

Elk Grove Unified School District
Visual and Performing Arts Resources
Music

Grade Three: Lesson 3

Title: Voices of the World—Native American Instruments

Standards Addressed

Historical and Cultural Context

Understanding the Historical Contributions and Cultural Dimensions of Music

- 3.1 Identify the uses of music from diverse cultures and time periods.
- 3.2 Sing songs of diverse cultures from memory.
- 3.3 Play songs of diverse cultures from memory.

Time: 30 minutes

Floor Plan: Regular classroom setting.

Materials Needed:

- Silver Burdett Ginn, *The Music Connection—Third Grade*
- CD player
- CD 5 #10 (*H'Atira*), #11, #12, CD 9 #8 or VAPA CD #8-#11
- Drum and maraca (optional)

Purpose:

- To develop an awareness of rhythm used in Native American music.
- To identify instruments used in Native American music.

Background:

The students' ability to recognize instruments heard in music.

Key Questions:

- Can the students identify and describe Native American music?
- Can the students identify instruments used by Native Americans?

Vocabulary:

- * *Drum*—a percussion instrument consisting of a hollow cylinder with a membrane stretched tightly over the end, played by beating with the hands or sticks.
- * *Rattle*—a hollow container filled with seeds or rocks, where one shakes to make sharp, short sounds.
- * *Rasp*—to scrape or rub together.
- * *Flute*—a high pitched wind instrument consisting of a long, slender tube played by blowing across a hole near one end. The player can produce various tones by fingering the holes and keys along its length.

<u>Steps of the Lesson</u>	<u>Thoughts for the Teacher</u>
<p>1 Set up purpose/goals Make a KWL chart about Native American instruments.</p>	<p>How are you making your purpose clear to the students? Lead the students to understand music can be made with different instruments playing together.</p>
<p>2 Engage students</p> <ul style="list-style-type: none"> ▪ Play <i>H'Atira</i> (CD 5 #10 or VAPA CD #8) and ask the students to listen for the instruments that accompany the voices. Ask the students to identify the instruments. (drum, rattle, recorder) ▪ Read about Native American instruments (textbook, pages 138-139 or see attachment). 	<p>How can I effectively get the students interested in the content of the lesson?</p> <ul style="list-style-type: none"> ▪ Can the students recognize the difference between the instruments being played? ▪ Do the students recognize how nature plays a part in making Native American instruments?
<p>3 Learning Sequence</p> <ul style="list-style-type: none"> ▪ Play the song again and have the students listen to the drum beat. ▪ Ask the students to pat the steady beat on their knees accenting the first beat in each measure. ▪ Sing the song while showing the students how to pat the accented beat on one knee and pat the unaccented beats with the other hand on the other knee. ▪ Review the quarter and eighth notes. (<i>A quarter note has four beats per measure, while the eighth note has eight beats per measure. The eighth notes are quick and receive half the count of the quarter notes.</i>) ▪ Divide the class into two groups. Have one group clap the quarter notes and the other group the eighth notes. ▪ Play the following recordings and have the students listen for and identify the instruments. <ul style="list-style-type: none"> * CD 5 #10 or VAPA CD #8 <i>H'Atira</i> (drum, rattle) * CD 5 #11 or VAPA CD #9 <i>Daybreak Vision</i> (flute) * CD 9 #8 or VAPA CD #11 <i>Raccoon Dance Song</i> (drum, rattle, flute) * CD 5 # 12 or VAPA CD #10 <i>Bear Dance Song</i> (bear growler, drum) ▪ If the instruments are available, have the students play the drum and rattle parts for <i>H'Atira</i> (page 135 or see attachment). 	<p>What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present?</p> <ul style="list-style-type: none"> ▪ Watch and assess whether the students can identify and pat the steady beat. ▪ Can the students feel the accent or strong beat in each measure? ▪ Watch to see if the quarter note and eighth note percussion parts successfully clap the correct notes. ▪ Are the students able to hear different sounds of instruments? Can they make comparisons to other instruments?
<p>4 Assessment</p> <ul style="list-style-type: none"> ▪ Assessment is imbedded in the lesson as the students perform through song and rhythmic demonstrations. ▪ Complete a KWL chart. 	<p>How will you allow your students to deepen their understanding of content presented? (Reflect, revise, retell, refine, practice)</p> <ul style="list-style-type: none"> ▪ Moving and performing to music can help the students apply what they have learned about different cultures. ▪ Have the students construct simple instruments (teacher's manual, page 139).

Native American Instruments

Music is a part of Native American culture. The songs and dances are sometimes accompanied by instruments. The materials for making these instruments are founding nature.

Drums are important to Native American music. Some drums can be played on either side.

The rattle is another popular instrument. It can be made in many different ways. One way is by hanging deer hoofs on a stick. Another way a rattle can be made is to let the seeds in a gourd dry. When you shake it, you can her the seeds moving.

A musical rasp is made by carving notches in a piece of wood. The player runs a scraper over the notches.

The most common Native American melody instrument is the flute. It can be made from wood.

H'Atira



Fol-low Moth-er Corn, Who breathes forth life.



H'A - ti - ra, H'A - ti - ra, H'A - ti - ra, A - ti - ra,



H'A - ti - ra, A - ti - ra, H'A - ti - ra, A - ti - ra,



A - ti - ra, H'A - ti - ra, A - ti - ra.

Musical notation for Drum and Rattle accompaniment. The Drum part is on a single staff in 4/4 time, featuring a simple rhythmic pattern of quarter notes with accents. The Rattle part is on a single staff in 4/4 time, featuring a rhythmic pattern of eighth notes.