Lesson Title: Music as Prayer

Subject Area(s): Music / Social Studies / World Cultures

Grade Level: 10-12

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County: Mercy High School, Baltimore, MD

<table>
<thead>
<tr>
<th>Maryland Standards, Indicators, Objectives</th>
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<tr>
<td><strong>Fine Arts Content Standard</strong></td>
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<tr>
<td>1.0 Perceiving and Responding: Aesthetic Education. Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through music.</td>
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<td>2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of music as an essential aspect of history and human experience</td>
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<td><strong>Fine Arts Indicator(s):</strong> 1.1 Evaluate application of the elements of music and characteristics of musical sounds as they are used in a variety of genres and styles representative of</td>
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world cultures.

2.0 A.1
a. Describe how location and environment influenced early world cultures

b. Describe and compare elements of culture such as art, music, religion, government, social structure, education, values, beliefs and customs, from civilizations in early world history

3. Describe the social, political, and religious character of societies in early world history

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<th>Fine Arts Objective(s): 1.1.f</th>
<th>Content Objective(s): 2.0.B.2.</th>
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<td>Listen to and demonstrate characteristic sounds on instruments of various world cultures, such as the steel drum, pan pipes, conga drum, gong, tabla, sitar, and guitar.</td>
<td>a. Examine the practices and beliefs of world religions and philosophies including monotheism and polytheism</td>
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<td>b. Describe the impact of various religions on a civilization, such as its effect on political, economic and social systems</td>
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Objective(s) (Connecting the content areas)
Show how music is a product of the social and geographical context in various regions in the world. Show commonalities among musical traditions in different cultures.

Description of Lesson/Activities
This lesson will be team taught with the music teacher.
The pattern of this lesson could be implemented with a variety of other cultures, including the culture of the Chinese, Native Americans, and Europeans.

**Procedure:**

Students will listen to selections of liturgical music from the Buddhist traditions of India and Tibet. After they have listened, they will:

1. Describe their initial impressions of the selections and guess the origin of the music.
2. Guess the provenance of the selections and state the reasons for their guesses.
3. Discuss their responses to the sound and the voices they have heard.
4. Sing the refrain from one of the songs.
5. Learn about the harmonic structure of the selections.
6. Relate the text and cadences of the selections to Buddhist practice

**Materials for Teacher**

Indian Buddhist selection; Tibetan Buddhist selection: available on YouTube.

**Materials for Students**

None

**Assessment Strategies**

In music class, students will create and perform their own brief musical selections.

In World Cultures students will write lyrics and present them to class with an explanation of how they are connected to Buddhist tradition and practice.

After this lesson has been repeated with other cultures, students will listen to and compare a number of examples that they have studied as well as examples outside the scope of the course, such as Appalachian folk music. Students will note commonalities among the examples. Students will discuss the reasons for the commonalities and relate those reasons to their own lives by reflecting on the
songs and lyrics that they created. Students may opt to bring in modern songs that share some characteristics of the musical selections studied in this lesson.