

All A-Day Band lessons for the week of March 30th are listed below.

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| School: | A.C. Flora |
| Subject: | Band |
| Block: | 1A and 3 A |
| Lesson: | Week 3, Tuesday, March 31st |
| Standards: | Anchor Standard 6: I can analyze music. Anchor Standard 8: I can relate musical ideas to personal experiences, culture, and history. |
| I can: | Benchmark IM.R NL.6 I can identify the elements of music in compositions that I hear. Benchmark IM.R AL.6 I can explain how the use of music elements impacts compositions from different historical periods and cultures Benchmark IM.C NM.8 I can talk about musical ideas based on my culture Benchmark IM.C IL.8 I can describe the purpose and value of music in some cultures. |
| Essential Questions: | What role does music play in one's culture? |
| Resources: | Laptop, SCETV website links (you may have to copy and paste the links into your browser), follow-up questions, assigned reading |
| Activities: | 1) Watch the video about Hindustani Music using the link below. https://scetv.pbslearningmedia.org/resource/ket-world-music-performance-05/northern-india-hindustani-style-music-arts-toolkit/support-materials/ 2) Below the video, click on Background Reading. Read the passage about Hindustani Music. 3) Using what you learned from the video and reading, respond to the questions below. Send your responses to kevin.piner@richlandone.org |
| Submit the following: | Submit your responses to the <u>Follow-Up Questions</u> to my email: kevin.piner@richlandone.org |

Follow-Up Questions

1. Does the tabla remind you of any other percussion instruments you have seen?
2. When do you hear the droning sound of the electronic tamboura? What do you think the purpose of this might be?
3. If the words of the song are meaningless, how does she convey it's story or purpose?

4. Describe the tempo and dynamics of the piece.

5. Have you heard music like this before? What images does it bring to mind?

School: A.C. Flora
Subject: Band
Block: 1A and 3 A
Lesson: **Week 3, Thursday, April 2nd**

Standards: Anchor Standard 6: I can analyze music.
Anchor Standard 8: I can relate musical ideas to personal experiences, culture, and history.

I can: Benchmark IM.R NL.6 I can identify the elements of music in compositions that I hear.
Benchmark IM.R AL.6 I can explain how the use of music elements impacts compositions from different historical periods and cultures
Benchmark IM.C NM.8 I can talk about musical ideas based on my culture
Benchmark IM.C IL.8 I can describe the purpose and value of music in some cultures.

Essential Questions: What role does music play in one's culture?

Resources: Laptop, SCETV website links (you may have to copy and paste the links into your browser), follow-up questions, assigned reading

Activities: 1) Watch the video about Salsa Music using the link below.

<https://www.pbslearningmedia.org/resource/ket-world-music-performance-09/venezuela-salsa-music-arts-toolkit/support-materials/>

2) Below the video, click on Background Reading. Read the passage about Salsa Music.

3) Using what you learned from the video and reading, respond to the questions below. Send your responses to kevin.piner@richlandone.org

Submit the following: Submit your responses to the Follow-Up Questions to my email: kevin.piner@richlandone.org

Follow-Up Questions

- 1) Salsa music is the fusion of what two traditional rhythms and cultures?
- 2) In Spanish, salsa means _____.
- 3) The clave (pronounced "klah-vay") is a percussion instrument. In Spanish, it means "key". How is it also "the key" within Salsa music?
- 4) For what occasions do you feel this music would most likely be used? Why?