



Lesson 1 - Your Musical Heritage

Objective

Students will explore their own musical heritage and discover the qualities that make music both universal and unique to each region.

Suggested Materials

Research materials (computers with internet, books, magazines, etc.), poster boards, markers and any other art supplies

Learning Standards

New York State Arts Standards

- 3 – Responding to and Analyzing Works of Art
- 4 – Understanding the Cultural Dimensions and Contributions of Art

Common Core Learning Standards for ELA & Literacy

- Reading, CCR 1, 4, and 7
- Writing, CCR, 7 and 8
- Speaking & Listening, CCR 1, 2 and 5
- Language, CCR 1 and 2

Procedure

1) Ask students to choose a country that is associated with one of their own family members. Then, have them do some research (internet, library, family interviews, etc.) on that country to discover the following information:

- 1 - What kinds of music originated in this country?
- 2 - What instruments are/were used there?
- 3 - Are there any famous musicians from this country?
- 4 - How has music in this country changed over time?
- 5 - What is unique about the music from this country?
- 6 - Can you find a recording of this music? What does it sound like?

2) To display the information they have discovered in their research, ask students to create a poster advertising a concert (real or fictional) that features music from this country. Ask them to include as many details as possible to attract potential audience members who may not be familiar with this music. This can also be done as a group project if there are several students researching the same country.

3) Display posters in the classroom or school hallways to share with classmates.



Lesson 2 – Our Culturally Diverse Neighbors

Objective

Students will uncover and appreciate the value of refugees and immigrants as new citizens to our region; to expand understanding of why refugees have fled their home countries; to enhance tolerance, acceptance and celebration of cultural diversity as a force for positive change in their adopted communities

— showing how refugees and immigrants can contribute to making their new countries a better place for all to live.

Suggested Materials

Access to the internet for optional research from International Institute of Buffalo, white board or large paper to write discussion questions and outcomes from discussion

Learning Standards

Common Core Learning Standards for ELA & Literacy

Reading, CCR 7

Writing, CCR, 7 and 8

Speaking & Listening, CCR 1 and 5

Language, CCR 1

New York State Social Studies Standards

2 – World History

5 – Civics, Citizenship, and Government

Procedure

Hundreds of refugees arrive in Western New York each year from countries all over the world. Many of those refugees settle in Buffalo and a large percentage of them live on the West Side in the neighborhoods surrounding Kleinhans Music Hall. Most of the refugees arriving each year are from Asia, specifically from Burma and Bhutan. The next largest ethnic group arriving is from Africa and the third largest is from Iraq in the Middle East. Lead a dialogue with students using these questions to start the conversation:

- 1) What does it mean to be a refugee? How is that different from being an immigrant?
- 2) Why do refugees and immigrants leave their own countries?
- 3) What do they gain by coming to Western New York?

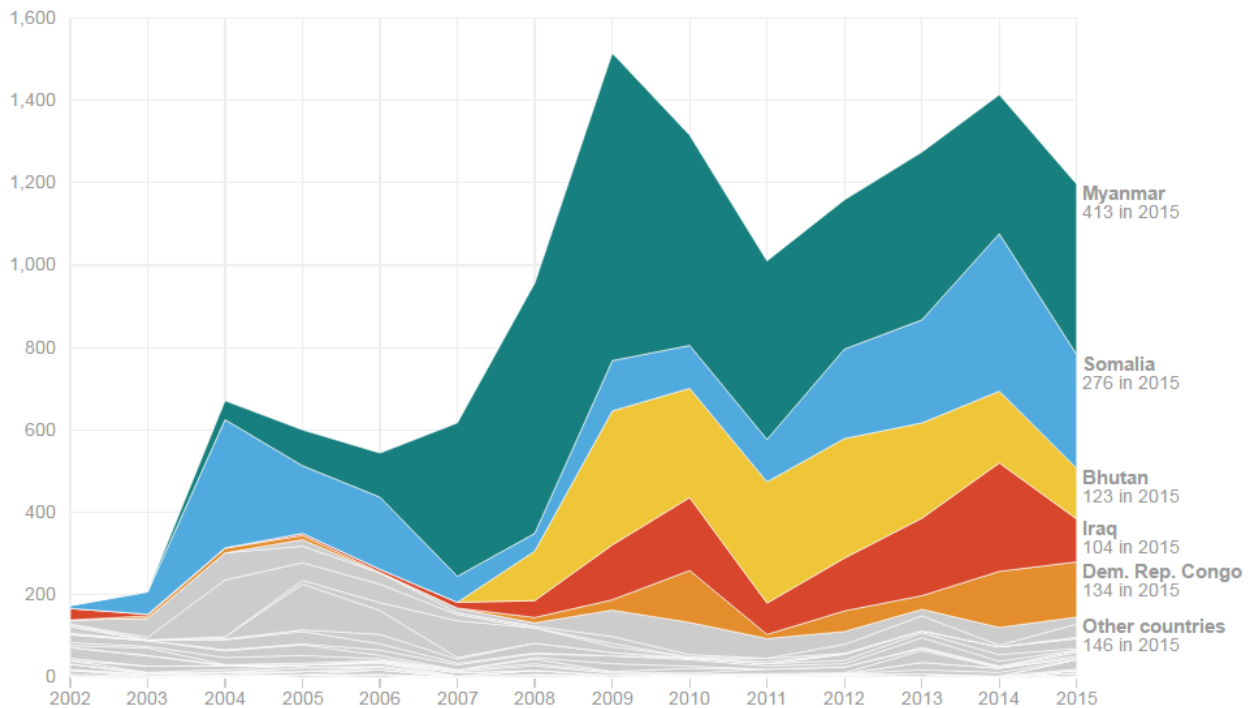
- 4) What challenges do you imagine refugees and immigrants might encounter when they leave their own country and arrive in Western New York?
- 5) What are some of the benefits that refugees and immigrants bring to their new communities?

For more information, please visit the International Institute of Buffalo's website:

<http://www.iibuff.org/>

Where Buffalo's Refugees Come From

The number of refugee arrivals in Buffalo has doubled compared with 10 years ago, according to data from the State Department's Refugee Processing Center. Nearly 90 percent of the refugee arrivals so far in 2015 are from the five countries highlighted below.



Source: State Department Refugee Processing Center

Credit: Katie Park/NPR

At the concert on March 15th, students will hear music sung by a choir from the Burmese community in Buffalo, pieces written by a composer in Iraq, an African dance and drum company performing with the orchestra and other diverse musical traditions. This concert is dedicated to our uniquely diverse West Side neighborhood and the people who live in it.



Lesson 3 - Sphinx Organization:

Celebrating Black and Latino Classical musicians

Objective

Students will understand the mission and vision of the Sphinx Organization and learn about the Sphinx soloist for the *World Harmonies* concert.

Suggested Materials

Computer(s) for visiting website, pencil and paper, bio of Maria Sanderson (provided)

Learning Standards

New York State Arts Standards

4 – Understanding the Cultural Dimensions and Contributions of Art

Common Core Learning Standards for ELA & Literacy

Reading, CCR 1, 4, and 7

Writing, CCR, 2, 4, 7 and 8

Speaking & Listening, CCR 1 and 2

Language, CCR 1 and 2

Procedure

- 1) Let students know that they will be hearing the 2012 Sphinx Competition winner Maria Sanderson perform at the *World Harmonies* concert on March 15. Share her bio with students.
- 2) Direct students to the website for The Sphinx Organization: www.sphinxmusic.org Ask students to find out the answers to the following questions and write them down:
 - 1 - What is the mission of the Sphinx Organization?
 - 2 - How many years has the Sphinx Organization been in existence?
 - 3 - Who is eligible to enter the Sphinx Competition?
 - 4 - Who is the founder of Sphinx? Why did this person decide to create this organization?
- 4) If your school computers allow playing videos, students can watch the Overview Video under the “About Sphinx” Video tab. There is also a video of Maria’s winning performance.
- 5) Use the following discussion/writing prompts to encourage a dialogue about Sphinx:
 - 1 - Sphinx works to promote and maintain positive opportunities for young Black and Latino strings players. Why is this important?
 - 2 - What causes or issues do you see in your own life or in your community that you would like to promote or that you would like to improve? Why?



Maria Sanderson, violin

**Winner, 2016 Sphinx Competition
for Black and Latino string players**

16 year old Maria Sanderson has attended Indiana University's String Academy for nine years and is presently a member of the String Academy Violin Virtuosi. She studies with Mimi Zweig, and has frequently performed in solo and

ensemble recitals at IU. Her solo work includes performances with the Moscow Ballet, the IU String Academy Chamber Orchestra, the SE Missouri State University Orchestra, the Bloomington Symphony Orchestra, and twice with Detroit's Sphinx Symphony Orchestra. She has also performed in masterclasses with Midori, Vadim Repin, Joshua Bell and many others. Maria was Concertmaster for the last two years of String Academy Chamber Orchestra and Assistant Concertmaster for Indianapolis Symphony's Side by Side Program. This spring Maria toured Argentina for three weeks with the IU Violin Virtuosi; she performed as soloist at each concert and also led many pieces. She toured the US this fall for six weeks with the Sphinx Virtuosi. She is scheduled to perform this winter with the Fresno Youth Orchestra, the South Bend Symphony Orchestra, the New World Symphony Orchestra in Miami and the Buffalo Philharmonic Orchestra. Maria was recently First Place winner of the Rising Star Competition, the Bloomington Symphony Competition and the national Sphinx Competition.



