



Tuesday 09/06/2022

Week 1

Performing Arts Class

Lesson 3 - Jamjari kkongkkong: Korean Dragonfly Song

Arts Standards & Common Core Connections

MU:Pr4.2.4a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.

MU:Pr4.2.4b When analyzing selected music, read and perform using iconic and/or standard notation.

MU:Pr4.2.4c Explain how context (such as social and cultural) informs a performance.

MU:Pr6.1.4a Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.

MU:Pr6.1.4b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

MU:Cn11.0.4a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

DA:Pr5.1.4a Demonstrate fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness) and movement qualities when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.

Goals:

The learners will...

- explore and improvise different rhythms and melodies.
- explain how the social/cultural content of a song helps us know how to perform it.
- continue to demonstrate an understanding of the structure of a piece of music.
- read and perform iconic and standard notation of a song.
- recall movement sequences with a group.
- perform music with others and practice being a good audience when it is not my group's time to perform.

PA-VA CONNECTION (PA-VA): Ms. Glenn and I will share the theme of dragonflies and connect on the Artist Habits of Observe, Develop Craft, and Understand Art Community in our lessons.

COMMON CORE Standard (CC): Literacy.RL.4.2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text. Math.4.G.3 - Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts.

Vocabulary

steady beat - the ongoing, steady beat, the repetitive pulse in a song (the beat stays the same)

rhythm - the way movement is organized in a piece of music (the rhythm changes with the words)

ostinato - a short pattern of notes that is repeated many times in a song (**Red, green, black, and yellow**)

alto xylophone - a pitched percussion instrument

Essential Question

Essential Questions?

MU:Pr4.2.4 - How does understanding the structure and context of musical works inform a performance?

MU:Pr6.1.4a&b - When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Cn.11.0.4a - How do the other arts, other disciplines, other contexts, and daily life inform creating, performing, and responding?



DA:Pr.5.1.4a - What must a dancer do to prepare the mind and body for artistic expression?

Lesson / Instruction / Narrative

Title: **Jamjari kkongkkong: Korean Dragonfly Song**

Opening Chant - Performing Arts

Teacher: What time is it?

Students: **Performing Arts Time**

Teacher: What time is it?

Students: **Performing Arts Time**

Teacher: I am an ARTIST (Sign in ASL)

Students: **REPEAT**

Teacher: With a focused MIND (Sign in ASL)

Students: **REPEAT**

Teacher: And a caring HEART (Sign in ASL)

Students: **REPEAT**

Teacher: And responsible hands (Sign in ASL)

Students: **REPEAT**

Everybody: **YO** (end in your pose of choice that is school appropriate)

Expectations/Context/Purpose

"Good Morning Performing Artists! Does anyone know what this insect is that I have up on the Promethean board? Yes, it is a dragonfly and today we are going to learn a Korean Dragonfly Song. In Korean dragonfly is pronounced, jamjari. Will anyone be going to the Dragonfly Festival this weekend or have any of you ever been to the Dragonfly Festival?" (Have the students share responses to this question.)

Objectives

Go over Expectations (these can be found on my Google Slides and clipped to my art cart) and Objectives.

I CAN explore and improvise different rhythms and melodies.

I CAN explain how the social/cultural content of a song helps us know how to perform it.

I CAN continue to demonstrate an understanding of the structure of a piece of music.

I CAN read and perform iconic and standard notation of a song.

I CAN recall movement sequences with a group.

I CAN perform music with others and practice being a good audience when it is not my group's time to perform.

Introduce the Vocabulary

steady beat, rhythm, ostinato, alto xylophone

Warm-up/Modeling/Improvisation

"Let's warm up our bodies and voices by learning the words to our song for today and the motions that go with it!"



- Teacher sings the song with motions.
- Teach the motions (Students imitate motions and listen to the Korean lyrics multiple times.)
 - Jamjari kkongkkong - flying motion and freeze (in place) - flapping arms like the dragonfly's wings and freeze with hands in fist and tapping together at the mid section of the body.
 - kkomjari kkongkkong - repeat above.
 - iriwara kkongkkong - two steps forward while flapping arms and freeze with hands in fist and tapping together at the mid section of the body.
 - jeorigara kkongkkong - two steps back and freeze with hands in fist and tapping together at the mid section of the body
- Teach the song, phrase by phrase.

Studio Time

"Now that we know our Korean Dragonfly song and the motions that go with it; I'm going to teach you the musical instrument parts to accompany it."

- Speak **"kkong kkong dra-gon-fly"** - ta, quarter rest, ta, quarter rest | ta, ta, ta, quarter rest (patting hands on our laps) and transfer to alto xylophone (note A and E).
- Introduce the different colors of dragonfly through the drum part. Have students speak **"Red, green, black and yellow"** - ta, ta, ti ti, ti ti (clapping the rhythms) and transfer to drum.
- Divide the class into three groups; one group for alto xylophone, another group for drums, and the other group for singing and motions.

Rehearsal & Performance

Perform the entire piece as an ensemble.

- Alto xylphone starts with an 8 beat intro. and then drum comes in (8 beat ostinato).
- Sing the song two times with motions.

CC: Just like in reading you can determine the theme of a story from the details, in music you can determine the theme of a song from the words used and the melodic arrangement of the song. Also, in this particular lesson our theme, dragonflies, are an example of a symmetrical object found in everyday life just like we see symmetry in Math.

Student Self-assessment/Reflection

Students will glue a paper into their Art Journal that has review information of what we did today in art (theme of lesson, vocabulary, etc.).

While the students are gluing, ask them:

1. What does pitched percussion mean and what instrument did you play today that is a pitched percussion instrument?
2. What instrument did we play today that was an unpitched percussion instrument?
3. How did you have the mind of an Artist's today (pull up the Google Slides with the Artist's Habits on it for them to reference)?

Closing

"Thank you artists for your hard work in our art studio today! I'll see you Cool Cats later, but for now I've gotta scat!"

Sing together..."Na, na, na,na, na, na, na, hey, hey, hey - goodbye..."

Formative Assessments

Direct Observation

Purposeful observation of an art performance task which can be documented by note taking, digital media, or checklists.

Kinesthetic Practice

Rehearsal of concepts taught during lesson and imitated or self-initiated to create or improve upon for informal in class performance

Leadership

Looking at students who show leadership - can assist Peers with their work and or show leadership in small group work.

Instructional Strategies

S Expectations



S Get Moving - Physical Activity

S Modeling

S Check for Understanding

S Work Together

S Monitor Progress

Materials / Resources / Technology

- **Surface Pro with Google Slides Document**
- **Jamjari kkongkkong: Korean Dragonfly Song student hand-out**
- **Art Journal Inserts**
- **Alto Xylophones with red yarn mallets**
- **Nesting drums with red yarn mallets**

Differentiation / Modifications

Hands-On Materials

Provide Hand-outs

Adapt Content for Student Ability