

CARNEGIE HALL

Weill Music Institute

Musical Explorers

My City, My Song

A Program of the Weill Music Institute at
Carnegie Hall for Students in Grades K-2



How Can Music
Represent
the Spirit of
a Community?

2011-2012
TEACHER GUIDE



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Foreword

Welcome to Musical Explorers!

This curriculum is designed to connect students to the diverse musical community of New York City as they develop listening, singing, and composing skills. Each semester culminates in an interactive concert featuring vocalists from a wide variety of musical styles and from six different New York City neighborhoods.

Musical Explorers combines skills-based and creative activities, and can be integrated into academic and music classrooms. To facilitate planning, this Teacher Guide contains vocal exercises, lesson plans, activity timings, background information about musical styles and artists, and Student Guide pages. In addition, the companion audio CD provides concert repertoire selections and listening examples. Any scripted suggestions appear in [blue](#).

Students will not only be listening to, but also performing songs with the artists during each concert. Printed music and/or lyrics for these songs is included within the lessons, and audio tracks are provided on the CD. Teachers are encouraged to practice these songs regularly with their students so they can have the fullest concert experience possible. In addition, every lesson plan contains tips for helping students develop healthy, age-appropriate vocal technique.

We hope you enjoy the journey!

Exploration

How can music represent the spirit of a community?

Key Objectives

Musical Explorers are students and teachers who look for the answers to this question as they

- meet singers whose music represents different ethnic and cultural communities
- sing and move to their songs
- make connections between the artists' music, their New York City neighborhoods, and their cultures of origin
- explore rhythms that create the unique sound of each artist's music

Information for Teachers

Presenting and Discussing Music in Your Classroom

With your guidance, Musical Explorers develop habits of active and engaged listening through a process that includes using two recurring prompts, follow-up questions, modeling, and short, repeated listenings.

- **Prompts:** Throughout the curriculum, as students encounter new songs, there are two questions to ask them about the music, which are prompted by a  icon. These prompts are purposefully very open, meant to familiarize students with the process of noticing and articulating aspects of the music.
 - How would you move to this music?
 - What did you hear in this music?
- **Follow-Up Questions:** Here are some examples of questions that might be used in addition to the above prompts to draw out your students' ideas. Young students may need to be offered some choices until they develop more confidence in their own vocabulary and abilities. Follow-up questions may include:
 - Can you tell me a little more about that?
 - Can you show me that with your hands by clapping or tapping?
 - Can you sing it for me?
 - What do you think the musicians are feeling? What makes you think that?
 - What are the instrumentalists doing? What is the singer doing?
 - Is the music busy or calm; loud or soft; high or low; smooth or bumpy?
- **Modeling:** At the beginning of the year, it may be helpful to model responding to your own prompts.
- **Repeated Listening:** As you facilitate listening and discussion, it will be helpful to remember these tips for the "What did you hear in this music?" prompt:
 - Play examples more than once. Unfamiliar music takes time to absorb, process, and respond to.
 - Play back short excerpts of the music by pausing the CD player after each section.
 - Offer the prompts while listening to a song, since it may be more difficult for students to recall a musical detail or observation when the music only exists in memory.

About Rhythm

During this year of Musical Explorers, students will focus on rhythm and develop experience with these three musical terms:

- **Pulse:** the simplest, steadiest beat that underlies all other musical ideas and layers
- **Rhythm:** a pattern of sound and silence
- **Rhythmic layers:** simultaneous overlapping rhythms

Making the Invisible Visible

To help our young students actively listen to and engage with music, we look for ways to make the invisible world of music visible, and whenever possible, kinesthetic. In Musical Explorers, these methods include:

- Singing melodies
- Clapping and tapping rhythms (body percussion)
- Counting rhythms
- Drawing sounds
- Connecting narrative ideas with music
- Connecting culture with music

Pathways for Teachers

Basic Program Path (Minimum requirements for concert participation)	Basic+ Program Path (If you have more time)	Advanced Program Path (If you have a lot more time)
Complete Lesson 1 and learn to sing the first song in each unit. Unit 1 <ul style="list-style-type: none">• "Almaya" Unit 2 <ul style="list-style-type: none">• "Lluvia de San Juan" Unit 3 <ul style="list-style-type: none">• "It Don't Mean a Thing" Unit 4 <ul style="list-style-type: none">• "As Mè Jep N'jerè Ujè" Unit 5 <ul style="list-style-type: none">• "La Karidad" Unit 6 <ul style="list-style-type: none">• "Car Song"	Complete Lessons 1 and 2 and learn the first (see Basic Program Path at left) and second (see below) songs in each unit. Unit 1 <ul style="list-style-type: none">• "El Hilwa Di" Unit 2 <ul style="list-style-type: none">• "Iguana" Unit 3 <ul style="list-style-type: none">• "O Pato" Unit 4 <ul style="list-style-type: none">• "Slunce Se Slega Da Zajde" Unit 5 <ul style="list-style-type: none">• "A.K.I.K.O." Unit 6 <ul style="list-style-type: none">• "Promenade"	Complete both lessons, learn both songs, and complete the Creative and Musical Extensions included in each unit.

Options for Teachers

- **Creative Extensions:** These extensions detail steps for creating compositions based on the music learned in the lessons. We encourage you to share these compositions with other classes, parents, members of the school community, and Carnegie Hall staff.
- **Musical Extensions:** Designed for music teachers and music specialists, these extensions provide deeper skills-based activities.
- **Musical Word Wall:** We encourage you to keep a word wall and add each of the below vocabulary words as they are introduced in the lessons, along with any other terms you might choose to add.

Musical Explorers Word Wall		
Introductory Lessons pulse rhythm rhythmic layers humming vibrations	Fall Semester lyrics derbakeh pattern circle dance fandango harp Son Jarocho zapateado swing bossa nova	Spring Semester tupan harmony drone Haitian Creole translation rhythmic layers buzz promenade bass jug band

Options for Teachers of Students with Special Needs

- Students can participate in Musical Explorers in a variety of ways and may learn the songs by singing, moving, and/or clapping. You may also want to focus on smaller sections of the song. Since you know your students best, allow them to participate in ways that will help them feel the most successful.
- Encourage students to engage with the music using tangible objects, such as handmade instruments (e.g., cups with beans for shakers), rhythm sticks, drums, etc.
- Allow time for students to experience the music and repeat as often as necessary. The lessons outlined in this curriculum may take additional time and span more than one class period. Use one-step directions and visuals as often as possible to help students understand the concepts.
- Some visual aids are provided within the curriculum and at the Musical Explorers concerts, but you may wish to provide additional resources to help your students engage with the material. If you have ideas for elements we can include in future curricula, please send them to us at musicaexplorers@carnegiehall.org.

Lesson 1: Becoming Musical Explorers

AIM: What can Musical Explorers do?

SUMMARY: Students identify themselves as explorers of New York City's music.

MATERIALS: chart paper, markers

TIME REQUIRED: 40 minutes

STANDARDS: US 1, 5, 6, 7, 8; NYC 1, 2

VOCABULARY: pulse, rhythm, rhythmic layers

BECOME MUSIC EXPLORERS (20 minutes)

- Introduce the Conductor on SG1.
 - [Where is our school on this map?](#)
 - [As we explore our city, what kinds of music do you think we might find?](#)
- Introduce students to the Musical Explorers program by singing the "Carnegie Hall Musical Explorers Song,"  Track 1, SG2.
- Learn the "Carnegie Hall Musical Explorers Song" sign language, SG3.

EXPLORING RHYTHM (20 minutes)

Defining Rhythm

- This year, all Musical Explorers will be exploring rhythm. What is rhythm?
- Collect words and ideas that students associate with rhythm, such as beat, drums, pulse, groove, and notes.
- Improvise examples of rhythm and ask: *Is this a rhythm? How do you know?*
- In music, rhythm is any pattern of sound and silence.
- Let's explore and see what kinds of rhythm we can find on the Musical Explorers CD.

Rhythm Scavenger Hunt

For any track on the Musical Explorers CD and any other music you choose to explore:

- Play the CD.
- Find and define the pulse.
 - Teacher listens for the pulse, then demonstrates tapping along with the pulse while the music plays.
 - *Here is the pulse, pulse, pulse ... do this with me ... pulse, pulse, pulse ...*
 - *Is this pulse fast, medium, or slow?*
- Find and define a rhythm.
 - Listen for any patterns (rhythms).
 - Tap along to a rhythm and name it Rhythmic Layer 1.
 - *What do you notice about this rhythm?*
- Find and define another rhythm.
 - Listen for any other patterns (rhythms).
 - Tap along to another rhythm and name it Rhythmic Layer 2.
 - *How many layers of rhythms can we hear?*
- Layer the rhythms.
 - Divide the class into as many groups as you have rhythmic layers.
 - Use body percussion to clap and tap the layers as the CD plays.
 - One by one, add in each group to layer the rhythms.

MUSICAL WORD WALL

Add the words *pulse*, *rhythm*, and *rhythmic layers* to the Musical Word Wall.

Welcome to Our Musical Trip!

Welcome Musical Explorers!
 I'm your conductor, and I'll help
 you explore our musical city.
 Together, we'll meet our singers
 and hear their songs and stories.
 Come along with me and make
 your discoveries!



Subway map © 2010 and MTA New York City subway logo™ Metropolitan Transportation Authority. Used with permission.

Carnegie Hall Musical Explorers Song

Music and Lyrics by Daniel Levy

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The musical score is written in treble clef, key of G major, and 4/4 time. It consists of nine staves of music with lyrics underneath. Chord symbols are placed above the notes. The lyrics are: "EV' - RY SONG TELLS A STO - RY EV' - RY TUNE TELLS A TALE. EV' - RY RHY - THM HAS A REA - SON DON'T YOU WANT TO KNOW? DON'T YOU WANT TO KNOW WHAT MAKES THE MU - SIC GO? COME A-LONG AND SEE MAKE YOUR DIS-CO-VER-Y: I CAN SING IT I CAN SAY IT I CAN DANCE IT I CAN PLAY IT I CAN SING IT I CAN SAY IT I CAN DANCE IT I CAN PLAY IT I CAN GO EX-PLORE THE WORLD OF MU - SIC AT MY DOOR MY CI-TY AND MY NEIGH - BOR - HOOD SINGIN' SONGS AND FEEL - IN' GOOD I CAN KNOW WHAT MAKES THE MU - SIC GROW ... I CAN KNOW WHAT MAKES THE MU - SIC GO!"

EV' - RY SONG TELLS A STO - RY EV' - RY TUNE
 TELLS A TALE. EV' - RY RHY - THM HAS A REA -
 SON DON'T YOU WANT TO KNOW? DON'T YOU WANT TO KNOW WHAT
 MAKES THE MU - SIC GO? COME A-LONG AND SEE MAKE YOUR DIS-CO-VER-Y: I CAN
 SING IT I CAN SAY IT I CAN DANCE IT I CAN PLAY IT I CAN SING IT I CAN
 SAY IT I CAN DANCE IT I CAN PLAY IT I CAN GO EX-PLORE THE
 WORLD OF MU - SIC AT MY DOOR MY CI-TY AND MY NEIGH - BOR - HOOD
 SINGIN' SONGS AND FEEL - IN' GOOD I CAN KNOW WHAT MAKES THE MU - SIC GROW ...
 I CAN KNOW WHAT MAKES THE MU - SIC GO!

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I can sing it!



I can say it!



I can dance it!



I can play it!

Lesson 2: Exploring Our Voices

AIM: What happens in our bodies when we breathe, hum, and sing?

SUMMARY: Students explore their singing and talking voices. The exercises learned may be done as a warm-up. It may take some time for students to know and feel that their singing and talking voices are very different from each other.

MATERIALS: pencils, markers, crayons

TIME REQUIRED: 50 minutes

STANDARDS: US 1, 6, 7, 8; NYC 1, 2, 3

VOCABULARY: humming, vibrations

WARM-UP: Singing the “Carnegie Hall Musical Explorers Song” (5 minutes)

- Warm up students’ voices by singing the “Carnegie Hall Musical Explorers Song,”  Track 1.
- Begin each class by listening to or performing this song.

What Happens When We Breathe? (10 minutes)

Have students find a partner to explore what happens when taking a breath. Have one student take a few slow, deep breaths into their bellies. Encourage students not to lift their shoulders as they take deep breaths. Have the other student watch what happens.

- What is happening inside your bodies as you breathe?
- Is anything moving? What is moving?
- Can you describe what you feel?
- What happens when you raise both hands in the air, take a deep breath, and then lower your hands while you exhale? Does that feel different? How so?
- What happens when you lean over, touch your toes, and take a deep breath? How does that feel different?

Learning the “Warm-Up Rhyme” (10 minutes)

Teach the “Warm-Up Rhyme,”  Track 2, to your students. Practice this often as a warm-up before beginning to sing.



1

Touch your toes,
(bend over and touch toes)

You're a seed that grows.
(rolling up)



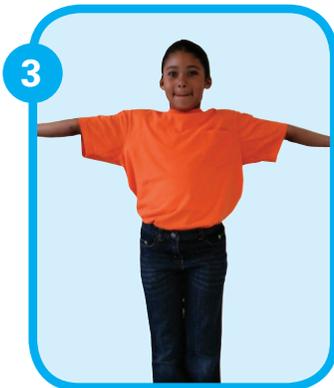
2

Stretch to the sky,
(arms lifted over head,
taking deep breath)

Reach way up high.

Standing tall,

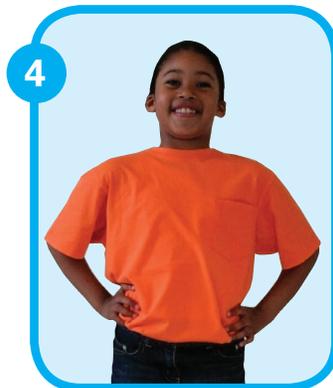
Feel the lift.



3

Arms releasing,
(arms drop downwards,
keeping chest lifted)

Down they drift.



4

Breathing deep,
(deep belly breath,
hands on hips)



5

Fill your lungs.
(stretching arms out
and down, like a ballet
dancer)



6

Smoothly and slowly,
(arms come in and
release the breath)

Out it comes.
(breathe out slowly)

What Happens When We Hum? (10 minutes)

Have students perform a few long sounds by singing or humming, which is singing without opening one's lips. While they hum or sing, tell them to touch their noses, cheeks, throats, necks, backs, and chests.

- What do you feel?
- Does anything change when you hum or sing instead of speak?
- What do you think is happening? Why?

Explain that all sounds are caused by vibrations, or movements, that go through the air. Without vibrations, music and sounds would not exist. By touching our throats when we hum, speak, or sing, we can actually feel the wiggly vibrations created by our vocal cords.

Have students alternate between blowing air (not making sound) and humming, while touching their throats, so that they can feel the difference between vocal cords vibrating and at rest.

Have students use SG4 to document their experiences and sensations by circling the parts of the Conductor that correspond to the parts of their bodies they feel vibrating.

Vocal Exercises and Warm-Ups (15 minutes)

Now that students have felt their own vocal cord vibrations, guide them in discovering what else their voices can do.

- There are four types of voices: talking, singing, whispering, and calling.

Have students explore their voices.

- How would you use your voice in the classroom? In music class? In the library? Outside on the playground?

By doing the following exercises often, students will become comfortable with using their singing voices, both high and low. Feel free to mix and match the following warm-ups, or to create your own to add variety.

“SIRENS”  Track 3: Have students pretend they are police cars on a chase with their sirens on. To do this, start by singing “ooo” on a low pitch and slide up to a high pitch, and then slide back down to a low pitch.

- How can we use our arms to show the different shapes our voices are making?

Try out students' ideas of how sirens can sound and look.

“YAWNING KITTENS”  Track 4: Have students pretend they are sleepy kittens by stretching, yawning, and sighing.

- Model the vocal contour of the yawn and sigh (going from a high to a low pitch).
- Model a swooping contour with your hands and arms.
- Have students mimic you so that they can begin to feel and understand the difference between high and low sounds by using their bodies and voices.

“FLOATING BALLOON”  Track 5: Have students imagine they are a balloon floating in the wind.

- Model the balloon's path by moving your arm.
- Make your voice match the contour of the balloon's path (voice starts low and finishes high). Repeat this several times.
- Have students imitate your arm and vocal movements.
- Experiment with the size and contour of the balloon's arc, matching the movement with your voice.

MUSICAL WORD WALL

Add the words *humming* and *vibrations* to the Musical Word Wall.

Vibrations Feel Wiggly!

The wiggles are called vibrations, which cause sounds. Show where you feel the vibrations by circling the areas that would wiggle on the Conductor when she sings.

