



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

Musical Influences from across the Globe

Objective

Students will become familiar with the musical ensemble, Project Trio. They will practice active listening in order to identify musical influences in Project Trio selections. They will explore some characteristics of music from different cultures, working to identify which are unique to that culture and which might be shared between cultures.

Suggested Materials

Access to YouTube for watching Project Trio videos, white board or large paper to write discussion questions and outcomes

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

New York State Social Studies Standards

- 2 – World History

Procedure

Project Trio is a musical ensemble made up of three performers; a bassist, a cellist and a flute player. They write and adapt all of the music they play. They are inspired and influenced by many different cultures, as you will explore in this lesson. Since each musical selection is performed by the same three instruments, the characteristic that changes between selections is the style. That is what we will focus on while listening. For each of the video clips below, you may follow the same procedure:

- 1) Play the clip and ask students to listen carefully to the style of the music that is being played.
- 2) After listening for a while, ask students to share what musical characteristics they notice. How do the musicians communicate the feeling of the music? What tempo, dynamics, instrumental techniques do they use? Do the students recognize the style or compare it to something familiar? You may write all of their observations down.

- 3) After some listening and discussion, you can share with students your own observations about each musical selection. Let them know that each of these pieces will be performed at the concert on February 7th.

Selection 1: Share with students that this piece is originally a classical music piece.

Brahms Hungarian Dance No. 5 - <https://www.youtube.com/watch?v=EUBRkBa3K3U>

Notes: You will notice that Project Trio performs this classical music piece by really bringing out the flare of the original Hungarian (gypsy style) dance. They also infuse some jazz into their version.

After watching their version, share a clip of the original Brahms for students to compare: <https://www.youtube.com/watch?v=Nzo3atXtm54>

Selection 2: Share with students the definition of bodega, which is a Hispanic term for a market.

Bodega: <https://www.youtube.com/watch?v=f1v2tUajliQ>

Notes: Teach students the clave rhythm, shown below, and see if they can find and clap it while listening to this piece.



Selection 3: Share with students that the flutist in this piece uses the technique of beatboxing while playing his instrument.

Fast: <https://www.youtube.com/watch?v=EFzt7I98588>

Notes: Ask if any students can beatbox and demonstrate this technique for classmates. How might it feel to do this while also playing a wind instrument?

At the concert on February 7 our guests from Project Trio will perform their selections with the orchestra. For other selections on the program, please see the repertoire page. There are many more wonderful videos of Project Trio to explore spanning many different cultural influences. Check out more of them as time allows.



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 *West Side* concert.

Suggested Materials

Computer(s) for visiting website, pencil and paper, bio of Ifetayo Ali (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 2017 Sphinx Competition winner Ifetayo Ali perform at the *West Side* concert on February 7. 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) Students can watch the Overview Video under the “About Sphinx” Video tab. There is also a video of Ifetayo’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?



Ifetayo Ali, cello

**Winner, 2017 Sphinx Competition
for Black and Latino string players**

15-year-old Ifetayo Ali, winner of the 2017 Sphinx Competition for Black and Latino string players, began her musical studies on violin when she was able to stand. At age 3, she decided that she preferred the mellow sounds of the cello and begged her mother to switch. She was allowed to switch at age 4. Ifetayo is the Junior Division 1st Place Laureate of the 2017 Annual Sphinx Competition and performed as soloist with the Sphinx Symphony Orchestra at Orchestra Hall in Detroit. She is also the Junior Division 2nd Place Laureate of the 2016 Sphinx Competition. She was selected as one of the winners of the 2016 DePaul Concerto Festival for Young Performers competition and performed as soloist with the Festival's Oistrakh Symphony Orchestra.

Over the years, she has placed or received honorable mentions for the Society of American Musicians (SAM) competition, DePaul Concerto Festival for Young Musicians competition, and the Music Festival in Honor of Confucius competition. Ifetayo was honored at the Friends of the IPO (Illinois Philharmonic Orchestra) Rising Stars Showcase in 2013 at age 10, when she recorded the 1st movement of the Saint-Saëns Cello Concerto No. 1 in A minor. To date, this video has over 48,000 YouTube views and over 8 million Facebook views. She also recorded "Celtic Hymn" from Northern Skies for cello and piano by James MacMillan. Her most recent YouTube recordings are Cello Concerto No. 1, 1st Mvt by Dmitri Shostokovich (2016) and Pampeana No. 2 for violoncello and piano, Op. 21 by Alberto Ginastera (2017)

Ifetayo also enjoys singing, dancing, and playing piano.