

# Music4All Curriculum

## High School Lesson - 1

Duration: 45 min

### Music Listening

If possible, perform or have a visiting artist perform for the students as they sit and listen quietly (if needed, emphasize that in this performance setting audiences need to be silent and show respect to the performer by giving the performer their full attention). Have the performer/teacher introduce their instrument and answer any questions. If it is not possible to have a live performance, play a piece of classical music for the students featuring one or two instruments and then lead a discussion on the instruments in the recording.

- Children experience the interaction as an audience with live music up close.
- Children get to explore the mechanics of a skilled performer producing a moving performance.

### "Adaab, Salaam" Greeting Song

Text:

*Adaab, Salaam. Hello, Namaste.*

*Aap kaise hai? Apka naam kya hai?*

Perfect for the first day to engage each student individually. Begin by teaching it in call and response and continue this until students become comfortable with the tune and words. Go around the circle singing the song together and stopping for each student to introduce their name, having them repeat "Meranaam x hai."

- Students match pitch and rhythm in call-and-response interaction.
- Students learn the difference between their singing and speaking voice.
- Students practice social interaction and the main different cultural greetings used in Delhi.

### **Finding Sa Through Breath**

Begin by having everyone shake out their hands, their feet, stretch their necks, and shake out their whole body, breaking the ice and allowing them to be silly.

Introduce breath by having everyone breathe in while raising their arms, and then collapse as they exhale. Stand up raising the arms above the head again as everyone inhales, and collapse again for the exhale. Do this a few times.

With a tanpura going in the background (A# works well for the range of low to high Sa for introductory songs), introduce Sa on an exhale. Continue practicing deep, long breaths with exhale on Sa. Perform with some very short breaths to show what happens when trying to sing without enough breath (short and soft result).

- Breathing exercises connect everyone to their breath and body and help to focus.
- Students begin to connect musical sound to their own bodies.

## Matching Pitch

Go around one by one and work with the students to match pitch on Sa. If the students are high or low, sing their note back to them and by step sing to Sa. After going around to each student, have them all sing Sa together.

Tip 1: If they are high, singing down by step then introducing Ni-Sa helps to hear the lower pitch.

Tip 2: Singing a "siren" in the direction of pitch the student needs to go demonstrates the range of the voice removed from pitch.

- Students build awareness of pitch through one-on-one feedback as well as by beginning to listen to one another in a choir setting.
- Students build awareness of own voice through one-on-one interaction exploring pitch.

## Rhythmic Imitation

Begin with imitation of rhythms in "clapping circle," while singing Sa to the rhythm of simple clapping patterns. First work with students to imitate in rhythm as one group. Do this multiple times for various simple rhythms over a maximum of four beats, depending on level of students the first day. Eventually, go around circle and have each student repeat individually. Then ask student to lead a rhythm and have the group respond.

- Students introduced to listening and reproducing short rhythms.
- Students introduced to concept of listening to each other and producing rhythm as one group.
- Students introduced to creating and performing own rhythms individually.