IDENTIFY STYLE
LESSON/ACTIVITY PLAN

OBJECTIVES:

1. Students will identify various styles of music through listening.

2. Students will describe characteristics of the following kinds of music:
   a. Opera
   b. Choral music
   c. Jazz/scat singing
   d. Blues
   e. Traditional Native American music of the Ojibwe-Anishinaabe people

ACTIVITIES:

1. Explain that musician Lyz Jaakola performs music in a wide variety of styles. Each style has some features that are shared with other styles and some qualities that are unique.

2. Introduce each style that Lyz Jaakola performs with this chart, accompanied by audio and visual examples.

<table>
<thead>
<tr>
<th>OPERA</th>
<th>CHORAL MUSIC</th>
<th>JAZZ/SCAT</th>
<th>BLUES</th>
<th>OJIBWE-ANISHINAABE MUSIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes a mix of solo and ensemble singing</td>
<td>Often includes four voice parts</td>
<td>Features improvisation</td>
<td>Repeated phrases and lyrics</td>
<td>Repeated phrases</td>
</tr>
<tr>
<td>Ornate, elaborate melodies</td>
<td>Western choral music often uses tonal harmony</td>
<td>Uses made up “nonsense” words</td>
<td>Melodies use the “Blues” scale</td>
<td>Use of vocables</td>
</tr>
<tr>
<td>Often accompanied by full chamber orchestra</td>
<td>May have piano accompaniment</td>
<td>Often accompanied by jazz instrumentation</td>
<td>Often accompanied by rock instrumentation</td>
<td>Often accompanied by drumming</td>
</tr>
<tr>
<td>Dramatic storytelling plot</td>
<td>Often led by a conductor</td>
<td>Highly rhythmic delivery</td>
<td>Strong rhythmic presence</td>
<td>Melody notes fall outside Major/minor tonality</td>
</tr>
</tbody>
</table>
3. Using the examples cited below- or ones of your own choosing, ask students to use the chart to identify the style they see and hear.

**OPERA**
From *The Marriage of Figaro*: [http://www.youtube.com/watch?v=sp-iRwkc2f4](http://www.youtube.com/watch?v=sp-iRwkc2f4)
From *Nixon in China*: [http://www.youtube.com/watch?v=P-vK4IV4giw](http://www.youtube.com/watch?v=P-vK4IV4giw)
From *Madame Butterfly*: [http://www.youtube.com/watch?v=Eyw6qPKJiwU](http://www.youtube.com/watch?v=Eyw6qPKJiwU)

**CHORAL**
The St. Olaf Choir singing *Shenandoah*: [http://www.youtube.com/watch?v=BBiP_kDI-Ak](http://www.youtube.com/watch?v=BBiP_kDI-Ak)
The Chicago Children’s Choir sings the *Sanctus* from Fauré’s *Requiem*: [http://www.youtube.com/watch?v=wfuaZRWJPMk](http://www.youtube.com/watch?v=wfuaZRWJPMk)
The Soweto Gospel Choir sings *Amazing Grace*: [http://www.youtube.com/watch?v=ZoJz2SANTyo](http://www.youtube.com/watch?v=ZoJz2SANTyo)

**JAZZ/SCAT**
Here’s Ella Fitzgerald scat singing: [http://www.youtube.com/watch?v=nrcIsUH6RfI](http://www.youtube.com/watch?v=nrcIsUH6RfI)
And here’s a resource for a whole bunch of scat singing videos: [https://www.youtube.com/playlist?list=PLDCBAF82ADC9E6A2A](https://www.youtube.com/playlist?list=PLDCBAF82ADC9E6A2A)

**BLUES**
Here’s Lyz Jaakola singing her version of the blues: [http://www.youtube.com/watch?v=H0sv8pupQxI](http://www.youtube.com/watch?v=H0sv8pupQxI)
And here she is again: [http://www.youtube.com/watch?v=pO-NhfjCZwc](http://www.youtube.com/watch?v=pO-NhfjCZwc)

**TRADITIONAL OJIBWE-ANISHINAABE SINGING**
Finally, here’s Lyz Jaakola singing Native music along with some drumming: [http://www.youtube.com/watch?v=uko1290K0](http://www.youtube.com/watch?v=uko1290K0)
Here’s an *Ojibwe Bear Song*: [http://www.youtube.com/watch?v=ynCh3_2skEw](http://www.youtube.com/watch?v=ynCh3_2skEw)
And the *Strong Woman Song*: [http://www.youtube.com/watch?v=5ei4CQWCP4c](http://www.youtube.com/watch?v=5ei4CQWCP4c)

**STANDARDS:**

This activity correlates most closely with the following music education standards.

1. Grades K – 3. 1. Artistic Foundations. 3. Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas. Music. 0.1.3.3.1. Identify the characteristics of music from a variety of cultures including contributions of Minnesota American Indian tribes and communities.
2. Grades 4 – 5. 1. Artistic Foundations. 3. Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas. Music. 4.1.3.3.1. Describe the cultural and historical traditions of music including the contributions of Minnesota American Indian tribes and communities.
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