

# Musical Ancestries™: Scandinavia Idea Board

## Start Here

- Preview Radio Broadcast Story/Audio Recording, Script, and/or Prezi of educational resources Children's Radio Story/Audio Recording
  - Play all or part of the Musical Ancestries: Scandinavia Story/Audio Recording for the students
1. Prep students for the story/audio recording by introducing select instruments and styles of music through the Prezi. Include vocabulary words/music words
  2. As students listen to the story/audio recording, have them follow along with a Listening Map or create a listening map of their own.
  3. As students are listening to the audio story, project the script and have them follow along. You can also project photos from the Prezi of instruments and other images of note.
  4. After the listening exercise, ask students to write or talk about their choice of music, instruments, city/country, or traditions incorporating some of the vocabulary words/ musical terms learned.

## Prezi Educational Resources

### MUSIC

1. Play samples of music from select styles/regions/countries and compare and contrast musical elements. What is the same and what is different?
2. Play “drop the needle” with music from the Prezi or audio recording. Have students try to identify the style, country or region based on the selected music samples. This could be across MA episodes as well.
3. Think of all the stringed instruments you know and compare their structure and function. String students will love this video that explains the difference between a fiddle and a nyckelharpa: [SOUND Difference Fiddle VS Nyckelharpa \(youtube.com\)](https://www.youtube.com/watch?v=...)
4. Find other musical instruments that are played in Scandinavia.
5. Identify and explore various dulcimers throughout the world. Compare and contract how they are played and how they sound in different music and traditions.
6. Play “drop the needle” with music from the Prezi or audio recording. Have students try to identify the style, country or region based on the selected music samples. This could be across other Musical Ancestries™ episodes as well.

7. Have a scavenger hunt through this episode or across other Musical Ancestries™ episodes. Keep it simple, not too detailed. Let the students explore.
  - a. Find the string, wind, or percussion instruments.
  - b. Find the dances or the festivals/celebrations.
  - c. What other parts of the culture, in addition to music, do you see at festivals/celebrations?
8. Find Scandinavian folk songs and teach one to the class.
9. Find and sing songs in the Mixolydian mode.
10. Play “drop the needle” with the various Scandinavian folk instruments. What characteristics make it easy to name one instrument over another? What is timbre, and how are instruments different from each other?
11. Find a folk story from a Scandinavian country. Improvise a *soundscape*, which is a musical tapestry of patterns and sounds to help tell a story. Use a drone, unpitched percussion, and small melodic patterns to help create the sound effects for any story or setting.
12. Go on a nature walk, and connect with nature by either singing, drawing, or journaling.
13. How are music and art related?

**Elementary school music essential questions:**

1. What is music?
2. How is this different from sound?
3. How is rhythm different from a beat?
4. Why do people listen to music?
5. Why is music so important to people?
6. Why is the human voice particularly powerful in music?
7. What symbols are used to represent different sounds or lack of sound?
8. What do those symbols mean (from #7)?
9. How are instruments different from each other?

**Middle school music essential questions:**

1. What techniques are needed to perform at a high level with a particular instrument?
2. To what extent is musical performance an act of communication?
3. Why is consistent practice so important for music performance?

4. Why is the context of the performance important?
5. Why are some composers valued more than others?
6. How do culture and music interact?
7. Why is listening to a lot of different genres of music valuable for a composer?

### **High school music essential questions:**

1. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
2. How does music transcend language?
3. Why is the context of the performance important?
4. Why are some composers valued more than others?
5. How do culture and music interact?
6. Why is listening to a lot of different genres of music valuable for a composer?
7. How do composers make choices on how they wish to express an idea using music?

### **DANCE**

1. Watch the dances from each country. Can you notice when the sections change? Can you hear the different melodies for the different sections?
2. Can you compare and contrast the dance examples from each country?
3. Try It: [Try this dance from Sweden called Fjaskern.](#) [Here is a dance track.](#)
4. Try It: [Try this dance from Denmark called Seven Jumps.](#) [Here is a dance track](#)

### **ART**

1. After reviewing the Norwegian Wedding Plate in the Clothing section, explore beginning techniques needed to recreate the Rosemaling Folk Art Style.
2. After reviewing the Intro to Scandinavia Folk Art section, design something that is important to you. For example, draw a landscape, design an outfit, create a picture for your room. What symbols and colors would you use to represent you and what you see at home?

### **ELA (English Language Arts) Discussion/Journaling Points**

1. Have you ever had difficulty communicating with someone due to a language barrier? What are some ways that you can communicate without using words?

### **GEOGRAPHY**

1. On what continent will you find this country?
2. Where is this country/region in relation to the USA?
3. Compare the climate or seasons in this country or region with a similar climate/season in the U.S.
4. Does a country's position on the globe impact its climate or seasons?

### **THE FUTURE**

1. Research opportunities to find colleges that offer classes in the music of Scandinavia or any other culture of interest.