

Residency Plan

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Project Title: Japanese Music & Taiko Drumming **Arts Areas:** Music, Drama and Dance/Martial Arts
Grade Span: K-5

Time Frame: During this residency, I will meet with each grade for the following times: K & 1st grade (one hour); 2nd grade (two hours); 3rd–5th grades (three hours). Please see attached schedule for details.

Project Focus: This residency introduces students to several styles of Japanese music including instrumental court music (*gagaku*) and musical theatre (*noh*), folk and popular vocal music, and Japanese drumming (*taiko*). Students will center their learning efforts on the art of musical/movement-based storytelling and *taiko* drumming. My aim is to also aid students in recognizing the cultural contexts in which Japanese music occurs.

Resources/Materials needed:

- A space large enough to accommodate a class of moving children;
- Simulated *taiko* drums, sticks and stands, and hand percussion;
- CD and audio cassette player;
- TV/VCR to play both VHS tape and video camera playback (RCA or S-Video inputs with audio);
- Overhead projector

Learning Goals

Goal #1: *Students will learn how Japanese music often includes movement-based forms of expression.*

- a) Students will interpret Japanese folktales with music and creative movement.
- b) Students will explore Japanese musical theatre and movement (*gagaku* & *noh*).
- c) Students will learn elements of Japanese martial arts and drumming (*taiko*).

Goal #2: *Students will conceive of Japanese music as visual/oral traditions and learn the basic elements of taiko drumming.*

- a) Students will model the basic movements essential to Japanese martial arts.
- b) Students will learn the phonetic system (*kuchi-showa*) necessary for *taiko* drumming.

Goal #3: *Students will perform traditional forms of Japanese music*

- a) Students will learn a *taiko* song, including choreography, and perform on drums and hand percussion.
- b) Students will learn a folk song and perform it with interpretive movement.
- c) Students will learn a movement-based song and perform it with interpretive music.

Arts EALRs Addresses by this Project

Based on Arts EALRs, dated 1/3/01. Please note that the EALRs addressed here apply to various grades depending on the number of meetings.

Arts EALR 1: The student understands and applies arts knowledge and skills.

- 1.1 Understands Arts concepts and vocabulary
- 1.2 Develops art skills and techniques
- 1.3 Understands the styles/traditions within the arts from various cultures and times

Arts EALR 2: The student demonstrates thinking skills using artistic processes.

- 2.1 Applies a creative process in the arts
- 2.2 Applies a performance process in the arts

Arts EALR 3: The student communicates through the arts.

- 3.1 Uses the arts to express and present ideas and feelings
- 3.2 Uses the arts to communicate to an audience for a specific purpose

Arts EALR 4: The student makes connections within and across the arts to other disciplines, cultures, life, and work.

- 4.1 Demonstrates and analyses the connections among the arts disciplines
- 4.2 Demonstrates and analyses the connections between the arts and other content areas
- 4.4 Understands the influence of the arts in shaping and reflecting cultures and history

Lesson Plan

Week One (January 7-11): General introduction of Japanese culture & overview of Japanese music. Key vocabulary introduced (see below) & Japanese songs presented. Audio & video samples).

Week Two (January 14-18): Review vocabulary, phonetics and *Iijanaika*. Learn the Japanese folk tale and interpret it through creative movement. Students will also begin learning the *taiko* piece *Eisa*.

Week Three (January 21-25): Students continue to learn and practice *Iijanaika* and *Eisa*.

Week Four (January 28-29): Students practice pieces and rehearse for evening performance on January 29th

This lesson schedule represents a cumulative approach to teaching a Japanese music & *taiko* drumming

Monday 1/7	Wednesday 1/9	Friday 1/11
Nani 5th Intro to Japanese music, discussion of geography and culture. Audio & video examples. Intro to <i>taiko</i> beats.	Joni 5th Intro to Japanese music, discussion of geography and culture. Audio & video examples. Intro to <i>taiko</i> beats.	Concie 4th Intro to Japanese music, discussion of geography and culture. Audio & video examples. Intro to <i>taiko</i> beats.
Jen 4th Intro to Japanese music, discussion of geography and culture. Audio & video examples. Intro to <i>taiko</i> beats.	Nicole 3rd Intro to Japanese music, discussion of geography and culture. Audio & video examples. Intro to <i>taiko</i> beats.	Beth 3rd Intro to Japanese music, discussion of geography and culture. Audio & video examples. Intro to <i>taiko</i> beats.
Amy 2nd Intro to Japanese music, discussion of geography and culture. Audio & video examples. Intro to <i>taiko</i> beats.	An-Chi (Primary BOC) Read picture book <i>The Drums of Noto Hanto</i> . Begin learning <i>Iijanaika</i> (creative movement piece) Intro to <i>taiko</i> beats.	Brent 2nd Intro to Japanese music, discussion of geography and culture. Audio & video examples. Intro to <i>taiko</i> beats.
Monday 1/14	Wednesday 1/16	Friday 1/18
Concie 4th Continue learning <i>taiko</i> beats; begin learning <i>Eisa</i> and <i>Iijanaika</i>	Joni 5th Continue learning <i>taiko</i> beats; begin learning <i>Eisa</i> and <i>Iijanaika</i>	Joni 5th Practice <i>Eisa</i> and <i>Iijanaika</i>
Jen 4th Continue learning <i>taiko</i> beats; begin learning <i>Eisa</i> and <i>Iijanaika</i>	Nicole 3rd Continue learning <i>taiko</i> beats; begin learning <i>Eisa</i> and <i>Iijanaika</i>	Beth 3rd Continue learning <i>taiko</i> beats; begin learning <i>Eisa</i> and <i>Iijanaika</i>
Jill (Interm BOC) Read picture book <i>The Drums of Noto Hanto</i> . Begin learning <i>Iijanaika</i> (creative movement piece) Intro to <i>taiko</i> beats.	Nani 5th Continue learning <i>taiko</i> beats; begin learning <i>Eisa</i> and <i>Iijanaika</i>	Concie 4th Practice <i>Eisa</i> and <i>Iijanaika</i>
		Mihoko K Read picture book <i>The Drums of Noto Hanto</i> . Begin learning <i>Iijanaika</i> (creative movement piece) Intro to <i>taiko</i> beats
		Maria 1st Read picture book <i>The Drums of Noto Hanto</i> . Begin learning <i>Iijanaika</i> (creative movement piece) Intro to <i>taiko</i> beats
Monday 1/21	Wednesday 1/23	Friday 1/25
MLK Holiday	Betty (Interm BOC) Read picture book <i>The Drums of Noto Hanto</i> . Begin learning <i>Iijanaika</i> (creative movement piece) Intro to <i>taiko</i> beats	Jill (Interm BOC) Practice <i>taiko</i> beats and <i>Iijanaika</i> .
	Nicole 3rd Practice <i>Eisa</i> and <i>Iijanaika</i>	Beth 3rd Practice <i>Eisa</i> and <i>Iijanaika</i>
	Amy 2ⁿ Continue learning <i>taiko</i> beats; begin learning <i>Eisa</i> and <i>Iijanaika</i>	Brent 2nd Continue learning <i>taiko</i> beats; begin learning <i>Eisa</i> and <i>Iijanaika</i>
		Margretta K Read picture book <i>The Drums of Noto Hanto</i> . Begin learning <i>Iijanaika</i> (creative movement piece) Intro to <i>taiko</i> beats
		Lucy/Jen K Read picture book <i>The Drums of Noto Hanto</i> . Begin learning <i>Iijanaika</i> (creative movement piece) Intro to <i>taiko</i> beats
Monday 1/28	Tuesday 1/29 <i>Evening performance @ JSIS</i>	
Nani 5th Practice <i>Eisa</i> and <i>Iijanaika</i>		
Jen 4th Practice <i>Eisa</i> and <i>Iijanaika</i>		
REHEARSAL		

Assessment Strategies

- *Lesson-to-lesson carryover:* Retention of information from previous sessions will begin succeeding lessons. Students will demonstrate knowledge (play or cite rhythmic passages, demonstrate movements or lyrics, etc.) from previous class sessions.
- *Self-Evaluation:* Students will be asked to assess their own performances on individual and group levels, i.e. were lyrics clearly enunciated and easily understood? was movement matching the mood of the story? was choreography strong and precise? Portions of the self-evaluation process will be aided by video playback.
- *Short/Long term Recognition:* Students will identify musical styles that are addressed through the residency via audio and video examples. Classroom conversations will also reveal understandings of musical/cultural terms.
- *Performance Retention:* Immediately following the residency, students will perform in an evening concert demonstrating their knowledge of Japanese music to their family, friends, and peers.

Key Vocabulary

The following are term used to understand Japanese music and expressive culture. These will be used frequently during this residency.

Musical terms:

atarigane – hand-held gong
bachi – wooden drum stick
fuchi – rim of drum
hara – “belly” or center of drum
ji – a base or backing rhythm
jozuke – medium drum
kashu – general term for singer
koto – a 13-string zither
odaiko – big drum
shakuhachi – bamboo end-blown flute
shime – small, tension drum used to keep base beat
taiko – general term for drum

Pedagogical terms

do – “the way”, indicates a path of learning
dojo – “the place of the way”, a place for learning
ki – a body’s energy or spirit
kiai – a shout used to channel *ki*
kuchi-showa – phonetic system used to learn Japanese music
matsuri – “festival”, from the verb *matsuru* “to worship.”
sensei – “teacher”

Performance Styles:

gagaku – “refined music”, Imperial court music from 6th century.
nob – a style of theatre developed in the 15th century
odori – a general term for dance or expressive movement

Next Steps/Project Extensions

Knowledge of an expressive culture is a starting point to explore art and cultures from around the world. With an understanding of *taiko*, students can observe and follow other forms of drumming such as Korean *pung mu'l*, African percussion ensembles, Javanese *gamelan*, Filipino *kulintang* American drum corps and more.

Schools in Washington State have the opportunity to invite any regional *taiko* group to perform or conduct a workshop with students. In Seattle, there are three *taiko* groups who perform at both public and private events (Northwest Taiko, Seattle Kokon, and Tsunami Taiko). Generally these groups are amenable to scheduling performances/workshops at schools for students and teachers alike.

For those with Internet access, visit www.taiko.com - the definitive on-line source for *taiko* information hosted by Rolling Thunder.

Schools may also see an upcoming performance by Uzume Taiko at the 2002 Seattle International Children’s Festival (May 13-18) at Seattle Center. See www.seattleinternational.org for more details.

Special Notes

Again, knowledge of any art form is a wonderful gateway to understanding culture. Projects like this work well when the art is examined in its cultural context. Learning Japanese music in tandem with Japanese/Japanese-American history, language and visual arts and other disciplines broadens the mind to helps understand a fuller scope of expressive culture. Collaborating with other teachers (social studies, history, PE, visual arts, language) reinforces the content of this residency.

