Lesson Plan: Peace Round

Grades 3-5 – Cannon or Singing in Rounds

Time: 60 minutes.

Materials and Preparation:

**Book: The Sleeping Lady**

by [Ann Dixon](http://productsearch.barnesandnoble.com/search/results.aspx?store=book&ATH=Ann+Dixon) (Retold by) , [Elizabeth Johns](http://productsearch.barnesandnoble.com/search/results.aspx?store=book&ATH=Elizabeth+Johns) (Illustrator).

Copy of lyrics for “The Peace Round:”

What a Goodly thing
If the children of the World
Could dwell together
In Peace

Listen to “The Peace Round” here: <http://www.chivalry.com/cantaria/lyrics/peaceround.html>

 \* Distribute copies of The Peace Round to students, or display the lyrics using a computer and LCD projector. Use words only, or of the words and music.

Introduction

This lesson uses a folkloric tale about native Alaskan culture to draw students into singing with appropriate expression and technique. During the course of the lesson, students will develop the skill of singing a Canon or “in Rounds.”

Goals and Requirements

 \* Goals - The student will understand and be able to describe round (canon) form and participate in round singing.

 \* Grade Level – 3-5 (adaptable)

 \* Teacher Expertise - Teacher training in music education is not necessary to present these activities, but the teacher should be able to sing the melody of the round accurately and with confidence, and should be able to clearly and accurately indicate when each group should enter.

 \* Objectives - The students will learn the melody of a round and sing it, first all together as a single group, and then broken into smaller groups, with each group singing one part of the round.

 \* Music Standards Addressed - National Standards for Music Education standard 1 (singing, alone and with others, a varied repertoire of music).

* Student Prerequisites - The student should be able to sing a tune, as part of a group, with accurate pitch and rhythm.
* Vocabulary – Canon, Counterpoint

 \* Evaluation - Assess students on active participation in the singing and ability to remain on their part when other parts are introduced.

 \* Extensions – Once students are singing “The Peace Round” successfully in three or more groups, focus on singing with expression and add varying Dynamics to the song. This will challenge students to listen to those singing their same melodic line and, and hear the Texture created by the various lines sounding together. You may choose to add instruments and/or create a song Form by using instruments in a B Section.

 \* Follow-up - Discuss counterpoint and music texture concepts. Continue throughout the rest of the school year to introduce music with counterpoint for the students to listen to and perform.

Procedure

1. Have a map of the United States displayed as students enter the room. Point to Alaska and ask if students know the name of this U.S. state.
2. Ask students what they believe about the climate, landscape, and people of Alaska. List student contributions on the board, or display them on large pieces of butcher paper. Some of the following answers may be given. Educate students about Alaska by providing the following corrections to any misconceptions. (5 minutes)
3. Common Misconceptions about Alaska:

 *“Alaska is a land of ice and snow.”*

At Fairbanks, some 120 miles south of the Arctic Circle, it is sometimes 100o in the shade.

*“People in Alaska live in ice houses.”* The word *iglu* means building, and refers in Alaska to a house of earth and wood. Snow houses are occasionally built for emergency use on the trail, but are never used as permanent dwellings.

*“Alaska is remote from civilization.”*

Alaska’s neighbors are Canada, Russia, Norway, Iceland, and Greenland. Alaska is about 18 hours in direct flying time from Yokohama, Japan, or New York.

*“Alaska’ s many glaciers indicate a cold climate.”*

Glaciers can form only in relatively warm climates with high mountains and heavy precipitation. Glaciers are found only in Alaska’s warmer areas.

*“Nothing green grows in Alaska.”*

Alaska has forests, agricultural and grazing land. Cabbages, potatoes, and other hardy vegetables flourish far north of the Arctic Circle. Roses, lilacs, peonies, lilies, honeysuckles, and many varieties of bushes and berries grow profusely.

*“There is continuous darkness for three or four months in the Arctic.”*

The Arctic is never in total darkness, because of the refraction of light from below the horizon and the bright moonlight on the snow. The number of hours yearly during which print can be read outdoors is as great in the Arctic as in the tropics.

(10 minutes)

 4. Introduce the story of “The Sleeping Lady.” Explain to the students that this is a story about the native people of Alaska, and the landscape of their land. Tell the students, “At certain points in the story we will stop and take a moment to emphasize the plot with a new song called “The Peace Round.”

“Throughout the reading of the book, you must watch carefully as I show you when sing and when to stop.” Teach “The Peace Round” by rote. Once students are familiar with the song, bring them in and cut them off with visual signals. Encourage students to watch carefully. (15 minutes)

 5. Read the book and show the illustrations to the students. At pre-selected times during the story, give the students a signal to begin singing and cut them off after singing the melody one time. Students will sing the melody together in unison. This is practice for learning the melody. Most students will need plenty of practice on the tune before trying to sing it as a round. Once you have completed the book, thank the students for paying attention to the story and for singing well together as a group. (10 minutes)

 6. Now that the students are singing it together with confidence, introduce the idea of singing the song as a round. Ask the students if they know what a round is. Let them explain how a round works if they can; if not, you explain. (5 minutes)

 7. Explain the term counterpoint and/or canon. Explain that in counterpoint, there is more than one melody happening at the same time. Tell your students that a round (or canon) is a special type of counterpoint: all the melodies are actually the same, but since they start at different times, at any particular time they sound different. (5 minutes)

 9. Now it is time to try breaking students into two groups and singing the song as a round. Group 1 begins “at the top” of the song, when you give the signal. Group 2 starts singing when they are given the signal. If that goes well, you can try breaking into more groups. This piece will work best if singers perform in 3 groups, and if each group sings the melody 3 times in a row. (10 minutes)