

# Music Around the World

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## 1. Question & Research Task

You are probably surrounded by music whether you realize it or not. It may be by playing an instrument, listening to songs on the radio, studying music, or even by hearing a song being played in a store.

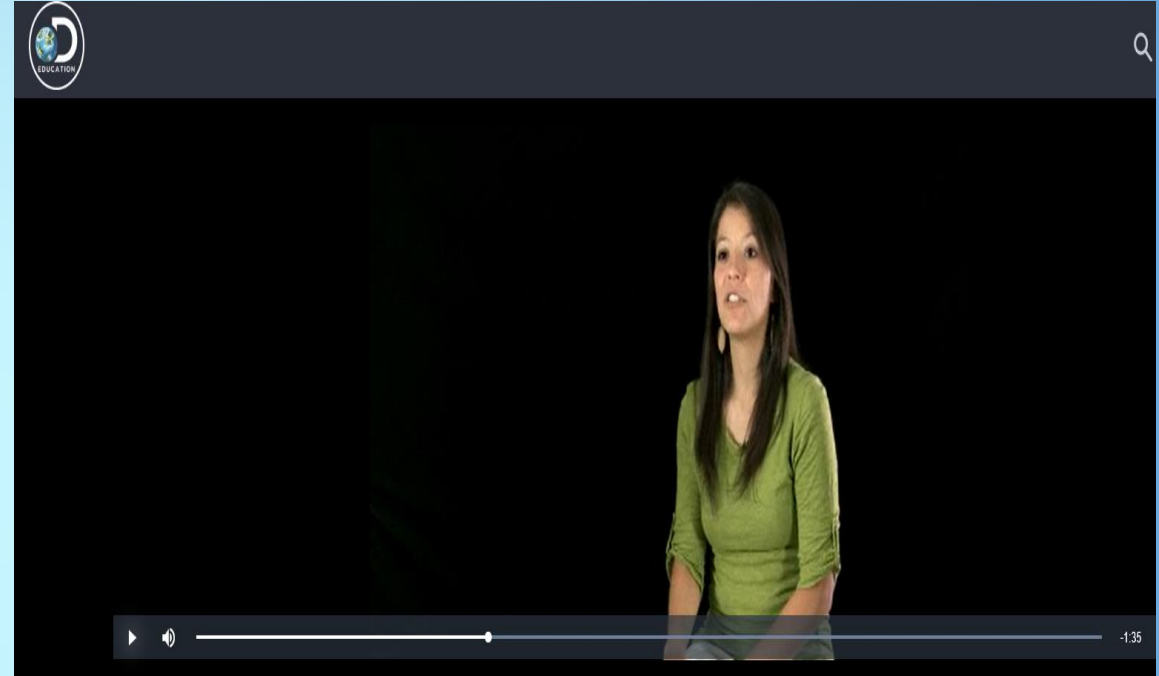
### Why is music important to your life?

You may listen to music to make you happy, to help you relax, or to express yourself through the lyrics or dance.

### Do you think that people who live in other cultures listen to music for the same reasons that you do?

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

**How does the purpose of music vary in different cultures around the world?**



Click the image above to launch the Discovery Education video (in Spanish) about the importance of music.

## 2. Information Sources

Begin by exploring [The Street](#) to find out about the music from the following countries:

**India, Ireland, Brazil, Turkey, and Nigeria.**

Each house describes a particular culture's instruments, famous musicians, and provides examples of music.

Pick any two (2) countries based on your interests and use their houses on "The Street" to complete the Student Activity on Slide 3.

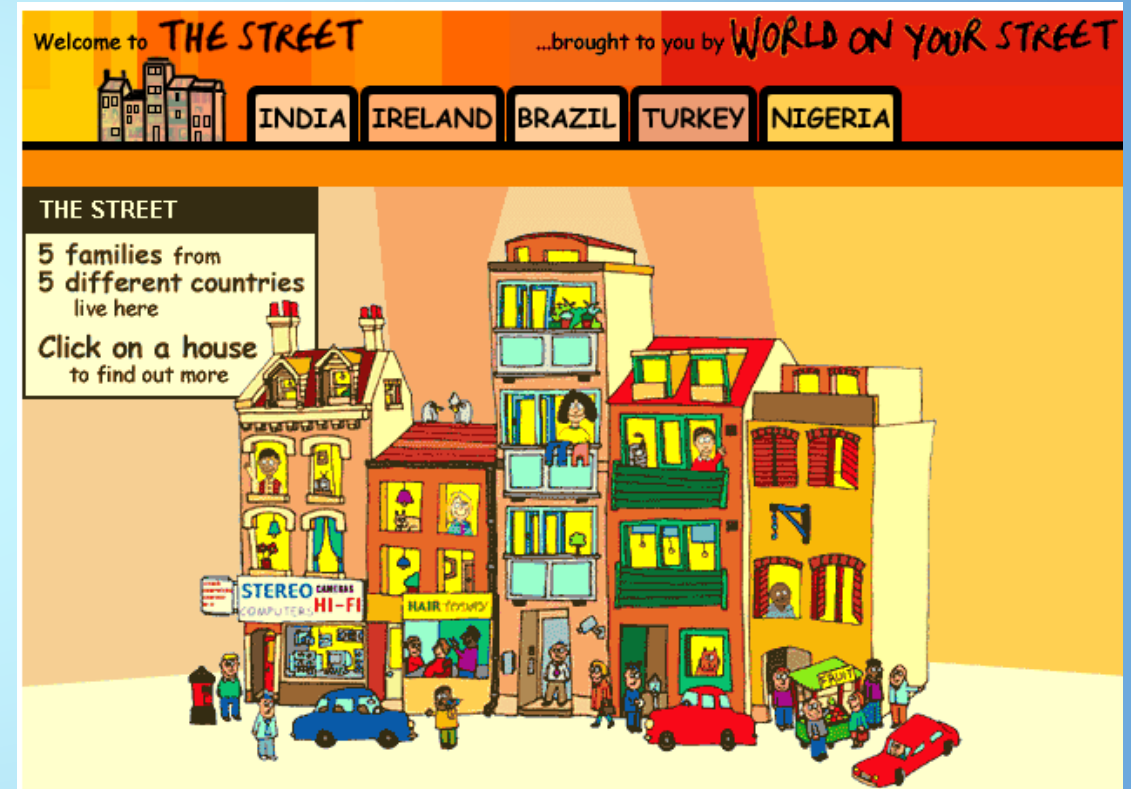


Image Sources: [www.bbc.com](http://www.bbc.com)

### 3. Student Activity

You will use this organizer to gather information that will help you learn about World Music.

Keep your notes short and to the point so you can easily complete the sharing activity on Slide 4.



Image source: [Wikimedia Commons](#)



## 4. Assessment Activity

How does the purpose of music vary in different cultures around the world?

At the direction of your teacher, share your learning about the different purposes of music around the world using a collaborative tool, such as:

- VoiceThread
- Schoology
- Discovery Ed Studio Board
- Another tool recommended by your teacher or librarian.

[Alternative non-digital assessment](#) (Google Doc)



Image Source: voicethread.com

# 5. Enrichment Activities

Use the links below to learn more about the unique musical instruments and styles for each country.

Ireland	India	Brazil	Turkey	Nigeria
<ul style="list-style-type: none"><li>• <a href="#">Instruments</a></li><li>• <a href="#">Music of Londonderry, Ireland</a></li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Instruments</a></li><li>• <a href="#">Traditional music of India</a></li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Instruments</a></li><li>• <a href="#">Samba</a></li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Instruments</a></li><li>• <a href="#">All about Turkey</a></li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Instruments</a></li><li>• <a href="#">Traditional Music of Southern Nigeria</a></li></ul>



Image Source: [Flickr](#)

# 6. Teacher Resources

## Learning Standards Alignment

### BCPS Curriculum

World Music 7-1Evaluate the application of the elements and characteristics of musical sounds as they are used in a variety of genres and styles representative of world cultures.

### Maryland State Fine Arts Standards

**Standard 1.0 Perceiving and Responding: Aesthetic Education:** Students will demonstrate the ability to perceive, perform, and respond to music.

- 1. Evaluate application of the elements of music and characteristics of musical sounds as they are used in a variety of genres and styles representative of world cultures

### 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: 21<sup>st</sup> 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.

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Grade 6-8 Music

### Objective:

**Time Frame: 45 minutes**

### 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 Snapshots & Support resources](#) for as needed.
- Direct students to use comprehension tools included in databases, such as: audio read-aloud, labeled reading levels, and embedded dictionaries.
- **[Learning Styles: Visual, Global, Field Independent, Reflective](#)**

### Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Consider using the [Schoology Assignment Apps](#) feature to assign Microsoft/Google Docs for students to access, edit, and submit through Schoology.
- Students can work together if necessary.