



Performing Arts Curricula K-2

S U M M E R
2023

***The Global New York
Music Experience***

Created By: The Performing Arts & Curriculum Team

Description of Experience

The Global New York Music Experience provides a platform for students to explore their personal musical experiences as New Yorkers as they create meaningful songs reflecting both the diversity of New York and their individual identities. The essential question that this experience aims to answer is: How can music create a global city?

Throughout the program, students will embark on a musical journey, where they analyze and interpret works of art created by diverse artists from New York City and beyond, including Louis Armstrong, Ella Fitzgerald, Jay Z, and Alicia Keys. Through an exploration of pitch, melody, harmony, beat vs. rhythm, in addition to co-writing and performing songs as a group, students will develop a deeper understanding of how music serves as a powerful tool for self-expression.

The Global New York Music Experience is a comprehensive and enriching exploration of the intersection between music and culture in our diverse city. It fosters teamwork and creativity, empowering students to find unique ways to express themselves through musical expression.

Materials

 PA (Music) Curriculum Supply List 2023



Note to Activity Specialists



NY Edge is thrilled to have you as the lead for an immersive cultural and artistic experience that will guide students on a journey of self-reflection and discovery as they explore New York’s diverse performing arts culture. Your role will be to help students create stories that reflect their unique experiences living in the city.

Throughout the program, students will engage with a variety of creative mediums, including Hip Hop, R&B, Jazz, and Blues. Please review each lesson carefully before teaching it to ensure a smooth delivery of the program.

Collect and organize materials needed for each lesson beforehand. Make sure you have a laptop or iPad connected to the internet to display short videos and Google slides that are hyperlinked in the lessons.

Here are additional tips for running a successful music class:

- ❖ **Use instruments as motivators.** For example, give an egg shaker to everyone who is sitting on their spot. Take away any instruments that are being incorrectly used.
- ❖ **Provide students with choices to increase buy-in and engagement.** For example, let them decide which movements to pair with a song. Alternatively, provide them with two options to learn about the day’s topic.
- ❖ **Integrate music into your classroom management.** For example, you may use music to signal certain behaviors, such as an electronic doorbell that Plays “Uptown Funk” to signal silence and attention.
- ❖ **Create ways for students to participate without instruments.** For instance, students can create body percussion, play paper xylophones, or use their fingers as mallets to play barred instruments.

The Essential Question is the central question that frames the entire experience, and the Enduring Understanding is a concise statement that summarizes the key concepts that the Essential Question aims to address.

Family Letter

Greetings NY Edge Families!

We are thrilled to have your child join us this summer! We have an exciting lineup of creative music projects planned that celebrate the diversity and creativity of New York. Through these projects, we aim to inspire your child to express what New York means to them through music.

Some of the activities include experiences that encourage the analysis of beat vs rhythm, the exploration of pitch and melody, as well as co-writing and performing a music piece, and much more.

Through immersive activities, we will explore the concepts of beat versus rhythm, pitch, melody, co-writing and performing music pieces, and much more. New York City is known for its global influence, shaped by the diverse and creative people and cultures that call it home. This summer, we want to ignite the creativity within our students and encourage them to create music that reflects the diverse and global nature of New York City.

But the musical journey doesn't have to end when your child leaves our program. We have compiled a list of tips below to help you foster musical creativity at home:

1. Blend movement with singing nursery rhymes and singing games.

- Singing games, such as "Itsy Bitsy Spider," "Farmer in the Dell" and "I'm a Little Teapot," involve actions or movements that accompany the songs. You can also introduce hand-clapping songs, counting-out rhymes, jump rope songs, chants, and folk songs. Encourage your child to come up with their own rhymes and movements, as this freedom of expression fosters creativity.

2. Let your kids improvise.

- Improvisation is a fantastic way to encourage musical creativity and originality. Encourage them to create their own activity songs, such as a bath time song or a bedtime ditty. They can even compose short tunes about their favorite stuffed toy, grandparents, or the family cat. Remember, the focus should be on play, exploration, and participation, rather than performance. Allow your children to explore, imagine, and develop their confidence and creativity.

3. Make music with different objects.

- Look around your home for kid-safe items that can be transformed into musical instruments. Wooden spoons, boxes, bells, cups, and anything that produces sound can become instruments. For example, you can create a musical instrument by stretching an elastic band across a small box or using upside-down bowls of different sizes. Get creative! Experiment with different objects and encourage your child to produce various sounds.

4. Encourage your child to experiment with rhythms.

Using the homemade instruments, explore different rhythms and rhythmic patterns. Ask questions like, "Can you play it slowly or faster?" You can even form your own family band and let your child take on the role of the conductor!

We hope these tips will help you and your child enjoy music-rich playtime at home.

CityParks SummerStage: A list of child friendly summer musical performances

<https://cityparksfoundation.org/summerstage/>

New York City Theatre: Family Shows in New York

https://www.newyorkcitytheatre.com/index_family.php

NYC Parks Events Calendar: A selection of music events happening all over the city

<https://www.nycgovparks.org/events/keyword%20music/f2023-05-15>

Thank you for entrusting us with your child's musical journey this summer. We can't wait to see the creativity they unleash!

Best regards,

The NY Edge Team

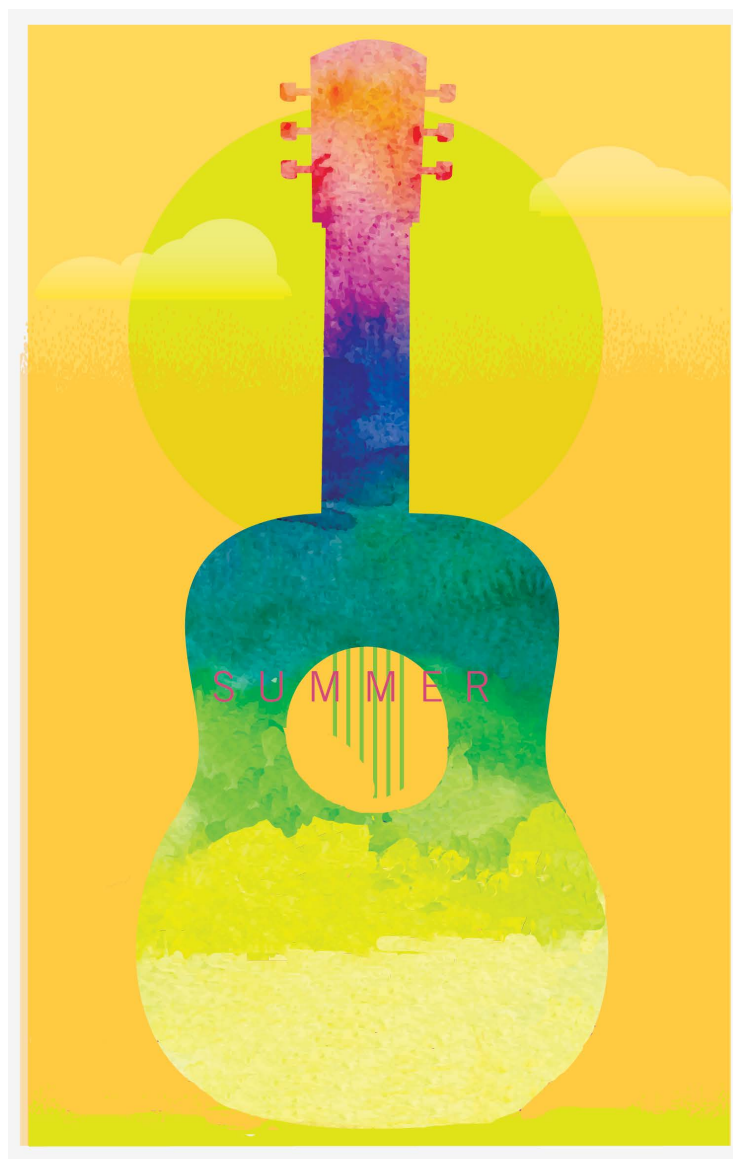
Essential Question:

In what way does art reflect the diversity of NYC?

Safety Protocols:

The following are a few safety tips for teachers for keeping music classrooms safe:

1. No food or drink allowed in practice rooms, classrooms or performance spaces at any time.
2. Clean up practice areas. Don't leave food, bottles, old discarded reeds and other material in rooms. Whenever appropriate, keep the room free of instrument cases as well for use by others. Never leave the practice area with instruments unattended for more than 10 minutes.
3. Do not engage in horseplay in Music rehearsal or practice spaces.
4. Do not place extension cords in high traffic areas or in any area in which they may present a potential accident.
5. Any potentially hazardous (broken power cords, loose electrical connections, dull reed cutting tools) should be reported immediately.



Additional Resources:

1. Guide To World Music: This website provides insight from music from around the world. You'll find everything here from the Tango, to English folk music, to Reggae:

<https://worldmusic.net/blogs/guide-to-world-music>

2. GroovePizza: This fun website uses a pizza to represent different drum patterns. This easy-to-use drum machine allows students to explore beats from famous songs and create their own using rhythmic grids:

<https://apps.musedlab.org/groovepizza/?museid=LhgAB5oaM&>

3. Learning Music: this website allows students to learn about beats, melody, chords, bass-lines and song structure. Students can work through the tutorials then create their own songs using 'the playground'. If you have Ableton Live software in school, students can export their ideas from the website to use in Ableton once they return to school:

<https://learningmusic.ableton.com/>

4. LearningSynths: this is a fantastic resource for students interested in music technology. The interactive site allows students to learn about complicated aspects of synthesis, such as oscillation, envelopes, filters and amplitude, in an easy, intuitive way:

<https://learningsynths.ableton.com/>

Music Lesson Week 1

Lesson Title: Who Are We?

Essential Question: How is a global city shaped by its music?

Learning Objectives: Students will...

- Create sounds with body and voice to recreate environments
- Identify at least six sounds they hear daily in NYC

Date of lesson	Staff TBD	Lesson Duration # of sessions/weeks/days/hours) 1 hour	Grade Level 3-5 (Elementary)
Theme Explore It!	Discipline Music	Project This Is Us – Sound Collaboration	

Key Vocabulary: At the end of this session youth will be able to identify the following technical words...

Sound: Vibrations that travel through the air or another medium and can be heard when they reach a person's or animal's ear.

Ensemble: A group of musicians, actors or dancers who perform together.

Formation: A structure or arrangement of something.

Marching Band: a group of musicians who play instruments while marching, typically in a parade or at a sports event.

Drumline: A group of musicians who play percussion instruments on the field.

Rhythm: A strong regular repeated movement or sound.

Visually impaired: A person who's eyesight cannot be corrected to a normal level

The Five Senses: The five human senses are sight, hearing, smell, taste and touch.

Ambience: The character and atmosphere of a place.

Materials, Supplies, Space

A room where there is plenty of space for all campers to be up and engaged in physical activity.

- Two copies of *My City Speaks* by Darren Lebeuf
- Assortment of percussion instruments - Mini djembe drums, cajon, shakers, tambourines, woodblock, cowbell, doumbek, agogo bell etc. (Ideally 1 for each student)
- Dry Erase board
- Expo Markers
- Keyboards (Ideally 3 or 4 per class)

Instruction Description**Hook**

Show the class this [video](#) (first 2-3 minutes). If playing video on a smartboard, try not to have the title showing, scroll down below it and just have them listen to it. Ask if they can identify any sounds that they are hearing in all of the noise (ie. horns, traffic, people etc). What environment would you typically hear these sounds in? (A: A big city). Ask them if they live in a quiet or noisy neighborhood? What sounds do they normally hear in the morning? At Night?

Teach/Demonstration***Introduction***

Introduce yourself and establish community agreement. Discuss the structure for the day. Explain the objective of week 1 – Explore It! Tell the class you’re going to be exploring and playing with sound as an essential sense through which we experience the world. Most of us have five senses (sight, taste, sound, touch and smell). However, other people experience the world differently when they lose one of their senses.

Classroom Constitution

We will document our class agreements to promote an inclusive and cooperative atmosphere of sharing and learning.

Beneath each column, have students identify words to answer each question. For example, in the *Looks Like?* column, you may add “people helping one another.” In the *Sounds like?* column, you may include “asking probing questions.” In the *Feels Like?* column, you may write “safe space to share ideas and create.”

Continue adding to the agreements chart until everyone who wants a chance to contribute has had an opportunity to do so. Once the chart is complete, ask students to commit to upholding this collective agreement for the duration of the camp.

Warm Up & Community Build

- **Name Game** – in a seated circle (seated or standing up)

Teacher Note: Have one student state their name and something they like that starts with the same letter of their first name. For example, *My name is Colin and I like cars*. The next student will repeat what the first student said and then say their own name and something they like that starts with the same letter. (Example: He's Colin and he likes Cars, I'm Laura and I like Lions.) Then the following student will repeat what the first two students said plus their own name and so on. The last person in the circle will have to try and remember everyone's name and the things they like plus saying their own. At the end of the game ask what they found interesting about their fellow campmates.

- Read "My City Speaks" and ask how does the girl (who is visually impaired) experience her city?
- Have students make two lines on opposite sides of the room and have lines face each other. You will ask a question and if their answer is yes, they cross to the other side. If the answer is no, they stay where they are. Start with questions that will have everyone moving – like how did you get to camp today?, Is your birthday in July? As the game progresses ask more interesting questions to get to know the youth and help connect them to the story. Examples:
 - o Are you aware of the sounds your city makes?
Each of us has five senses, can you name them? (Sight, Smell, Hearing, Touch, Taste)
 - o How do you help out your family when you're at home?

- o Did you ever do something special to help someone else?
- o Did you ever feel like you could make a difference in someone's life?

- **Marching Band** – Explain that there are different kinds of musical ensembles and that a marching band is one of them. Show them this video:

https://www.youtube.com/watch?v=xZB_eJ9vk-8 (NYC All City High School Marching Band - Play first 3 minutes.)

Talk about what instruments you find in a marching band (using the chart below) and where they perform. The teacher will select 3 instruments of 3 different pitches - one low, one medium and one high. The students will listen to the pitches of the instruments and attempt to replicate them vocally.

Marching bands play their instruments and march to the drum line's rhythm to create different **formations**. Marching bands are usually in parades and at high school, colleges and many community events. You can go to any parade in NYC in any

community and you'll probably see a marching band.



Tell the students that you (the teacher) will be the drum major and they will be the marching band. The drum major will call out different marching instructions (i.e march forward, stop, form a circle, turn left, turn right etc.

The drum major will add a drum rhythm that they must move to, in sync.

Remind them that they cannot speak – as a marching band is a performing group and no talking is allowed. Make an elimination round if you have lots of talking! If the youth is out, they sit in the “bleachers”.

After you’ve done a few rounds, have the students take turns being the Drum Major and leading the marching band.

Independent/Group Practice

- **Sound environments**– Back at desks, or seated in a circle, ask if you can tell where you are just by sounds. Have them close their eyes and imagine themselves at a baseball game. Ask them what sounds they hear – encourage them to think beyond the people they might hear talking. Some answers for a baseball game: the crack of the bat hitting the ball, the sound of the catcher's mitt, the sounds of the bat being thrown, the sounds of the players sliding to the bases/plate, the umpire yelling, cheers/boos of the crowd, popcorn popping or crunching, wind blowing, music playing, kids crying,

birds chirping, and the clang of footsteps on the metal bleachers.

After the imaginary experience, the teacher will play 3 brief environmental soundscapes: the ocean, forest and airport. See how quickly they can identify the different sound sources.

Option: The students can now do a “Sound Charade” game where the teacher will choose one student and whisper a soundscape to them (ex Thunderstorm, Sporting Event, Animal sound etc.) The student will create the sound with their voice and body while the other students try and guess it. Multiple turns can be taken.

Explain to the students that they will now try to create an environmental soundscape to the story we covered earlier, *My City Speaks*.

My City Speaks Challenge

Have students sit in a seated circle facing away from the center to create the Soundscape for My City Speaks. Depending on the age of students:

1. Choose 1 reader to narrate the story while the rest of the class creates the soundscape for it. (Teacher can start off as the narrator.)
2. You can have the narrator of the story change every 3 pages or so to give other students the opportunity to read and create the sounds
3. Some sounds indicated in the book are “horns honking, birds tweeting, rain falling etc. Students can use instruments, their voices and bodies to imitate these sounds.

Share

Ask the students for an “I liked how” statement. Explain that it can be that they liked a particular game or it could be something someone did in particular. Start things off by saying something like, “I liked how creative you all were while making the different sounds of the city because when I used my imagination I could really feel the city come to life.” Take as many answers as time allows.

Link

This week we started to get to know another and get ready for what’s to come over the

following six weeks! We started to discover the different sounds our city makes and how we can use our own bodies to recreate the different environments we find ourselves in. We began to communicate with each other both verbally and non verbally which is very important in creating any type of musical piece/composition. Next week we will talk about how stories are passed down from different generations and how we can convey them through music.

NYS Standards

3rd MU:Re7.1.3

a. Demonstrate and identify how selected music (from teacher or student- provided options) connects to and is influenced by specific interests, experiences, or purposes.

4th MU:Pr4.1.4

a. Demonstrate and explain how the music that they selected to perform(from teacher- or student provided options) is influenced by personal interest, knowledge,purpose, context, and technical skill.

5th MU:Pr5.1.5

a. Apply established and collaboratively developed criteria and feedback to evaluate the accuracy and expressiveness of performances.

SEL Benchmarks

2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel.

2D.2b. Apply simple approaches to navigating conflicts.

Music Lesson Week 2

Lesson Title: From Where We Came?

Essential Question: How is a global city shaped by its music?

Learning Objective: Students will...

- Create simple rhythms using quarter, eighth, and sixteenth notes.
- Recognize quarter, eighth, and sixteenth note notation
 - Sing a call and response in the Ghanaian language, Twi.
- Collaborate to retell an African folktale using their bodies and voices to create rhythm and sound.
 - Identify the beginning, middle and end of a story.

Date of lesson	Staff TBD	Lesson Duration # of sessions/weeks/days/hours) 1 hour	Grade Level 3-5
Theme Research It! Sub Theme Teamwork	Discipline Music	Project Storytelling	

Key Vocabulary: At the end of this session youth will be able to identify the following technical words...

Call/Response: In music, call and response is a succession of two distinct phrases usually written in different parts of the music, where the second phrase is heard as a direct commentary on or in response to the first

Capoeira: a system of physical discipline and movement originating among Brazilian slaves, treated as a martial art and dance form.

Ghana: A country in West Africa

Brazil: The largest country in South America and Latin America

Oral Tradition: Passing a story down verbally from one generation to another

Tradition: the transmission of customs or beliefs from generation to generation, or the fact of being passed on in this way.

Notation: A series of symbols and markings that inform musicians how to perform a composition.

Ambience: The character and atmosphere of a place.

4/4 time: A time signature that tells you that in each bar/measure, there will be four beats.

Review:

Rhythm: A strong regular repeated movement or sound.

Ensemble: A group of musicians, actors or dancers who perform together.

Materials, Supplies, Space

[Sheet music for *Tue, Tue*.](#)

A copy of *Anansi and the Strike*,

A selection of hand instruments including rainsticks, woodblock, hand cymbals, shakers, rattle, cowbell, tambourines, mini djembe drum - ideally one for each student (or prepare to use body/voice sounds)

Keyboards - (Ideally 3-4 per class)

Smartboard

A dry/erase board and some Expo markers to write out the notation/lyrics.

Instruction Description**Hook**

- Show students this video clip of [CAPOEIRA](#)
- Explain that Capoeira is an Afro-Brazilian martial art that combines elements of dance, acrobatics and music. It was created by Brazilian, African and Portuguese influences in the 16th century. It is known for its acrobatic dance and complex maneuvers. It combines dance, music, song and self defense.
- Discuss why the passing down of knowledge/traditions was and is important. (A: It's important to pass down oral traditions to pass on knowledge and cultural and social values. This is a way to keep cultures alive.)

Introduction

- Welcome campers back, review the classroom constitution. Explain the structure for the week. This week is Research It! We are going to research different types of storytelling through singing and oral traditions. (Passing a story down verbally from one generation to another).

Warm Up & Community Build

Broken Telephone

The telephone game rules are simple:

1. Have your class sit or stand in a row or circle.
2. **Teacher Note:** Teacher should start the first round or two.
The person starting the game thinks of a word or phrase and whispers it into the next player's ear only once, with no repeats allowed.
3. That listener tries to correctly repeat that same word or phrase into the next player's ear. The last person in the line, or at the end of the circle, repeats the word or phrase aloud.
4. Allow a moment for giggles if the message is "broken" or changed. The player who started announces the correct word or phrase.
5. Players take turns thinking of the next word or phrase to pass through a whisper.

Some word/phrase ideas to get you started:

- A **single word** for the younger students.
- Funny sounding words such as "bonkers" or "bamboozled"
- **Tongue twisters** that mix sounds, such as "s" and "sh" ("Sally sells seashells...").
- **Themed words**, such as colors, animal names, nature words, etc.
- **Onomatopoeias**, or words that imitate or resemble the sounds they describe (i.e., hiss, buzz, beep, fizz, or animal noises such as "oink")

● **Food Rhythm** – Call and Response

Show the student the Rhythm Guide Food Chart below. Go through each rhythm with your class. Clap or play it first before having students clap or play the same rhythm back to you. Explain that the rhythm they are clapping or playing should match the syllables of the words. Encourage them to say the food words aloud while they are clapping or playing. After you've gone through all of the rhythms on the chart, explain that they were participating in a Call and Response. A call and response is when someone (the leader/caller) plays, or sings something and the other members of the group (the responders), play or sing it back to the leader/caller.

You may choose to have students take turns being the caller. The remainder of the class are the responders.



RHYTHM GUIDE



HOT DOG



GRAPE SODA



APPLE PIE



HOT FUDGE
SUNDAE



COCONUT
SHRIMP



RICE KRISPIE
TREAT



CHOCOLATE
STRAWBERRY



CINNAMON
OATMEAL



MILK AND
CEREAL



AVOCADO
TOAST



CHEESE
RAVIOLI



STRAWBERRY
ICE CREAM



CHIPS AND
GUACAMOLE



TATER TOT
CASSEROLE



PEPPERONI
PIZZA



Teach/Demonstration

- *Tue, Tue.*

The song we are about to learn is called *Tue Tue*. It originates from a small West African country in Africa called Ghana. Ghana is a multilingual country with over 80 spoken languages. The most widely spoken language in Ghana is Akan. *Tue, Tue* is sung in the Akan, more specifically the dialect of Twi.

Listen to these two versions of the song: [video 1](#), [video 2](#). The first video is an audio recording of the song, with lyrics included, whereas the second video is a class performing the song coupled with a dance.

o Since over the centuries *Tue Tue* has been orally passed down through the generations, rather than written down, the lyrics have changed over time. Therefore, there are several interpretations of the meaning of the lyrics.

Ask: In what ways does the Broken Telephone game reflect how oral traditions can change over time as they are or passed down from person to person?

O Teacher teaches the song by first singing it. Distribute the lyric sheet. Teach it as a call and response by singing line by line as the class sings it back to you as follows:

Teacher: *Tue Tue, Barima Tue Tue*

Students: *Tue Tue Barima Tue Tue*

Do this for the rest of the song. Then try to put the whole song together.

After students have learned the song, divide them into groups of four to practice call and response.

Now that we are familiar with the song, we will divide into two groups to sing it in rounds. The first group will start singing the first line of the song. The second group will join in once I have given the cue. The first group will continue to sing

after the second group enters.

Optional Extension: You can try this also in 4 groups once the students are comfortable.

Independent/Group Practice

● **West African Sound Story**

Read the story *The Big Strike - A West African Anansi Tale*

After the class has read the story, compare and contrast the characters.

Ask:

- How could we use sound to retell the story of Anansi and the other animals?
- Could certain sounds be used to represent different characters or emphasize specific elements of the plot?
- For Grade 5: What role does rhythm and repetition play in both music and storytelling? How does rhythm and repetition contribute to the structure and flow of a narrative?

Building on the storytelling techniques from week 1's *My City Speaks*, create a sound story for *The Big Strike – an Anansi the Spider Tale*.

o Decide what sounds are needed to create the story's ***ambience***, who will create them, and how. Sounds may include, but are not limited to:

- Footsteps
- Storm (Rain, wind, thunder)
- Trees
- Knocks on a door
- Creaking of a door
- Laughter
- A big bang

o Cast the characters:

- Narrator (Teacher will be the narrator)
- Anansi
- Thunder
- Rooster
- Tiger

Some students will be characters and the others will produce the sound effects. Students can use their bodies, voices, and/or percussion instruments.

You can run through the story a number of times to give students the opportunity to embody different characters, or create the sound effects.

Share

Discuss the lesson learned by Anansi. Ask:

- What is a lesson that has been passed down to you by someone in your family?
- What dances, songs, or stories have been passed down in your family?
- Who taught you your first song, dance, or nursery rhyme?

If there's time, sing *Tue, Tue* once more.

Link

This week we learned how stories and traditions come to us from our relatives and friends in our communities. We learned how stories change over time and how they are expressed through sound and song. Next week we will talk about how music is used to create a variety of moods, such as happy, sad, scary. or exciting.

NYS Standards

3rd MU:Re7.1.3

a. Demonstrate and identify how selected music (from teacher or student- provided options) connects to and is influenced by specific interests, experiences, or purposes.

4th MU:Cr1.1.4

a. Generate rhythmic and melodic ideas, and describe connection to specific purpose and context (such as social and cultural).

5th MU:Pr4.2.5

c. Explain how context (such as social, cultural, and *historical*) informs performances.

NYS SEL Benchmarks

1C.2a. Set a short- term goal and begin working toward it

2B.2a. Identify contributions of individuals and social and cultural groups across lines of difference.

Lesson Title: Lesson 3

Essential Question: How is a global city shaped by its music?

Learning Objectives: Students will...

- Identify emotions and moods shaped by music from the *The Magic Flute* opera, and from iconic movies, including *Lion King*, *Star Wars*, and *Jaws*.
- Investigate the ways in which music is used to tell a story in opera.

Date of lesson	Staff TBD	Lesson Duration # of sessions/weeks/days/hours) 1 hour	Grade Level K-2
Theme Imagine It! Sub Theme Diversity	Discipline Music	Project	

Key Vocabulary: At the end of this session youth will be able to identify the following technical words...

Aria: A self contained piece for one voice with or without instrumental or orchestral accompaniment usually used in a larger work like an opera.

Comedy/Comedic: Entertainment consisting of jokes, intended to make an audience laugh.

Dramatic: Very sudden or noticeable or full of action and excitement

Duet: A musical composition for two performers in which they have equal importance to the piece.

Soundtrack: A recording of the musical accompaniment to a movie.

Opera: a dramatic work in one or more acts, set to music for singers and instrumentalists

Orchestra: A group of instrumentalists, especially one combining string, woodwind, brass and percussion sections and playing classical music.

Mood: A temporary state of mind or feeling.

Overture: An orchestral piece at the beginning of an opera, suite or play.

Quest: A long and difficult search for something or someone.

Articulation: The formation of clear and distinct sounds in speech.

Voice Projection: The concentrated pressure to which one produces a focused sound.

Materials, Supplies, Space

A room where there is plenty of space for all campers to be up and engaged in physical activity.

A recording of Mozart's [*Overture to the Magic Flute*](#),

bluetooth speaker,

blank paper,

Pencils,

Markers/crayons Recordings of instrumental music that can be used in the background of scenes to change the mood (comedic, dramatic, mysterious, adventurous, etc.)

Assortment of percussion instruments - Mini djembe drums, cajon, shakers, tambourines, woodblock, cowbell, doumbek, agogo bell etc. (Ideally 1 for each student)

Keyboards (Ideally 3-4 per class)

Teachers Resource: [Magic Flute](#)

Instruction Description

Hook

Ask: How are you feeling right now? (happy, sad, annoyed, excited etc.)

Play the opening theme from the movie [Jaws](#).

Ask: Now after listening to the *Jaws* theme music how do you feel?

Music creates and expresses different emotions for the listener. Today we are going to look at Mozart's opera *The Magic Flute*. It's always been a favorite of younger audiences and has been used as a way to introduce them to opera music. It also is a classic story that contains an evil queen, a monster and a hero on a **quest**.

Teach/Demonstration

Introduction

- Welcome campers back, review and discuss the structure for the day. We are going to talk about how music creates emotions through movies, and operas.

Warm Up & Community Build

- **Tongue Twister - (Magic Flute Edition) –**

Tongue twisters help warm up musicians and performers with **ARTICULATION** and **Voice PROJECTION**.

Have the students stand up and stretch. Tell them to drop their arms at their sides with their shoulders relaxed. Teacher will show how to breathe deeply a few times and explain that standing straight with your shoulders relaxed helps you breathe better and therefore you will project better.

Have the students do a tongue twister warm up using [this video](#). The name Papageno comes from the character in the Magic Flute who is the bird catcher. Start by saying the tongue twister very slowly and then gradually get faster and faster! You can set the tempos by playing a steady quarter note rhythm on a drum. Teacher note: If students are having trouble, break the word up into syllables.

(e.g. PA-PA-GEN-O)

o Pappageno had a parrot,
Pappageno had a puffin,
Pappageno had a peacock
Pa, Pa, Pa, Pa!

Feel free to use additional tongue twisters!

Teach/Demonstration

- [Explain the story of *The Magic Flute*](#). The story is about Tamino, a prince who is lost in a foreign land, and is being pursued by an enormous monster. He is rescued by three mysterious ladies, who kill the monster and give Tamino a picture of Pamina, daughter of the Queen of the Night, with whom he falls instantly in love.
- Lead discussion around Mozart's opera *The Magic Flute*. Talk about how it depicts different places and moods in comedic and dramatic ways that have inspired music composers, singers, dancers, films and even puppetry adaptations.

● **Conducting Hands** –

[The Overture](#) of *The Magic Flute*

The traditional way to teach opera is to talk through the synopsis (the story), watch/listen to parts of the opera. The goal of this activity is for students to figure out how music can affect the story by bringing out various emotions and feelings.

- 1) Play the first 3 minutes of the overture of *The Magic Flute* and have students raise their hands like a conductor every time there is a musical change (or a new section).
- 2) Listen to the music again, and have students decide what the emotion or attitude of each section is (for example: "This music is playful," "This music is serious," "This section is more energetic").
- 3) Have them listen to it a third time and come up with reasons why the music made them feel a certain way (for example: "This section was serious because it is slow" etc.

Background/Accompanying Music

- Using the modern adaptations of some iconic scenes from *The Magic Flute*, experiment with how scenes can be affected by the background music and how that music could change the way the performers play the scene.

o Have the students watch and listen to the following scenes:

- Comedic: [The meeting of Papageno & Papagena](#) (23:15-25:15)
- Dramatic: [The Queen of the Night Aria](#) (18:40-19:30)
- Fantastical/Magical: [A Monster created by the Queen of the Night](#) (1:20-2:30)

After that, show clips that specifically demonstrate how **SOUNDTRACKS** and background music affect the mood of a scene.

- [Harry Potter : Hedwig's Theme](#) -Although this theme may originally have been intended only for Harry's pet snowy owl named Hedwig, its pervasiveness throughout the film captures much of the general air of mystery and wonder that a child like Harry would feel in becoming part of a world filled with wizards, witches, and magic.
- [Lion King](#): The Circle of Life - The opening of the Lion King introduces the audience to the sound and feel of the African savannah and shows Mufasa introducing his heir Simba. The idea of the circle of life is that if one person or animal dies, another is born to keep the balance in nature
- [Star Wars -](#) watch from 1:50-2:35 - The scene is Padme's funeral, a moment of hope as well as tragedy.

Independent Practice

Students will be put into groups of 3 or 4 and asked to choose either the duet of Papageno/Papagena or the Queen of the Night Aria to perform. Once they have chosen the piece they want to sing, they will rehearse it along with the music from the opera (play the video clips again), singing it in English. Obviously they are not expected to have operatic voices, the exercise is for them to have a deeper understanding and feeling for the meaning of the songs.

Share

Ask: Did you enjoy listening to opera music? Have you heard music like this before?
Ask: Did you enjoy the story of the Magic Flute? Who was your favorite character?
Ask: How did you feel trying to sing an opera?

Link

This week we began to relate to how music creates different emotions in all art forms. We focused on how music plays a very important role in movies and helps tell the story. We also created a musical backdrop of our neighborhoods in NYC. Next week we will start to talk about the diverse cultures that we have in our city.

NYS Standards

3rd MU:Pr5.1.3

a. Apply established criteria and feedback to evaluate accuracy of performances.

4th MU:Pr4.1.4

a. Demonstrate and explain how the music that they selected to perform (from teacher- or student provided options) is influenced by personal interest, knowledge, purpose, context, and technical skill.

5th MU:Re7.1.5

a. Demonstrate and explain how selected music (from teacher- or student-provided options) connects to and is influenced by specific interests, experiences, purposes, or contexts.

SEL Benchmarks

1A.2a. Identify a range of increasingly complex emotions and possible causes.

Lesson Title: The Common Thread (Lesson 4)**Essential Question: How is a global city shaped by its music?****Learning Objectives:**

- Identify at least one way in which classical Indian music has influenced NYC culture.
- Creatively and respectfully work in small teams to develop a rhythmic pattern representing human connection.

Date of lesson	Staff	Lesson Duration # of sessions/weeks/days/hours) 1 hour	Grade Level 3-5
Theme Design It! Sub Theme Sportsmanship	Discipline Music	Project Interconnection	

Key Vocabulary: At the end of this session youth will be able to identify the following technical words...

- [Borough](#): A town or a district within a large city.
- Community: A group of people living in the same place or having a particular characteristic in common.
- Independence: Freedom from being governed or ruled by another country.
- India: A country in South Asia
- Interconnected: Mutually joined or related
- [Raga](#): An Indian musical term which is a pattern of notes having characteristic intervals, rhythms and embellishments.
- Values: The importance, worth or usefulness of something.
- Tala: Literally means a 'clap, tapping one's hand on one's arm, a musical measure'. It is the term used in Indian classical music similar to musical meter, that is any rhythmic beat or strike that measures musical time
- Rupak: Pronounced (ROO-PACK) A popular Tala in Indian music that contains 7 beats.
- Tabla: a pair of small hand drums attached together, used in Indian music; one is slightly larger than the other and is played using pressure from the heel of the hand to vary the pitch.
- Sitar: sitar, **stringed instrument of the lute family** that is popular in northern India, Pakistan, and Bangladesh
- Accent: An emphasis or stronger attack placed on a musical note or chord.

Materials, Supplies, Space

A room where there is plenty of space for all campers to be up and engaged in physical activity.

- Keyboards (Ideally 3-4 per class)
- Assortment of percussion instruments - Mini djembe drums, cajon, shakers, tambourines, woodblock, cowbell, doumbek, agogo bell etc. (Ideally 1 for each student)
- Smartboard
- White board/flip chart paper

Instruction Description**Hook**

As students enter, play the [song](#) O SAYA by A.R. Rahman - a very famous Indian composer. This song is used in the opening scene of the film Slumdog Millionaire.

Ask: Which country do you think this style of music is from?

A: India.

We will explore the music and dance of India and its connections to the arts in NYC.

Warm Up

- [Tongue Twister](#) - Some Indian tongue twisters. Try having the students say these slowly and then fast. Maybe try just the first 3.

Teach/Demonstration

- Watch the video of the [China Dance Team](#).

Discuss the use of the following elements from the video:

- Music - The music changes along with the dance for each country represented.
- Movement - The Movement/dance is high energy throughout.
- Projections - The Globe spins around and points an arrow to the next country the dancers are going to. The Flag of the countries also changes. The first projection is airplanes flying over the world.

- Costumes - They are wearing both traditional and non traditional costumes from the countries they visit.
- Lights - Lights are consistently fast and changing color.

At the end, all dancers join together wearing flags like capes over their shoulders, representing all of the different countries.

Teacher will guide the conversation and explain to students that the dancers are representing countries from around the world.

Ask:

- How did those things work together to tell a story with a beginning, middle and end?
- What was the story?
Answer: :Every country is connected in many ways. The video showcases both music and dance connections.

[NYC India Independence Parade](#) - Show this video from the 9:00-11:00 minute mark.

Teacher will explain that this is an annual parade celebrating a large Indian community from Queens. We will learn more about the NYC Indian community. Teacher will explain that people from India live in all five boroughs. They, like many other New Yorkers, have blended Eastern and Western art forms.

Watch [Brooklyn Raga Massive](#) perform. Brooklyn Raga Massive is a collective of forward thinking musicians from Brooklyn, NY, rooted in Indian classical music, but inspired by jazz, Western classical, rock and much more.

[Sandeep](#) Das - Silk Road Ensemble - Another example of percussion music from India.

Teach the students a short Indian rhythm using whatever instruments are available. You can start by teaching them the Rupak Tala. The Rupak Tala consists of 7 beats and can be broken up into a group of 3 followed by two groups of 2s. An accent is played on the first note of each group. (Ex. 1 2 3 - 1 2 - 1 2 - 1 2 3 - 1 2 - 1 2 etc.

After the class has performed together, have the students that want to share, create their own rhythm that they feel represents them. Give the students the option to add a dance to their rhythm.

[India/Hip Hop Dance Mashup](#)

Show this video of NYC dancers blending hip hop music with Indian dance and singing. New York is a Global city with people from all over the world blending their cultures with each other. This is just another indication of how people from all over the world blend different musical styles.

Independent/Group Practice

Interconnections

We have just been watching musicians who have come together to blend their music. Brainstorm about values (Courage, Respect, Kindness etc.) that your students have identified as finding important, and put them on the board or flip chart paper. Once they have written different words on the board, put students into groups of 3. Have each group choose one of the words that they find the most important.

o The groups will work together to build a musical/rhythmic pattern that can represent the human quality they found as the interconnection. Encourage the connection of each of the smaller groups to create a larger piece.

Share

Ask: What did you most enjoy about the music and dance of India?

Ask: What emotions did you experience when listening to the music?

Ask: Does your family practice/play any traditional music from their culture?

Link

Today we learned a bit about the people of India and their music and dance. They are a thriving part of New York City. Sometimes we forget how big NYC is and how many diverse people call this place home. The music is as diverse as the people who live here. Next time we'll look at classical music - one of the major musical genres in the world and NYC has some of the very finest Classical musicians, symphonies and orchestras.

NYS Standards**3rd MU:Pr4.2.3**

a. Demonstrate knowledge of the elements of music(such as rhythm and pitch)in music selected for performance.

4th MU:Pr5.1.4

a. Apply established or collaboratively selected criteria and feedback to evaluate accuracy and expressiveness of performances.

5th MU:Re7.2.5

a. Demonstrate and explain how responses to music are informed by the use of the elements of music and by context (such as cultural and historical).

NYS SEL Benchmarks

2C.2b. Engage in strategies to work effectively and cooperatively across lines of difference.

Music Lesson Week 5			
Lesson Title: Lead and Follow and Lead...			
Essential Question: How is a global city shaped by its music?			
Learning Objectives: Students will.. <ul style="list-style-type: none">● Identify at least 3 orchestral instruments.● Define the musical terms tempo and dynamics.● Transition from the role of leader to follower with ease, based on the needs of the group and activity.			
Date of lesson	Staff	Lesson Duration # of sessions/weeks/days/hours) 1 hour	Grade Level 3-5
Theme Test It! Sub Theme Unity	Discipline Music	Project The Company	
Key Vocabulary: At the end of this session youth will be able to identify the following technical words... ● Tempo: The speed at which a passage of music is or should be played. Conductor: A person who directs the performance of an orchestra or choir. Unity: The state of being united or joined as a whole. Collaborate: Work together on an activity, especially to produce or create something. Communicate: Share or exchange information. Listening: Give one’s attention to a sound. Largo: An Italian musical term meaning “to play slowly.” Presto: An Italian musical term meaning “to play quickly or fast” Forte: An Italian musical term meaning “to play loudly.” Piano: An Italian musical term meaning “to play quietly.”			

Pianissimo: An Italian musical term meaning “to play very quietly.”

Dynamics: Refers to how loud or soft the music should be played.

Crescendo: An increase in loudness in a piece of music

Decrescendo: A decrease in loudness in a piece of music.

Materials, Supplies, Space

A room where there is plenty of space for all campers to be up and engaged in physical activity.

- Keyboards (Ideally 3-4 per class)
- Assortment of percussion instruments - Mini djembe drums, cajon, shakers, tambourines, woodblock, cowbell, doumbek, agogo bell etc. (Ideally 1 for each student)
- Smartboard

Colored ribbons (2 for each student)

Instruction Description

Hook

Play this video of [Curious George](#) at the orchestra. Explain that an orchestra is a large group of musicians who follow the direction of a conductor. The conductor is the leader of an orchestra almost like a teacher being the leader of a class. Instrumental music (music without words), can affect your feelings and create images in your mind, to make up your own stories, like George does in the video.

Teach/Demonstration

Introduction

- Welcome, review, and explanation of the day and week’s objectives.

Musical Movement Warm Up

Hand out colored ribbons to all students. Start the music from Camille Saint-Saens Carnival of the Animals with the [Aviary movement attached](#). Explain that this music is used to express movement/action of birds flying. Along with the music, students can use free form movements guided by the instructor. As they move around the room they will try and match their movements to the sounds of the music. Their movements should pay close attention to what they are hearing.

Play [this video](#) of George, a young boy who meets the members of the Sydney Youth Orchestra from Australia.

Ask students if they enjoyed seeing the different instruments?

Do they have a favorite one?

Ask :What did George learn about the job of a conductor?

A: A conductor keeps all of the musicians in time and in tune by using hand motions and by waving a baton (stick).

Ask: At the end of his meeting with the orchestra, what instrument did George want to play?

A: Trick question! George actually didn't want to play an instrument, he wants to be the conductor.

● **Conductor Says (Simon Says: or MUSICAL DIRECTIONS)** o

Teach the students basic **tempo** terms and **dynamic** terms.

Tempo is the speed at which a piece of music is played. Tempos can range from very slow to very fast. In classical music, a fast tempo is typically referred to as Presto, a medium tempo is typically referred to as Moderato and a slow tempo is typically referred to as Largo. There are many different tempo terms but we will just stick with these three.

Dynamics is the variation of loudness and softness between musical notes or phrases. Dynamics are usually shown in a piece of music by using different letter symbols. The **f** symbol is used to represent the term **Forte** which means to play at a loud volume. There is also a **ff** symbol which used to represent the term **Fortissimo** which means to play at a very loud volume. On the other side, the **p** symbol is used to represent the term **Piano** which means to play at a quiet or soft volume. There is also a **pp** symbol which is used to represent the term **Pianissimo** which means to play at a very quiet or soft volume. Two more dynamic terms we will talk about are crescendo and decrescendo. Crescendo means gradually going

from a soft volume to a loud volume while decrescendo means gradually going from a loud volume to a soft volume.

● **Guess the Instrument**

Having learned about the different musical instruments in an orchestra, students will play a listening and guessing game. The class will be divided into two teams. The teacher will play an audio example of an orchestral instrument and the first person who raises their hand from their team gets to guess. If they guess right, they get a point, if they guess wrong the other team gets a chance to steal that point. The teacher can also give out a bonus point if one of the teams can say which family the specific instrument belongs to. (For example: Trumpet belongs to the Brass family.)

Independent/Group Practice

● **Be the Conductor**

- o Teach students how they can change the speed (TEMPO) by counting in like a conductor or band leader would. Put the students in a half circle as in an orchestra. With available instruments, have them play along with the tempo designated by the conductor. The teacher demonstrates being the conductor first: The teacher can set or change a tempo, conduct different dynamics, soft, medium or loud and also signal when they want an increase in volume (crescendo) or decrease in volume (decrescendo).

- After practicing this a few times, let the students take turns being the conductor. Point out how important it is for the ensemble to be together and not race ahead or drag behind.

Share

Ask students what responsibilities do the members of the orchestra have to each other? (Patience, Attention, Take turns, Listening etc.)

What was it like being the conductor of a mini orchestra?

Link

This week we learned about all of the instruments that make up an orchestra. We learned that each member of the orchestra has a role to play in listening, being prepared, directing and communicating with each other. We learned about tempo and dynamics and how they can

affect the sound and direction of a piece of music. We also took turns being the conductor of our own mini orchestra. Next week we will create a song that reflects New York City: Global City.

NYS Standards

3rd MU:Re8.1.3

a. Demonstrate and identify how the expressive qualities (such as dynamics and tempo) are used in performers interpretations to reflect expressive intent.

4th MU:Pr4.1.4

a. Demonstrate and explain how the music that they selected to perform(from teacher- or student provided options) is influenced by personal interest, knowledge,purpose, context, and technical skill.

5th MU:Pr4.3.5

a. Demonstrate and identify the context and howintent is conveyed through interpretive decisions (such as dynamics and tempo).

SEL Benchmarks

2B.2b. Demonstrate ability to communicate across a variety of groups.

Lesson Week 6

Essential Question: How is a global city shaped by its music?

Learning Objective: Students will...

- Create a song/jingle that reflects the theme *New York City, Global City*.

Date of lesson	Staff	Lesson Duration # of sessions/weeks/days/hours) 1 hour	Grade Level 3-5
Theme Market It! Sub Theme Empathy	Discipline MUSIC	Project My NYC Song	

Key Vocabulary: At the end of this session students will be able to identify the following technical words...

- Theme: The subject of a work of art or literature
- Lyrics: The words that accompany a piece of music
- Melody: A sequence of single notes that is musically satisfying. The melody is typically the catchiest and most memorable part of a song.
- Rhythm: A strong regular, repeated pattern of movement or sound
- Instrumentation: The particular instruments used in a piece of music

Materials, Supplies, Space

A room where there is plenty of space for all campers to be up and engaged in physical activity.

- Paper,
- Pencils,
- Assortment of percussion instruments - Mini djembe drums, cajon, shakers, tambourines, woodblock, cowbell, doumbek, agogo bell etc. (Ideally 1 for each student)
- Keyboards (Ideally 3 or 4 per class)
- Smartboard
- Dry/Erase board

Instruction Description

Hook

Play the students this [video](#).

Ask: I'm sure everyone knows this music right?

This is called a jingle! It gets your attention right away and it gets you excited.

A jingle is a short slogan, verse or tune designed to be easily remembered, especially as used in advertising. This is often done through songs that capture your attention. This week we will work as a class to create a song that would bring attention to New York City as a Global City.

Teach/Demonstration

Warm Up

Pass the Beat

Students will play the game Pass The Beat Around The Room. Standing in a circle, each student must say one beat from the phrase - Pass The Beat A Round The Room. There is a rest/pause after the word room which the students will indicate by tapping their shoulders. The teacher will keep a steady tempo/beat by tapping their leg while the students say the phrase.

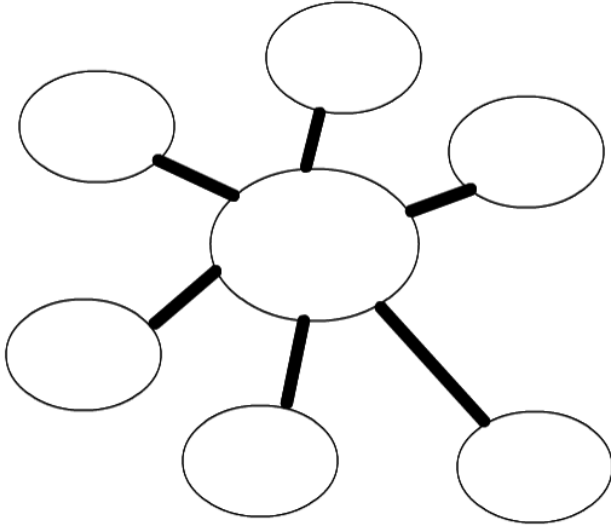
Example: Student 1 says: **Pass** Student 2 says: **The** Student 3 says: **Beat** Student 4: **A** Student 5 says: **Round**

Student 6 says: **The** Student 7 says: **Room** Student 8: **Taps their shoulders**. The pattern then keeps continuing. If a student loses their place or hesitates, they are out. Keep playing until the last student is standing.

Challenge: Once the class is comfortable with this, they will play it again, but this time instead of saying the word Beat, they will stomp their foot.

Ex: Student 1 says: **Pass** Student 2 says: **The** Student 3: **Stomps their foot** Student 4 says: **A** Student 5 says: **Round** Student 6 says: **The** Student 7 say: **Room** Student 8: **Taps their shoulders**

This pattern then keeps continuing. If a student loses their place or hesitates, they are out. Keep playing until the last student is standing.



Draw a mind map (colorful if you'd like!) on a dry/erase board. In the middle circle, write New York City. Ask your students what are the first words that come to mind when they think of New York City? (busy, exciting, diverse, loud, fun etc.). Write the words the students give you on the mind map. Explain that we're trying to brainstorm words for our NYC song. Teachers can extend the mind map by adding lines and circles. Teachers can also show images on a smartboard of iconic places/neighborhoods in New York as an additional prompt.

Without erasing the first map, the teacher will draw a second map with one of the words from the first map and will look for associated words. For example: if the word is noise, that would be associated with a subway train, cars honking, people yelling etc..

NYC Song Making guidelines - Guide your students through the steps of creating an original NYC song:

Concept & Theme

- The theme should be about New York City and what makes it such a great place to live in!

Time

- The jingle/song can be less but should not exceed more than 3 minutes.

Lyrics (The words of the song)

- The words of the song have to match the topic/theme which is NYC Global City

Melody

- The melody should be easy to sing and contain a catchy hook and have an easy sing along style.

Instrumentation

- Keep the beats/rhythm lively and upbeat but also simple! The teacher can play an accompanying melody or chord progression on the keyboard to enhance the song.

Performance/Presentation

- The performers should be singing and moving in time with the music.
- Students should be fully engaged and upbeat as they are performing the song.

Independent/Group Practice

Students will now take this time to create their NYC class song. To get started they can use [this video as inspiration](#). They can use the melody/phrasing of this song as a template. But they have to use the words and lyrics they've come up with to fit the theme of New York City. An Example of lyrics could be - Go Sing Go Dance, Go Act, Go Global - Go New York and you'll feel at home!

The teacher can discuss with the students if they want to come up with the melody/lyrics first or the music first. The music can be a simple repeated drum pattern along with an accompanying chord progression or the teacher can play the melody of the song they've come up with while the students are singing.

Take your time rewriting to get the song the way you like it! Next week we will be rehearsing and fine tuning the song and we will be performing it on our final day of camp!

Share

Ask students what they love most about New York City?

What did they like the most about creating their jingle? Writing the music? Words?

Link

This was a big creative week in that we got to make our own song about our city! We thought about all of the things that make New York so great and expressed them through song. Next week for our final week we will rehearse, fine tune and perform our song for our culminating event and start thinking about our community in NYC and how we can contribute to it going forward.

NYS Standards

3rd MU:Cr3.1.3

- a. Evaluate, refine, and document revisions to music, applying teacher- provided criteria and feedback.

4th MU:Cr1.1.4

- a. Generate rhythmic and melodic ideas, and describe connection to specific purpose and context (such as social and cultural).

5th MU:Pr5.1.5

a. Apply established and collaboratively developed criteria and feedback to evaluate the accuracy and expressiveness of performances.

SEL Benchmarks

1C.2a. Set a short- term goal and begin working toward it.

2B.2b. Demonstrate ability to communicate across a variety of groups.

Music Lesson 7

Essential Question: How is a global city shaped by its music?

"Unless someone like you cares a whole awful lot, nothing is going to get better. It's not."

- Dr. Seuss

Learning Objectives: Students will...

- Commit to doing one thing to improve their city/neighborhood.
- Rehearse and perform a song about kindness and gratitude.
- Rehearse and perform their song from week 6 in the final culminating event.

Date of lesson	Staff	Lesson Duration # of sessions/weeks/days/hours) 1 hour	Grade Level 3-5
Theme Pitch It! Sub Theme Respect	Discipline Music	Project	

Key Vocabulary: At the end of this session youth will be able to identify the following technical words...

Commitment: Being dedicated to a cause or activity

Care/Caring: Displaying kindness and concern for others

Gratitude: Feeling or showing appreciation, thankful

Human Rights: A right that is believed to belong justifiably to every person

Kindness: The quality of being friendly, generous and considerate

Charity: an organization set up to provide help and raise money for those in need.

Fundraiser: a person whose job or task is to seek financial support for a charity, institution, or other enterprise.

Global Change: A change of something that is felt around the world.

Materials, Supplies, Space

A room where there is plenty of space for all campers to be up and engaged in physical activity.

- Rocks (1 per student, depends on class size)

Paint

Paint brushes

Blank sheets of paper

Dry/Erase Board

Smartboard

Pencils

Crayons

Markers

Gym cones

Keyboards (Ideally 3 or 4 perclass)

Assortment of percussion instruments - Mini djembe drums, cajon, shakers, tambourines, woodblock, cowbell, doumbek, agogo bell etc. (Ideally 1 for each student)

Instruction Description

Hook:



C.J. Matthews - Tell the story of C.J. Matthews:

A 13-year-old boy from Georgia whose annual act of giving was impacted by the coronavirus pandemic found a way to still help others in need.

C.J. Matthews hosts a flag football game called the Giving Bowl every December. It's a fundraiser for a charity he started. **"Blankies 4 My Buddies"** gives blankets to children who, in some way, are struggling.

When asked what's special about giving someone a blanket, C.J. responded, "Because a blanket ... it's warm. It's comfortable."

COVID-19 canceled this year's contest, but not his mission.

"I know there's a lot of kids in the world and a lot of kids in my community who are on the streets or in shelter

homes not getting enough food to eat or are lonely," C.J. said.

A drive-thru donation event netted 150 blankets. Cash donations will allow him to give away almost 1,000 blankets. "He has a heart of gold. He always has," Kristen Wright-Matthews, C.J.'s mother, said.

"He does it with open arms," she added. "He has really embraced what I think is his purpose in life."

When he hands the blankets over, C.J. said he hopes kids realize, even this year, kindness has not been canceled.

"It's going to feel really good to me because I'm helping another soul, another soul to be happy in life," he said.

As for his efforts, C.J. hopes other kids take away the following: "I want them to know that comfort and kindness is anything anyone can do at any time or any place."

Discuss the importance of kindness and caring. Talk about how one kind act by one person can affect change.

Ask students to start thinking about what they can do to make a change in their community? Tell them it can be something very small (Not littering, cleaning your room etc.)

Teach/Demonstration

Introduction

Welcome, review, and explain the day and week's objectives. Since this is our last week of camp we will take this week to rehearse our song from last week and perform it at the final culminating event! We will also learn a song about Kindness and how we can give back to our communities.

Teach/Demonstration

Warm Up

[I Love My Neighbor](#) (Instructions on how to play are included in the link)

- Students stand in a circle in front of a cone while one person stands in the middle of the circle without a cone. To start off, the teacher can be the person in the middle. The person in the middle states one true fact about themselves (ex. I love ice cream). If the students that are standing in front of cones love ice cream as well, they have to find a new cone to stand in front of BUT they cannot go to a cone that is next to them. If a student standing in front of a cone doesn't love ice cream, they just stay where they are. The person who can't find a new cone to stand in front of becomes the person in the middle and then has to state one true fact about themselves.
-
- Students will learn the song [Kindness](#). As part of this activity, they will each create a card with a message or image of love or kindness on it such as: hearts, smiley face, sunshine, flowers. They can write and color words such as Love, Kindness, Care. They can use images from the video for additional inspiration. (Or see option #2 Gratitude Rock Snake below - teacher's preference.)
-
- The teacher can start teaching the lyrics to the song and have the class sing it together multiple times.

Kindness"

Kindness, Kindness
Oh, whenever you find this
You will see the world's a better place
Kindness, Kindness
Oh, whenever you try this
You could bring a smile to someone's face

Well it doesn't take much
And it doesn't take long
No it doesn't cost a thing
And there's no way to do it wrong

You can try it any time
You can plant it where you want
You can grow it in your heart
Then give it out to everyone

Kindness, Kindness
Oh, whenever you find this
You will see the world's a better place
Kindness, Kindness
Oh, whenever you try this

- You will bring a smile to someone face
-
- And you can put it in your words
- And everything you say
- In the little things you do
- All throughout the day
-
- And you can share it with your neighbor
- You can teach it to a friend
- You can show your Mom or Dad
- How the kindness never ends
-
- Kindness, Kindness
- Oh, whenever you find this
- You will see the world's a better place
- Kindness, Kindness
- Oh, whenever you try this
- You could bring a smile to someone face
-
- So if you see someone who's had a bad day
- And you'd like to try and make them feel okay
- Just give a little kindness in your own way
- Because a little bit of kindness goes a long way
-
- Kindness, Kindness
- Oh, whenever you find this
- You will see the world's a better place
- Kindness, Kindness
- Oh, whenever you try this
- You could bring a smile to someone face

The teacher can add an accompanying chord progression to the singing using a piano or ukulele, whatever instrument they are comfortable with.

If they are ready and able, they can perform this song as well in addition to their NYC Global City song from last week at the culminating event. While they are singing this song, students will hold up their message cards. Instead of holding their own cards, they may want to exchange cards with their camper friends.

Option #2 - Gratitude Rock Snake

Instead of message cards, children can create a gratitude/rock snake - [Link](#)

Students will paint their rock and write a message or draw a picture of something they are grateful for. (Ex: Music, Family, Health, Pet etc.) The completed Rock/Snake can be displayed at the school or in their neighborhood, or at a community garden. (With permission)

Independent/ Group Practice -Final Culminating Event

Throughout this week, students will be rehearsing their NYC Global City song as well as having learned the Kindness song. They can perform one or both if they are able to at the final event. As they are rehearsing, the teacher should provide performance preparation tips such as:

- 1. Making sure the class has practiced and perfected their performance.**
- 2. Encourage students to practice performing in front of their friends and family**
- 3. Give feedback during rehearsals and before the performance**
- 4. Get enough rest before the performance**
- 5. Dress appropriately**
- 6. Be on time for the performance**
- 7. Warm up shortly before the performance**
- 8. Focus on the performance**
- 9. Have good posture and make eye contact with the audience.**
- 10. Have fun!**

Share

Since this is the last week, ask students what they enjoyed most about being in the camp? What was their favorite activity?

Who are the people in your family that care a lot?

Did you meet kind people at summer camp?

What can you commit to doing now for your family or community starting now? (Remember it doesn't have to be something big!) (Ideas could be cleaning up a community garden, or neighborhood block, not littering, helping out more at home, being kind to others etc.

Have a musical and happy rest of the summer!

Link

This summer we learned about a variety of musical styles. We learned about storytelling and how music can make a story come to life. We created our own song representing our diversity and what makes New York a global city. We talked about what we want to see in our communities and how we can help make our city even greater. Our camp time was short and we learned about some musical styles but New York is a huge city with a lot more music to discover!

NYS Standards**3rd MU:Pr6.1.3**

- a. Perform music with expression and technical accuracy.

4th MU:Pr4.3.4

- a. Demonstrate and identify the context and how intent is conveyed through interpretive decisions (such as dynamics and tempo).

5th MU:Pr5.1.5

- a. Apply established and collaboratively developed criteria and feedback to evaluate the accuracy and expressiveness of performances.
- b. Identify and apply appropriate rehearsal strategies and show readiness to present.

SEL Benchmarks

1C.2b. Identify steps in working toward a goal.

3C.2b. Identify ways they can take action to support their local community.