

Multicultural Music

1. Question & Research Task

What's on your playlist?

Can you identify aspects of other cultures in any of the songs you listen to?

Musicians such as [Nicki Minaj](#) (Trinidad), [Rihanna](#) (Barbados), [Shakira](#) (Colombia) [Lin Manuel Miranda](#) (Puerto Rico) bring sounds to their popular American music that are unique to the culture of their native countries. Select one of the linked names to read a biography and learn more.

In this Slam Dunk, you will conduct brief, focused research to answer the inquiry question:

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How are different cultures reflected in music?

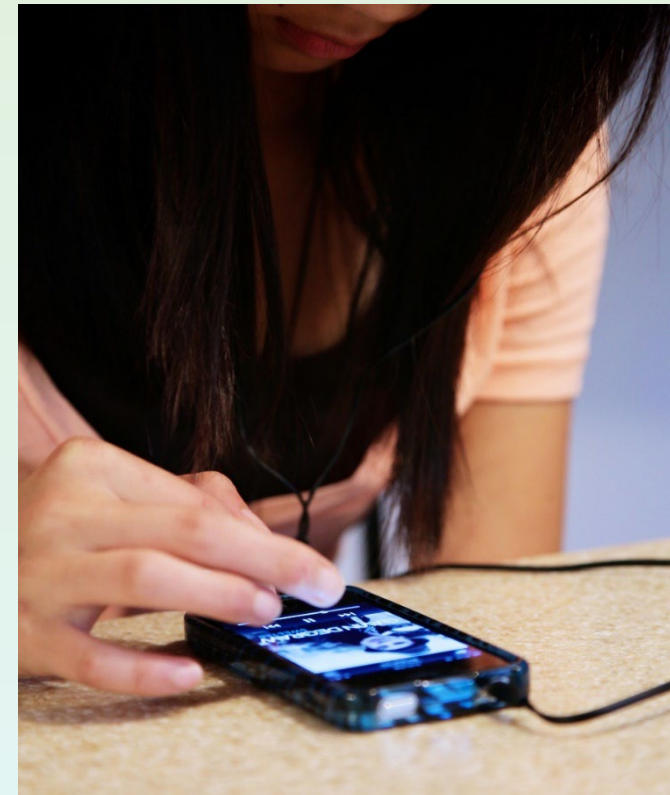


Image Source: Discovery Education

2. Information Sources

You will use the information sources linked here to complete the Student Activity on Slide 3.

African

- [Music and Culture: African: African Culture and Sound](#)
- [Music and Culture: African: Instruments of the African Sound](#)
- [Eureka! Africa's Child: Dance to the Drum: Ghana](#)
- [Music and Culture: Music as Part of Everyday African Life](#)
- [Music and Culture: African Aerophones and Cordophones](#)

Caribbean

- [World Geography North America: Canada, Mexico and Central America and the Caribbean](#)
- [Discover Trinidad: Behind Trinidad's Music](#)
- [Discover Trinidad: The Making of a Steel Pan](#)
- [National Geographic Kids: Jamaica \(read People and Culture section only\)](#)
- [World Book Student: Calypso](#)
- [World Book Student: Reggae](#)

Eastern

- [Turkey](#)
- [India](#)
- [Learn more about Middle Eastern Music](#)
- [Arabic Musical Instruments](#)

Latin

- [Latin Music – Brain Pop](#)
- [Brazil](#)
- [Latin Music: Origins and Styles](#)
- [World Book Student: Salsa](#)
- [World Book Student: Conga Drum](#)

***You may need to log into databases by clicking BCPS Digital Content in the Apps Portal.**



Image source:
<http://www.instrumentsoftheworld.com/>

Listen to the sounds of instruments around the world.

3. Student Activity

1. Choose **one** culture and research its music using the sources on slide 2.

2. Use a note-taking method and a digital or non-digital tool of your choice to gather information including:

- Sounds and musical elements unique to the music of that culture
- Instruments used and how they are made
- Song lyrics and how they relate to the culture

3. Create a brief multimedia presentation to describe how this culture's music is influenced by its customs and traditions. Your teacher may have you work with a partner or small group who researched the same culture.

- Use a multimedia creation tool like [Discovery Ed Studio](#), Google Docs, Wixie, or another tool of your choice.



Image Source: Discovery Education

4. Assessment Activity

How are different cultures reflected in music?

Share your multimedia presentation with your classmates who researched a different culture.

As you view your classmates' multimedia presentations, use a two-circle [Venn diagram](#) to compare the music of one or two other cultures to the music of the culture you researched. Use the link to create a digital Venn diagram or create a Venn diagram on paper.

Use your Venn diagram to respond to the inquiry question as directed by your teacher, see above.

Your response should include specific examples from your own research and your classmates' presentations.



Image Source:
Discovery Education



5. Enrichment Activities

SLIDE NAVIGATION

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Image Source: YouTube

*Your teacher will need to play the YouTube video above.

Did you know? Steel pans were created in Trinidad and Tobago and are important to Caribbean music. The pans are often created from discarded metal objects.

Select the image above to see a video of BCPS's own Stoneleigh Elementary School steel drum band.

Extension Activity: Think about your own cultural heritage and its role in your life.

Create a song or make an instrument

1. Write some song lyrics that describe the role of culture in your life.
2. Use common, everyday items or materials to create an instrument which reflects your culture. See the steel pan example on the left.
3. Record your song and share it with your classmates!

6. Teacher Resources

Learning Standards Alignment

[Maryland Fine Arts Standards](#) or Music

Expectation 6C: Discuss readiness of a varied repertoire of music for public performance, based on experience of time, place, and culture from which the music is chosen.

Indicator 7B: Demonstrate and describe, citing evidence, how responses to music are informed by structure, use of musical elements, and context (social, cultural, and historical).

Expectation 10A: Identify personal and cultural influences as well as creative preferences in creating, performing, and responding to music.

Expectation 11D: Analyze and document how music is used to inform or change beliefs, values, and/or behaviors of an individual or society.

[Common Core State Standards for English Language Arts & Literacy](#)

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards Framework for Learners Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

P21 Framework: 21st Century Student Outcomes

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

SLIDE NAVIGATION

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Grade: 4-5 Instrumental Music

Objective: Students will conduct brief, focused research in order to evaluate how customs and traditions are reflected in African, Caribbean, Eastern and Latin music.

Time Frame: 1-2 class periods (45 minutes each)

Differentiation strategies for this lesson:

- Have students use learning supports provided in any BCPS Digital Content in the [Apps Portal](#) included in this lesson.
- Refer to [Digital Content Snapshot/Support pages](#) as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Students must use the learning supports provided in any BCPS Digital Content in the [Apps Portal](#) to access digital content and tools.
- Students can work in pairs to complete the multimedia presentation on slide 3.
- For the assessment on slide 4, have students complete a jigsaw to learn about other cultures and compare/contrast how music in different cultures reflects customs and traditions.
- You may want to print out a paper version of a Venn diagram for the students.
- Choose a product method for students to be able to answer the inquiry question (add to the bottom of the Venn diagram, type a response, write an essay, etc).
- A repository of lesson plans pertaining to multicultural music can be found at [Smithsonian Folkways](#). Samples of different pieces of music are located on this site, but links to buy albums are located on all pages, therefore, the site was not referenced in this lesson.
- This Slam Dunk Lesson includes links to YouTube videos. Teacher/librarian may screen videos for the class.

Last updated: July 2021 Report broken links to BCPS Library Media Programs using the [Library Media Broken Links Form](#).

BCPS Slam Dunk Research Model, Copyright 2018 [Baltimore County Public Schools](#), MD, all rights reserved. This lesson may be used for educational, non-profit school use only. All other uses, transmissions, and duplications are prohibited unless permission is granted expressly. This lesson is based on [Dr. Jamie McKenzie's Slam Dunk Digital Lesson](#) model.