

ROOTS OF RHYTHM WORLD DRUMMING TEACHER WORKSHOP 2006
LESSON PLAN FOR CHAPTER 6, pages 39-44
Kakko - Schloneger

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Canton, Ohio

Title: The *Kakko* from Japan

Grade Category: E 5

Lesson Time: several 30 minute class periods (held twice a week)

Goals:

1. To learn facts about the country and culture of Japan.
2. To learn about the *kakko* drum from Japan.
3. To make and play a homemade version of the *kakko* drum.

Objectives:

Students will:

1. identify three facts about the *kakko* drum from Japan (as found in the ROR Chapter 6 Funsheet).
2. learn to sing the song *Deta, Deta (The Moon)* and play an orchestration for Orff instruments.
3. learn to sing the song *Kuma San (Honorable Bear)* and play the melody on recorder.
4. play their own substitute *kakko* drum with Track 28 of the *Roots of Rhythm* Companion CD.

Content Standards:

1. Performing on instruments, alone and with others, a varied repertoire of music.
2. Improvising melodies, variations, and accompaniments.
3. Composing and arranging music within specified guidelines.
4. Reading and notating music.
5. Listening to, analyzing, and describing music.
6. Understanding music in relation to history and culture.

Materials:

1. chart for listening to music
2. chart for country facts
3. handouts: Japanese **Culture** (ROR, pp. 39-40) and Japanese **Music: Instruments & Rhythms** (ROR, pp. 41-42)
4. rectangle cut from white paper with the Ellison letter machine (one per student)
5. pencils (one per student)
6. post-it notes (one note per student)
7. poster set: The Continents (Frank Schaffer Publications: Chart Pack PLUS! Charts of all 7 Continents) ISBN: 07682-1575-7
8. Web site <http://www.estcomp.ro/~cfg/japanese.html> (how to play the Japanese children's folk game, Karuta)
9. words and definitions for music word wall
10. worksheets for homework
11. Ammons, Dr. J. Mark, D.M.A. Musical Instruments of the World. Quincy, IL: Mark Twain Media, Inc, 2003. ISBN: 1-58037-252-X
12. Bond, Judy, et al. Share the Music Grade 3 Orchestration for Orff Instruments. New York: McGraw-Hill, 2000. ISBN: 0-02-295409-0/3 (pp. 8-9)
13. Bond, Judy, et al. Share the Music Grade 3 Playing the Recorder. New York: McGraw-Hill, 2000. ISBN: 0-02-295402-3/3 (classroom set of Recorder Master p. 53)

14. Bond, Judy, et al. Share the Music Grade 3 Teacher's Edition. New York: McGraw-Hill, 2000. ISBN: 0-02-295378-7/3 (and *Share the Music Grade 3 CDs 1, 2 and 3*)
15. Bond, Judy, et al. Share the Music Grade 3 Teacher's Resource Masters. New York: McGraw-Hill, 2000. ISBN: 0-02-295425-2/3 (one per student of Resource Master p. 13)
16. Bond, Judy, et al. Share the Music Grade 5 Teacher's Edition. New York: McGraw-Hill, 2000. ISBN: 0-02-295380-9/5
17. Harnsberger, Lindsey C. Essential Dictionary of Music. Los Angeles, CA: Alfred Publishing Co., Inc., 1997. ISBN: 0-88284-728-7
18. Steele, Philip. The Kingfisher Young People's Atlas of the World. New York: Scholastic, Inc., 1997. (4 copies on cart in fifth grade hall)
19. Wojtanik, Andrew. Afghanistan To Zimbabwe: Country Facts That Helped Me Win the National Geographic Bee. Washington, D.C.: National Geographic, 2005.
20. Woodfield, Marilee. Children Around the World: The Ultimate Class Field Trip. Key Education Publishing Company, LLC, 2006. ISBN: 1-93305-237-6
21. *Roots of Rhythm* Companion CD Percussion Marketing Council, 2004.
22. Woodson, Dr. Craig. *Roots of Rhythm: Funsheets*, Percussion Marketing Council, 2005.
23. Woodson, Dr. Craig. *Roots of Rhythm: World Drumming for 5th and 6th grade Classrooms*, Percussion Marketing Council, 2004.

Student Skill Level:

1. Students can identify the seven continents of the world.
2. Students have studied one way that instruments are classified (by how they produce their individual sounds: idiophones, membranophones, chordophones and aerophones). Ammons, Dr. J. Mark, D.M.A. Musical Instruments of the World, pp. 5 & 6.
3. Students can play the notes BAG on recorder.
4. Students are familiar with the pitch syllables and Kodaly hand signs.

Procedure:

1. Listen to Music.
 - Ask students to listen to three short pieces and think about what they hear. After hearing each track, use a pencil to fill in a Music Listening Chart .
 - Play *Roots of Rhythm* Companion CD Track 50 (3:11) Gagaku ensemble and Taiko music _____ pausing between each selection to give students a chance to fill in their observations.
 - After hearing the two tracks, ask students to put a star beside the name of the piece they liked the best.
2. Country Flag, Background and History
 - Tell students that the three pieces they just heard featured an instrument from the country of Japan called the *kakko*.
 - Have students look at the Poster Set: The Continents to determine where they will find the country of Japan.
 - Have students work in small groups and use information on pp. 177-179 in Afghanistan To Zimbabwe to list facts for the country of Japan (see p. 5 of lesson plan).
 - As a class, read the information about the flag, background and history of Japan in ROR, pp. 39-40.
 - Pass out one rectangle shape to each student and have them draw a red circle in the center of the front to create a Japanese flag. Instruct students to write their first and last name across the top of the back and list 3 facts about the flag and background and history of Japan that they learned from reading the information given in ROR, pp. 39-40. These will be collected for a grade.
 - Divide class into 4 groups. Have one group look at the map of Japan, another group read about the seven photos, another group read the text on p. 58 and another group read the text on p. 59 in The Kingfisher Young People's Atlas of the World. When the class reconvenes, each group must report three things they learned about Japan.
3. Music: Instruments and Rhythms
 - Discuss the music of Japan using information in ROR, pp. 41-42.
 - Have students get books and read about the song *Kuma San* (as found in Share the Music Grade 3, p. 34). Listen to the song (*Share the Music Grade 3 CD 3, Track #1*). Sing the song. Teacher plays the recorder

version (as found in Share the Music Grade 3 Playing the Recorder, pp. 52-53). Have students echo-play once and then work individually on fingering (without sound). Play together. Optional Extension on p. 53 add Orff accompaniment and have students take turns improvising on G A B between repetitions of the song.

- Have students read about the song *Deta, Deta* (as found in Share the Music Grade 3, p. 83). Listen to the song (*Share the Music Grade 3 CD 2*, Track #22). Sing. Sing with pitch syllables and hand signs. Assign Resource Master p. 13 as homework.
 - Teach the orchestration for Orff instruments as given in Share the Music Grade 3 Orchestration for Orff Instruments, pp. 8-9. Sing the song as students take turns playing the instrument parts.
4. Music Word Wall
 - Add the following words to classroom music word wall: flute, *Gagaku*, *kakko*, lute, mouth organ, oboe, shoko, taiko, zither.
 5. Homework
 - Assign students homework (coloring countries which border Egypt) to be completed before the next music class.
 6. History
 - Divide the class into four groups. Announce that each group will read a handout and then each person in the group will find one interesting fact and will use a pencil to write it on a post-it note.
 - Have 2 groups read the information (handout) about Japanese **Culture** given in ROR, pp. 40-41. Have the other 2 groups read the information (handout) about Japanese **Music: Instruments & Rhythms** given in ROR, pp. 41-42.
 - Each student will write their fact on a post-it note with their first and last name at the bottom of the note.
 - All students will put their post-it notes on the chalk board under the correct heading **Culture** or **Music: Instruments & Rhythms** and then return to their seat.
 7. Play *kakko* rhythms
 - Have students notate the sounds of *kakko* measured rhythms using the ROR TUBS notation sheet (found in ROR, p. 81).
 - Listen and follow the notation given for the *kakko* in ROR, p. 44 to play substitute *kakko* instruments along with the *ROR* Companion CD Track #55 (:34).

Student Product:

1. Students will create a chart of facts about Japan.
2. Students will color a flag of Japan using the correct colors.
3. Students will label the capital city of Japan as well as bordering countries and sea on a blank map.
4. Students will notate *kakko* rhythms.

Assessment:

1. Students will produce a chart of facts about Japan.
2. Students will finish a homework paper (color the flag, label the capital city, the ocean and seas which surround Japan).
3. Students will complete *ROR* Chapter 6 Funsheet: Decorate Your Instrument: The *Kakko*.
4. Students will notate the measured rhythms to be played on a *kakko* using TUBS notation.
5. Students will follow their notation and play their substitute *kakko* instruments with the *ROR* Companion CD Tracks #55.

Reflection:

1. This lesson will promote student learning by engaging students in actively researching facts about another country, culture and musical instrument.
2. Students will be challenged to play their own instrument creatively as they listen to and make music with others.

Resources:

1. Have students write an original poem about the *Kakko* after reading the poem *Places and Names: A Traveler's Guide* as found in Lewis, J. Patrick. *A World of Wonders: Geographic Travels in Verse and Rhyme*. New York: Dial Books for Young Readers, 2002. ISBN: 0-8037-2579-5

2. Listen to *Gojinjyo-Daiko* as found on *Japanese Musical Instruments: Taiko* CD Track #3 (3:00). Add to individual Music Listening Chart.
3. Read the article *Matsuri, Respect for the Aged Day, and Japanese Music* as found in *Music Express!*, August/September, 2000, pp. 8-9.
4. Look at the following Web site to introduce students to Japan: <http://www.timeforkids.com/TFK/hh/goplaces> (Explore locations around the world by listening to the languages, taking virtual sightseeing tours, and learning about different cultures: Sightseeing Guide, History Timeline, Native Lingo, A Day in the Life, Japan Challenge, Postcards.)
5. Look at the following Web site for more information to introduce students to Japanese culture and daily life: <http://web-japan.org/kidsweb/index.html> (click Culture then Young Masters then *Taiko* to learn the history of *Taiko* and more)
6. Look at the following Web sites for more information about music from other countries: <http://www.rootsworld.com/rw/motw/index2.html> (Music of the World is a record label specializing in traditional and contemporary world music. Since its founding in the early 80s, the label produced over 85 titles on CD, many of which are featured on this web site. In 2000, the label was acquired by digital download leader EMusic.com, and all titles in the catalog are exclusively available for downloading through their web site <http://www.Emusic.com>.) and <http://worldmusic.nationalgeographic.com/worldmusic/view/page.basic/home> (artists, albums, genres, countries)
7. Look at the following Web site for more information about countries: <http://www.countryreports.org/> (information about government, population, economy and geography)
8. Look at the following Web site for basic or detailed maps and blank outline maps which may be printed or downloaded: <http://www.nationalgeographic.com/xpeditions/atlas/>

Country Facts Chart

| | | | | | |
|--|--------------|---------------|--------------|--------------|-------------|
| Country Name | | | | | |
| Continent | | | | | |
| Area | | | | | |
| Population | | | | | |
| Capital City | | | | | |
| Independence (from ____) or Date Founded (by ____) | | | | | |
| Languages | | | | | |
| Name of Currency | | | | | |
| Natural Resources (list 2) | | | | | |
| Agricultural Products | | | | | |
| Natural Hazards | | | | | |
| Instrument to Study | <i>Sajat</i> | <i>Djembé</i> | <i>Kakko</i> | <i>Buhai</i> | Lakota drum |

To fill in chart, use information found in Afghanistan To Zimbabwe: Country Facts That Helped Me Win the National Geographic Bee, copyright 2005.

Country Facts Chart

| | | | | | |
|--|--|--|---|--|--|
| Country Name | (Arab Republic of) Egypt | (Republic of) Guinea | Japan | Romania | United States (of America) |
| Continent | Africa | Africa | Asia | Europe | North America |
| Area | 386,874 square miles | 94,926 square miles | 145,902 square miles | 92,043 square miles | 3,794,083 square miles |
| Population | 72,062,000 | 9,030,000 | 127,508,000 | 21,622,000 | 291,512,000 |
| Capital City | Cairo | Conakry | Tokyo | Bucharest | Washington, D. C. |
| Independence (from ___) or Date Founded (by ___) | February 28, 1922 (from the United Kingdom) | October 2, 1958 (from France) | Founded 660 B. C. (by Emperor Jimmu) | 1878 (from Turkey) | July 4, 1776 (from Great Britain) |
| Languages | Arabic, English, French | French, local languages | Japanese | Romanian, Hungarian, German | English, Spanish |
| Name of Currency | Egyptian pound | Guinean franc | yen | leu | U. S. dollar |
| Natural Resources (list 2) | petroleum, natural gas, iron ore, phosphates, manganese | bauxite, iron ore, diamonds, gold, uranium | negligible mineral resources, fish | petroleum, timber, natural gas, coal, iron ore | coal, copper, lead, molybdenum, phosphates |
| Agricultural Products | cotton, rice, corn, wheat, cattle | rice, coffee, pineapples, palm kernels | rice, sugar beets, vegetables, fruits, pork | wheat, corn, barley, sugar beets, eggs | wheat, corn, other grains, fruits, beef |
| Natural Hazards | droughts, earthquakes, flash floods, landslides, khamsin (windstorms), dust storms, sandstorms | harmattan haze | volcanoes, earthquakes, tsunamis, typhoons | earthquakes, landslides | hurricanes, tornadoes, mudslides, forest fires, floods, volcanoes, earthquakes, tsunamis |
| Instrument to Study | <i>Sajat</i> | <i>Djembé</i> | <i>Kakko</i> | <i>Buhai</i> | Lakota Drum |

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Music Word Wall

| | |
|---------------|--|
| flute | A group of woodwind instruments made of a hollow wood or metal tube that is closed at one end. Sound is created by blowing into a hole near the closed end. The different types include, from highest to lowest, the piccolo, flute, G alto flute, bass flute. |
| <i>Gagaku</i> | Orchestral music of the Japanese court that dates back to the 18 th century. |
| <i>kakko</i> | A small drum that is used mainly in court music known as <i>gagaku</i> or “elegant music” and is also the drum that conducts the <i>togaku</i> ensemble. |
| lute | A plucked string instrument similar to a guitar, but with a bowl-shaped back and an angled peghead. |
| mouth organ | Harmonica. |
| oboe | A double reed woodwind instrument that is the highest member of the oboe family. |
| <i>shoko</i> | A small gong. |
| <i>taiko</i> | A large double-headed drum. |
| zither | A general term for stringed instruments whose strings are stretched over the full length of the sound board. |

Bond, Judy, et al. Share the Music Grade 5 Teacher's Edition. New York: McGraw-Hill, 2000. ISBN: 0-02-295380-9/5 (Glossary)

Harnsberger, Lindsey C. Essential Dictionary of Music. Los Angeles, CA: Alfred Publishing Co., Inc., 1997. ISBN: 0-88284-728-7 (Definitions of music terms)

Student First and Last Name _____

Grade 5

Homeroom Teacher's Name _____

Please complete and bring to your next music class (or turn it in before your next music class).

Directions:

1. Add a dot to mark the approximate location of Japan's capital city.
2. Write the word Tokyo near the dot.
3. Color the countries which surround Japan as follows:
 - China red
 - Russia orange
 - North Korea yellow
 - South Korea green

(copy map of Japan here from <http://www.nationalgeographic.com/xpeditions/atlas/>)