

11/17/14

**Subject Analysis:** General Music Lesson for 8<sup>th</sup> Grade on the Chinese Percussion Ensemble

**Objectives:**

<u>Behavioral:</u>	Students will be able to define a <i>luogo</i> . Students will be able to perform Lion Dance #1
<u>Cognitive:</u>	Students will be able to gain perspective on other cultures through performance.

**Materials:**

- Cymbals, Tam-Tam (one padded mallet and one thin wooden mallet), Bass Drums and other large drums (two mallets each drum)
- Music for “Lion Dance #1”, “Flower Drum Song”, “Lion Dance #2”, “Dragon Dance” and “Long Wu”
- Nanyang Chinese Orchestra <https://www.youtube.com/watch?v=CFTydagvLEc>

**Methods:**

- 1) Give the students the following background information: “The Chinese call their percussion ensemble, *luogu*, which means “gongs and drums.” The ensemble may range in size from two to a small group of players. Percussion ensembles are used in a variety of settings: theaters, parades, and folk music groups. The four major instruments used in Chinese percussion music are the *bo* cymbals, the *xialuo* (small gong), the *dalu* (large gong), and the *dagu* (large skin-headed drum). (We will substitute these instruments for western instruments.) “

“Music, to the Chinese, consists of Yin and Yueh. Yin meaning tone and Yueh meaning joy. The melodies are rather simple. These are called Ya Yueh – Ya means elegant, refined and polite. Melodies that sound more like western music are called Su Yueh, Su meaning vulgar or common. From this Chinese musical instruments generally didn't play many different notes, but they all sounded different. The instruments in the *luogu* are made from metals and skins and wood.”

- 2) Read Lion Dance #1 together clapping with these instructions:
- 3) In this ensemble, the leader is on the *dagu* part or large drum and sets the *tempo*, or speed, of the piece. To do this the leader strikes the drum twice on the rim before each section. (Notated below the drum's part in the score). Each piece repeats until the leader gives the signal to end the piece. The signal is a drum roll with two eighth notes afterwards.
  - a) Ask students how these performances are similar and different to the pieces they performed and how the impact of the visual art of percussion instruments.
- 4) Split the class into instrument groups and pass out music.
- 5) Just after the 6 minute warning play the Nanyang Chinese Orchestra video.

**Evaluation:**

Students will be assessed and evaluated aurally within class based on performance of group

pieces next class.

**PA State Standard:** 9.1.8A, 9.1.8B, 9.2.8

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**Objectives:**

<u>Behavioral:</u>	Students will be able to define a <i>luogo</i> . Students will be able to perform Lion Dance #1, “Lion Dance #2”, and “Dragon Dance”
<u>Cognitive:</u>	Students will be able to gain perspective on other cultures through performance.

**Materials:**

- Cymbals, Tam-Tam (one padded mallet and one thin wooden mallet), Bass Drums and other large drums (two mallets each drum)
- Music for “Lion Dance #1”, “Flower Drum Song”, “Lion Dance #2”, “Dragon Dance” and “Long Wu”
- Luogo Worksheet
- Shanghai Percussion Ensemble - “Standing Dragons & Leaping Tigers”  
<https://www.youtube.com/watch?v=9XXO2IHqGjM>

**Methods:**

- 6) Review material taught in previous class and give students Luogu worksheet
- 7) Read Lion Dance #1 together; reviewing each part by listening, seeing and playing.
  - a) Have each section together to be able to listen to others on the same instrument
- 8) Spend the remainder of the class working on the other pieces
- 9) Just after the 6 minute warning bell watch Shanghai Percussion Ensemble - “Standing Dragons & Leaping Tigers”

**Evaluation:**

Students will be assessed and evaluated aurally within class based on performance of the pieces in class and responses while reviewing the Luogu worksheet.

**PA State Standard:** 9.1.8A, 9.1.8B, 9.2.8

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**Subject Analysis:** General Music Lesson for 8<sup>th</sup> Grade on the Chinese Percussion Ensemble

**Objectives:**

<u>Behavioral:</u>	Students will be able to define a <i>luogo</i> . Students will be able to perform Lion Dance #1, and “Flower Drum Song”, “Lion Dance #2”, “Dragon Dance”, and “Long Wu”
<u>Cognitive:</u>	Students will be able to gain perspective on other cultures through performance.

**Materials:**

- Cymbals, Tam-Tam (one padded mallet and one thin wooden mallet), Bass Drums and other large drums (two mallets each drum)
- Music for “Lion Dance #1”, “Flower Drum Song”, “Lion Dance #2”, “Dragon Dance” and “Long Wu”
- Chinese Percussion Ensemble Exam

**Methods:**

- 10) Pass out Chinese Percussion Ensemble Exam
- 11) Read Lion Dance #2 together; reviewing each part by listening, seeing and playing.
  - a) Have each section together to be able to listen to others on the same instrument
- 12) Ask students to choose a piece from their music to work on for the remainder of class
- 13) Ask students to listen and evaluate their own playing and the playing of others.  
Students will make suggestions and give feedback to their peers to show understanding.

**Evaluation:**

Students will be assessed and evaluated aurally within class based on performance of the pieces in class and with the Unit exam.

**PA State Standard:** 9.1.8A, 9.1.8B, 9.2.8