

## “Music Alive” Lesson Plan

**Class:** Music Grade 3

**Title:** Music Alive Lesson

**Time:** 75 minutes (can be broken up over multiple lessons)

### Objective of Lesson:

Students will learn the song “Music Alive” by Sherryl Sewepagaham to gain an appreciation of Cree Music and language. Students will learn the following Cree words: Napesisak (boys), Iskwesisak (girls), Sohkih mamawi nikamok (Sing strong together). Students will learn how to beat steady time together. Students will learn about the oral tradition of learning Music in the Cree culture. The result should be a firm respect and enthusiasm for Indigenous music, while addressing the Concepts and Skills from the Program of Studies.

<p><b>Learner Outcomes (Program of Studies)</b></p> <p>General Learner Expectation: awareness and appreciation of a variety of music, including music of the many cultures represented in Canada (Alberta Education, 1989, p.2)</p> <p>Concepts:</p> <p>7) The words of a song are very important to the understanding of the song (Alberta Education, 1989, p.8)</p> <p>6) Music reflects our feelings about holidays, seasons, our country and cultural heritage (Alberta Education, 1989, p.8).</p> <p>17) The lyrics (text) and meaning of a song may be enhanced by the vocal interpretation as well as by its instrumental accompaniment (Alberta Education, 1989, p.8).</p> <p>Skills:</p> <p>3) Reading and Writing: Echo clap and chant written rhythm patterns (Alberta Education, 1989, p.13).</p> <p>12) Reading and Writing: Recognize whole, half, quarter, eighth notes and the whole, half and quarter rests (Alberta Education, 1989, p.13).</p> <p>11) Singing: Respond to tone matching and echo games (Alberta Education, 1989, p.11)</p> <p>7) Singing: Sing accurately in unison (Alberta Education, 1989, p.11).</p>	<p><b>Plan for Differentiation / Inclusion</b></p> <p>This activity will have multiple entry points and should be accessible to many children. There will be a lot of movement incorporated into the lesson to help those who may struggle to focus. The music and words will be presented orally for students with vision impairments and will be written down for those with yearning impairments. Those with physical limitations can participate in an appropriate way designated by the teacher (ex. just playing the drums, just singing, just listening, just speaking the words). Be mindful of ELL kids in this class. They might really excel in the new pronunciations of Cree words, therefore be sure to praise their language skills. Also be very clear with the physical aspects of drumming technique, using exaggerated gestures to ensure ELL students understand.</p>
<p><b>Prerequisite Knowledge, Skills, Strategies and Attitudes</b></p> <p>The students will need to understand that Cree people are the largest Indigenous group in Canada, mostly living between Alberta and Quebec. The students should know that Cree people have their own language (visit <a href="http://www.creenationsheritagecentre.ca/cree-history.html">http://www.creenationsheritagecentre.ca/cree-history.html</a> for more information).</p> <p>Be sure to explain that the Cree music would not have been shared in this notated way on a piece of paper, but</p>	<p><b>Preliminary Matters (notes for the teacher)</b></p> <ul style="list-style-type: none"> <li>• Print the music for the students and have it ready to be projected (do not give the students the papers until you are specifically working on the lyrics, so they are not distracted with the rustling)</li> <li>• Obtain an appropriate drum used by Cree people (such as the pakahamānak-picture in notes to the teacher). If you are unable to locate a drum like this, be sure to show students a photo of what these drums would</li> </ul>

<p>how Sherryl Sewepagaham has included this type of notation to help us be able to read it. The teacher should be sure to say something about how kind it is for them to share their music with us in this way.</p>	<p>might like (photo in Notes to the Teacher) and then use what you have.</p> <ul style="list-style-type: none"> <li>• Have the recording prepared to be played when ready.</li> <li>• Be sure to know the correct pronunciation of the Cree words.</li> <li>• Have the Cree words written on the board for the students to visualize (write it out phonetically beside, with the translation).</li> </ul>
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	<b>Time</b>	<b>Teaching Strategy</b>	<b>Student Activity</b>	<b>Resources</b>	<b>Assessment</b>
<b>Introduction</b>	15 minutes	<p>Begin with a land acknowledgement, ask the students why we do this .</p> <p>This activity should be presented with a lot of enthusiasm to engage the students in the lesson.</p>	<p>Students have a conversation about the importance of land acknowledgements and why we have them.</p> <p>Show the students the drum, and explain that they will all have a chance to play this by the end of the class.</p> <p>Play the song for the students, let them know that they will be learning this song today and will be learning some Cree words.</p>	<p>Be prepared with the land acknowledgement .</p> <p>Have the song downloaded on a device and ready to go.</p> <p>Have the drum ready to go and visible to the students when they come in.</p>	<p>This activity should get the students excited about what they are about to learn. This will use assessment for learning by asking the students what they hear in the song, This can help guide the rest of the lesson by finding out what they already know.</p>
<b>Activity Sequence Part 1</b>	5 minutes	<p>Continue to have an energetic attitude. If students are losing focus, be ready to move onto the next step and come back to the one you are on in order to keep the flow of the class going. Since the song will be sung in many future classes, remember that perfection is not the goal. Work on engagement and developing a respect for Cree culture and art.</p>	<p>Since the students will probably be very excited about the drum, begin with this. Explain the significance of the drum in Cree Music. Talk to the students about the significance of music in the Cree culture and oral tradition. Tell the students about the composer and her life. (see Notes to the Teacher for more information).</p>	<p>Have the drum prepared.</p> <p>Have the beginning of a mind map on the board.</p>	<p>Each element of the Activity Sequence will demonstrate Assessment as learning and formative assessments. After your quick explanation, go to the mind map. Ask the students what they now know about Cree culture and music to demonstrate their understandings . See if the students can make connections to other cultures.</p>

<b>Activity Sequence Part 2</b>	10 minutes	The class is probably getting a bit restless at this point, so it is time to move. Use a calming voice to ensure that they focus on getting a steady beat.	Ask the students to tap steadily on their laps. Show them the projected music and point to the drum line, explain that this is what they will be playing- a steady beat to accompany the singing. Demonstrate appropriate drumming technique (you will probably need to show this again when the kids come to play the drum).	Pull up the music pdf on a projector or Smart Board.	First, check to see that students are all tapping the same beat. Then allow several students to try the drum. Ask the other students if they think the student is performing with proper technique and make adjustments as needed.
<b>Activity Sequence Part 3</b>	10 minutes	Explain to the students what an honour it is to learn another language. Emphasize the importance of listening closely and speaking clearly when learning new words.	Teach the students the Cree words. Break each word down into phonetic syllables, slowly clapping and saying each syllable-call and response. Tell the students the translations for these words.	Have the words, properly and phonetically spelled on the board. Have the breakdown of the syllables written out.	It will be important to make sure that the students can clearly say the Cree words before moving on. Circulate, asking the students to share their pronunciations with their partners.
Activity Sequence Part 4	20 minutes	Remind the students how we do call and response singing. Remind them what their best singing voices should be.	Teach the students the words to the song, phrase by phrase. Play the melody on the piano while singing and have the students sing the music back to you. Hand out the sheet music.	Piano or piano recording ready. Have paper sheet music ready to hand out.	Listen to the students, ensure that there is a general consensus to the melody and words they are singing. Have the students point to the words they are singing as you go.

<p><b>Closure</b></p>	<p>15 minutes</p>	<p>Give the students many opportunities to practice what they learned so that they feel confident in the drum playing and pronunciations. If possible, bring in administration so that the students can show off and feel proud of their skills.</p> <p>Conversational strategies will be used here. Only use prompts to guide, be sure to let them guide the conversation whenever possible.</p>	<p>Sing the song many times, now having the students beat the rhythm on their laps, while one plays on the drum.</p> <p>Have a conversation with the students about how it makes them feel to learn another language and music.</p>	<p>NA</p>	<p>This assessment will also be assessment as learning. You will hopefully have an opportunity to sing the song again, so check to see if there is anything the students are struggling with.</p>
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**Reflection**  
 Reflect afterwards on how successful the assignment was. Ask yourself if the students demonstrated an appreciation for Cree culture. Ask yourself what you could have done better. Were you able to answer all questions that students posed?

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