Grade: 6  Unit: Aboriginal Music  Class Length: 55 minutes

1. Introduction, The Drum Calls Softly

Outcomes:

1) Demonstrate understanding that there are many different kinds of music compare and contrast stylistic qualities of music within and between cultural and social groups, and historical periods

2) Continue to identify, describe and classify a wide variety of sounds from home, school and the natural world (Include instruments used by the many cultures of Manitoba and countries around the world, individual orchestral instruments from the four orchestral families and an awareness of electronic/digital/synthesized instruments/sound sources)

3) Perform and demonstrate understanding of more complex rhythmic and metric concepts: Sixteenth and eighth note combinations, Dotted quarter-eighth pattern, Dotted eighth-sixteenth pattern, Irregular meter (5/4, 7/8, 5/8)

Agenda:

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<tbody>
<tr>
<td>T</td>
<td>V/S, M/R</td>
<td>Watch the Drum Calls Softly online</td>
<td>15</td>
<td>2</td>
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<tr>
<td></td>
<td></td>
<td>Have sheet to fill out while watching:</td>
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<tr>
<td></td>
<td></td>
<td>What do they think this unit is about</td>
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<td></td>
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<td>What do they already know</td>
<td></td>
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<td></td>
<td></td>
<td>Questions they have about Aboriginal Music</td>
<td></td>
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<tr>
<td>T</td>
<td>V/L, V/S</td>
<td>Talk about Aboriginal groups in MB on map</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>T</td>
<td>V/S, M/R</td>
<td>Give presentation on basics of Aboriginal Music-</td>
<td>15</td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td>instruments, number of beats ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T/P</td>
<td>M/R, B/K</td>
<td>Echo on hand drums</td>
<td>7</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td>Clean up, Talk about behaviour with Elders</td>
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Back-Up Plan:
- Watch part of Pow Wow Trail about where the drum comes from

Homework:
- For Me: Read their sheets about what they already know (assessment for learning)

Materials:
- Map,
- Presentation on basics of Aboriginal Music
- Hand drums for every student
- Video maybe

Note:
 Activate  Apply  Outcomes
 Acquire

Outcomes:

1. Describe a variety of uses and reasons for music in daily life, in their community, and in other places and times
2. With increasing independence, rehearse, revise and refine music to perform with composer’s intent and audience in mind
3. Demonstrate an understanding of balance and blend in an ensemble
4. Sing in tune, with increasing control and accuracy, a sense of phrasing and musical expression while maintaining their part within simple textures (2 or 3 part)
5. Apply behaviours and attitudes appropriate as a performer and audience member

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<tr>
<td>T</td>
<td>V/L</td>
<td>Teach students how to be an audience with Elders and give assignment for after</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>
| T    | V/L, V/S, M/R | Have Elders in from Sioux Valley or Canupawapka to talk about:  
- Their personal experiences with music  
- The purpose of music in their culture  
- Answer questions the students had  
- Teach the students a song | 45         | 1       |
| T    | iep       | Thank the Elders and clean-up                                         | 5          | 5       |

Back-Up Plan:

- Compare traditional Aboriginal instruments with modern
- Echo drumming, create a drumming ensemble with many different parts

Homework:

- Write or record a journal entry about what they learned from the Elders and questions they still have
- Share orally what they learned with someone, to keep the oral tradition

Materials:

- Chairs to sit in a circle
- Tobacco for the Elders
- Elders!

Note:

Activate                         Apply
Acquire                         Outcomes

3. **Debrief Elders, The Song Within My Heart**

**Outcomes:**
1) Reflect on and describe their own process in performing/creating music and describe what worked well, problems encountered and solutions found
2) Describe and analyze their own and others’ musical excerpts/works in terms of grade-appropriate concepts (for e.g. tempo, dynamics, pitch, timbre...), using appropriate music vocabulary
3) Share their own music ideas/compositions and interpretations with others through performance, composition portfolios or sound/video recordings of their work
4) Make interpretive decisions, demonstrating understanding of a variety of ways in which expressive devices can be used (i.e., tempo, dynamics, articulation and tone colour)
5) Make and explain decisions about the selection and use of music elements, techniques, expressive devices, forms and principles of composition in their ongoing work
6) Improvise short melodies and instrumental pieces
7) Sing in tune, with increasing control and accuracy, a sense of phrasing and musical expression while maintaining their part within simple textures (2 or 3 part)

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<th>Outcome</th>
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<tbody>
<tr>
<td>T</td>
<td>V/S, M/R</td>
<td>Reflect Elders, hand in journal entries</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>SG/T</td>
<td>V/L, V/S</td>
<td>Read The Song Within My Heart</td>
<td>8</td>
<td>1-6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Give each group a page and drums, have them present in any way they want</td>
<td>22</td>
<td></td>
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<tr>
<td>T</td>
<td>V/S, M/R</td>
<td>Practice Elders’ Song and Start a new one</td>
<td>15</td>
<td>7</td>
</tr>
</tbody>
</table>

**Back-Up Plan:**
- Talk about different kinds of Aboriginal Songs (from Essential Song) or add to anything the Elders spoke about

**Homework:**
- For Me: Read or listen to their journal entries

**Materials:**
- Photocopies of the pages from The Song Within My Heart
- Drums
- Elders’ Song
- A new song:

**Note:**
- **Activate**
- **Apply**
- **Acquire**
- **Outcomes**

4. Buffalo Song, Drumming and Singing

Outcomes:
1) Sing in tune, with increasing control and accuracy, a sense of phrasing and musical expression while maintaining their part within simple textures (2 or 3 part)
2) Continue to identify, describe and classify a wide variety of sounds from home, school and the natural world
3) Reflect on and describe their own process in performing/creating music and describe what worked well, problems encountered and solutions found
4) Finalize own work (for e.g. make appropriate decisions as to whether or not own work is “finished”)
5) Make and explain decisions about the selection and use of music elements, techniques, expressive devices, forms and principles of composition in their ongoing work
6) Identify, explore and select ideas from a variety of sources as a starting point for music creation
7) Use movement to explore musical concepts, enhance music-making and express ideas (e.g., show high and low, steady beat etc. through movement...)

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<th>Outcome</th>
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<tbody>
<tr>
<td>T</td>
<td>V/S, M/R</td>
<td>Watch Pow Wow Trail and story of the Drum</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>T</td>
<td>B/K, M/R</td>
<td>Hand out drums, teach chorus in Buffalo Song</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>T</td>
<td>V/L, M/R</td>
<td>Read Buffalo Song, have them play on chorus</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>P</td>
<td>M/R, B/K, V/L</td>
<td>Write poem; include directions for instruments, singing, movement, have some share who want to Give journal assignment</td>
<td>20</td>
<td>3-7</td>
</tr>
</tbody>
</table>

Back-Up Plan:
- Practice songs

Homework:
- For Me: Find out who would like to present their poems at the final concert, look over all poems
- Students in journal: Reflect on and describe their own process in performing/creating music and describe what worked well, problems encountered and solutions found

Materials:
- TV, VCR, Pow Wow Trail (or computer and projector)
- Buffalo Song
- Drums
- Their music binders, paper, pencil

Note:
Activate
Acquire
Apply
Outcomes

V/S – visual spatial, V/L – verbal linguistic, L/M – logical mathematical, 
ipe – interpersonal, iap – intrapersonal, B/K – Bodily Kinesthetic, Nat- naturalist, M/R – musical rhythmic
Outcomes:
1) Apply behaviours and attitudes appropriate as a performer and audience member
2) Use movement to explore musical concepts, enhance music-making and express ideas (e.g., show high and low, steady beat etc. through movement...)

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<th>Outcome</th>
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<tbody>
<tr>
<td>T</td>
<td>V/L, iep</td>
<td>What do students know about Aboriginal dancing</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Types</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Places to dance</td>
<td></td>
<td></td>
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<tr>
<td>T</td>
<td>B/K, M/R</td>
<td>Have speakers teach students basic dance step</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>T</td>
<td>V/L, M/R</td>
<td>Talk about Fancy Dance, Grass dance, Jingle-dress dance, and traditional, costumes, how to move to the drum, perhaps have centres and have students rotate around to the experts on each type of dance</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>T</td>
<td>M/R, B/K, V/L</td>
<td>Teach students some more dance moves</td>
<td>15</td>
<td>2</td>
</tr>
</tbody>
</table>

Back-Up Plan:
- Practice songs

Homework:
- For Me: read or listen to journals

Materials:
- Speakers with dancing costumes
- Room to dance

Note:
Activate
Acquire
Apply
Outcomes

6. Flutes, The Love Flute

Outcomes:
1) Sing in tune, with increasing control and accuracy, a sense of phrasing and musical expression while maintaining their part within simple textures (2 or 3 part)
2) Perform, listen to, describe and compare music representative of different times, places, social groups and cultures. Include: traditional and contemporary music, Music from global, Canadian and Manitoban cultures including First Nations, Inuit and Métis
3) Justify preferences regarding music they experience through performance and listening and explain reasons using appropriate music vocabulary
4) Engage in listening processes
5) Continue to identify, describe and classify a wide variety of sounds from home, school and the natural world

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<th>Time (Min)</th>
<th>Outcome</th>
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<tbody>
<tr>
<td>T</td>
<td>V/S, M/R</td>
<td>Practice Songs</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>T</td>
<td>V/L, V/S</td>
<td>Read the Love Flute</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>T</td>
<td>V/S, M/R</td>
<td>Have a flute player in to share music</td>
<td>20</td>
<td>2-5</td>
</tr>
</tbody>
</table>

Back-Up Plan:
- Let students practice poems

Homework:
- Journal assignment – Which do you like better the drum or the flute? Why?

Materials:
- Aboriginal flautist
- The Love Flute
- Songs

Note:
Activate
Acquire
Apply
Outcomes

7. The Flute Player, Practice

Outcomes:
1) Engage in listening processes
2) With increasing independence, rehearse, revise and refine music to perform with composer’s intent and audience in mind
3) Demonstrate an understanding of balance and blend in an ensemble
4) Sing in tune, with increasing control and accuracy, a sense of phrasing and musical expression while maintaining their part within simple textures (2 or 3 part)
5) Understand and accept that individuals may have different interpretations and preferences regarding music works and experiences

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<tbody>
<tr>
<td>T</td>
<td>V/S, M/R</td>
<td>Read the Flute Player</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>T</td>
<td>V/L, V/S</td>
<td>Debrief Flute Player from last class and journals</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>T</td>
<td>V/S, M/R</td>
<td>Practice songs and learn a new one:</td>
<td>30</td>
<td>2-4</td>
</tr>
</tbody>
</table>

Back-Up Plan:
- Let students practice poems
- Dancing, drumming

Homework:
- For me: read or listen to journal entries

Materials:
- The Flute Player
- New Song:

Note:
Activate
Acquire
Apply
Outcomes

8. Powwow Introduction

Outcomes:
1) Perform, listen to, describe and compare music representative of different times, places, social groups and cultures. Include: traditional and contemporary music, Music from global, Canadian and Manitoban cultures including First Nations, Inuit and Métis
2) Demonstrate understanding of ways in which music reflects and influences the identity of individuals and groups
3) Describe a variety of uses and reasons for music in daily life, in their community, and in other places and times

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<tbody>
<tr>
<td>T</td>
<td>V/L</td>
<td>The word Powwow – what do they know</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>T</td>
<td>V/L, V/S</td>
<td>Read Powwow</td>
<td>15</td>
<td>1-3</td>
</tr>
<tr>
<td>T</td>
<td>V/S, M/R</td>
<td>Watch some of the video: Powwow Trail</td>
<td>15</td>
<td>1-3</td>
</tr>
<tr>
<td>T</td>
<td>V/L, B/K</td>
<td>Read Powwow’s Coming, move to it</td>
<td>10</td>
<td>1-3</td>
</tr>
<tr>
<td>P</td>
<td>V/L, M/R</td>
<td>Ethnomusicologist Assignment – create rubric</td>
<td>5</td>
<td>1</td>
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Back-Up Plan:
- Practice songs
- Watch more of movies

Homework:
- For Me: Print up rubric

Materials:
- Powwow
- Powwow’s Coming
- Powwow Trail video

Note:
Activate
Acquire
Apply
Outcomes

9. Attend a Powwow

Outcomes:
1) Reflect on, share and explain personal reactions (for e.g. feelings, thoughts, images) evoked by various pieces of music and/or music-making experiences
2) Participate actively in music making (sing, play, improvise, arrange, compose)
3) Apply behaviours and attitudes appropriate as a performer and audience member
4) Demonstrate understanding of ways in which music reflects and influences the identity of individuals and groups

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<tr>
<td>T</td>
<td>V/L</td>
<td>On bus: talk about etiquette at a Powwow</td>
<td>3</td>
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<tr>
<td>T</td>
<td>B/K, M/R</td>
<td>At Powwow – participate in a dance</td>
<td>2, 3</td>
</tr>
<tr>
<td>P</td>
<td>V/L, M/R</td>
<td>Record a song</td>
<td>2-4</td>
</tr>
<tr>
<td>P</td>
<td>V/L, iep</td>
<td>Talk with an Elder for the story behind the song</td>
<td>3-4</td>
</tr>
<tr>
<td>A</td>
<td>V/L, M/R</td>
<td>Journal: Reflect on, share and explain personal reactions (for e.g. feelings, thoughts, images) evoked by various pieces of music and/or music-making experiences</td>
<td>1</td>
</tr>
</tbody>
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Back-Up Plan:
- Have some Powwow food!

Homework:
- For Me: Mark journals if students have finished them on the way home from the Powwow
- For Students: Finalize recordings (and journal if not completed)

Materials:
- Powwow
- Recording equipment
- Journal and pen/pencil

Note:
Activate: Apply
Acquire: Outcomes

10. Sharing Circle

Outcomes:
1) Use, identify and describe grade-appropriate musical forms
2) Share their own music ideas/compositions and interpretations with others through performance, composition portfolios or sound/video recordings of their work
3) Identify, share and talk about music they experience in their home, school and community
4) Engage in listening processes

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<tr>
<td>T</td>
<td>V/L</td>
<td>Debrief Powwow tour</td>
<td>10</td>
<td>3</td>
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<tr>
<td>T</td>
<td>V/L, V/S</td>
<td>Share Songs</td>
<td>30</td>
<td>1-4</td>
</tr>
<tr>
<td>T</td>
<td>V/S, M/R</td>
<td>Read Long Powwow Nights</td>
<td>15</td>
<td>4</td>
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Back-Up Plan:
- Practice songs and poems

Homework:
- Research a modern Aboriginal artist and write about them in the journal.

Materials:
- Long Powwow Nights
- Sound System

Note:
Activate                      Apply
Acquire                      Outcomes

V/S – visual spatial, V/L – verbal linguistic, L/M – logical mathematical,
iep – interpersonal, iap – intrapersonal, B/K – Bodily Kinesthetic, Nat- naturalist, M/R – musical rhythmic
11. Modern Aboriginal Music & Practice

Outcomes:
1) Search for and make connections between the personal lives/cultures/eras of composers and their musical works
2) Identify, share and talk about music they experience in their home, school and community
3) Sing in tune, with increasing control and accuracy, a sense of phrasing and musical expression while maintaining their part within simple textures (2 or 3 part)

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<tr>
<td>T</td>
<td>V/L</td>
<td>Practice Songs and Discuss Performance, create rubric</td>
<td>30</td>
<td>3</td>
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<tr>
<td>T</td>
<td>V/L, V/S</td>
<td>Modern Aboriginal Music – NCI F.M., artists Difference between traditional and modern</td>
<td>25</td>
<td>1-2</td>
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</table>

Back-Up Plan:
- Practice more for performance

Homework:
- Final Journal: How does music influence the identity of Aboriginal individuals and groups?

Materials:
- Computer, Internet, NCI
- Other Modern Aboriginal Artists

Note:
Activate
Acquire
Apply
Outcomes

12. Culmination Activity

Outcomes:
1) Search for and make connections between the personal lives/cultures/eras of composers and their musical works
2) All of the musical outcomes

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<tbody>
<tr>
<td>T</td>
<td>V/L</td>
<td>Go to my parents valley, interpretive guide</td>
<td>30</td>
<td>1</td>
</tr>
<tr>
<td>T</td>
<td>V/L, V/S</td>
<td>Perform a Concert</td>
<td>45</td>
<td>2</td>
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Back-Up Plan:
- Perform concert in school if weather is inclement

Homework:
- For Me: Mark Rubrics, Read Journals

Materials:
- Bus trip to my parents, Interpretive guide
- Parents to come watch the concert
- Need sound equipment

Note:
Activate
Acquire
Apply
Outcomes