

Unit 2: Movement Patterns in Chinese Music

Find Our Next Neighborhood

The Conductor now takes us on a journey from Fordham to Flushing to meet our next singer, Qian Yi (pronounced Chee-EN Yee). Have students turn to SG7 and help them do the following:

- Find Rolando in Fordham, Bronx.
- Find Qian Yi in Flushing, Queens.
- Complete the maze that takes them from Fordham to Flushing.

Find Our Next Neighborhood

Find Rolando in Fordham, Bronx, on the map. In the maze below, draw the path to Qian Yi in Flushing, Queens. Let's go!

The image features a stylized map of New York City with three boroughs highlighted: Manhattan in white, the Bronx in purple, and Queens in yellow. A circular portrait of a man with dark hair, wearing a black shirt, is placed in the Bronx area and labeled "Rolando" below it. The word "Fordham" is written above the portrait. A circular portrait of a woman with dark hair is placed in the Queens area and labeled "Qian Yi" below it. The word "Flushing" is written above the portrait. A large, complex maze is drawn over the map, starting at a green asterisk labeled "Start" in the Bronx and ending at a pink asterisk labeled "Finish" in Queens. The word "BRONX" is written in the purple area, and "QUEENS" is written in the yellow area. "MANHATTAN" is written in the white area.

Lesson 1: Learning “Mo Li Hua” (“Jasmine Flower”)

AIM: How can movements help us learn Chinese songs?

MATERIALS: Musical Explorers Student Guide, CD, CD player, pencils, markers, crayons, Asian objects for “show and tell,” Musical Word Wall

STANDARDS: US 1, 2, 6, 9; NYC 1, 2, 3, 4, 5

SUMMARY: Students share Asian-themed objects from home, connecting their personal experiences to the Chinese music they will be hearing. They also learn some traditional Chinese opera gestures to accompany their singing of “Mo Li Hua.”


VOCABULARY: melody

Chinese opera: See the “About the Music” section in the Appendix on page 84.

longevity: a long life


Warm-Up and Activities

Perform the “Warm-Up Rhyme.”

Warm up with the “Sirens,” “Yawning Kittens,” or “Floating Balloon,” exercises,  Tracks 3, 4, 5.

Vocal tip: Encourage students to sing with a beautiful singing voice. Tell them to sing with a light and clear sound, like a beautiful bird. No shouting!

Sing “Guantanamo,”  Track 9, while performing the stepping pattern, and the “Musical Explorers Song,”

 Track 1.

“Mo Li Hua” (“Jasmine Flower”)


LOOKING: Exploring Asian cultures

- Organize an Asian-themed “show and tell.” Students should bring in objects from home that remind them of Asian culture, such as dolls, books, chopsticks, clothes, fans, instruments, and so on. Create a display of the objects in the classroom.
- Identify some Asian-inspired places in the students’ own neighborhoods.

CREATING: The Chinese fan

- Invite students to design and color the fan embedded with the Chinese symbol for **longevity** on SG9, explaining that longevity means “a long life.” Visit the Online Resource Center for more information and to see how this ancient symbol has evolved.

LISTENING: Exploring Chinese movements

- Teach basic hand positions from **Chinese opera** as taught by Qian Yi on SG10. To see a video of Qian Yi teaching the hand positions, visit the Online Resource Center.
- Teach students the formal bow, which Qian Yi teaches on her video in the Online Resource Center.
 - Have a silent classroom “meet and greet.” Students can stroll around the classroom and bow to one another without speaking to greet their classmates and teachers. Encourage students to show the hand positions as well. Play “Mo Li Hua” (“Jasmine Flower”),  Track 15, to accompany the silent bowing.
 - Invite students to bow to their parents or family members at home, and to teach their parents the hand positions and bow.

CREATING: Learning “Mo Li Hua” with hand positions

- Learn the “Mo Li Hua” (“Jasmine Flower”) **melody** using  Tracks 16 and 17.

茉莉花

CHINESE LYRICS

好一朵美麗的茉莉花
好一朵美麗的茉莉花
芬芳美麗滿枝芽
又香又白惹人誇

“Mo Li Hua”

ENGLISH SUMMARY

Fair, beautiful jasmine flower
Fair, beautiful jasmine flower
How sweet and lovely your blossoms are
White and fragrant, all people adore you

Once students are familiar with the melody, add the hand position patterns as shown with the music.

LOOKING: Can you imitate Qian Yi’s hands?

Open Gate



Closed Gate



Open Gate



Closed Gate



Hao yi duo mei - li de mo li - hua Hao yi duo mei - li de mo li - hua

Fen fang mei li - man zhi ya You xiang - you bai - re ren - kua



Orchid Fingers



Hidden Dragon

WORD WALL

Add the words *Chinese opera* and *longevity* to the Musical Word Wall.

Meet Qian Yi!



Greetings from Flushing

Main St Station 7



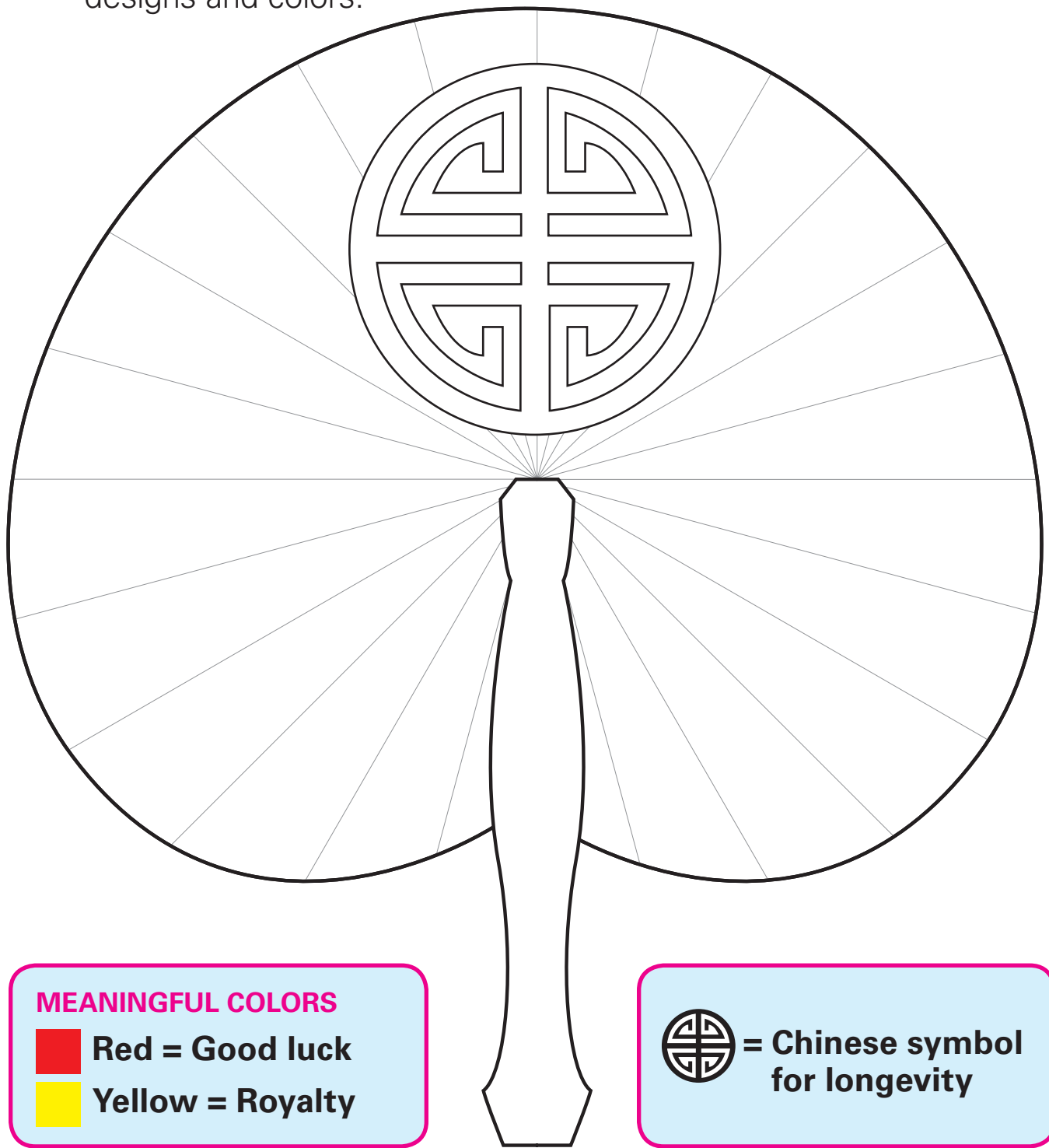
Dear Musical Explorers,
 Hello from Flushing, Queens! I am originally from Shanghai, China. When I was 10 years old, I was selected to be trained as an opera singer. I studied Chinese opera for many years in my home country and I love singing this traditional music. There are many melodies and movements in Chinese opera. I can't wait to share some of them with you! After the concert, please write to me and tell me what your favorite song was!

Your friend,
 Qian Yi



Musical Explorers
 c/o Carnegie Hall
 881 Seventh Avenue
 New York, NY 10019

CREATING: Create your own patterns on Qian Yi's fan using designs and colors.



LOOKING: Can your hands match Qian Yi's?



Open Gate



Closed Gate



Orchid Fingers



Hidden Dragon

Lesson 2: More Movements for Chinese Music

AIM: How can we use movement patterns to accompany words in Chinese music?

MATERIALS: Musical Explorers Student Guide, CD, CD player, pencils, markers, crayons, chart paper


STANDARDS: US 1, 2, 4, 6, 9; NYC 1, 2, 3, 4, 5

SUMMARY: Students explore the meaning of good and bad fortune. They also create a simple pantomime to represent the story told in “Xia Shan” (“Coming Down the Mountain: The Song of an Escaped Nun”).

VOCABULARY: melody, rhythm

Warm-Up and Activities

Perform the “Warm-Up Rhyme.”

Warm up with the “Sirens,” “Yawning Kittens,” or “Floating Balloon” exercises,  Tracks 3, 4, 5.

Vocal tip: Remind students to sing with a beautiful voice.

Sing “Mo Li Hua,”  Track 15; “Guantanamera,”  Track 9; and the “Musical Explorers Song,”  Track 1.

LISTENING: What is Good Fortune?

Ask students to think of a time in their lives when they experienced good luck. What happened to them? How did they feel in this situation? Have students turn and talk with a partner. Pairs can share a few memories with the whole class.

- Explain that just as people can experience good luck, they can also be unlucky at times. (For instance, only a few people win the lottery, while many are not so lucky.) Read to the class the story about Xia Shan, the nun who wonders whether she will be lucky in her life. She sings the following:

*I escape from the **temple** and run down the **mountain**.*

*Ya! The “**good luck**” bird sings to me, but the “**bad luck**” bird sings, too.*


*I don’t know if I will be **lucky** now that I have **escaped**.*

*I don’t know what will **happen** to me **tomorrow**.*

Listen to “Xia Shan” (“Coming Down the Mountain: The Song of an Escaped Nun”),  Track 19.

CREATING: Chinese Pantomime

Create a short pantomime of the story using two or three of the Chinese hand movements the students learned on SG10.

- As a class, review the gestures and assign one to represent each of the words in **bold** above. Feel free to repeat gestures.
- Once you have chosen a gesture to represent the bird of good fortune, add a sliding “ya” sound to it.
- Put the gestures together to create a short pattern of movements. Document the gestures on chart paper so you can refer to your pattern. Practice performing the pattern as a class while listening to “Xia Shan” (“Coming Down the Mountain: The Song of an Escaped Nun”),  Track 19.
- Once students are comfortable, you can experiment with creating longer patterns, possibly by repeating the gestures a few times, performing them with the song or separately from the song, adding the formal bow before or after the gestures, and so on.
- Invite students to draw pictures of the scene from the song on SG11.

Musical Extension

Create brief pentatonic (five-note) **melodies** based on the story about Xia Shan using Orff instruments (remove the non-pentatonic pitches from the instruments). The music should consist of three short musical phrases to represent the nun, the bird of good luck, and the bird of bad luck. Repeat the phrases to create a pattern.

Creative Extension

- Review the word phrase the class created in the previous unit.
- Listen to the way the voice rises and falls as the words are said.
- Add pitches that match this shape, while maintaining the **rhythm** of the words.
- Try singing the phrase until the entire class is comfortable with the little melody.
- Document the pitches on SG12.
- Repeat to create a pattern.
- Add hand motions to your pattern.

CREATING: A nun is escaping down the hill!
What does the scene look like in your imagination?



A large, empty rectangular box with rounded corners and a thick pink border, intended for a student to draw their imagination of a nun escaping down a hill.

CREATING: Show the shape of the melody you are adding to your poem!

