

Unit Plan	Names		Grade(s): Grade 12 Choral Music		
Unit Topic: World Folk Music	I.R.P: Identify the contributions of significant musicians, composers, and instrumental or choral compositions from various historical periods and cultures (BC IRPs, Instrumental Music 12 or Choral Music 12).				
Lesson #	Lesson Topic	Objectives (no more than 3)	Materials	Activities to meet objectives (active learning, variety of rates of development, individual and social process)	Formative Assessment : quiz, written tests, possible project work
1	North America	Given modeling, demonstration, and practise the student will IDENTIFY aboriginal folk music.	Students must wear comfortable clothing.	Field trip: a trip to Xwi7xwa Aboriginal Centre library at UBC. There, they will have a clinic with the Metis members.	Since this is a field trip, students will not be formally assessed by key terms that students need to learn
2	South America	Given modeling, demonstration, practise and call and response the student will RECOGNIZE different instrumental timbres unique to South America. The students will IDENTIFY the folk music of South America and the heritage of its genres such as bossa nova, samba, reggae, and salsa.	YouTube, laptop, projector screen, and djembes.	The students will engage in call and response on djembes as well as clapping out Latin American rhythms. They will also be learning songs orally in Spanish and Portuguese to learn the linguistic characteristics of Latin music. The students will watch videos about the origins of the genres of South America to deepen their understanding. The students will be asked to practise rhythms and to create their own rhythmic breaks and cycles.	Assessment will be informal. Questions will be asked to gauge student learning and knowledge.
3	Europe	Given modeling, demonstration, and practice, the students will be RECOGNIZE different types of European Folk songs, be able to compare differences and similarities, and make connections with culture and music.	Various Recordings.	Listening activity: The Teacher will play various excerpts of folk music from various countries in Europe. The students will guess which country the folk song originates from and discuss what makes it distinct to that country.	Informal listening activity: The teacher will assess the students during the listening activity when they are guessing the countries in relation with the music, and throughout their discussion.
4	Africa	Given modeling, demonstration, and	Various recordings,	The students will be required to	Informal question/quiz/bonus marks:

		practice, the student CREATE/ PERFORM a West African song and dance.	computer, projector screen, and appropriate plug-ins.	watch and listen to a short film on the history of music and dance all over the continent of Africa. The students will be required to participate in group activities requiring the creation and participation in dance and rhythm and harmony.	Questions asked to assess levels of understanding and rates of learning. A quiz will be handed out at the beginning of class . The students will be asked to label as many countries in Africa as they can. At the end of the unit, this will be done again for bonus marks.
5	Asia	Given modeling, demonstration, and practice the student PERFORM AS AN ENSEMBLE "Arirang" as part of the band.	Band instruments, various recordings, computer, projector screen, appropriate plug-ins.	The students will participate in playing songs from various folk traditions in Asia, which includes Arabic, East Indian, and others. They will also listen to recordings of Tuban throat singing, amongst others that the students would not be able to play on their band instruments. The students will get into groups of three or four and select the country for the project in lesson 8 of this unit.	Informal: The students will be playing "Arirang" for school Spring Social, so they will be informally assessed on their performance etiquette.
6	Oceania	Given explanation, modeling, and call and response, the student will PLAY a traditional Polynesian song on the ukulele.	Ukuleles, various recordings, computer, projector screen, appropriate plug-ins, and map of the world.	The students will discuss music from the Australian aboriginal, Maori, Hawaiian, Micronesian, Polynesian, and various other Oceania people groups. They will play a Polynesian folk song on the Ukulele.	Formal quizzes: There will be several quizzes throughout the lesson ensuring the understanding of various key concepts.
7	World music wrap-up	Given previous teacher instruction and student research, students PRESENT IN GROUPS in their chosen way (approved by the teacher in advance) the folk music of their chosen country.	Materials provided by the students.	Group presentations.	Formal group presentation: Group presentations of folk music from chosen country.