

# Teacher's Guide for FACES

September 2013: The Power of Music

Prepared by Heather Bode

*Heather Bode lives in Helena, Montana. She uses her many years of educational experience to foster a love of learning in her own five children. She enjoys doing freelance writing for the children's magazine market. Heather has always loved to sing and continues to participate in choir as an adult.*

## **Getting Started**

Many students may have had the opportunity to experience a variety of music over the summer. Ask students to think about any outdoor concerts, ethnic festivals, or camps they attended. How can the music be considered entertainment and/or educational?

Read "About the Cover" by Brad Walker. How does this demonstrate the concept of being a part of something bigger? How does concept apply to the themes of geography?

## **High 5**

(RL2) Look at the introductory paragraph. Why are certain words highlighted? Use those words to form a sentence summing up the theme of the issue.

(RL7) Describe the photo. What expression is on the girl's face? What feeling does the photo communicate?

## **At a Glance**

(SL1) Work with a partner. Create math problems using the statistics on pp. 4 and 5. (i.e. What is the weight of a carillon in pounds if it weighs 100 tons?)

## **Critter Corner**

(W7 and RL9) Conduct short research to compare and contrast human communication with songbird communication. OR Compare and contrast the syrinx with the human larynx.

(RST3) The article states, "Birds that never hear their species sing, or hear the song too late in their development, sing an abnormal song." Develop a scientific study that would prove this to be true. Describe the steps needed to carry out the experiment.

(RI1) The article states, "Studies show that the brains of songbirds produce new neurons even after these birds reach maturity. Perhaps studies of bird brains will reveal ways to stimulate a human brain to replace damaged neurons with new ones." Why would this be significant?

## **Why Music Matters**

(RL4) Vocabulary: ethnomusicologist

(RH7) Locate Bulgaria and Indonesia on a world map.  
Use photos on p. 8 to discuss why music matters: religion, culture, express feelings, etc.

(RL1) How do ethnomusicologists gather information for research?  
How do ethnomusicologists record their research?  
Once they return from the field, what do they do to consolidate the information?  
In what ways do ethnomusicologists use what they learn to help other people appreciate music?

### **The Healing Power of Music**

Music is the movement of sound to reach the soul for the education of its virtue.

-Plato

Music is moral law. It gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything.

-Plato

There is geometry in the humming of the strings, there is music in the spacing of the spheres.

-Pythagoras

The aim of art is to represent not the outward appearance of things, but their inward significance.

-Aristotle

(RI1) Use the quotes by ancient Greek philosophers to make inferences about the power of music.

(RL1) When did music therapy begin in the United States?

What is music therapy?

How can you become a music therapist?

Who benefits from music therapy? Why?

(SL1) The final paragraph mentions new uses for music therapy. Work with a partner or group to brainstorm some additional uses for music therapy.

(SL3) Contact a local music therapist and ask him/her to visit your classroom. Have students summarize and evaluate the speaker. Make sure students give evidence to support their points.

### **Name that Tune...Name that Country**

(SL5) All of these instruments can be seen and heard on YouTube. As students watch the footage, also take note of the clothing worn by the musicians. Discuss the type of mood created by each instrument.

(RI1) Clue within a clue: Read each clue and circle key words that will help you figure out the correct country for each instrument.

(SL1) Vote on a national instrument for the United States. Choose an instrument to "run" for national instrument. Support your choice with reasons why it should be chosen.

### **"Oh, Say Can You Sing..." National Anthems Around the World**

(W7 and L2) Research our national anthem at: [amhistory.si.edu/starspangledbanner/the-lyrics.aspx](http://amhistory.si.edu/starspangledbanner/the-lyrics.aspx)

Make up multiple choice or true/false questions about what you learned. Share them with classmates.

(W2,7,8) Pick a country. Conduct research to find out about your country's national anthem. Present your findings to class.

### **Dear Tommy**

(RI1) How old is Dana?

How does she use music to help others?

What steps is Dana taking to turn her love of music into a career?

How might Tommy's love of baseball turn into a career?

Make a daily schedule for Tommy and/or Dana. Things to consider:

school, homework, free time, family obligations, volunteer work, etc.

(W3) Imagine you are Dana. You are applying for a job. Make a resume using details from her emails.

### **Beware the Bagpipes**

(RL7) Use the photo on page 23 to identify each part of the bagpipes as it is described in the article.

(SL5) Listen to *Scotland the Brave-Pipes & Drums* posted on YouTube by glenzboyz. Students should be able to hear the melody line and the background continuous note of the bagpipes.

(SL2) The article states, "It is easy to imagine how the sight and sound of many pipes and drummers together with an advancing army would strike terror into the heart of the enemy as well as inspire the troops." Students may have seen the movie *Braveheart*. Discuss the use of music to convey the mood in the movie scenes.

### **An Interview with Olly Murs**

(RL8) Murs says, "To be honest, I don't think about representing British music when I write, as I just write about things that are relevant to me." Go to [www.ollymurs.com/gb/home](http://www.ollymurs.com/gb/home) and click on Lyrics. Choose a song to look for evidence/lack of evidence of Olly's British background.

(Warning: Some lyrics may not be suitable for classroom use.) The song "I've Tried Everything" contains evidence of Olly's background.

(SL1) Many songwriters' songs contain emotions stemming from their personal lives. How does that affect their fans? Are you, as a listener, drawn to musicians like that? Why/ how do some musicians go from being local celebrities to global celebrities?

### **The Power of Sound**

(RL8) Find a quote from the article to support the following statements:

- Nature inspires the music of Gabriel Ayala.
- Being introduced to the acoustic guitar changed his life.
- Working with youngsters and giving back to the community is important.
- He believes in the power of music.

(W4-7) Research the Yaqui nation. Construct an informational essay about one aspect of Yaqui culture. Publish the final draft of the essay.

### **Musical Revolution**

(RL4) Vocabulary: apartheid, grievances, revolution, protest rallies, exile

(RI1) By looking at the vocabulary, title, and accompanying article photos, have students predict the topic and focus of the article.

(RL9) Compare/contrast: slavery in early America and its accompanying songs/spirituals with apartheid.

### **Take Notes!**

(RL4) Vocabulary: cuneiform, solfège, musical notation, musical score, sargam, klavarscribo

(W1) Write an opinion piece: Music is/is not easy to read. Support your opinion with reasons and information. (Think back to how music was taught to you at an earlier age. What was the progression? At what point did you decide you did/did not like to read music?)

(RI1) Why is musical notation important?  
Why are there various methods? (Locate places mentioned in the article.)

### **Places for Singing**

(RL3) Use the events mentioned in the article to construct a flow chart showing the steps leading to the invention of karaoke.

(RL7) What moods do the accompanying photos and color graphics create?

(W3) Have you ever tried karaoke or seen someone else try it? Write about the experience. Explain what you like/don't like about it and why you feel that way.

### **Hear the Kolokola Ringing**

(RL4) Vocabulary: puppeteer, homage, revival, casting, patina, foundry

(RH5) How is the first half of the article presented? (comparatively, sequentially, causally?)

(RL9) Compare/contrast Communist rule to apartheid mentioned in the "Musical Revolution" article. Both banned music. Why?

(SL5) Watch the kolokola ringers at:  
<http://m.youtube.com/watch?feature=related&v=QYVsR5f8B5g>

What mood does the song create? What might be the occasion?

### **The Sweetest Melody**

(L5) Explain the meaning of this phrase: barking up the wrong tree.

(RL7) How does the inset illustration show the theme of the folktale?

(L5) The moral of the story might be summed up as: The way to a man's heart is through his stomach. What is the meaning of this phrase?

### **Wrap Up**

(SL1& RL8) Some school districts have been cutting back on the arts. What evidence does this issue present for keeping the programs going? How could you use this evidence to promote programs at your school?

Do you have a school song? Sing it. How does a school song create unity? Why is it important?

Bring in a karaoke machine and have some fun!