

**Arts  
Music  
Grades 7 and 8**



**Lesson Plans**

## "World Beat – Music in Cultures Worldwide"

**Subject:**

**Arts:** Music

**Level:**

Grades 7-8

**Abstract:**

In this lesson, students will research key aspects of the music of a variety of cultures. Working in teams, students will initially identify musical genres and styles of a selected culture, before selecting one representative musical genre to research in greater detail. Students will identify and describe instruments used in that genre, the roles and places of musicians, and the functions the music serves in the culture, recording their results in a matrix. Working in jigsaw mode, students will compare and contrast the information from their culture with other students and cultures. Returning to their initial groups, students will compile comparative results from all cultures in their matrix. Finally, all students will participate in creating a class presentation using Microsoft PowerPoint to share how key aspects of music vary from culture to culture.

**Invitation:**

In our modern, connected world, elements of various cultures mix, mingle, and morph into interesting combinations. Even so, there are still strong associations between certain cultures and elements of those cultures including music. Can anyone name a familiar culture and a type of music we associate with that culture? Think Mexican culture and you might think mariachi music. Sometimes the link between a culture and its music may be less known or obvious. When you think of Balinese culture does gamelan music spring to mind?

The music of a culture can tell us much about that culture. Let's brainstorm a list of questions to ask about cultures and their music, questions we can use to research this topic. (Facilitate brainstorm and record questions; the following are possible questions.)

- Are there a number of musical genres or styles in the culture?
- Which one is most strongly associated with and representative of the culture?
- What is the purpose or function of the music in the culture?
- What instruments are used in making the music?
- What do these instruments look like, sound like?

- What are the roles and places of musicians who play this music in the culture?

By researching information and answering these questions, you will learn and understand more about the culture and its music.

**Situations:**

**Where:** This lesson will take place in the music or general classroom. Lesson activities can also take place in a computer lab or library media center and at home.

**When:** This lesson will occur during a music elective class or within a music unit in a general class.

**How Long:** This lesson will occur over approximately eight class sessions.

**Tasks:**

**Task 1:**

Present the Invitation to the class to frame this lesson. Next, review the "Worksheet: Researching a Culture and its Music" attachment with the class, noting that this worksheet provides a framework for conducting research about the selected culture and its music, and a means of initially organizing the information obtained in the research phase.

**Task 2:**

Students will organize into teams. You might group them randomly, based on shared affinities for particular cultures, or using any other technique.

**Task 3:**

Provide students time to conduct their research. When they have finished, conduct an initial class discussion on findings. Next, review the "Handout: Cultures and Music Comparison Matrix" attachment which provides instructions on how students can organize their information within a matrix. You can provide them a copy of this attachment to complete, or they can create the table from scratch. Reconvene the class as needed during this process to check in on progress and address any issues that arise. Assist students as they complete this matrix.

**Task 4:**

Share the "Worksheet: Exploring a Culture's Music" attachment. This activity will guide students through the process of locating and listening to representative samples of music from their selected culture.

**Task 5:**

In jigsaw fashion, the students will regroup into new temporary teams for a “cross-pollination” discussion. Referring to a copy of their matrix throughout this discussion, each student will share information about their initial group’s culture. The purpose of this task is twofold: It provides a way for students to strengthen their familiarity and knowledge of their selected culture by sharing it with other students unfamiliar with the culture, and provides an initial way for every student in the class to be exposed to and learn about and compare every culture being studied in the entire class.

If you have a class of 25 students, for example, with five teams of five students each studying a different culture, they would regroup into five new teams of five with each of the five different cultures represented within each new team. Modify as needed based on your class composition.

**Task 6:**

Returning to their original groups, students will compare the results of their “cross-pollination” discussions. This can serve as the basis for creating clarifying questions about any of the cultures discussed. Students can create lists of questions or comments that can be routed to each group and their selected culture. After each group makes further clarification or improvement to their matrix, all group matrix results will be compiled into a class matrix. If possible, this can be done on a computer projecting to a TV or to a screen with a projector. By copying the column of information on each culture from each group’s matrix and pasting them into a single “Cultures and Music Comparison Matrix” worksheet, a class version of the matrix will be created. This document can be published/printed, then posted/distributed for the class to view. Being able to view information about the various cultures and their music side by side in the matrix will support comparative study and further understanding.

**Task 7:**

Working in their original groups, students will collaboratively prepare a “World Beat” PowerPoint presentation that conveys the key musical aspects related to their selected culture. Provide each team with a copy of the “Template: World Beat” attachment for them to modify, or have them start from scratch to create their presentations. Encourage them to include sound clips they have obtained through the “Exploring a Culture’s Music” activity above and refer to the “Step Sheet: Inserting Sounds Into a Microsoft PowerPoint Presentation” attachment as necessary. (Note that Slide 4 in the presentation template has a sample sound already inserted to demonstrate the concept; students can replace this with their own specific sound.) You can also encourage them to include images and even video clips if they have been able to obtain them.

**Task 8:**

As a culminating activity, each original group can use their segment of the Microsoft PowerPoint presentation to share their final information with the rest of the class. The presentation can remain available for extended viewing, and can also be shared beyond the class.

**Interactions:**

**Full Class:** After presenting the Invitation, students will brainstorm ways to research key aspects of music in a culture. After the student group work, the entire class will create a class matrix comparing all key musical aspects for all selected cultures. The entire class will view the final matrix and class presentations to conclude the lesson.

**Partners:** Students will work in groups to research and compile information about key aspects of music in their group's selected culture. Students will regroup to compare results from the various cultures selected by the various student groups. Students will return to their original groups to process the results of their "jigsaw" discussion and update their matrix. They will then create their sections of a class presentation in PowerPoint summarizing the key musical aspects by each culture and in a comparison between cultures.

**Individual:** Individuals may work on their own to conduct research for their group.

**Standards:**

Music

Grade 7

Diversity of Music

3.3 Identify and describe distinguishing characteristics of representative musical genres and styles from a variety of cultures.

3.5 Identify instruments from a variety of cultures visually and aurally.

Language Arts – Writing Strategies

Research and Technology

1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

Language Arts – Listening and Speaking Strategies

Organization and Delivery of Oral Communication

1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.

1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.

1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.

#### Language Arts – Speaking Applications

2.4 Deliver persuasive presentations:

- a. State a clear position or perspective in support of an argument or proposal.
- b. Describe the points in support of the argument and employ well-articulated evidence.

#### Grade 8

##### Role of Music

3.1 Compare and contrast the functions music serves and the roles and place of musicians in society in various cultures.

##### Diversity of Music

3.4 Compare and contrast the distinguishing characteristics of musical genres and styles from a variety of cultures.

#### Language Arts – Writing Strategies

##### Research and Technology

1.4 Plan and conduct multiple-step information searches by using computer networks and modems.

1.5 Achieve an effective balance between researched information and original ideas.

#### Language Arts – Listening and Speaking Strategies

##### Organization and Delivery of Oral Communication

1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.

#### **Assessment:**

- "World Beat Rubric:" Rubric for group work and group products.

#### **Tools:**

- Internet access
- Microsoft Word
- Microsoft PowerPoint

#### **Project Tips and Alternatives:**

##### **Tip #1:**

Assist the students with their research, especially to acquire sounds and images that can be used in their final PowerPoint presentation.

**Tip #2:**

If possible, have each group in the class complete their "Cultures and Music Comparison Matrix" electronically, instead of using pen and paper. This will allow you or your students to create a class version of this matrix, aligning all information from all cultures (groups) in a single Microsoft Word file, suitable for viewing onscreen or for printing. You may want to print these out using a larger paper size, either legal (8-1/2 x 14") or tabloid (11" x 17"). These sizes will better accommodate the range of information. You can also cut and paste any size printouts to make a large format wall display.

**Attachments:**

- "Worksheet: Researching a Culture and its Music"
- "Handout: Cultures and Music Comparison Matrix"
- "Worksheet: Cultures and Music Comparison Matrix"
- "Worksheet: Exploring Musical Styles of a Culture"
- "Template: World Beat"
- "World Beat Rubric"
- "Step Sheet: Using a Computer to Listen to Music"
- "Step Sheet: Creating a Table in Word"
- "Step Sheet: Creating a PowerPoint Presentation"
- "Step Sheet: Inserting Electronic Images into a PowerPoint Presentation"
- "Step Sheet: Inserting Sound into a PowerPoint Presentation"

**Web Resources – Content:**

A list of [linked web resources](#) related to the content of this lesson can be found on the Lesson Page.

**Web Resources – PowerPoint:**

A list of [linked web resources for PowerPoint](#) can be found on the PowerPoint Resources page.

**Assistive Technology:**

Please refer to the [Assistive Technology section](#) for information on methods and devices to help ensure that all students have access to the curricula in the least restrictive environment.