About the Performers:
Titambe West African Dance Ensemble preserves traditional African drumming and dance heritage and promotes cultural understanding. With a repertoire of over one hundred authentic traditional pieces, Titambe’s program includes drumming, dancing, singing, and storytelling.

Learning Goals:
1. Students will experience and listen to music from a variety of African cultures.
2. Students will identify several percussion instruments by sight and sound.
3. Students will experience and identify steady beat through movement.
Thank you for signing up for a Class Notes Concert, brought to you by YourClassical MPR!

This packet includes lessons that will prepare for, enhance, and reinforce the concert experience. These lessons are designed to be a starting point. We know every classroom is different, and we trust that teachers will customize lessons to fit their students’ needs.

After your Class Notes Concert, please fill out our teacher survey and have your students complete our student survey. Class Notes staff will send a link with instructions after your concert.

**PACKET CONTENTS**

- **Lesson One, The Audience**, prepares students to be an engaged and respectful audience. If possible, please do this lesson before the concert experience.

- **Lessons Two, Steady Beat**, comes from the Class Notes Lesson Library and fits well with the learning objectives of this artist. This lesson works well before or after the concert experience.

- **Lesson Three, Around the World**, is a hands-on lesson to reinforce learning after the concert experience. If possible, do this lesson after the Class Notes Concert.
Lesson One: The Audience

Age Range: K–6

Learning Objective: Students will demonstrate active listening and positive audience behavior in a concert setting.

ENGAGE 🎓
ASK. “Have you ever been to a concert or performance?”

SAY. “There are two main jobs at a concert: the job of the performer, and the job of the audience.”

DISCUSS. “Share with a classmate about a time you watched a performance. What did the performer do? What did the audience do?”

EXPLAIN & EXPLORE 🧠
SAY. “It’s the job of an audience to listen to and notice sounds. Our voices or our wiggles can get in the way of hearing and noticing when we’re an audience. Before attending a performance, it’s helpful to let out our wiggles and sounds!”

SING. Sing “We Are The Audience.” (Score found on next page.)

WATCH. Watch our Class Notes Video: What to do at a Concert.

EXTEND💡
Choose one or more of the following activities to extend learning.

DISCUSS. As a classroom, create a chart listing positive and respectful audience behavior. Use the sample chart in the Visuals section as a starting point.

PRACTICE. Practice audience skills by utilizing one of our Class Notes Virtual Concerts. In these lessons, teachers play the role of Concert Host, and students play the role of the audience.

PRETEND. Hold your own classroom concert! Assign performers, audience members, and observers. The job of the observers is to notice good audience behavior. (i.e. “I noticed STUDENT was watching the performer and not talking!”)

✓ Follow along with this lesson online!
✓ Visit our Class Notes Lesson Library for more lessons!
✓ Need help adapting a lesson? Link no longer working? Contact Katie Condon, music education specialist
Suggestion for song usage:

The first time the song is introduced, ask students to watch and listen, and encourage them to keep a steady beat (maybe by rhythmically bouncing one fist on top of another.) Perform just the first half of the song. When you get to the “wiggle” part, ask them to join you. Repeat the first part of the song again—this time they can join you in the singing. After the second wiggle, explain, “This time the song starts the same, but ends differently.” Slow down and get considerably quieter on “Feel your body quiet down...” so that you are at a slow whisper by the end of the song.
We Are the Audience when....

- We listen to and notice sounds.
- We research in advance: Who is visiting your school? Where are they from? What type of music can you expect?
- We follow directions on where and how to sit so you can see and hear.
- We are curious! What questions would you ask the performer?
- We notice the timbre, or unique and special sounds, made by each instrument or voice.
- We make predictions. What do you think will happen next?
- We share your experience with someone at home.
- We show appreciation at the end by clapping.
Lesson Two: Steady Beat

Age Range: K–6

Learning Objective: Students will identify and respond to steady beat through active movement.

**ENGAGE**

MOVE. Choose a song or chant from your classroom repertoire. While singing or chanting, have students demonstrate the steady beat by tapping their heads, knees, stomping, clapping, or jumping.

**EXPLAIN & EXPLORE**

EXPLAIN. “Music has a steady beat – a heartbeat that pulses underneath. When we listen to music, we often tap our foot, bob our head, or dance to the steady beat.”

MOVE. “This song has a very strong steady beat. Let’s move to the beat while we listen!” Depending on your space, have students shake, jump, clap, or stomp along with the beat. Listen to *Jump in the Line* by Harry Belafonte.

EXPLAIN. “Beats can be split up into smaller sounds, or they can be held longer to make longer sounds.”

EXPLORE. “Let’s try this clapping experiment. First, let’s clap four steady beats.”

| CLAP | CLAP | CLAP | CLAP |

“Let’s cut that beat in half and double the claps.”

| clap-clap | clap-clap | clap-clap | clap-clap | clap-clap |

“Now let’s make the beats bigger by making them longer.”

| CLAP | (hold) | CLAP | (hold) |

“In music, these sounds can be stacked on top of each other. Rhythms fit inside each other, sort of like Russian nesting dolls.” (Show this image.)

MOVE. Listen to *Jump in the Line* again and try each kind of rhythm. For older groups, split the group and try two at once.

**EXTEND**

MOVE. Consider using themes to show beat and rhythm. For example,

- **WINTER:** Stomp in snow (quarter notes), throw snowballs (eighth notes), glide on skates (half or whole note)
- **BASKETBALL:** Pass (quarter), Dribble (eighth notes), Shoooooot (half or whole)
- **BALLET:** Arabesque (quarter), Tip Toe (eighth), Pirouette (half or whole)

Here are two great steady beat songs: *Twistin’ Matilda* and *Hang on Sloopy*.

✓ Follow along with this lesson online
✓ Visit our [Class Notes Lesson Library](#) for more lessons!
✓ Need help adapting a lesson? Link no longer working? Contact Katie Condon, music education specialist
Lesson Three: Around the World

Age Range: K–6

Learning Objective: Students will understand that music is a cultural expression and that music comes from everywhere.

ENGAGE

PLAY. Play a game: Ask students to name a song, and then ask (or research) where it’s from. Repeat several times. If examples seem to all be from a very specific time or place, encourage them to think of a song from someplace else. After a few rounds, students will begin to draw the connection that music is a cultural expression, and that music comes from everywhere.

EXPLAIN & EXPLORE

EXPLAIN. Show students a blank map of the world like this one. Explain that you will visit various locations. During each “visit” you will learn about a particular style of music that originated in that area. You may choose to execute this lesson briefly during one class or more thoroughly over several class periods.

CHOOSE. Select locations/musical styles from the options below, or others of your own choosing. Once you select your places, mark the locations on a map. The styles, with corresponding location of origin, are:
• Traditional Ojibwe singing—Minnesota/the Dakotas/Canada
• Ragtime—St. Louis, MO
• Mariachi—Mexico
• Alpine yodeling—Switzerland/Austria
• Raga—India
• Tuvan throat singing—Mongolia
• Kwv Thxiaj—Southeast
• Taiko—Japan

LEARN. Choose a country to “visit.” Start by listening to music in that style. Using the included printable worksheet, fill out a fact grid, so that students learn core characteristics of each style. You may present the material to students or have them do research on their own. Visit as many places as your time frame allows! Use our completed grids as a starting point for each culture.

EXTEND

Continue “visiting” countries/regions throughout the year. Customize the lesson by visiting a region that you or one of your students has lived in.

✓ Follow along with this lesson online!
✓ Visit our Class Notes Lesson Library for more lessons!
✓ Need help adapting a lesson? Link no longer working? Contact Katie Condon, music education specialist
<table>
<thead>
<tr>
<th>Genre/Style</th>
<th>Location</th>
<th>Description of Music</th>
<th>Fact #1</th>
<th>Fact #2</th>
<th>Fact #3</th>
<th>Musical Example</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>