

**Teacher:** Katie Brunwasser  
**Grade:** Kindergarten  
**Subject:** Social Studies/Music

**Topic:** Ugandan Music

**PA CORE Standards:**

**9.1.3.A:**

Know and use the elements and principles of each art form to create works in the arts and humanities.

Elements

- Music: • duration • intensity • pitch • timbre

Principles

- Music: • composition • form • genre • harmony • rhythm • texture

**9.1.3.B:**

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

- Music: • sing • play an instrument • read and notate music • compose and arrange
- improvise

•

**9.2.3.K:**

Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).

**Instructional Objectives:**

Students will be able to:

1. Recognize the musical instruments that are common in Uganda
2. Understand the structure of a small concert in Uganda (Welcome, songs, goodbye)

**Materials and Resources Needed:**

[http://www.face-music.ch/instrum/uganda\\_instrumen.html](http://www.face-music.ch/instrum/uganda_instrumen.html)

Ugandan Instruments

- Drum
- Adungu (harp)
- Akogo (thumb piano)
- Akacence (square rattle)

Pringles Containers

Plastic Wrap

Small Cereal Boxes

Beans, or some sort of small seeds

Duct Tape

Markers

Welcome Visitors Chant for beginning of concert

Karamajon Song

Goodbye Visitors Song

### **Anticipatory Set/ Motivation:**

What are some of your favorite songs? Do you know what types of instruments are used to make those songs? In Uganda, there are many different types of instruments that are used to make music, but they are mostly percussion instruments. Percussion instruments are instruments that keep the beat of the song. An example of a percussion instrument would be... [Introduce Ugandan instruments]

### **Procedures:**

1. Introduce the drum and pat on it for a few beats to show the sound it makes.
2. Introduce the Akacence by shaking it and asking the students what it sounds like. It sounds like a rattle, but there are no wrong answers.
3. Present the Akogo and push down on the metal keys.
4. Ask the students if they can think of any other instruments that have keys like this one (piano).
5. Explain how this isn't a percussion instrument because it plays a melody more than the beat of a song.
6. Introduce the Adungu by explaining how it works.
7. Pluck the strings to show the different sounds it makes and explain how this instrument also is not a percussion instrument because it is made for melody, not the beat of a song.
8. Ask the students if they know of any instruments that also have strings like this one (guitar).
9. Ask the students:
  - a. Have you seen any of these instruments before?
10. Introduce the songs "Karamojon," "Teacher, Teacher", and "Goodbye Visitors"
  - a. Let the students know that they will perform these songs at the end of the week for their parents in a Ugandan-inspired concert.
11. Show students the different hand movements that go along with each song so that they learn it better.
12. Distribute small cereal boxes, Pringles tins, and the beans/some sort of small seed to each student and tell them not to touch them until you say so.
13. Count with the students fifteen beans (or how many seeds it takes to fill the cereal box 1/3 of the way) and pour them into the small cereal box.
14. Give each student a strip of duct tape in order to close the box shut and ask the students what they think they just made (Akacence).
15. Allow the students to shake their newly made Akacences and explore the sound that it makes.
16. Then, ask the students to take out their Pringles tin. With the cap off and the tin upside down, the can turns into a drum! Ask the students to pound on it and allow them to explore the sound that their new drum makes.
17. Rehearse the songs again, modeling the hand signals for each song and helping the students with the words.
18. Once the teacher feels that the students are comfortable with the songs (students sing loud and clear, they know the hand signals enough for the teacher not to model them any longer) then they are allowed to take out their instruments and drum and shake to the beat.

19. Once the songs are over, the teacher will explain the traditional Ugandan concert, explaining different aspects of the concert such as the order of events and the reasons behind the specific sequence of each song in a concert.
- a. Such information includes:
    - i. Welcoming the visitors to the performance requires a lengthy song. This is because, in the Ugandan culture, it is considered rude to jump right to a business part of a conversation at first meeting. Therefore, this is carried into a Ugandan performance as well.
    - ii. The ending thank you song of the concert shows the values of the Ugandan culture and how much they care for the comfort and respect of their audience.

**Adaptations/Accommodations:**

The adaptations and accommodations will be centered on specific students' needs that will be determined through observations from previous classes.

**Closure:**

The teacher will ask the students to try to play their instruments using specific questions such as, "how do you hold your drum when you play it?" and "can someone describe the sound the Akacence makes?" This will give the teacher a small opportunity to see what the students were able to retain from the lesson.

**Assessment:**

For Objective 1: By making their own drum and Akacence, and learning how to play them, students have gained the skill of both building and assembling instruments together out of simple household items. This is similar to the Ugandan children who use watering cans and other average items as instruments for their concerts and other performances.

For Objective 2: The concert that will be performed in front of the parents and loved ones of the students will present knowledge and skills gained of the traditional Ugandan concert.

This lesson plan is constructed with anthropology in mind. Music, dancing, and singing are a large part of the Ugandan culture and this lesson plan provides all of those qualities. Students have learned different types of instruments, different songs that Ugandan children know from common knowledge, and how a Ugandan concert or performance is structured. With an opening song welcoming the visitors and guests, the middle (or body) of the concert, and then closing with a song saying thank you to all the visitors who have come to watch the performance, students are able to take this organization home and even associate it with different forms of three-body assignments like the average three-point essay.

### Karamajon Song

Oh oh oh Karamajon, Karamajon 2x

I eat like Karamajon, Karamajon 2x [students pretend to put food in their mouth]

Oh oh oh Karamajon, Karamajon 2x

I dance like Karamajon, Karamajon 2x [students turn around in their place]

Oh oh Karamajon, Karamajon 2x

I sing like Karamajon, Karamajon 2x [students put their hands to their mouth like a horn]

### Goodbye Visitors

Goodbye, oh, visitor [students wave goodbye]

You are you are leaving

We shall meet again [students put arms out and bring their hands to their chest]

At another time 2x [students point to their wrists]

We shall meet again 3x

At another time

Goodbye, oh, visitor

You are you are leaving

We shall meet again

At another time

### Teacher, Teacher

Teacher, Teacher

How do you do?

Thank you very much

Bye, bye Teacher [repeat]