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| ***Name:***  David Burk, Nick Chalmers, Mark Dietrich, Linda Kachelmeier, Kathy Lee-Educational Teaching Musicians | | |
| ***Title:***  The Rose Ensemble Nā Mele Hawai’i Residency | | |
| ***Descriptive Overview for the Lesson Idea:***    “The Rose Ensemble reawakens the ancient with vocal music that stirs the emotions, challenges the mind and lifts the spirit.  Through imaginative performance and education, The Rose Ensemble connects each individual to the compelling human stories that have shaped cultures across the globe and through the ages.”  ***Learning goals*:**  As a result of participation in our weeklong Hawaiian residency, students will be able to accomplish the following:   * ***Greater recognition and appreciation of ancient Hawaiian music and Hawaiian cultures;*** * ***Opportunity to hear voices from the past*** (as will be done in learning to sing in traditional Hawaiian language, through Hawaiian Oral Tradition); * ***Perpetuation and appreciation of roots and heritage****;* * ***Enlightened world with a greater appreciation of history, quality vocal performance, language, research, culture and spirituality*** (as this specifically relates to these aspects of Hawaiian people, language, and culture). | ***Description of Arts Learning Community (Age/Grade/Development Level/ Number of Arts Learners):***  ***Instructional Site***:  Achieve Language Academy  2169 Stillwater Avenue East Saint Paul, MN 55119  25 Students; 5th and 6th grades  25 Students; 6th and 7th grades | ***Time Required for Lesson:***  ***Dates:*** March 11th-March 15th 2013  One week (2 hours p/day)  Five days  Total number of Instructional hours: 10 hours  Friday-March 15:  45 Minute Culminating Performance (“Hoolaulea”, translation “celebration, gathering for a festival” often used for a less formal music and hula sharing performance.  To include: 5,6,7 and 8th grade students and members of The Rose Ensemble educational team |
| ***Resources and Materials:***  -two chairs and floor space for demonstrations (2-4 Rose Ensemble musicians, depending on the day)  -open floor space for 25 students to sit comfortably  - One (1) easel and one (1) easel pad  -An assortment of markers (wide, felt-tipped pens, preferably in at least 5 different colors)  -Ten (10) 22”x28”posterboards (5 posterboards for each group) OR two (2) sheets of paper, 28” wide by 10’ long for Community Collage.  -Two (2) plastic shopping bags per student (used grocery or drugstore bags work great)  -Two (2) sixteen ounce (16 oz.) bottles of dark green tempera paint (16 oz for each group)  -Fifteen (15) sponges, cut in half, for a total of 30 pieces (both groups will use the same sponges)  -Five (5) wide bowls or pie pans (both groups will use the same bowls/pans)  -Lei drying area (Days 4 and 5): about 5’x5’ of open floor space for each group  -30 sheets of 8.5”x11” green construction paper (15 for each group)  -16 sheets of 8.5”x11” orange construction paper (8 for each group)  -14 sheets of 8.5”x11” white construction paper (7 for each group)  -1 roll of clear mailing tape or 1 large roll of double-sided tape  -Performing and gathering space for Ho’olaule’a (students, families, and community) | | |
| ***Learning Goals for the Arts Learner:***    -To present a snapshot of Hawaii’s unique cultural landscape  -To highlight historical, geographic, and functional contexts of Hawaiian music  -To provide an introduction to sounds of the Hawaiian language  -To familiarize students with key words in the Hawaiian language  -To engage students in performing traditional Hawaiian music through song selection to include:  Hawaiian monarchy members, missionary involvement, immigration influences  -To engage students in creating folk art  -To encourage reflection, discussion, and critical thinking  -To provide tools for continued learning after the residency  -To build a unique learning community that fosters positive group interaction and collaboration, affirmation of individual ideas and reflections, and a sense of autonomy through the learning process.  -To perform a final concert in front of remaining student body, staff, parents and other community members  -To collaboratively work with members of The Rose Ensemble for final concert performance | | |
| ***Lesson Tasks and Activities toward Outcomes:***  These are fleshed out further in below attached outline, general tasks/activities:  -Participation in discussions  -Participation in Hawaiian chanting, seated hula, singing  -Participation and cooperation in lei making (folk art) | | |
| ***Evaluation Methods for Assessment of Learning Goals***  Teaching artist will assess learners ( day 1) through a series of questions related to Hawaiian culture and song and again (day 5) through observation, evaluation survey and culminating performance.  -End of class period reflection, contributions to Community Collage  -Engagement and participation in activities  -Interaction and discussion with teaching artist and other students  -Ability to recall activities, concepts, and vocabulary | | |
| ***Lesson Alignment to State/National Educational Standards or Community Learning Goals:***  **Minnesota Academic Standards - Arts Education (Grade 5)**  **MN 4.1:** 4.1.1.3; 4.1.3; 4.1.3.1-4.1.3.1.2; 4.1.3.3 -4.1.3.3.1  **MN 4.2:** 4.2.1; 4.2.1.3-4.2.1.3.1  **Minnesota Academic Standards - Arts Education (Grade 6)**  **MN 6.1:**6.1.1; 6.1.1.3- 6.1.1.3.1; 6.1.1.3.2; 6.1.2.3-6.1.2.3.2; 6.1.3.3-6.1.3.3.1, 6.1.3.3.2  **MN 6.2:**6.2.1  **MN 6.3:** 6.3.1; 6.3.1.3-6.3.1.3.1, 6.3.1.3.2, 6.3.1.3.3  **MN 6.4:**6.4.1.3-6.4.1.3.1  **Minnesota Academic Standards - Arts Education (Grade 7)**  **MN 6.1:**6.1.1; 6.1.1.3- 6.1.1.3.1; 6.1.1.3.2; 6.1.2.3-6.1.2.3.2; 6.1.3.3-6.1.3.3.1, 6.1.3.3.2  **MN 6.2:**6.2.1  **MN 6.3:** 6.3.1; 6.3.1.3-6.3.1.3.1, 6.3.1.3.2, 6.3.1.3.3  **MN 6.4:**6.4.1.3-6.4.1.3.1  **Minnesota Academic Standards - Arts Education (Grade 8)**  **MN 6.1:**6.1.1; 6.1.1.3- 6.1.1.3.1; 6.1.1.3.2; 6.1.2.3-6.1.2.3.2; 6.1.3.3-6.1.3.3.1, 6.1.3.3.2  **MN 6.2:**6.2.1  **MN 6.3:** 6.3.1; 6.3.1.3-6.3.1.3.1, 6.3.1.3.2, 6.3.1.3.3  **MN 6.4:**6.4.1.3-6.4.1.3.1 | | |
| ***Role/Responsibility of Collaborating Rose Ensemble Musicians:***  **-To demonstrate/model singing and hula movements**  **-To demonstrate musical instruments and hula implements**  **-To assist students with pronunciation, pitch and rhythms, singing technique, and movement**  **-To facilitate group discussions**  **-To accompany musical pieces with instruments** | | |
| ***Lesson Plan B –Teaching Artists***  ***(Special note: \*\*\*indicates Lesson Plan B- Teaching Artists/Musicians from The Rose Ensemble)***  ***--------------------------------------------------------------------------------------***  ***DAY 1***  ***Theme: Origins of Hawaii and its Musical Traditions***  Goals and Objectives:  -To create a positive learning environment.  -To build an understanding of the geography and geology of the Hawaiian Islands.  -To build an awareness of and familiarity with the origins, sounds, and applications of traditional Hawaiian chant.  -To participate in traditional mele oli and mele hula chanting.  -To participate in a hula noho (seated hula).  Vocabulary:  Aloha: hello, goodbye, love  Mahalo: thank you  ‘Ōlelo Hawai‘i: Hawaiian language  Names of the Hawaiian Islands: Hawai‘i, Maui, Moloka‘i, Lāna‘i, O‘ahu, Kaua‘I, Ni‘ihau, Kaho‘olawe  ‘Ā: lava  Pāhoehoe: smooth, unbroken lava  ‘A‘a: rough, jagged lava  Maika’i: great  Ipu: calabash gourd  Ipu heke: double calabash gourd  ‘Ili’ili: water-washed pebbles  Pū’ili: split bamboo rattles   1. Introductions and Opening Activities   \*\*\* Teaching artist(s) introduce themselves, introduce the words “aloha” and “mahalo.” Briefly talk about the residency/goals/expectations. (The biggest parts of our work as artists are really an ongoing cycle of learning and sharing what we learn. This week, we invite you to join us in the cycle of learning/sharing. Our goal is to build a unique experience   1. and understanding of Hawaiian music and culture together with you. 2. **Teaching artist teaches a community song (with singing and hand motions).** The community song will be unique to each group of learners. If a residency involves two or three different groups (for example, grades 5/6 and 7/8), each group will have its own song. The song lyrics will be displayed on a large posterboard or easel as a visual aid. 3. Whirlwind Week Overview   Teaching artist briefly summarize the week’s themes and activities. Explain the community collage that will be displayed in the classroom during the week: the collage is a large-scale travel log for our group; a way for us to keep track of information, ideas, images, and reflections from day to day. At the end of each day’s activities, we’ll take a few minutes to write important words and concepts on our collage (as a group and/or individually). During the week, we invite you to add your own sketches, drawings, or images from magazines or the internet that reflect each day’s activities.   1. Activity: Geology/Geography of the Hawaiian Islands, and Traditional Music 2. Discussion   Teaching artist will ask/discuss (introduce the word “maika’i” during this discussion):  -Where are the Hawaiian Islands located?  -What are their names?  -How were they formed?  - What are some names for types of lava formations? (pahoehoe and ‘a’a)  -How old are the Hawaiian Islands?  -How and when did people arrive there?   1. Discussion and Music   Teaching artist will briefly discuss creation legends/myths and introduce Hawaiian mele oli and mele hula: types of ancient Hawaiian chanting; vehicles for storing and transmitting important information and stories. How do we keep store and transmit information in our current place and time?   1. Sounds of the Hawaiian Language (‘Ōlelo Hawai‘i): In call and response style, teaching artist will chant the vowels and consonants of the Hawaiian language and students will imitate them. 2. Experiencing Mele Oli: a type of chanting that is done without implements or hula dancing (only the voice). **Teaching artist will demonstrate chanting a mele oli.** 3. **\*\*\*Teaching artist will teach students a community mele oli in call and response style. The text of this oli will be displayed on a posterboard or easel pad as a visual aid.**   Experiencing Mele Hula: a type of chanting that is accompanied by hula dancing, and often with hula implements. Implements are percussive instruments that are part of the hula dance, played by the chanter and the dancers. Examples include: ipu (calabash gourd), ipu heke (double calabash gourd), ‘ili’ili (water-washed pebbles), and pū’ili (split bamboo rattles). **Teaching artist will teach students the hula motions of a seated community mele hula (hula noho), then invite students to participate**   1. **while the mele hula is demonstrated (Students will learn to chant the words to this community mele hula on day 2).** 2. Review, Community Collage Contributions, Closing Music 3. **\*\*\***Teaching artist will invite students to contribute key words, concepts, and their own reflections to the “Origins of Hawaii and its Musical Traditions” section of the collage. Students will be encouraged/reminded to begin bringing additional images and words to add to the collage during the week. 4. **\*\*\*Closing Music: Teaching artist will review the words, melody, and hand motions of the community song (from the beginning of the class period) and sing the song once before the end of the class period.** | | |
| ***DAY 2***  ***Themes:***  ***Revisiting Ancient Vocal Traditions: Learning to chant the community mele hula***  ***Hawaiian Culture Meets Other Cultures: Musical changes over time***  Goals and Objectives:  -To learn to sing and dance a community mele hula (hula noho: seated hula)  -To gain an understanding of Hawaii’s cultural (and environmental) changes over time.  -To build an awareness of the origins and sounds of Hīmeni (Hawaiian hymnody)  -To build an awareness of the origins of Paniolo (Hawaiian Cowboy) music and to become familiar with the instruments and vocal styles used by the Paniolo.  -To begin discussing other migrant cultures and their influences on Hawaiian culture over time.  Vocabulary:  Hula noho: seated hula  Hīmeni: Hawaiian hymnody  Paniolo: Hawaiian cowboy  Vaqueros: Livestock herders in Europe (Spain and Portugal), North America (California, Canada, Texas), and Central America (Mexico)  ‘Ukulele  Kīkā: guitar   1. \*\*\*Greeting/Opening Music 2. **\*\*\*Teaching artist and students will sing the community song.** 3. \*\*\*Revisiting Ancient Vocal Traditions 4. Review of the difference between mele oli and mele hula 5. **Teaching artist and students will review and chant the community mele oli** 6. **Teaching artists will teach the chant (Hawaiian words) to the community mele hula while reviewing the hula movements.** 7. An Introduction to Hawaii’s Cultural History 8. Discussion   Teaching artist will ask/discuss:  -When did people come to live in the Hawaiian Islands? Where did they come from, and what types of music, art, skills, and tools did they bring with them? (South Pacific voyagers, English voyagers)  -The most diverse and rapid musical exchanges in Hawaii took place during the 1800s and early 1900s, when people came from different parts of the world to live and work in Hawaii.   1. \*\*\*Discussion and Music: Hīmeni 2. Teaching artist will discuss the arrival of American missionaries from the East Coast, and their contributions to Hawaiian music and literature. 3. **Demonstration (with student participation) of hīmeni.**   **Teaching artist will teach students a part of the refrain to a hīmeni, then invite students to sing along while the entire piece is performed.**   1. Discussion and Music: Paniolo Music 2. Teaching artist will ask/discuss: what other groups of people came to Hawaii to live and work, and what did they add to Hawaii’s musical landscape? (Vaqueros from California and Central America, sugar plantation workers from China, Portugal, Japan, the Philippines, Puerto Rico). 3. **Demonstration (with student participation) of Paniolo (Hawaiian Cowboy) music. Teaching artist will teach students a part of the refrain to a Paniolo song, then invite students to sing along while the entire song is performed.** 4. Demonstration and explanation of common musical instruments used in Paniolo music: ‘ukulele and kīkā (guitar). 5. \*\*\*Review, Community Collage Contributions, Closing Music 6. **Review community mele oli and mele hula.** 7. Teaching artist will invite students to add words or images to the previous day’s collage (“Origins of Hawaii and its Musical Traditions”). 8. Teaching artist will invite students to reflect on the current day’s activities and discussions, and contribute key words, concepts, and their own reflections to the “Hawaiian Music Through the Years” section of the collage. Students will be encouraged/reminded to bring additional images and words to add to the collage during the week. 9. **Closing Music: The group will sing the community song.** | | |
| ***DAY 3***  ***Theme: Hawaiian Composers***  Goals and Objectives:  -To sing the community song with minimal use of visual aids.  -To chant the community mele oli with minimal use of visual aids.  -To chant and dance the community mele hula with minimal use of visual aids.  -To build familiarity with the names, lives, and musical contributions of King Kalākaua and Queen Lili’uokalani.  -To participate in singing music written by Hawaii’s royal composers.  -To gain insight into the process of arranging music for performance.  Vocabulary and Proper Names:  King Kalākaua  Queen Lili’uokalani  Queen Kapi’olani  Prince Leleiōhoku  Princess Likelike  Henry Berger   1. Greeting/Opening Music 2. **\*\*\*The group will sing the community song.** 3. Review and Music 4. Review of vocabulary and concepts from Day 2. 5. **\*\*\*Teaching artist and students will review and sing the Hīmeni and Paniolo song from Day 2 (students will sing on parts of the refrains).** 6. Hawaii’s Royal Composers 7. Discussion and Music 8. Discussion   Teaching artist discusses:  -Several members of the Hawaiian monarchy were song composers and poets. Let’s learn about them: King Kalākaua, Queen Kapi’olani, Queen Lili’uokalani, Prince Leleiōhoku, Princess Likelike. Important other vehicles for royal composers’ works: Henry Berger (court musician, composer, arranger, Royal Hawaiian Band leader), the music publishing industry, popularity of the ‘ukulele.  -What type of government does Hawaii have today? Who performs pieces written by these composers today?   1. Discussion and Music 2. Teaching artist discusses the life and music of King David Kāwika Kalākaua. Discuss Royal Hawaiian Band leader Henry Berger’s role of arranging this song for 4 voice parts, and later for the entire band.      1. **\*\*\*Demonstration (with student participation) of a song written by King Kalākaua. Teaching artist will teach students the refrain of the song, then invite students to sing along while the entire song is performed.** 2. Discussion and Music 3. Teaching artist discusses the life and music of Queen Lili’uokalani.   Talk through The Rose Ensemble‘s journey of arranging this song for voices and instruments: What types of voices and instruments do we have, and how will we use them throughout the song? Some considerations: choosing instruments and musical styles (strumming and picking patterns, vocal style, musical phrasing) based on what instruments and vocal style would have been used during the time period when the song was first published, planning the song’s introduction and outro, and varying the song’s texture by featuring a vocal solo or smaller vocal group during certain sections of the song.   1. **\*\*\*Demonstration (with student participation) of a song written by Queen Lili’uokalani, arranged by The Rose Ensemble. Teaching artist will teach students to sing and hula during the refrain of the song, then invite students to sing and dance while the entire song is performed.** 2. Review, Community Collage Contributions, Closing Music 3. **Review community mele oli and mele hula.** 4. Teaching artist will invite students to add words or images to the previous day’s collage (“Hawaiian Music Through the Years”).   Teaching artist will invite students to reflect on the current day’s activities and discussions, and contribute key words, concepts, and their own reflections to the “Composers and Arrangers of Hawaiian Music” section of the collage. Students   1. will be encouraged/reminded to bring additional images and words to add to the collage during the week. 2. **\*\*\*Closing Music: The group will sing the community song.** | | |
| ***DAY 4***  ***Theme: Preparing for a Ho’olaule’a***  \*\*\*Goals and Objectives:  -To execute a plan to prepare for a community event  -To rehearse multiple pieces of music efficiently and confidently  -To use visual aids minimally for all music  -To work together to make leis for the event  -To participate in an election of Hawaiian vocabulary and proper names  -To temporarily inhabit the roles of instructor and audience member  -To reflect specifically on the activities and discussions of this week  -To broadly reflect on events, people, and things to celebrate  Vocabulary:  Ho’olaule’a: celebration  Lei: flower, leaf, or vine wreath worn around the neck, head, wrists, and/or ankles   1. Greeting/Opening Music 2. **\*\*\*The group will sing the community song.** 3. Discussion   Teaching artist asks/discusses:  -What does your school/family/community do to prepare for a special event?  -In Hawaii, a celebration is called a ho’olaule’a. It often involves people in a community gathering to share their joy. People often prepare flowers, leis, food, and music for a ho’olaule’a. | | |
| \*\*\*Tomorrow evening is a ho’olaule’a in celebration of our learning and sharing this week. We are going to gather with each other and with our families, friends, teachers, and others in this community. Today and tomorrow, we will work on three things together to prepare for our ho’olaule’a:  Today (Day 4): Music rehearsal, Lei-making, and ‘Ōlelo Election.  Tomorrow (Day 5): Dress rehearsal and flower cut-outs for stage decorations.  Tomorrow evening: Ho’olaule’a   1. **\*\*\*Music rehearsal** 2. **Community mele oli** 3. **Community mele hula** 4. **Paniolo Song** 5. **Song by King Kalākaua** 6. **Song by Queen Lili’uokalani** 7. **Hīmeni** 8. \*\*\*Lei-making   Teaching artist will divide the group into pairs. Teaching artist and teacher will demonstrate making false ti-leaf leis with recycled shopping bags (2 bags per lei). Completed leis will be placed on newspaper or a drop-cloth and painted using sponges and dark green tempera paint.   1. ‘Ōlelo Election   What Hawaiian words or names would you most like the audience to know? Students are invited to nominate words or names, then vote on a total of 4 words. 8 volunteers (4 pairs) will practice teaching the audience to pronounce the words by call and response, then give a brief explanation/definition of the word.   1. \*\*\*Community Collage Contributions, Closing Music 2. Teaching artist will invite students to add words or images to the previous day’s collage (“Composers and Arrangers of Hawaiian Music”). 3. Teaching artist will invite students to reflect on the current day’s activities and discussions, and contribute key words and concepts to the “Ho’olaule’a: What We Celebrate” section of the collage. Students will also be invited talk about other things they would like to celebrate in their lives and relationships (school, friends, family, events, etc.). Students will be encouraged/reminded to bring additional images and words to add to the collage, and to think about what they would like to add to the final section of the collage (to be completed on Day 5), “More to Explore.” 4. Teaching artist will hand out reminders sheets with timeline, location, and logistical details about ho’olaule’a. 5. **Closing Music: The group will sing the community song.** | | |
| ***DAY 5***  ***Theme: Week Review, Reflections, Dress Rehearsal***  Goals and Objectives:  -To involve students in processing, assessing, summarizing, and expressing ideas and feelings through writing or drawing in a limited amount of time  -To encourage students to think about future goals  -To participate in a dress rehearsal with other musicians and stage movement/blocking  -To use visual aids as minimally as possible   1. \*\*\*Greeting/Opening Music 2. **The group will sing the community song.** 3. Personalized flower and leaf cut-outs   Teaching artist will invite students to reflect on the activities and discussions throughout the week: what words or images best capture your experiences over the course of this week? Each student will get one flower or leaf (made from the colored construction paper) on which they can write or draw for three minutes. Students will have access to an assortment of colored markers. The completed cut-outs will be used to decorate the performance space.   1. Completing the Community Collage 2. Teaching artist will invite students to think about what parts of Hawaiian culture they hope to learn more about in the future. These items will be added to the “More to Explore” section of the collage. 3. **\*\*\*Dress Rehearsal with stage entrances/exits/bows** 4. **5/6th Grade Community mele oli** 5. **7/8th Grade Community mele oli** 6. **5/6th Grade Community mele hula** 7. **Tutti: Paniolo Song (with members of The Rose Ensemble)** 8. **7/8th Grade Community mele hula** 9. **Tutti: Song by King Kalākaua (with members of The Rose Ensemble)** 10. **5/6th Grade Community song** 11. **Song by Queen Lili’uokalani (with members of The Rose Ensemble)** 12. **7/8th Grade Community Song** 13. **Tutti: Hīmeni (with members of The Rose Ensemble)** 14. Wrap-up, Mahalos, Q/A | | |