Intercultural Capability: Levels 1-2 activity

**Music from around the world**

This teaching and learning activity is based on material developed with schools participating in the 2017 Intercultural Capability project. The Victorian Curriculum and Assessment Authority, in partnership with the International Education Division at the Department of Education and Training, conducted an action-research project with nineteen schools from the Government, Catholic and Independent sectors.

**Main curriculum focus**

| Content description |
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| **Intercultural Capability**  Cultural Diversity  Describe their experiences of intercultural encounters in which they have been involved (VCICCB002) |
| **Achievement standard (extract) – Level 2** |
| They describe their experiences of intercultural encounters, and identify cultural diversity in their school and/or community. |

**Learning context**

This activity was adapted from materials developed in a rural primary school setting designed to expose students to a range of music styles from around the world and to allow students to be curious about other cultures, particularly through music traditions. It was originally intended to include some live music experiences, but this was not feasible due to time and budget constraints. Teachers are encouraged to explore experiential learning opportunities, such as music visits to the school as part of the learning opportunities associated with these activities.

**Approach to learning**

Schools are encouraged to apply the following approach to learning as appropriate. You may consider adapting this approach for other year levels. The approach is designed to enable students to experience of a range of music and dance styles, and to enable students to understand the traditions and culture associated with particular music and dance styles. Teachers are encouraged to identify a range of music and dance styles – some may be familiar and some may be new. For each music and dance style selected, teachers are also encouraged to provide learning opportunities that demonstrate associated geographic knowledge.

Teachers should ensure that at least three music and dance styles, along with their cultural and/or traditional contexts, are included. The original unit plan focused on music from different Asian countries. When selecting music and dance style, give consideration to whether you want to draw these from a range of countries/continents. It may also useful to consider drawing on any music and dance styles that are familiar to the school community, for example, including an example of a music and dance style in line with the school’s language program. If you include music and dance styles from Aboriginal and Torres Strait Islander peoples, please ensure you are familiar with the advice and protocols to support appropriate learning activities.

The approach outlines a sequence of learning activities and is supported with three music and dance style examples.

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| **Getting started**  Explain to students they will be learning about a range of music styles, cultures and traditions across a number of lessons.   * Explain that music and dance are a form of cultural practice and expression. * Explain that culture is often linked to traditions – things that people do regularly together. * Set up a class definition of ‘culture’, ‘cultural practice’ and ‘tradition’ for display. * Across these lessons, the teacher will plot the geographic location of these music and dance styles, cultures and traditions on a world map. This can support learning from previous lessons.   **Music and dance style, culture and tradition:**  This initial activity includes a focus on teaching students the strategies of analysis and discussion.   * Listen: Let students listen to the selected piece of music. * Identify: Ask students if they can identify something about the music, for example, is it fast or slow? How does it make you feel? Can they associate the music with something, such as a movie, a band or a country? * Explain: Provide students with information about the music, including identifying the style, culture and tradition. * Watch: Watch a dance associated with the music style. * Plot: Chart the links between countries for this music and style, culture and tradition. * Ask students: * to identify the instruments used * to talk about what they know about the culture * to talk about what they know about the dance. * You may wish to get the students to identify and practice some aspect of the dance. |
| **Comparative activities**  Repeat the above activity for another two music and dance styles from other cultures and traditions.   * Compare the music and dance styles with a focus on cultural aspects: Ask students questions that support their ability to understand that music and dance are cultural practices, such as: * Do all cultures in the world have some sort of activity that includes elements of music and dance? * What other examples of music and dance can they think of? * What kinds of activities do they attend that include music and dance? Why might music and dance be important? |
| **Reflective activity**  These are designed to draw out reflection and to explore student learning in Intercultural Capability.   * Return to the class definition: Ask students whether they would change any of these definitions. * Music and dance can be used to express culture and traditions. What music and/or dance do you or your family listen to or practice? * Students have listened to and watched a number of different music and dance styles from different cultures and traditions. When people move from one place to another, why might they want to sing songs or play music that’s familiar to them? * Referring to the map which should now have multiple coloured lines plotted that connect music and dance styles with geographic locations. Discuss whether traditions can change as people move and encounter each other people with other cultural traditions. |

**Examples of music styles, cultures and traditions**

The following are provided as examples only. Teachers are encouraged to use examples that may resonate with the students within the classroom.

*Tango*

* Tango is a music style from Argentina and Uraguay in South America. Its style orginated from both European music traditions, mixed with music traditions from Spanish Cuba and African styles. Plot these orgin locations on a map to help students understand that one music style can encompass a range of traditions. Use one color string to link Europe, Cuba and Africa to Argentina and Uraguay.
* Famous tango singers include Carlos Gardel (1890–1935), Edmundo Rivero (1911–1986).
* Music clip suggestion: ‘[Carlos Gardel, Volver’](https://www.youtube.com/watch?v=I5JQ1m3mxKw) (Guillermo Calvo, YouTube).
* Dance clip suggestion: ‘[Daniel y Alejandra, La Cumparsita Tango Dance](https://www.youtube.com/watch?v=189MsKSQ5sQ)’ (Tango Dance, YouTube).
* Fact: In 2009, UNESCO UNESCO approved a joint proposal by Argentina and Uruguay to include the tango in the UNESCO Intangible Cultural Heritage Lists.
* More information available online, such as this [wikipedia](https://en.wikipedia.org/wiki/Tango) entry.

*Traditional Irish music*

* Traditional Irish music comes from Ireland but has influenced Western music during the 20th Century, including music in Australia.
* Music clip suggestion: The Fields of Athenry, The Wreck of the Dandenong.
* Dance clip suggestions:[*Traditional Irish Dancers*](https://www.youtube.com/watch?v=wXb7pEEcWq0)*.*
* Listen to the The Fields of Athenry. Discuss how this song is about a fictional man sentenced to transportation to Botany Bay. Plot on the world map the link between Ireland and Australia.
* Fact: The Wreck of the Dandenong is an example of traditional Irish music within an Australian context.
* Explain that at the 2011 Australian census, 2,087,800 residents identified themselves as having Irish ancestry either alone or in combination with another ancestry.
* More information available online, such as this [wikipedia](https://en.wikipedia.org/wiki/Irish_traditional_music_session) entry that includes information on the culture of Irish sessional music.

*Bollywood*

* Bollywood is a music and dance style associated with the Indian Hindi-language film industry, based in the city of Mumbai (formerly Bombay). They are more formally known as Hindi film songs.
* Music and dance clip suggestions: See [MasalaMommas kid friendly Dewali songs from Bollywood](http://masalamommas.com/2013/10/28/kid-friendly-diwali-songs-from-bollywood/). You may wish to explore Dewali, the Hindu festival of lights.
* Fact: The term Bollywood was created by combining two names, Bombay (the city now called Mumbai) and Hollywood. Bollywood based in Mumbai (Bombay), is India’s – and the world’s – largest film industry in terms of the number of films produced and the number of tickets sold annually. Plot the link between Mumbai and Hollywood.
* More information available online, such as this [kidzsearch](https://wiki.kidzsearch.com/wiki/Bollywood) entry.