



Lesson Plan

Performance: Caribbean Sound

Grade Level: 4th Grade

Subject: Science

Materials: GrandKids pre-performance DVD, paper, pencils, string, rubber bands, shoe box, metal can

Science S4P2, S4CS1

S4P2.a Investigate how sound is produced.

S4P2.b Recognize the conditions that cause pitch to vary.

S4CS1.a Keep records of investigations and observations and do not alter the records later.

S4CS1.c Offer reasons for findings and consider reasons suggested by others.

Music 4GM.6

M4GM.6c. Arrange rhythmic and melodic patterns creating simple form and instrumentation.

Objective: Students will create an instrument out of unbreakable materials that vibrate.

Focus/Review: Students will begin a *KWL* chart and record what they think about Caribbean music. Students will view the DVD on Caribbean Sound. Students will discuss the various sizes of pan drums shown in the DVD. Students will recall the process of heating the metal that is used to create the pan. Students will predict which pans will make a high sound and which ones will make a low sound.

Teacher Input: The teacher will lead the class in a discussion of Caribbean music. The teacher will prompt the students to speculate as to why different materials might be used to construct instruments from a particular geographic area or culture (ex. shells, trees, gourds). The teacher will relate the historical background of the pan drum due to the fact that skin drums were outlawed in the late 1800's. The teacher will lead a discussion on the influence of slavery on the music of the Caribbean.

Guided Practice: The teacher will lead the students in recalling the definitions of the terms: *pitch, resonant, rhythm, timbre, syncopation, and vibration*. The teacher will facilitate a class experiment demonstrating how pitch can be made higher or lower, using a shoe box or tin can with different sizes and thicknesses of rubber bands strung across the top. The students will describe how pitch is affected by length, as well as, size of the resonating chamber and record findings on an observation chart.

Independent Practice: Students will view the GrandKids performance *Caribbean Sound*. After viewing the performance, students will complete the *KWL* learning log and record what they learned about Caribbean music and how their thinking has changed about Caribbean music. Students will describe instruments used in the performance.

Closure: Students will create a percussion instrument from found materials. Students will demonstrate their instruments for the class. Students will create a name for their instrument and write a brief description of the sound the instrument produces using the new vocabulary words. Students will sing *Shake the Papaya Down* and *Limbo Like Me* in the calypso style (Silver Burdett Making Music, Book 4). Students will create and play rhythmic and/or melodic patterns on their instruments to accompany these two pieces.

Resource: www.caribbeansound.net