**Purpose/Rationale for lesson:** To better understand and experience the music of the Hawaiian people, and that their oral tradition is to tell stories.

**Curriculum Framing Questions:**

**Essential Question:** Why Does American Multicultural Folk Music Matter?

**Unit Question:** What are the different Types of folk music and how is folk music used?

**Content Question(s):** What are the instruments traditionally used in Hawaiian music? How do music, dance, and text relate to the story?

**Goal:** That students understand this music was an oral tradition and that the lyrics were not always what they meant.

**Learning Objective(s):** The students will be able to play four different traditional Hawaiian instruments and dance a traditional Hawaiian hula.

**Curriculum Standard(s):**   
2. Performing on instruments, alone and with others, a varied repertoire of music.

6. Listening to, analyzing, and describing music

8. Understanding relationships between music, the other arts, and disciplines outside the arts.   
9. Understanding music in relation to history and culture

**Materials:** Computer, projector, speakers, ukulele, ipu, split bamboo, uli uli, lei(s), guest speaker (Kelsey Meleana Chun-Hoeffel), handouts.

**Background knowledge:** The students need to know how to read and follow directions, they need to know what a free write is, and they will have to be able to demonstrate a steady beat.

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| **Activity** | **Minutes** | **Procedure** |
| Hook | 2 minutes | **-**As students enter the room give them each a lei  -Have them sit in 3 lines and get ready to watch a performance  - |
| History | 5 minutes | **-**Speak about the history of hula and lei(s)  -Use power point as a visual tool for students (4-5) slides (In progress) or you can use a Utube video of an actual performance |
| Demo Different instruments | 5 minutes | -ipu  -uli, uli  -Split bamboo  -ukulele |
| Split into groups | 20 minutes | -Have four different stations and divide the students equally  -At each station there would be handouts with directions for each instruments (still need to create these—working on some research still!)  -Students will be required to keep track of time and share the instrument appropriately.  -At ukulele station there will be a permanent helper (Too many moving parts)  -During this time the teacher will be walking around monitoring the groups |
| Reflection | 3 minutes | **-**Have students reflect on the instruments and the history  -Provide a piece of paper and have students free write for three minutes. You may need a more specific prompt |
| Dance | 8 minutes | -First the guest will demonstrate the dance.  -Then the teacher will explain the story as the guest does the dance again.  -Then have students get to a place where they can all see the front of the room.  -Teach the dance in the rote style of learning. (Create a step by step for teacher) |
| Put it together! | 7 minutes | -From the group session. Identify students that can play the instruments well, and have them play the rhythm on the instruction sheets  -The teacher and the guest will sing/chant the song.  -The rest of the students will dance the part they just learned. |
| Closure | 1 minute | -As students exit the room have them say mahalo and aloha to the guest! |

**Differentiation/Accommodation**: The student in a wheelchair would get to play one of the instruments during the performance section. Students that English is not their first language would be able to free write in their own language and I would get it translated. Or the ESL students can dictate their response in English (may be easier than writing)

**Attention to Literacy:** The students will be learning how dance and stories are combined. Also, the students will have to write about their learning.

**Assessment and Evaluation of Student Learning:** I would observe the students during all the sections of the lessons (participatory assessment). Plus, by having the students free write I can assess their learning off of what they said.

**Lyrics Needed:** None

**Handouts Needed:** Ipu, Uli Uli, Split Bamboo, and ukulele direction sheets.

Excellent progress.

**Resources**

<http://www.soc.hawaii.edu/hwhp/hula/KAUAI.html>

<http://www.hulatradition.com/types-of-hula.html>

<http://www.ehow.com/video_4936610_hawaiian-music-instruments-combine-2.html?cp=1&pid=1&wa_vrid=c4ca6f25-8355-4b79-8264-60f0e257d803>

<http://www.hawaiiflowerlei.com/leitradition.aspx>

Kelsey Meleana Chun-Hoeffel-Native Hawaiian and special guest for the class!

**Other Thoughts**