



*** Social Studies**

Musical Heritage and Culture

Music and musical instruments are found throughout the history of most cultures serving multiple purposes to meet societal needs. An examination into that history and those uses provide insight into what people heard, wanted to hear, what they played and why.

Kentucky Social Studies

Culture and Society (2.16 & 2.17) Grades K-3

Academic Expectations:

2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

Ohio Social Studies Standards > People in Societies

Culture, Arts and Diversity

Benchmark(s) Grade K-2

- A. Identify practices and products of diverse cultures.
- B. Identify ways that different cultures within the United States and the world have shaped our national heritage.

Grade 3

- A. Compare practices and products of North American cultural groups

Objective

Students will:

- Recognize the ways diverse cultures and peoples are unique and are the same with regards to artistic expressions, music and cultural practices.
- Explore global practices and products for musical expression that influence the behavior of people within various cultures.

Assessment

Students will be able to:

- Identify and explain how musical contributions from various cultures have influenced the national heritage of the United States, and their local communities.

Sample selected response items to gauge student understanding.

1. What is music and where is it found?
Answer: Music is the arrangement of sounds with various rhythms and tones, and is found globally.
2. Why is music important?
Answer: Individual student response. Emphasis on how music allows people to express their thoughts and ideas.
3. Tell all you know about your favorite kind of music or musical instrument.

Answer: Individual student response. Emphasis on the type of music or instrument, the sounds, the rhythms, and the emotions it stirs.

Vocabulary

- Music
- Artistic expression
- Cultural influences

Materials

- Musical instruments—drum, trumpet and violin
- Audio segments of percussion, brass and stringed sounds; global music
- Video clips of the use of music in ethnic celebrations (optional)

Activity

Music through the Ages

Teacher will:

1. Engage students with aural samplings of world music, emphasizing that all cultures of people produce music.
2. Facilitate student discussion on the importance of music and how it benefits people and serves multiple functions.—artistic expression, entertainment, and ritual.
3. Introduce various instruments (hands-on artifacts, if available) from world cultures for student examination. (*Use of visuals or film segments to illustrate use of instrument--optional.*)
4. Facilitate discussion to address how music is often produced through use of available natural objects (e.g., use of reeds/wind instrument; rocks, tree trunks, sticks, seed pods/percussion instruments, etc.) and discarded or recycled objects (e.g., steel/tin sheeting, metal rods, pop bottles, etc.).
5. Introduce the concept of “musical heritage,” the continuity of music knowledge and style that results when historical traditions and culture are passed down from generation to another, as seen in The Children’s Theatre of Cincinnati’s production of *The Rockin’ Adventure of Peter Rabbit*.
6. Introduce the drum, the trumpet, the violin and the flute as world instruments with a “musical heritage” used through time and in various countries and cultures. Focus on the following:
 - a. Drum
 - i. Early use beginning in 6,000 BC.
 - ii. Early materials included hollowed tree trunks covered with animal skin, struck with the hands; two rocks struck together
 - iii. Early function—message transmitting (producing loud, carrying sounds), frighten away evil spirits, celebrations
 - b. Flute
 - i. Early use beginning 50,000 years ago (Slovenia)

- ii. Early materials include reeds, shells, hollow sticks
 - iii. Early function--entertainment
 - c. Trumpet
 - i. Early use in ancient Egypt
 - ii. Early materials include shells, wood, bamboo and gourds
 - iii. Early function—announce the arrival of important people; battle signals
 - d. Violin or fiddle
 - i. Evolved during the Renaissance; birthplace of Italy
 - ii. Early recognition for its singing tone
 - iii. Early function—listening and dance music
- 7. Facilitate student discussion for where these instruments are used today and by whom, including diverse groups and their cultural practices. Students will brainstorm use in family settings, communities, local, state and national celebrations.
- 8. Have students interview family members and friends regarding musical heritages passed down to from generation to another.
- 9. Have students share findings in authentic presentations—visuals, multimedia, book formats, etc.
- 10. Conclude activities with student reflection on the importance of Peter Rabbit's desire to continue the artistic expression and musical heritage of his father.