

Musical Passport

For 1st-4th grades



Lesson 2 — *Melodies Around the World*

Objective

Using the music of Wolfgang Amadeus Mozart's *Magic Flute* Overture, Agnes Bashir's "Feast" from *Arabic Suite*, and Huang Ruo's Flower Drum Song from Feng Yang, students will gain an understanding of tonality by learning three important scales. Scales included in this lesson are the Western diatonic scale, an Eastern modal scale and a pentatonic scale. Students will explore how composers can use tonality to evoke a culture or region of the world based on the traditions of that culture or region.

Suggested Materials

- Tonality worksheet (provided)
- Recordings of Wolfgang Amadeus Mozart's *Magic Flute* Overture, Agnes Bashir's "Feast" from *Arabic Suite*, and Huang Ruo's Flower Drum Song from Feng Yang (audio links can be found at <https://bpo.org/music-for-youth-hub/>)
- World maps (provided)
- Piano and classroom instruments (optional)

New York State Arts Standards

MU:Cr1.1.1a-4a MU:Pr4.2.1b-4b
MU:Cr1.1.1b-4b MU:Re7.2.1a-4a
MU:Cr2.1.1b-4b

New York State English Language Arts & Literacy Standards

Speaking & Listening, Standard 1, 2 & 6
Language, Standard 1 & 6

New York State Social Studies Standards

Standard 2: World History
Standard 3: Geography

Procedure

- 1) Provide students with the following definition of tonality: the organization of pitches or notes. Ask them what they think it means- how might you organize a set of notes? Discuss all answers with students. Share that this is something that people throughout the history of time and throughout the world have done in many different ways. Often music from a region of the world can be identified by the way the notes are organized into a particular tonality. That is what we will explore today.
- 2) Provide the Tonality worksheet to students. Scales are a way that we organize notes into a tonality. Scales are an ordered set of pitches or notes. Once we determine which scale we are going to use, we can make melodies out of that scale. We will focus on three scales in this lesson.
- 3) Have students listen to Mozart's *Magic Flute* Overture. Wolfgang Amadeus Mozart lived in Europe which is the birthplace of the orchestra. He wrote using what we call Western diatonic scales. After listening, play or sing the scale for students and ask them to sing it with you.



Lesson 2 — *Melodies Around the World* (continued)

- 4) Lead students in a discussion using some of the following prompts:
 - a) How many notes are included in this type of scale?
 - b) How many steps between each note on the piano?
 - c) Why do you think we call this a “Western” scale? What part of the world do we mean when we say “West”? Use the maps provided to identify and discuss.
- 5) Have students listen to Flower Drum Song from Feng Yang. Huang Ruo was imitating the music of China in this piece using a particular type of scale. After listening to the flute and oboe melody in the beginning, stop and introduce the pentatonic scale through playing and singing.
- 6) Lead students in a discussion using some of the following prompts:
 - a) How many notes are included in this type of scale?
 - b) How many steps between each note on the piano?
 - c) Why do you think we call this a pentatonic scale?
 - d) The pentatonic scale is used all over the world. One of the regions of the world that traditionally uses the pentatonic scale is in Asia. Which countries are in Asia? Use the maps provided to identify and discuss.
- 7) Finally, have students listen to Agnes Bashir’s “Feast”, focusing on the melody in the strings. Introduce the modal scale from the scale worksheet.
- 8) Lead students in a discussion using the following prompts:
 - a) How many notes are included in this type of scale?
 - b) How many steps between each note on the piano?
 - c) What are the differences between this modal scale and the diatonic Western scale? (In fact, a major Western scale is considered a mode in itself called the Ionian modal scale!)
 - d) This modal scale is called the Aeolian mode, which is used in the Middle East. Agnes Bashir chose it to evoke the music of this region. Which countries are included in the Middle East? Use the maps provided to identify and discuss.

Extended Learning

Ask students to choose one of the three scales and write a melody using those pitches. This can be done in small groups or individually. Then ask each group or individual student to share their melody with the class using classroom instruments or by singing.



Lesson 2 — Melodies Around the World (continued)

Aeolian Modal Scale

from Agnes Bashir's "Feast" from *Arabic Suite*

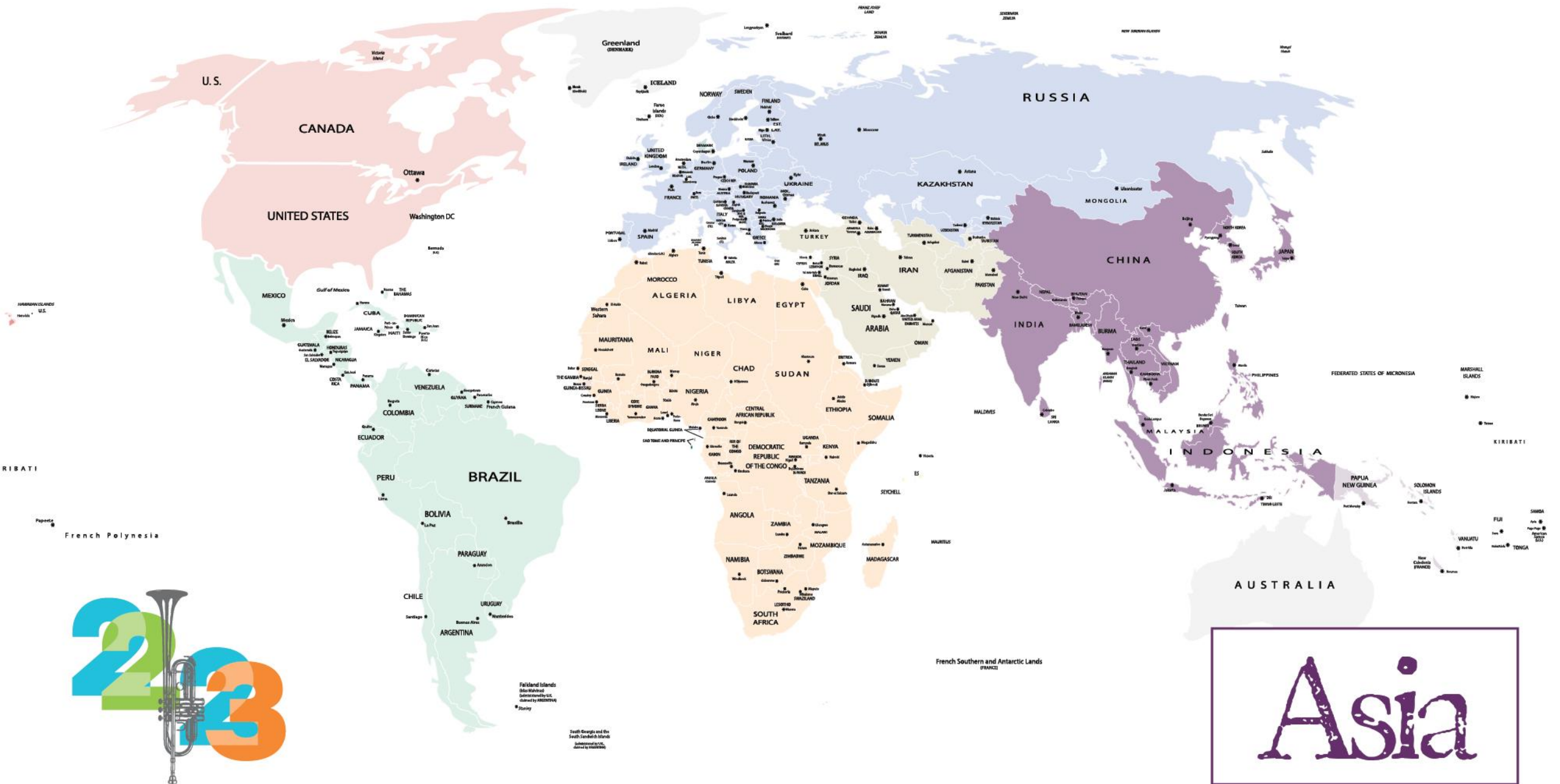
The image shows a musical score for the Aeolian Modal Scale in 4/4 time. The melody is written in the treble clef, and the bass line is in the bass clef. The scale is C Aeolian: C, D, E, F, G, A, B, C. Below the notation is a keyboard diagram with 12 keys labeled C through B. The notes C, D, E, F, G, A, and B are marked with red circles. The notes C, D, E, F, G, A, and B are also marked with red circles. The notes C, D, E, F, G, A, and B are also marked with red circles.

Select a Scale

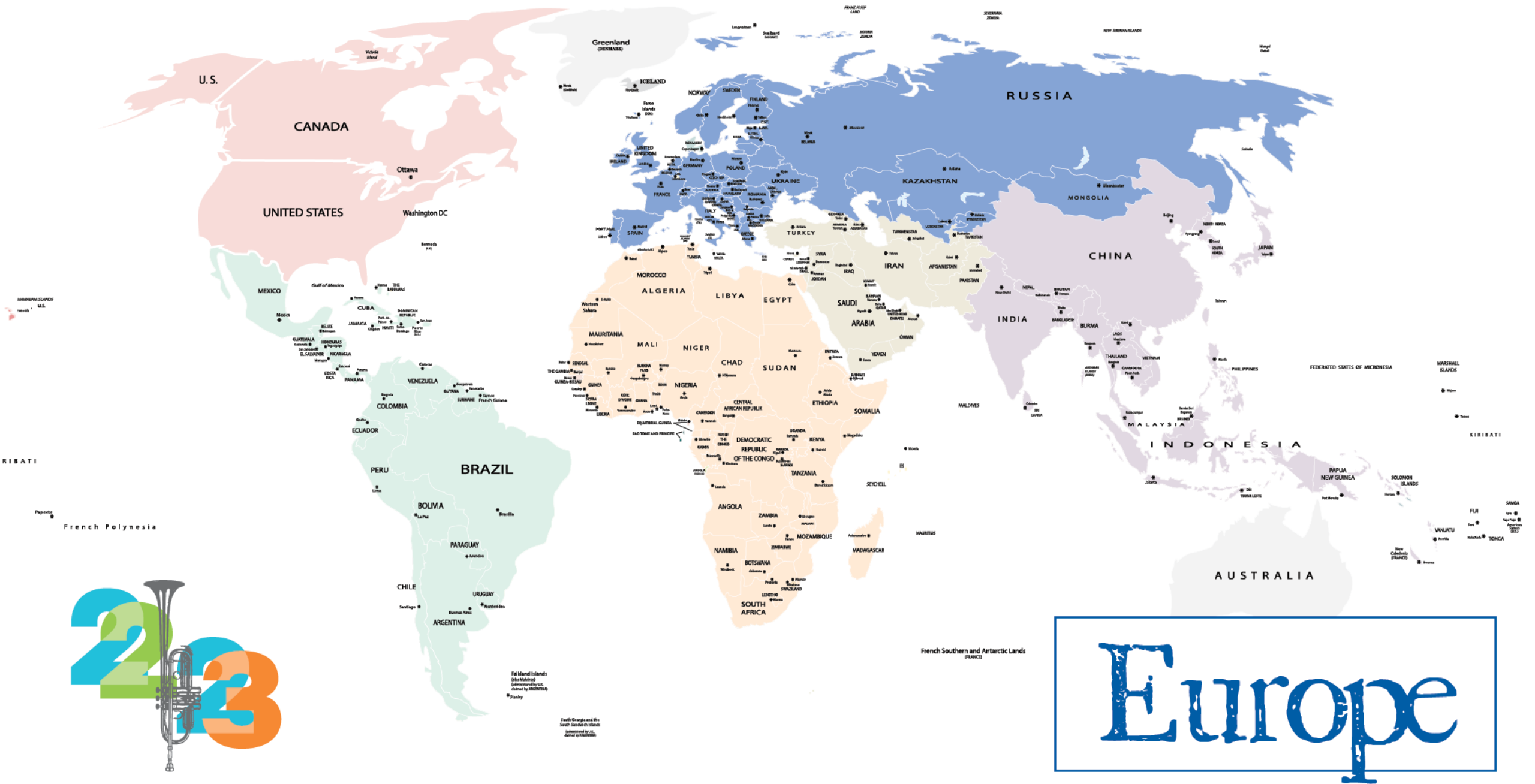
and write your own melody

The image shows a blank musical score with a treble clef and a bass clef. Below the notation is a keyboard diagram with 12 keys labeled C through B. The notes C, D, E, F, G, A, and B are marked with red circles. The notes C, D, E, F, G, A, and B are also marked with red circles. The notes C, D, E, F, G, A, and B are also marked with red circles.











Middle East



