do: Symbols stand for Syllables, not letters

Cards with Syllables for Random Syllables

Play melody on **Keyboard** to construct chants.

Discuss: “Indigenous people from all over used folk tales and legends and mythology to tell stories and sometimes explain natural **phenomena** around them.

Define: **Phenomenon** – a fact, occurrence, or circumstance (something that happens) that is observed or observable

Discuss: “What makes the trees move, yet I cannot see it?
“Why was it bright and dry yesterday, and today dark with water falling from above where there are also big booms and bright flashes
“What are those things up there that twinkle when it is dark?

“Sometimes different stories to describe the same thing (because things that happen in nature happen in many places – like trees, rain, ...) Like the last question about the twinkling night sky.

LOOP/PLAY: Soundscape for story. Sounds for WIND, SPARKS

STORY: Origin of stars

Discuss: “The colors of sunrise and sunset are another natural **phenomenon** that **indigenous** people explain by using folk tales or mythology

Tell: Aboriginal sun woman story about why colors of sunset and sunrise.

Define: **Ancestor** – a person from whom one is descended.

LOOP/PLAY: Soundscape

Student plays **Cedar Sticks**, **Djun**, **Big Blue**

STORY: Cedar/Day and Night

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Assignment:

Make up folk tale. Pick syllables for Name of character.

Main character (your name and symbol, or make different one). Main idea explaining natural phenomena. Be creative. Anything goes. Improvising Indigenous Folk Tale.

Next visit: Kids ID diff layers in pre-recorded loop (rhyth/perc, melody/wind or string)
Outline performance/recording for next visit – ask kids to help “produce”
(instrumentation, parts, ...)

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