

TEACHER'S NAME: Jeff Oliveira

SUBJECT AREA: General Music

GRADE LEVEL: Peirce Elementary, 5th Grade

NUMBER OF STUDENTS: 25

LESSON TOPIC: World Music Celebrations - Cambodia/Khmer Festival

LESSON CONTEXT: This is the first lesson of the world music celebration unit, towards the end of the school year.

LESSON RATIONALE: To introduce the world music celebration unit, we are going to start with a country not often represented in music in the West - Cambodia! By analyzing and experiencing music from such a different culture, students will be pushed out of their comfort zones and encouraged to keep an open mind when experiencing music of different cultures.

COMMON CORE AREA STANDARDS:

1. MU:Pr4.2.5c Explain how context (such as social, cultural, and historical) informs performances.
2. MU:Pr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).
3. MU:Re7.1.5a Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
4. MU:Re7.2.5a Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical)
5. MU:Cn11.0.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NATIONAL STANDARDS:

1. 6b. Analyze the uses of elements of music in aural examples representing diverse genres and cultures
2. 9c. Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed

LEARNING OBJECTIVES:

1. SWBAT express what the term “celebration” means to them.
2. SWBAT locate Cambodia and its neighboring countries.
3. SWBAT identify the musical pieces “Chhayam” and “Krom phleng kar: Hom Rong”, as well as describe the function each plays in its respective celebration or ceremony.

LANGUAGE DEMANDS:

celebration - the action of marking one's pleasure at an important event or occasion by engaging in enjoyable, typically social, activity.

Chhayam - Cambodian festival song

Bon Kathen - Cambodian festival

Krom phleng kar: Hom Rong - Buddhist wedding song

DIAGNOSTIC, FORMATIVE, AND SUMMATIVE ASSESSMENTS RELATED TO THIS LESSON:

1. Informal: Scan room for participation in discussion, mouths moving, eyes on the board, keeping hands to self, actively listening to music examples.
2. Formal: Asking direct questions to students for answers before and after listening to examples, asking students to hum, clap or show melodic contour with hand, summative discussion on the two pieces.

MATERIALS/RESOURCES/TECHNOLOGY:

1. Board/materials for writing down answers from class discussion
2. Map of Southeast Asia (attached)
3. Recording of “Chhayam” <https://www.youtube.com/watch?v=VWUCVeeVSkY>
4. Video of Bon Karthen
https://www.youtube.com/watch?time_continue=984&v=LnzSmzWu5gU
5. Recording of “Krom phleng kar: Hom Rong”
<https://www.youtube.com/watch?v=Uvs2jkK3ZRI>

LESSON INSTRUCTIONAL PROCEDURES

1. Begin lesson by asking students to come up with celebrations they are familiar with. Write them on the board. Ask them why they celebrate these things, what makes them important, etc.
2. To segue into the world music arena, listen to the first 30 seconds of “Chhayam” and ask
 - a. What sounds do you hear [male voices, drum (chhayam), gong (kong mung), hand cymbals (chhap)].
 - b. Where might this music be from?” (Cambodia)
 - c. “What is the mood?” (possible answers include exciting, invigorating, energetic)
 - d. “Could you imagine this music at a party?”.
3. On map, locate Cambodia and three neighboring countries (Laos, Vietnam and Thailand)
4. Explain function of Chhayam (see Bon Karthen info), show video of celebration from 16:24-18:00.
5. Listen to “Chhayam” again, this time having students clapping along with drumming pattern.
6. Now listen to first thirty seconds of “Krom...” and ask
 - a. What sounds do you hear [string instruments, cymbals, drum: three string fiddle (tro khmer), single string lute (khse diev), two string lute (chapei veng), small cymbals (chhing), small drum (skor arak)].
 - b. How many instruments begin this song?” (one)
 - c. What is the mood? (possible answers include calm, restful, relaxed)
 - d. Could this be party music, too?
7. Introduce song’s function: Buddhist wedding music. Weddings are traditionally three days long, and this song is the introductory music. It is interesting to note that the music parallels the outcome of the wedding ceremony: it begins with a single sound, and ends with joined sounds.
8. Listen to song again, this time having students hum along and showing the melodic contour

with hands.

9. Close with comparison of the two songs listened to today.

ADDITIONAL INFORMATION:

Adapted from -

<http://www.folkways.si.edu/celebrate-cambodia-khmer-festival-wedding/music/tools-for-teaching/smithsonian>

Bon Kathen marks the end of the rainy season, when monks are sequestered in their pagodas for three months. To mark the end of this period, they're presented with new robes. The holiday also serves as a fundraiser for the temple, and community members donate gifts and money. The Kathen festival lasts for two days and begins at the home of a family who is organizing, and in a way hosting, the event. A procession forms throughout the town, and participants follow a band to the pagoda, which is circled three times. The procession then enters the pagoda where the monks are seated, and the offerings and gifts are placed before them. Prayers are made to the Lord Buddha and people receive the Buddhist precepts. By giving the monks new robes, and donating to the temple, it is thought that the people will receive spiritual merits. Kathen is also a significant festival for the community, as it brings together people for two days of colorful and joyous celebration.

NEXT STEPS:

Using instruments, perform the arrangements of the songs we explored today.

