

Lesson 2 – A Universal Language

Shot 1:

Welcome back to music class my Lynwood friends! Do you remember the greeting we learned last week? Let's try it. Remember to respond using my name, Ms. Garcia. Ready? First I go: *Hello everyone* [with SOL and MI hand signs], then you respond with *Hello Ms. García* [with SOL and MI hand signs]. Try that with me please: *Hello Ms. García* [with SOL and MI hand signs]. Great! I'm going to sing my part, then you'll sing yours. *Hello everyone* [with SOL and MI hand signs, waits for response]. Excellent!

Do you remember the names of the two notes we were just singing? The first one was **SOL** [TEXT ON SCREEN] and the second one was **MI** [TEXT ON SCREEN]. To make sure we learn them well, we're going to practice these two notes together, and I want to encourage you to please **sing!** [TEXT ON SCREEN] when I ask you to sing.

Shot 2: (image)

Our voice is an amazing musical instrument, and you might be surprised at how nice your voice sounds when you hear yourself sing out loud. Plus there's scientific proof that **singing is good for you** [TEXT ON IMAGE] singing is good for our physical and mental health, so why not try it?

Shot 3:

Your singing doesn't have to be perfect-- I just want you to try your best.

In music class we will often warm-up and learn songs by echo. What this means is that just like an echo [echo], you will try to repeat that you hear. Please make sure to wait until I finish to begin your echo, and only echo me once. Let's give it a try. Please be my echo. Hello. This is my speaking voice. This is my whisper voice. I use it when I have to be very quiet. This is my calling voice! I use this when I have something important to say! *This is my singing voice. It sounds just right.*

SOL MI
SOL MI
SOL MI SOL
SOL MI SOL SOL MI
SOL MI SOL SOL MI MI

Great job! Did you recognize the last two patterns we practiced? That's right, it's the patterns for *Hello everyone* [with SOL and MI hand signs], and *Hello Ms. García* [with SOL and MI hand signs]. At the end of class today, we will sing this to each other again, except we'll say *Good bye* [with hand signs] instead of *Hello* [with hand signs].

Well, now that you know SOL and MI really well, let's go ahead and learn a new note. Our new note for today is LA [with hand signal]. Can you sing LA? Good! The hand sign for LA is this, it looks like you're looking at your wrist. Can you try it with me? LA [with hand signal]. Good! Put your hand down, now try it with me one more time. LA [with hand signal]. Great job! Let's practice all three notes. Please be my echo.

LA
LA SOL
LA SOL LA
LA SOL MI
LA SOL MI
MI SOL LA
SOL SOL MI
SOL SOL MI
SOL SOL MI LA
SOL SOL MI LA

SOL SOL MI

Whew! If you were able to echo me throughout most of that, I hope you are very proud of yourself. Remember you can always go back and try again as many times as you need to really learn SOL, MI, and LA.

Shot 4:

Today's Lesson [TITLE TEXT ON SCREEN]

Shot 5:

Last week, we learned about PS ARTS theme for this year, "**Weaving the Threads, Connecting Our Stories.**" [TEXT ON SCREEN] The different lives or stories of people around the world, which sometimes seem so different, can be connected in many ways. One of the ways to discover how we are connected and to strengthen those connections is through music.

The organization called Playing for Change began bringing together musicians from around the world in 2008 by creating a performance made of videos of each musician playing their part. Their goal is to connect the world through music.

Because these musicians were so far away from each other, the only way for them to play together was through the use of technology. Despite the many obstacles they faced, the result was an amazing **musical collaboration.** [TITLE TEXT ON SCREEN]

Please pause this video now, to enjoy the Playing For Change version of Bill Withers' "Lean on Me."

Shot 6:

Please pause to view **video #1** [TITLE TEXT ON SCREEN] [4.5 minutes]

Shot 7:

After watching the video, do you think it represents our PS Arts Theme, "Weaving the Threads, Connecting Our Stories"? Definitely, right? As you can see, the different musicians clearly have their own homes, their own stories, their own cultures, and their own musical styles, but during the performance, all of their stories were connected. If we only saw a picture of each musician, we might not expect them to ever **collaborate** [TITLE TEXT ON SCREEN] but the video reminds us that music is actually a universal language.

Shot 8:

Musical Instruments [TITLE TEXT ON SCREEN]

Shot 9:

One of the many things I love about this performance of "Lean on Me" is all the different musical instruments, including voices, that we get to enjoy. As musicians, it's important for us to know about different instruments, so we're going to go through an activity called **Instrument Classification** [TITLE TEXT ON SCREEN] using the instruments we just saw. We need to know the name of each instrument, what it's made of, and where it fits in this chart.

Shot 10: (image)

INSTRUMENT FAMILIES	
STRINGS	BRASS
WOODWINDS	PERCUSSION

PS ARTSLynwood – 3rd Gradeby Claudia García

As you can see, there are four instrument families. We have string instruments like the the guitarrón from Mexico and the quijongo from Costa Rica which we met last week.

[Shot 11: \(chart w/added Quijongo and Guitarrón\)](#)

They are usually made out of wood and you play notes by either strumming it, plucking the notes, or using a bow to slide across the strings.

The next instrument family on our chart is the brass family. Brass is a type of metal, so all the instruments in this family are made out of metal, like this trumpet. To play them, you have to blow into a mouthpiece making a buzzing sound and the notes come out of the other side of the instrument [demonstrates]. To play different notes, brass players either play different keys or use a slide change. They also make different sounds by changing the shape of their mouth and controlling the air that enters their instrument.

[Shot 12: \(chart w/added Trumpet\)](#)

Next up are woodwinds. Can you guess what they are mostly made of? That's right, wood! And if they are called woodWINDS, what do you think we need to do to play notes on it? That's right, we have to blow air into it. This recorder isn't made of wood, but the original version is actually made out of wood and ivory. To play it, we use a little bit of air and cover different holes to play different notes [demonstrates]. Similar to brass instruments, you can also change the sound of notes by changing the shape of your mouth and the amount of air that goes into the instrument.

[Shot 13: \(chart w/added recorder\)](#)

And finally, there's the percussion family.

[Shot 14:](#)

Percussion instruments can be played in three ways. Some are played by hitting them (with hands, sticks or mallets), others are played by shaking them, and others are played by scraping them.

[Shot 15: \(chart w/added marimba, teponaxtle and maraca\)](#)

So far, we've learned about the marimbas from Guatemala and Nicaragua and the teponaxtle from El Salvador which we play with mallets, and also the maraca from Honduras which we hold and shake. Since marimbas can play different melodies, like Happy Birthday, we call them pitched percussion instruments. Since the maraca and teponaxtle play rhythms and not melodies, we call them non-pitched percussion instruments.

[Shot 16:](#)

Pitch, [TEXT ON SCREEN] as you might remember, refers to a specific note. So, do you think you can help me classify the instruments in the video into the different instrument families? Great!

[Shot 17: \(screen shot of three guitar players\)](#)

The first three instruments in the video are similar and belong to the same family. What instrument is this? That's right, these three are guitars. So what instrument family do they belong to?

[Shot 18: \(chart w/added guitar\)](#)

String instruments, exactly!

[Shot 19: \(screen shot\)](#)



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The next musician plays a rhythm by tapping on the surface of a pair of hand drums called the **Tabla** [TITLE TEXT ON SCREEN] What instrument family would the Tabla belong to?

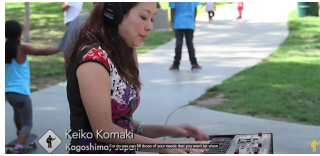
[Shot 20: \(chart w/added Tabla\)](#)

That's right, the percussion family.

[Shot 21:](#)

The next instrument other than beautiful voices that appear in the video sounds like an [organ](#) [PICTURE IN PICTURE], but it doesn't look like an organ.

[Shot 22: \(screen shot\)](#)



This musician is playing an electronic keyboard that can be programmed to sound like many other instruments. To play it, they strike the different keys. What instrument family do you think the keyboard belongs to?

[Shot 23: \(chart w/added keyboard\)](#)

That's right, the percussion family—and because the keyboard was playing melodies, this is a pitched percussion instrument.

[Shot 24:](#)

The next instrument that joins this performance of “Lean on Me” is this one

[Shot 25: \(screen shot\)](#)



What instrument is this? Of course, it's a drum set! The musician plays it by hitting the different parts of the set with their drum sticks. So what instrument family would the drum set belong to?

[Shot 26: \(chart w/added drum set\)](#)

Correct! It is the percussion family once again!

[Shot 27:](#)

The next group we see is making electronic music.

[Shot 28: \(screen shot\)](#)



Specifically, the musician in the front is playing an instrument called a digital drum pad by striking the different pads to generate drum sounds. Where do you think this instrument would fit in our chart?

[Shot 29: \(chart w/added digital drum pad\)](#)

You got it! Percussion family.

Shot 30:

Up next we see a group of musicians playing the same instrument in a beautiful mariachi style

Shot 31: (screen shot)



Do you know the name of this instrument? Why, yes! They are playing violins by using their bows to slide across the strings with one hand, and using their other hand to change the notes that each string makes. Where shall we put this in our chart?

Shot 32: (chart w/added violin)

Yes, absolutely! The violin is part of the strings family.

Shot 33:

We have two more instruments to go. Do you remember this instrument from the video?

Shot 34: (screen shot)



Shot 35:

This instrument is a trombone. The musician plays it by blowing on the mouthpiece with a buzzing sound and then moving the slide to play different notes. Also, it's made out of metal. What instrument family should we add it to?

Shot 36: (chart w/added trombone)

Right again! Like its cousin the trumpet, the trombone belongs to the brass family.

Shot 37:

The final instrument that appears in the video looks like a little piano and it's called the harmonium.

Shot 38: (screen shot)



The harmonium is played like the piano and keyboard, we use our fingers to strike different keys to play different notes. Would you be able to tell me what instrument family it belongs to?

Shot 39: (chart w/added harmonium)

That's right! Just like the keyboard, this is a pitched percussion instrument.

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Our chart is complete for today, but we will be continuing to add to it every time we meet a new instrument in our class.

Shot 40:

In fact, your homework is to enjoy a story that mentions a variety of instruments. As you watch it, I hope you will be able to guess right away what instrument families match the instruments that appear in it.

Shot 41:

Reflection question [TITLE TEXT ON SCREEN]

Shot 42:

Let's take a moment to reflect on what we did today. First, we practiced our greeting using *SOL* and *MI* and then we learned a new note and signal, *LA*. Then, we watched the "Lean on Me" video and made a connection to the PS Arts theme, "Weaving the Threads, Connecting Our Stories." Then we learned about instrument families and we classified all the instruments in the video. Whew! Pat yourself on the back, you've learned a lot today! So let me ask you this: Which instrument from the video was the most interesting to you? Do you know what instrument family that instrument belongs to?

Shot 43:

Homework [TITLE TEXT ON SCREEN]

Shot 44:

Your homework for music class is to **watch Video #2** [TEXT ON SCREEN], and if possible, **bring a shaker** [TEXT ON SCREEN] find something at home that can be used as a shaker before our next class. You can simply grab something that shakes (and doesn't break) like this chile-lime powder, or you can make one using a container with a lid and some rice, beans, or other little things like paperclips for your shaker. Feel free to get creative and even decorate your shaker! Have fun!

Shot 45:

Let's sing "Goodbye, Ms. García" [TITLE TEXT ON SCREEN]

Shot 46:

Goodbye Everyone [with hand signals, wait for response]. Until next week, my friends!

Video #1

Video #2 (homework) – 3.5 minutes