

Curriculum Unit
Title

Ethnomusicology: The Study of Culture and Music

Author

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KEY LEARNING, ENDURING UNDERSTANDING, ETC.

This unit, **Ethnomusicology: The Study of Culture and Music** relates folk music and the study of Ethnomusicology for fifth graders. I want my students to delve into how folk songs are important to the cultural and social aspects of the people who compose them. In this seminar, I am seeking to learn ways to empower my 5th graders into how to communicate and express various folk songs in their lives by singing and playing instruments.

ESSENTIAL QUESTION(S) FOR THE UNIT

- How do performers interpret musical works?
- How do individuals choose music to experience?
- How do we discern the musical creators and performers expressive intent?

CONCEPT A

Dramatic structure

ESSENTIAL QUESTIONS A

How do performers interpret ethnomusicology through the arts?

CONCEPT B

Improvisation

ESSENTIAL QUESTIONS B

How do individuals create folk music using culture?

CONCEPT C

Active Listening

ESSENTIAL QUESTIONS C

How can other artistic expressions be used to create, perform and respond folk music?

VOCABULARY A

Anthropology
Culture
Ethnomusicology
Society

VOCABULARY B

Call and Response
Tempo
Form
Timbre

VOCABULARY C

Creativity
Improvisation
Creativity
Collaboration

ADDITIONAL INFORMATION/MATERIAL/TEXT/FILM/RESOURCES

Dramatic Structure: Nettl, Bruno. Folk Traditional Music of the Western Continents. Prentice Hall, 1990.

Wallace, Melanie. Social Studies: All Day, Every day in the Early Childhood Classroom. Thomson Delmar Learning.

Improvisation: Lomax, John A. and Alan Lomas. Cowboy Songs and Other Frontier Ballads 16. Print, 1966.

Higgins, Kathleen Marie. The Music between Us: Is Music a Universal Language? The University of Chicago Press, 2014.

Listening: Anupartha. Drumming Folk Music From India. You Tube. 2008.

Lomax, Alan. The Folk Songs of North America. Dolphin Books, 1975.