

LISTENING LAB

LESSON/ACTIVITY PLAN

OBJECTIVE:

1. Students will identify characteristics of vocal music from the Western classical tradition and from traditional Hmong culture. Students will reflect on similarities and differences between the two types of music.
2. Students will identify the sound of the traditional Hmong instrument, *qeej*.
3. Students will develop active listening skills.

ACTIVITIES:

1. Review basic descriptions of traditional vocal Hmong music from the Class Notes Artists PowerPoint.
2. Create a listening journal or log entry template for students. Play examples vocal music from the western classical tradition and from traditional Hmong culture. Suggestions/links for repertoire are at the end of this lesson plan.

DATE:	October 15, 2015
TYPE OF MUSIC:	Paj Huam (traditional Hmong vocal music)
TITLE OF PIECE (if known):	Paj Huam Nais Phoos Vaj Pov GVP
DESCRIPTION:	—Instrument playing in the background —poetic, rhythmic speech —solo male voice, calm tone —seems to be telling a story

DATE:	October 15, 2015
TYPE OF MUSIC:	Vocal music from the western classical tradition/opera aria
TITLE OF PIECE (if known):	Vado, ma dove? Oh, Dei! By W. A. Mozart
DESCRIPTION:	—orchestra playing —high, bright melodic voice —seems to be telling a story



Encourage students to use music vocabulary learned in class (terms like *staccato* or *forte*) and give bonus points if they use those words correctly.

3. Share your findings in class. Ask each student to choose one entry to tell a partner, or begin or end class with one student reporting to the whole group.
4. Extend this activity by integrating content into other subjects/curriculum. Work with a math teacher to compile data and do some statistical analysis. Expand the description section to tie in with literacy. Instead of asking for a general description, specify criteria for the description. For example, ask students to describe the music by writing a paragraph with a topic sentence and three supporting points. You might ask them to describe the music by writing a descriptive poem or by using a certain number of adjectives. Ask them to include both fact (“Drums were playing”) *and* opinion (“I liked how it sounded.”)

SUGGESTED PIECES FOR LISTENING/WATCHING:

Kwv Txhij:

<https://www.youtube.com/watch?v=WNnl-CIKvPo&feature=youtu.be>

<https://www.youtube.com/watch?v=YUO4-whpl50>

Paj Huam:

https://www.youtube.com/watch?v=i-4-0o_1c8o&feature=youtu.be

<https://www.youtube.com/watch?v=HDDRDMTb-rA>

Qeej:

Here’s an interesting [link](#) that shows how the qeej is made. We don’t actually hear the instrument played until the last seconds of the video, but it’s fascinating to see the process. And here’s a link to see and hear the [qeej](#) being played:

Western vocal classical music:

Cecelia Bartoli singing Mozart’s [Vado, ma dove? Oh Dei!](#)

Aaron Copland’s [All the Pretty Little Horses](#)



STANDARDS:

1. Grades K – 3. 1. Artistic Foundations 3. Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts area. 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 K – 3. 4. Artistic Process: Respond or Critique 1. Respond to or critique a variety of creations of performances using the artistic foundations. Music. 0.4.1.3.1. Compare and contrast the characteristics of performances using the artistic foundations.
3. 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.
4. Grades 4 – 5. 4. Artistic Process: Respond or Critique.1. Respond to or critique a variety of creations and performances using the artistic foundations. Music. 4.4.1.3.1. Justify personal interpretations and reactions to a variety of musical works or performances.



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