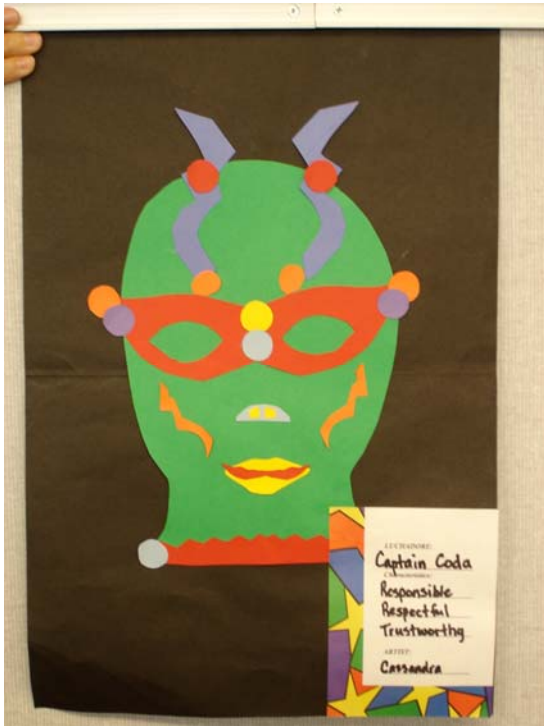


Lucha Music (8th Grade History)

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Overarching Standards-based Concepts Guiding the Lesson Design	Evidence Demonstrating Students' Knowledge	Pre-Assessment of Students' Knowledge & Skills	Assessment	Process						
<p>Enduring Understanding = THE BIG IDEA: Students will:</p> <ul style="list-style-type: none"> understand that the arts are accessible, relevant and part of our culture recognize the co-mingling of ideas from different groups create a product that can produce music (percussive) <p>Standard(s) Addressed: Music 3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of Music Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers. Role of Music 3.1 Compare and contrast the functions music serves and the place of musicians in society in various cultures. 3.2 Identify and explain the influences of various cultures on music in early United States history. Diversity of Music 3.5 Perform music from diverse genres, cultures, and time periods.</p> <p>California Standard(s) United States History, Grade Eight, Standard 8.8.5 Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies. <i>Through the use of masks, people share their cultural experiences and their history.</i> <i>The masks that the luchadores wear have become iconic symbols of Mexican and Mexican-American culture.</i></p> <p>Visual and Performing Arts, Grade Eight Standard 3.4 (Historical And Cultural Context) Discuss the contributions of various immigrant cultures to the art of a particular society. <i>The masks that the luchadores</i></p> <p>Character Education Ed. Code Section 233.5 (a) Each teacher shall endeavor to impress upon the minds of the pupils the principles of morality, truth, and justice.</p>	<p><i>In what way(s) will students demonstrate what they have learned? (e.g., the product or the performance)</i></p> <ul style="list-style-type: none"> Students will make a Mexican styled "Lucha Libre" mask. Students will match character values to their masks. Students will make a Latin American style percussive instrument. Students will be able to recognize styles of Mexican music and masks and other important cultural traditions. <p>Knowledge and Skills Students will Need/Demonstrate:</p> <ul style="list-style-type: none"> Identify/recognize percussion instruments. Make percussion instruments. Match character values to their masks. Create a mask in the style of a Mexican wrestler 	<p><i>What will you do to find out what students already know?</i></p> <ul style="list-style-type: none"> Ask students if they have heard Mexican music before and where. Ask if students recognize Latin American percussion instruments. If not, introduce. Review character values that correspond with the masks that student will make. Review expectations of classroom procedures during mask making portion of the lesson. <p>Teacher's Needs Assessment</p> <ul style="list-style-type: none"> A CD with samples of all four types of Mexican music. A listing of the Character Counts values. A variety of construction paper in bright Scissors Glue sticks 	<p><i>What will be your final assessment of students, in which they demonstrate what they have learned? (consider formative and summative assessment)</i></p> <ul style="list-style-type: none"> Students will be able to make their own working percussion instrument in the style of Latin American percussion instruments. Students will participate in an all-percussive musical accompaniment of pre recorded Mexican music using the instruments they made. Students will make a Mexican style mask that resembles Mucha Lucha wrestlers. Students will match at least three character values to their mask that represent their particular mask. 	<p><i>How will students move toward achievement of the concept and standards?</i></p> <p>Learning Sequence: Anticipatory Set</p> <ul style="list-style-type: none"> Show examples of the lucha libre masks. Play music (ranchera, norteño, mariachi, banda). <p>Input The music of Mexico is extraordinarily diverse and features a wide range of different musical styles. The best-known Mexican genre by far is ranchera, interpreted by a band of mariachis. Another important music style is the traditional "norteño" or Northern tunes, that has been the basis for the development of more popular genres such as banda music. These styles are not only popular in many regions of Mexico itself, but they are also frequently enjoyed by Mexican immigrants in both rural and urban American communities. Norteño, similar to Tejano music, arose in the 1830s and 40s in the Rio Grande border region of southern Texas. Influenced by Bohemian immigrant miners, its rhythm was derived from the European polka dance popular during the 1800s. Banda, similar to norteño in musical form, originated from the Mexico state of Sinaloa during the 1960s. Other new styles such as cumbia, pop, and rock have seen increased popularity as the music of Mexico faces a new generation of young people</p> <p>Modeling – Demonstrate the musical instrument making: egg shakers, balloon drum, straw oboe, tube kazoo, plate rattles, clatter stick. (Note: the materials are not necessarily indigenous but are easily procured.)</p> <p>Guided and Independent Practice – Students make instruments.</p> <p>Vocabulary:</p> <table data-bbox="1451 1250 1743 1323"> <tr> <td>Percussion</td> <td>Ranchera</td> </tr> <tr> <td>Norteno</td> <td>Banda</td> </tr> <tr> <td>Cumbia</td> <td>Character</td> </tr> </table>	Percussion	Ranchera	Norteno	Banda	Cumbia	Character
Percussion	Ranchera									
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Student Work Sample



Student work on display at California State University, Fresno