Introduction to Musical Explorers

Musical Explorers are students and teachers who will

- meet artists representing diverse musical styles and cultures from around the world
- sing and move to the artists’ songs
- make connections among the artists’ music, their cultures, and New York City’s diverse communities
- learn fundamental musical concepts

How to Use the Teacher and Student Guides

This Teacher Guide (TG) contains six units, each devoted to one of our Musical Explorers genres. Every unit contains two lessons, each focusing on a song; the lessons guide you through the process of learning the songs, as well as teaching relevant musical concepts and exploring the cultural context. Each lesson includes transcriptions in Western notation to assist in learning the music, but note that these are best approximations for diverse traditions that may use different tuning systems or emphasize improvisation. When learning the music, let your ears and the recordings be your guide and be prepared for live variations. There are multiple activities within each lesson; you can choose among them to best suit the needs of your classroom. The complementary Student Guide (SG) pages are incorporated within the Teacher Guide. Additional features that can be found within each lesson include:

- **Audio Tracks:** Audio tracks can be found online on each artist’s resource page.
- **Videos:** Introductory videos for the artists and their music can be found on each artist’s resource page.
- **Resources for Teachers:** Each unit starts with a page of resources that provides background information about the musical genre and culture. Some of these resources are intended to be shared with students; others are for teachers who may want to explore further on their own.
- **Creative Extensions:** Creative extensions are designed to deepen the exploration of repertoire, culture, and musical concepts.
- **Literacy Extensions:** Each unit identifies picture books related to the artist’s music and culture that you can read with your students.
- **Musical Word Wall:** We encourage you to build a word wall and add vocabulary words as they are introduced in the lessons.

The Teacher Guide, Student Guide, artist resource pages, and additional digital resources related to each genre are available through the Musical Explorers webpage [carnegiehall.org/MusicalExplorers](carnegiehall.org/MusicalExplorers).
**Music Educators Toolbox**

Carnegie Hall’s digital Music Educators Toolbox provides additional activities, worksheets, audio and video resources, and assessments to supplement your teaching. You can browse the Toolbox by grade level and concept, and all activities are tied to national music standards and the New York City Blueprint. These materials are free for use at [carnegiehall.org/toolbox](http://carnegiehall.org/toolbox).

**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 clapping. You may also want to focus on smaller sections of the songs. 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, and drums.
- 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 to include in future curricula, please send them to musicalexplorers@carnegiehall.org.

**Pathways for Teachers**

There are three suggested pathways for teaching the Musical Explorers curriculum, depending on the age and level of your students and the amount of time you can dedicate to the program. Teachers may present the three units within each semester in any order that fits their curriculum.

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<th>Pathway</th>
<th>Description</th>
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<tr>
<td><strong>Explore</strong></td>
<td>(Minimum requirements for concert participation) Meet the artists by using your teacher and student guides and the artist videos found at <a href="http://carnegiehall.org/MusicalExplorers">carnegiehall.org/MusicalExplorers</a>. Listen to both songs of each artist. Learn the parts of the songs that the students will sing at the concert along with any movements that accompany the songs.</td>
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<td><strong>Enhance</strong></td>
<td>(If you have more time) Try out some of the additional activities provided in each unit. There are musical activities as well as activities focused on visual art, social studies, literacy, etc. Choose the activities that speak to you and fit your classroom needs.</td>
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<td><strong>Discover</strong></td>
<td>(If you have a lot more time) Go deeper! If there is a genre that your students particularly love, listen to some of the additional music suggested by the artists or go on a related field trip; you’ll find additional resources on the Introduction page at the beginning of each unit. You can also dig into the activities highlighted in Becoming Musical Explorers, TG10, by going on sound-discovery walks or creating an everything-but-the-kitchen-sink orchestra.</td>
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Active Listening Tips

One of the goals of Musical Explorers is to develop habits of active and engaged listening. You can support your students on this journey by using the following strategies.

Make the Invisible Visible
Look for ways to make the invisible world of music visible and, whenever possible, kinesthetic. These methods include

- counting, clapping, and tapping rhythms (body percussion)
- drawing or painting to music
- connecting the music to narrative ideas
- dancing and moving to music
- connecting cultural ideas with music

Ask Open-Ended Questions
Here are some general suggestions to inspire discussion as students encounter new songs and new sounds. We include additional scripted prompts in blue italics throughout the Teacher Guide as a starting point for further learning and exploration.

- What do you hear in this music?
- How would you move to this music?
- What words can you use to describe this music? For example, is it busy or calm, loud or soft, high or low, smooth or bumpy?
- How does this music make you feel?
- What do you think the musicians are feeling? What makes you think that?
- What are the instrumentalists doing? What is the singer doing?
Becoming Musical Explorers—Student Activities

On SG2–3, you will find two activities to use throughout the year to engage students in discovering music in the world around them. These activities are designed to work individually—both inside the classroom and at home—and as classroom projects (e.g., taking a sound discovery walk or making DIY instruments out of found objects in your classroom).

- **Explore the Sounds of Our City, SG2**, gives your students an opportunity to act as musical detectives outside of the classroom, listening for sounds and music in their everyday lives and recording them in the “journal” provided.
- **Discover Music in Everyday Objects, SG3**, highlights common objects found at home or in the classroom that can be used to create DIY musical instruments. For example, a cardboard box can be strung with rubber bands of different sizes to create a string instrument; a set of drinking glasses filled with different amounts of water can be struck with a spoon or a chopstick to create a xylophone-like instrument; and two pot lids can be struck together like cymbals. Encourage your students to discover other objects that can yield interesting sounds.

The Musical Explorers Around the World Map, SG4–5, illustrates the geographic roots of the music you will be studying this year.

Create a Postcard, SG6, gives your students an opportunity to share what’s special about their neighborhoods as they are learning about the New York City neighborhoods associated with each of the genres.

**Literacy Extension: The Listening Walk**

In Paul Showers’s *The Listening Walk*, get immersed in all the sounds around you as you join a girl walking her dog throughout her neighborhood. You may even hear sounds you wouldn’t expect!