



Stories and Music of Resilience In-school performance with Crossing Borders Music!

Grade(s): K-8

Description

Crossing Borders Music celebrates musical stories of resilience in a performance of string quartet music by composers from around the world. This unique 50-minute string quartet program features music by composers from Uganda, Argentina, the Soviet Union, the Chickasaw Nation, Iran, Taiwan, and the US. Each piece shares a unique story of resilience, whether in the face of personal loss, political oppression, or other people's incorrect assumptions!

Instructional objectives

Students will:

- Learn about background of each piece and composer.
- Understand how each piece reflects the composers' cultural context, and especially how each piece reflects a story of resilience.
- Identify specific elements of the music that help convey the background of each piece and its story of resilience.

Learning Objectives:

Understand the role of the arts in civilizations, past and present.

Analyze how the arts function in history, society and everyday life

Identify the distinctive roles of artists and audiences.

Understand how the arts shape and reflect history, society, and everyday life.

- Know how images, sounds, and movement convey stories about people, places and times.
- Identify and describe how the arts communicate the similarities and differences among various people, places, and times.
- Know and describe how artists and their works shape culture and increase the understanding of societies, and past and present.

Repertoire

- Amanda John: *Yeah...I Hit Like a Girl* - Chickasaw Nation (Oklahoma, US)
- Cruise Berry: *Donne XIV* - Chickasaw Nation (Oklahoma, US)
- Dmitri Shostakovich: *String Quartet No. 8, in C Minor, Op. 110* - Soviet Union
- Ching Ju Shih: *Mending Broken Fishing Nets* - Taiwan
- Ástor Piazzolla: *Adiós Noniño (Farewell, Granddaddy)* - Argentina
- Justinian Tamusuza: *Mu KKubo Ery 'Omusaalaba (On the Way of the Cross)* - Uganda

- Florence B. Price: *Swing Lo, Sweet Chariot*, from *Five Folksongs in Counterpoint* - United States

Preparation

In the classroom, prior to the performance:

- Define and discuss what resilience means.
- Discuss audience etiquette: listen with attentive ears and eyes, not mouths.
- Find the following countries on a globe or map: United States, Russia (in the performance, we will refer to the Soviet Union, which included Russia and more), Taiwan, Argentina, Uganda.
- Listen to *Swing Low, Sweet Chariot* as a class: <https://www.youtube.com/watch?v=XVpJGerB-ZY>
- Introduce the following vocabulary terms:
 - String Quartet
 - Violin
 - Viola
 - Cello
 - Composer (a person who writes music)
 - Tempo (the music's speed)
 - Melody (the tune)
 - Folk Song (a song passed down from generation to generation)
 - Dynamics (volume level - loud or soft)
 - Legato (smooth)
 - Staccato (“bumpy”)

During the performance, please model good behavior. If students are being disruptive, please address the disruption. We rely on your help for everyone to have a positive experience. Thank you!

Assessments:

- Invite students to share stories of times when they didn’t give up when things were hard.
- Ask your students, if they were to write music about something difficult in their lives and their resilience, what would they write about? How would the music sound? Would it be loud or soft? Staccato (bumpy) or legato (smooth)? Tempo (fast or slow)? Would it sound the same all the way through or change in the middle?
- For younger students, draw a picture of what the music might sound like. For older students, in addition to drawing, write about the piece, or, if the music is a song with lyrics, write the lyrics.
- We’d love to see your students’ creations! They can be sent to info@CrossingBordersMusic.org.
- We’d also love to know what you thought! An online feedback form is available here: <https://goo.gl/forms/nubcrlxainJOfVkf1>

* A note on terminology: We use “American Indian” rather than “Native American” to reflect the preferences of a majority of American Indians as expressed in US census data and a US Department of Labor survey.

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