



Arts Integration Activity: Linking Music to Cultural Experiences

Type of Teacher Tool: Whole Class, Small Group, and/or Individually

Targeted Grade Level(s): 5-8, 9-12

Targeted Curriculum Areas: Social Studies, Culture, Music

Learning Objectives:

The learner will:

1. Engage in critical and creative thinking
2. Engage in interdisciplinary activities connecting music activities to cultures
3. Create musical compositions (raps and/or songs) that relate to specific cultures. Students can compose independently or in small groups.

National Standards:

1. Social Studies GLE/Component 5 TS7A.a. Identify, select, analyze, and evaluate resources to create a product of social science inquiry
2. Social Studies GLE/Component 5.R16.D.a. Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.
3. Social Studies Indicator/Proficiency 6-8.AH.2.G.A Analyze diverse cultures to explain the ways they adapted to their various environments
4. National Arts Standards AS#11 Relate artistic ideas and works with societal, cultural and historic context to deepen understanding

Resources/Materials Needed:

1. Video from Educate.Today website page where this Teacher Tool was found
2. Rhyming dictionaries
3. Rhythm instruments and keyboard (optional)

Teacher Instructions:

1. Choose a culture to study and view videos applicable from Educate.Today, such as the one on the website page where this Teacher Tool was found
2. Student(s) should write down interesting information they learn about the culture as they view the video and also notes about the people speaking in the video or artifacts shown.
3. Have students expand their study of the culture discussed in the video with their own research on the Internet and/or through other sources.
4. After viewing the video and completing their additional research, students should use the information from their notes to create lyrics to be used in the musical composition. Lyrics

should reflect, explain, and/or illuminate specific concepts, events, people, locations of the culture being studied

5. Using their lyrics student(s) develop a musical composition choosing the genre, form, rhythm, meter, and other musical elements necessary for a composition. Instruments may be chosen as needed. The genre and form could be related to the culture studied or separate from that culture. **Note:** Rap may be the easiest genre to develop for many students.

Assessment/Evaluation Option

1. Perform musical compositions as a class. Analyze and evaluate both the musical elements and cultural accuracies.

Extension Activity:

1. Compile musical compositions (raps and/or songs) created by the students into a program to be presented to audiences. Enhance with video footage and other visuals, props, costumes, dances, and games representative of the culture studied.