



**ROOTS
OF
RHYTHM**
WORLD
DRUMMING
FOR ALL AGES

CLASSROOM CONNECTIONS

Classroom Connections contains core concepts and lesson ideas for connecting the Roots of Rhythm curriculum to state educational standards and classroom learning. Roots of Rhythm is the hands-on world drumming method was developed to integrate global education arts and academics in school classrooms.

Language Arts • Math • Science • Social Studies • Visual & Performing Arts

Roots of Rhythm

World Drumming for All Ages

Curriculum Connections

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Roots of Rhythm • Classroom Connections

Introduction & Teacher's Guide

Background

Developed in conjunction with leading educators, Roots of Rhythm is a groundbreaking, hands-on Guide that supports global education goals and state curriculum standards in core academic subjects while augmenting general classroom activities with a variety of music and art projects.

The Guide is written by professional percussionist and renowned ethnomusicologist, Dr. Craig Woodson, and is designed to teach students about world cultures by demonstrating the role that music has played in human development and global migration and encouraging them to become actively engaged in the learning process through making and playing drums.

With its cross-curricular, multi-cultural, arts and academics approach, Roots of Rhythm puts the 'fun' in fundamentals and brings essential developmental skills such as creative thinking and problem solving, art and cultural diversity appreciation, teamwork, self-discipline and positive self-expression to students, classrooms, schools and communities.

Students benefit from Roots of Rhythm's inter-disciplinary method by:

- Learning about cultural diversity through its similarities and differences.
- Working cooperatively and communicating with others
- Analyzing, interpreting and connecting ideas from different academic disciplines
- Practicing academic concepts through hands-on music participation
- Discovering the social, cultural and historical roles of music

and rhythm.

Roots of Rhythm content, including the Guide, support materials and audio exercises and examples as well as general information about the program and the availability of local teacher training workshops, is available as free downloads from the Roots of Rhythm website, www.rootsofrhythm.net.

Using ROR Classroom Connections

While specific State Educational Standards and appropriate grade levels differ from state to state, the core concepts listed in Roots of Rhythm's Classroom Connections are common to most all states. A complete listing and links to the National and State Standards for all 50 States can be found at <http://www.educationworld.com>. Individual State Standards can also be viewed on each state's Department of Education website. ROR Classroom Connections are based on an aggregate of established State Educational Standards for California, New York and Texas.

Written by leading music educator, Anne Fennell, Classroom Connections follows a "spiral" system where lessons initiated in the lower grades are reinforced and expanded in the upper grades. This process further facilitates the program's goals of teaching for both deeper meaning and enduring understanding.

Classroom Connections include a variety of suggestions for ways that teachers can use Roots of Rhythm to teach fundamental academic concepts and cultural diversity while meeting state mandated educational standards. These suggestions are grouped into 5 main

academic disciplines: Language Arts, Math, Science, Social Studies, and Visual & Performing Arts (VAPA). Each set of Classroom Connections is organized by grade level and Subject/Core Concept and accompanied by a selection of suggested Lesson Ideas. Most of the Lesson Ideas can be applied using any of the 10 Roots of Rhythm: Volume I or 6 Roots of Rhythm: Volume II chapters and drums; although teachers may find that some chapters work better than others for specific subject and classroom situations. Lesson ideas in *italics* are intended to be used with the specific Roots of Rhythm chapters indicated.

To prepare a Roots of Rhythm lesson:

1. Locate the appropriate Classroom Connections file by academic discipline.
2. Locate the appropriate grade level.
3. Select the desired Core Concept.
4. Pick the Lesson Idea that best meets the students' needs and abilities.
5. Review the Roots of Rhythm Guide to locate the appropriate chapter content and/or drum.

About the Classroom Connections Author

Anne Fennell is the Orff-Schulwerk Specialist at the K-8 Vista Academy of Visual and Performing Arts in San Diego, California where she teaches standards-based integrated music. She is the composer of 30+ original musical productions and her percussion ensemble, ZOOM! has performed for numerous national conferences. She is also an author and a national workshop clinician, coordinator,

advocate, facilitator, and guest lecturer, presenting workshops for teachers and administrators in Orff- Schulwerk, composition, and integrated arts programs.

Ms. Fennell has presented to the International Music Products Industry, a Senate Advisory Committee, and given interviews on national TV for Disney's Baby Einstein. She also presented at the U.S. Dept of Education's Research to Best Practice Conference in Washington D.C. and was Vista Unified School District's 2005 Teacher of the Year and the California Music Educator Association's (CMEA) 2006 Southern Border Music Educator of the Year.

Anne is an active clinician and contributing author for *Making Music* (Silver Burdett, Pearson Scott Foresman, 2002, 2005), the author for Grade 6, *Making Music with the Arts and Across the Curriculum* (Silver Burdett, Pearson Scott Foresman, 2006). She is also the author and program director of MusicVentures, a nationally researched and integrated music education program. She is currently finishing her masters in Interdisciplinary Leadership Studies at the University of San Diego, with an emphasis in character education.

On behalf of the Percussion Marketing Council, thank you for incorporating the Roots of Rhythm into your students' classroom activities.

Feel free to contact us at www.rootsofrhythm.net with any questions or comments.





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CLASSROOM CONNECTIONS

Language Arts

RoR Classroom Connections • Language Arts • Grades K-2

Subject/Concept	Connections/Lesson Ideas
Listening skills	<ul style="list-style-type: none"> • Students listen to teacher’s presentation and retell points of interest. • Students follow one-, two-, or three-step directions while building or playing instruments. • Students participate in an ensemble in order to interact with peers. • Identify instruments by sound, describing with words, the sounds of the instruments or ensemble. • Identify instrument and sound correspondence. • Identify new vocabulary words from the RoR Teacher’s Guide with syllable recognition. • Create a list of words that rhyme with RoR vocabulary.
Speaking skills	<ul style="list-style-type: none"> • Students speak in complete sentences, using RoR vocabulary, while retelling aspects of the presentation. • Invite students to share what they have learned. • Participate in an ensemble in order to interact with peers. • Invite students to ask questions during the lesson. • Ask students to describe, in words, the shape and sound of the instruments they have studied and played. • Invite students to ask questions about the culture, geographic location, instruments, or music of study. • List these questions for the class to develop an environment of inquiry.
Print recognition, writing skills and vocabulary development	<ul style="list-style-type: none"> • Practice reading the <i>TUBS</i> from left to right. • Identify words vs. sound pictures. Identify key words in the RoR Teacher’s Guide that are used repeatedly or are specific to a given chapter. • Create pictures or signs to represent new RoR vocabulary lists. • Incorporate new RoR vocabulary words into simple sentences. • Create a story and retell, using instruments and cultures from the RoR Teacher’s Guide.
Comprehension	<ul style="list-style-type: none"> • Students ask or respond to “who, what where, when, how, and why” questions related to the presentation. • Relate student’s prior knowledge of subject, culture, instrument, etc. to RoR chapter. • Using words, compare and contrast the different cultures in the RoR Teacher’s Guide.
Writing	<ul style="list-style-type: none"> • Create cloze sentences that allow the students to write the instrument names. • Create and list onomatopoeic words that the instruments create. • Write poems about the sounds of the instruments. • Write a class story that is reflective of a ROR culture or instrument. • Write a creation story about how a specific instruments came to be. • Create a list of vocabulary words related to music or specific to the ROR instruments and cultures • Use the vocabulary words in sentences.

RoR Classroom Connections • Language Arts • Grades 3-4

Subject/Concept	Connections/Lesson Ideas
Writing	• Take notes of a RoR presentation and include this information in sentence or paragraph writing.
	• Write complete simple and compound sentences using RoR and music vocabulary.
	• Organize RoR information with prewriting tools and strategies to compose a paragraph.
	• Write supporting paragraphs with clear details, facts, and examples.
	• Write a paragraph with a topic sentence about a RoR culture, including simple facts and details.
	• Compare and contrast RoR cultures of study.
	• Write topic sentences and conclusions of a RoR presentation.
	• Respond in writing, to questions or prompts regarding the RoR presentation.
	• Write a paragraph that sequences the events needed to build an instrument.
	• Create a RoR visual for a class presentation.
	• Create a RoR research project.
Listening Skills	• Students listen to teacher’s presentation and retell, paraphrase, and explain main points.
	• Students follow multiple-step directions while building or playing instruments.
	• Students participate in an ensemble in order to interact with peers.
	• Invite students to listen to peer presentations about the RoR culture of study.
	• Ask students to listen to the RoR presentation and create questions based on the information given.
	• Students take turns playing the instruments in a group.
	• Use rules of conversation to avoid interruptions and to respond respectfully.
	• Connect students’ experiences with information presented.
	• Describe mental images of the music and/or culture of study.
Speaking Skills	• Students speak in complete sentences, using RoR vocabulary, while retelling aspects of the presentation.
	• Summarize a teacher’s RoR presentation.
	• Create a short presentation and present key information of a RoR chapter to peers or parents.
	• Invite students to share what they have learned.
	• Students participate in an ensemble in order to interact with peers.
	• Invite students to ask questions during the lesson and to develop further topics of investigation.
	• Ask students to describe, in words, the shape and sound of the instruments they have studied and played.
	• Express an opinion of a RoR presentation, music, culture, or instrument..
	• Create, ask, and answer questions regarding RoR information.
	• Write a list of effective introductions for a RoR class presentation

RoR Classroom Connections • Language Arts • Grades 3-4

Subject/Concept	Connections/Lesson Ideas
Vocabulary Development	<ul style="list-style-type: none"> • Invite students to use the dictionary to discover the definitions of RoR vocabulary.
	<ul style="list-style-type: none"> • Identify key words in the RoR Teacher's Guide that are used repeatedly and/or specific to a given chapter.
	<ul style="list-style-type: none"> • Create pictures or signs to represent new RoR vocabulary lists.
	<ul style="list-style-type: none"> • Incorporate new RoR vocabulary words into sentences and paragraphs.
	<ul style="list-style-type: none"> • Create a story and retell, using instruments and cultures from the RoR Teacher's Guide.
	<ul style="list-style-type: none"> • Create a list of synonyms and antonyms while describing the geographic locations, cultural facts, and sounds of the instrument(s) of study.
	<ul style="list-style-type: none"> • Create a list of onomatopoeic words that describe the sounds of musical instruments.

RoR Classroom Connections • Language Arts • Grades 5-6

Subject/Concept	Connections/Lesson Ideas
Writing	• Take notes of a RoR presentation and include this information in sentence or paragraph writing.
	• Write complete compound sentences using RoR and music vocabulary.
	• Organize RoR information with prewriting tools and strategies to compose a paragraph or essay.
	• Determine the intended audience, prior to writing.
	• Determine the purpose of writing (informative, persuasive, descriptive, etc.)
	• Write a paragraph with a topic sentence and conclusion about a RoR culture, including facts, details, and explanations.
	• Use the writing process (pre-write, draft, revise, and final draft) for a RoR paragraph or essay.
	• Compare and contrast RoR cultures of study.
	• Write topic sentences and conclusions of a RoR presentation.
	• Respond in writing, to questions or prompts regarding the RoR presentation.
	• Write a paragraph that sequences the events needed to build an instrument.
	• Create a RoR visual for a class presentation.
	• Use technology for class presentation.
	• Create a RoR research project., using several sources of information.
	• Write a story that incorporates the culture, music, or instrument from the RoR Teacher’s Guide.
Listening Skills	• Students listen to teacher’s presentation and retell, paraphrase, and explain main points.
	• Identify a purpose for listening.
	• Determine between fact and opinion in presentations.
	• Student follows multiple-step directions while building or playing instruments.
	• Listen for unfamiliar words and create a personal vocabulary list.
	• Students participate in an ensemble in order to interact with peers.
	• Invite students to listen to peer presentations about the RoR culture of study and assess.
	• Ask students to listen to a RoR presentation and create questions based on the information given.
	• Students take turns playing the instruments in a group.
	• Use rules of conversation to avoid interruptions and to respond respectfully.
	• Connect students’ experiences with information presented.
	• Describe mental images of the music and/or culture of study.
	• Evaluate a presentation with opinions and information.
	• Use personal experiences and prior knowledge to respond to presentations.

RoR Classroom Connections • Language Arts • Grades 5-6

Subject/Concept	Connections/Lesson Ideas
Speaking Skills	• Students speak in complete sentences, using RoR vocabulary, while presenting or retelling RoR information.
	• Summarize a RoR teacher’s presentation.
	• Create a RoR presentation and present key information of a RoR chapter to an audience.
	• Use notes, outlines, and visual aides for presentation.
	• Invite students to share what they have learned.
	• Students participate in an ensemble in order to interact with peers.
	• Ask students to describe, in words, the shape and sound of the instruments they have studied and played.
	• Express an opinion of a RoR presentation, music, culture, or instrument.
	• Create, ask, and answer questions regarding RoR information.
	• Write a list of effective introductions and conclusions for a RoR class presentation.
	• Interview a musician or teacher that specializes in a RoR instrument or a specific world music culture.
• Adapt language and presentation features while presenting RoR information.	
Vocabulary Development	• Invite students to use dictionaries, encyclopedias, or online information to discover new information of RoR cultures and/or definitions of RoR vocabulary.
	• Use a variety of sources to decode unfamiliar words.
	• Recognize, at sight, specialized RoR vocabulary.
	• Identify key words in the RoR Teacher’s Guide that are used repeatedly and/or specific to a given chapter.
	• Create pictures or signs to represent new RoR vocabulary lists.
	• Incorporate new RoR vocabulary words into sentences and paragraphs.
• Create a list of synonyms and antonyms while describing the geographic locations, cultural facts, and sounds of the instrument(s) of study.	

RoR Classroom Connections • Language Arts • Grades 7-8

Subject/Concept	Connections/Lesson Ideas
Writing	• Use prewriting activities (brainstorming, note taking, outlining, and paragraphing) for a RoR presentation.
	• Write clear, concise and varied sentences using RoR information and vocabulary.
	• Organize RoR information with prewriting tools and strategies to compose a paragraph or essay.
	• Determine the intended audience, prior to writing.
	• Determine the purpose of writing (informative, persuasive, descriptive, etc.)
	• Write a paragraph with a topic sentence and conclusion about a RoR culture, including facts, details, and explanations.
	• Create a narrative composition using a culture from the RoR Teacher’s Guide and describe the setting, and key facts of the culture.
	• Use the writing process (pre-write, draft, revise, and final draft) for a RoR paragraph or essay.
	• Compare and contrast RoR cultures of study to own culture.
	• Write topic sentences and conclusions of a RoR presentation.
	• Respond in writing, to questions or prompts regarding the RoR presentation.
	• Write a paragraph or technical document that sequences the events needed to build an instrument.
	• Create a RoR visual for a class presentation.
	• Use technology for class presentation.
	• Create a RoR research project. using several sources of information.
	• Evaluate the validity and accuracy of information in a presentation.
	• Take research notes and paraphrase information on a RoR presentation or from other sources of information. Identify essential information.
• Write personal reactions to a RoR presentation, ensemble participation, or observation.	
Listening Skills	• Students listen to teacher’s presentation and retell, paraphrase, and explain main points.
	• Identify a purpose for listening.
	• Determine between fact and opinion in presentations.
	• Listen to and follow multi-step directions in instrument making and ensemble playing.
	• Connect, compare, and contrast information.
	• Student follows multiple-step directions while building or playing instruments.
	• Listen for unfamiliar words and create a personal vocabulary list.
	• Students participate in an ensemble in order to interact with peers.
	• Invite students to listen to peer presentations about the RoR culture of study and assess.
	• Ask students to listen to a RoR presentation and create questions based on the information given.
	• Students take turns playing the instruments in a group.
	• Use rules of conversation to avoid interruptions and to respond respectfully.
	• Connect students’ experiences with information presented.
	• Describe mental images of the music and/or culture of study.

RoR Classroom Connections • Language Arts • Grades 7-8

Subject/Concept	Connections/Lesson Ideas
Listening Skills (cont'd.)	• Evaluate the quality of a presentation with opinions and information of voice, enunciation, and other criteria.
	• Use personal experiences and prior knowledge to respond to presentations.
	• Identify social traditions of ensemble participation.
Speaking Skills	• Students speak in complete sentences, using RoR vocabulary, while presenting or retelling RoR information.
	• Summarize a teacher's RoR presentation.
	• Create a RoR presentation and present key information of a RoR chapter to an audience.
	• Use notes, outlines, and visual aides for presentation.
	• Invite students to share what they have learned.
	• Students participate in an ensemble in order to interact with peers.
	• Invite students to ask questions during the lesson and to develop further topics of investigation.
	• Prepare and give a presentation on a world music culture or instrument of choice. (alone or with a group)
	• Express an opinions or judgments of a RoR presentation, music, culture, or instrument.
	• Create, ask, and answer questions regarding RoR information.
	• Interview a musician or teacher that specializes in a RoR instrument or a specific world music culture.
	• Deliver a persuasive presentation on a favorite music from the RoR Teacher's Guide.
	• Adapt language and presentation features while presenting RoR information.
	• Create a panel discussion regarding the importance of understanding world music cultures.
• Find translated poems or sayings from various RoR cultures of study and share these or incorporate them in a presentation, comparing and contrasting each to poems and sayings of the student's culture.	
Vocabulary Development	• Invite students to use dictionaries, encyclopedias, or online information to discover new information of RoR cultures and/or definitions of RoR vocabulary.
	• Use a variety of sources to decode unfamiliar words.
	• Write figurative language to describe a culture's music (metaphors, similes, etc.)
	• Identify key words in the RoR Teacher's Guide that are used repeatedly and/or specific to a given chapter.
	• Incorporate new RoR vocabulary words into sentences and paragraphs. .
• Create a list of synonyms and antonyms while describing the geographic locations, cultural facts, and sounds of the instrument(s) of study.	

RoR Classroom Connections • Language Arts • Grades 9-12

Subject/Concept	Connections/Lesson Ideas
Writing	• Use prewriting activities (brainstorming, note taking, outlining, and paragraphing) for a RoR presentation.
	• Write clear, concise and varied sentences using RoR information and vocabulary.
	• Organize RoR information with prewriting tools and strategies to compose a paragraph or essay.
	• Determine the intended audience, prior to writing, and use appropriate tone and language.
	• Determine the purpose of writing (informative, persuasive, descriptive, etc.)
	• Use the writing process (pre-write, draft, revise, and final draft) for a RoR paragraph or essay.
	• Compare and contrast RoR cultures of study to other cultures.
	• Write topic sentences and conclusions of a RoR presentation.
	• Respond in writing, to questions or prompts regarding the RoR presentation.
	• Write a manual or technical document that needed to build an instrument. Critique manuals of classmates.
	• Create a RoR visual for a class presentation.
	• Use technology for class presentation.
	• Create a RoR research project. using several sources of information.
	• Evaluate the validity and accuracy of information in a presentation.
	• Frame questions to research.
	• Write a persuasive essay on a favorite world music culture.
	• Take research notes and paraphrase information on a RoR presentation or from other sources of information. Identify essential information.
	• Create a written portfolio of RoR presentations.
	• Write personal reactions to a RoR presentation, ensemble participation, or observation.
	• Write about themes and connections across cultures.
• Write a reflective composition that describes the participation in a musical ensemble.	
Listening Skills	• Students listen to teacher’s presentation and retell, paraphrase, and explain main points.
	• Identify a purpose for listening.
	• Determine between fact and opinion in presentations.
	• Listen to and follow multi-step directions in instrument making and ensemble playing.
	• Connect, compare, and contrast information.
	• Students follow multiple-step directions while building or playing instruments.
	• Listen for unfamiliar words and create a personal vocabulary list.
	• Students participate in an ensemble in order to interact with peers.
	• Invite students to listen to peer presentations about the RoR culture of study and assess.
	• Ask students to listen to a RoR presentation and ask questions to elicit information.
	• Students take turns playing the instruments in a group.

RoR Classroom Connections • Language Arts • Grades 9-12

Subject/Concept	Connections/Lesson Ideas
Listening Skills (cont'd.)	<ul style="list-style-type: none"> • Use rules of conversation to avoid interruptions and to respond respectfully. • Connect students' experiences with information presented. • Describe mental images of the music and/or culture of study. • Evaluate the quality of a presentation with opinions and information of voice, enunciation, and other criteria. • Use personal experiences and prior knowledge to respond to presentations.
Speaking Skills	<ul style="list-style-type: none"> • Students speak in complete sentences, using RoR vocabulary, while presenting or retelling RoR information. • Summarize a teacher's RoR presentation. • Create a RoR presentation and present key information of a RoR chapter to an audience. • Use notes, outlines, and visual aides for presentation. • Invite students to share what they have learned. • Students participate in an ensemble in order to interact with peers. • Invite students to ask questions during the lesson and to develop further topics of investigation. • Prepare and give a presentation on a world music culture or instrument of choice. • Express an opinions or judgments of a RoR presentation, music, culture, or instrument. • Create, ask, and answer questions regarding RoR information. • Interview a musician or teacher that specializes in a RoR instrument or a specific world music culture • Adapt language and presentation features while presenting RoR information. • Create a panel discussion regarding the importance of understanding world music cultures.
Vocabulary Development	<ul style="list-style-type: none"> • Invite students to use dictionaries, encyclopedias, or online information to discover new information of RoR cultures and/or definitions of RoR vocabulary. • Use a variety of sources to decode unfamiliar words. • Write figurative language to describe a culture's music (metaphors, similes, alliteration, personification, assonance, etc.) • Write analogies of the musical instruments or ensemble music. • Identify key words in the RoR Teacher's Guide that are used repeatedly and/or specific to a given chapter. • Incorporate new RoR vocabulary words into sentences and paragraphs. • Create a list of synonyms and antonyms while describing the geographic locations, cultural facts, and sounds of the instrument(s) of study.



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CLASSROOM CONNECTIONS

Math

RoR Classroom Connections • Math • Grades K-2

Subject/Concept	Connections/Lesson Ideas
Number Sense	• Count the number of students or instruments in the ensemble.
	• Count the number of sounds in a given <i>TUBS</i> set.
	• Count the number of silences in a given <i>TUBS</i> set.
	• Compare and contrast the number of sounds and silences in two <i>TUBS</i> sets.
	• Identify, count, and read the numbers in <i>TUBS</i> .
	• Find and count equivalent forms of the same number of instruments (2 cowbells+1 djembé=3 instruments. 1 djembé+1 bongo+1 cowbell=3 instruments.)
	• Add or subtract one or two pictures in the <i>TUBS</i> notation boxes.
	• Count instruments/players by 1s and 2s.
	• Identify how numbers are used in <i>TUBS</i> .
	• Students write individual <i>TUBS</i> patterns.
	• Read the number words: <i>one, two, three</i> , etc..
	• Create and play <i>TUBS</i> patterns that play only on the odd or even numbers.
Algebra and Functions	• Identify and sort the instruments by color, size, sound, shape, etc.
	• Write and solve number problems using instruments or sounds in <i>TUBS</i> .
	• Describe, extend, and decrease a <i>TUBS</i> pattern.
	• Solve addition and subtraction problems using data collected.
Measurement and Geometry	• Compare, contrast, and order instruments according to the length, weight, size, and shape.
	• Create unique standards of measurement for the instruments (length of shoe laces, hand size, etc.)
	• Measure instruments with standard measurement tools.
	• Identify common geometric shapes in each instrument. (circles, square, triangle, rectangle)
	• Identify similarities and differences of the instrument faces and sides, using correct terminology when referring to shapes (circle, etc.)
	• Classify instruments by common attributes.
	• Describe the location of the instruments in the room and within relationship to the body. (proximity, position, direction)
	• Sketch instruments, isolating the geometric shapes.
	• Identify points of symmetry in the instruments or in <i>TUBS</i> patterns.
	• Play a <i>TUBS</i> pattern.
	• Create and cut out a two dimensional representative drawing of an instrument.

RoR Classroom Connections • Math • Grades K-2

Subject/Concept	Connections/Lesson Ideas
Data Analysis, Statistics and Probability	<ul style="list-style-type: none"> • Collect data on the number of instruments, shapes, sizes, etc. and write these on charts using words, graphs, picture graphs, etc..
	<ul style="list-style-type: none"> • Identify simple repeating patterns in <i>TUBS</i>.
	<ul style="list-style-type: none"> • Ask questions related to data collected.
	<ul style="list-style-type: none"> • Identify more, less, or the same amount of sounds in several <i>TUBS</i> patterns.
	<ul style="list-style-type: none"> • Explore and make observations about <i>TUBS</i> patterns.
Mathematical Reasoning	<ul style="list-style-type: none"> • Use instruments as manipulatives when solving or creating addition or subtraction problems.
	<ul style="list-style-type: none"> • Students identify and discuss similarities and differences in <i>TUBS</i> patterns.
	<ul style="list-style-type: none"> • Students ask questions in regards to how the <i>TUBS</i> pattern changes.
	<ul style="list-style-type: none"> • Students create addition and subtraction problems using <i>TUBS</i> patterns or instruments as manipulatives.

RoR Classroom Connections • Math • Grades 3-5

Subject/Concept	Connections/Lesson Ideas
Number Sense	• Identify math skills needed to play a <i>TUBS</i> pattern
	• Count the number of sounds and silences in a given <i>TUBS</i> set.
	• Compare and contrast the number of sounds and silences in three or more <i>TUBS</i> sets..
	• Use instruments as manipulatives for multiplication problems (2 cowbells x 1 cowbell = 2 cowbells.)
	• Count instruments/players in groups of 2s, 3s, 4s, etc...
	• Identify how numbers are used in <i>TUBS</i> .
	• Students write individual <i>TUBS</i> patterns.
	• Create and play <i>TUBS</i> patterns.
Algebra and Functions	• Identify and sort the instruments by color, size, sound, shape, etc.
	• Read, interpret, describe, extend, and decrease a <i>TUBS</i> pattern.
Measurement and Geometry	• Identify, name, describe, and classify instruments according to the 3-dimensional properties and other common attributes.
	• Estimate and measure the perimeter and area of the instrument surfaces.
	• Measure instruments with standard measurement tools (centimeters and inches).
	• Describe instrument sizes in fractions (The cowbell is $\frac{1}{2}$ the size of the smallest drum.)
	• Identify common geometric shapes in each instrument.
	• Identify congruent and similar figures.
	• Identify intersecting, parallel, and perpendicular lines on the instruments.
	• Identify the radius and diameter of a round drum head.
	• Identify similarities and differences of the instrument faces and sides.
	• Determine the angles of the instruments (less or more than 90°). Classify as acute, obtuse, right, or straight.
	• Describe the location of the instruments in the room and within relationship to the body. (proximity, position, direction)
	• Create 3-dimensional sketch or model of the instruments.
	• Sketch the results of instrument rotations (different faces)
	• Identify points of symmetry in the instruments or in <i>TUBS</i> patterns.
	• Weigh and estimate instruments (grams, oz., lbs.)
	• Create and cut out a two dimensional representative drawing of an instrument.'
• Calculate elapsed time while playing.	

RoR Classroom Connections • Math • Grades 3-5

Subject/Concept	Connections/Lesson Ideas
Data Analysis, Statistics and Probability	• Collect data on the number of instruments, shapes, sizes, etc. and write these on charts using words, graphs, picture graphs, etc..
	• Identify larger repeating patterns in <i>TUBS</i> .
	• Ask questions related to data collected.
	• Identify more, less, or the same amount of sounds in several <i>TUBS</i> patterns.
	• Analyze and describe the <i>TUBS</i> patterns.
	• Explore and make observations about <i>TUBS</i> patterns.
	• Translate information from a graph, regarding the number of instruments, shapes, length of time played, etc..
	• Organize and accurately label data.
	• Use appropriate and accurate vocabulary when describing the shapes, sizes, etc. of the instruments.
	• Describe the relationships between sets of data.
	• Create a <i>TUBS</i> pattern using probability (coin toss: heads, there will be a sound in the box, tails, there will be silence).
Mathematical Reasoning	• Use instruments as manipulatives when solving or creating addition or subtraction problems.
	• Students identify and discuss similarities and differences in <i>TUBS</i> patterns.
	• Students ask questions in regards to how the <i>TUBS</i> pattern changes.
	• Students create addition and subtraction problems using <i>TUBS</i> patterns or instruments as manipulatives.

RoR Classroom Connections • Math • Grades 6-12

Subject/Concept	Connections/Lesson Ideas
Number Sense	• Identify math skills needed to identify and play a <i>TUBS</i> pattern.
	• Invite students to describe <i>TUBS</i> using mathematical language.
	• Count the number of sounds and silences in a given <i>TUBS</i> set.
	• Compare and contrast the number of sounds and silences in three or more <i>TUBS</i> sets..
	• Estimate a percent of quantity of time playing in an ensemble or number of sounds played in a <i>TUBS</i> pattern.
	• Use ratios to describe how many more or less one instrument plays in a <i>TUBS</i> pattern, compared to another.
	• Use instruments as manipulatives for multiplication problems (2 cowbells x 1 cowbell = 2 cowbells.)
	• Students write individual <i>TUBS</i> patterns.
	• Create and play <i>TUBS</i> patterns.
Algebra and Functions	• Identify and sort the instruments by color, size, sound, shape, etc.
	• Read, interpret, describe, extend, and decrease a <i>TUBS</i> pattern.
	• Evaluate formulas for given input values (surface area, etc.)
Measurement and Geometry	• Identify, name, describe, and classify instruments according to the 3-dimensional properties and other common attributes.
	• Locate and define the vertices, faces, and sides of the 3-dimensional instruments.
	• Estimate and calculate the perimeter, area, circumference, volume, and surface areas of the musical instruments. (rectangles, circles, triangles, squares, prisms, cylinders)
	• Measure instruments with standard measurement tools (centimeters and inches).
	• Describe instrument sizes in fractions (The cowbell is $\frac{1}{2}$ the size of the smallest drum.)
	• Use geometric vocabulary to describe angles, polygons, and circles.
	• Identify and describe the relationships of radius, chords, diameter, and circumference of a round drum head.
	• Identify congruent and similar figures.
	• Identify intersecting, parallel, and perpendicular lines on the instruments.
	• Determine the angles of the instruments, classify as acute, obtuse, right, or straight.
	• Create dimensional sketch or model of the instruments.
	• Draw an image of an instrument under rotations of 90° and 180°
	• Identify points of symmetry in the instruments or in <i>TUBS</i> patterns.
	• Weigh and estimate instruments (grams, oz., lbs.)
	• Calculate elapsed time while playing.
	• Student uses x/y coordinates to identify where an instrument is played.
• Use mathematics to show and understand scale drawings.	

RoR Classroom Connections • Math • Grades 6-12

Subject/Concept	Connections/Lesson Ideas
Data Analysis, Statistics and Probability	• Collect and record data on the number of instruments, shapes, sizes, etc., using graphs, picture graphs, etc..
	• Record data on a frequency table.
	• Determine the mean, mode, and median of number of sounds played in an ensemble.
	• Identify larger repeating patterns in <i>TUBS</i> .
	• Ask questions related to data collected.
	• Identify more, less, or the same amount of sounds in several <i>TUBS</i> patterns.
	• Analyze and describe the <i>TUBS</i> patterns.
	• Explore and make observations about several <i>TUBS</i> patterns.
	• Use circle graphs to chart data.
	• Organize and accurately label data.
	• Use appropriate and accurate vocabulary when discussing information.
	• Describe the relationships between sets of data.
	• Create a <i>TUBS</i> pattern using probability (coin toss: heads, there will be a sound in the box, tails, there will be silence).
Mathematical Reasoning	• Use instruments as manipulatives when solving or creating addition or subtraction problems.
	• Students identify and discuss similarities and differences in <i>TUBS</i> patterns.
	• Students ask questions in regards to how the <i>TUBS</i> pattern changes.
	• Students create addition and subtraction problems using <i>TUBS</i> patterns or instruments as manipulatives.



**ROOTS
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FOR ALL AGES**

CLASSROOM CONNECTIONS

Science

RoR Classroom Connections • Science • Grades K-2

Subject/Concept	Connections/Lesson Ideas
Physical Science	<ul style="list-style-type: none"> • Describe the instruments in terms of the materials they are made of (wood, leather, metal, etc.). • Describe the instruments in terms of their height, weight, color, size, sound. • Discuss solids, liquids, and gasses and what instruments are made of and their differences. • Discuss how a percussion instrument is struck to produce a sound. • Discuss how different parts of an instrument move due to how it is played or how it moves with sound waves. • Invite students to explain how the instrument moves to produce a sound. • Discuss that objects fall (hands or mallets to a drum head) to produce a sound (gravity). • Identify characteristics of non-living things.
Life Science	<ul style="list-style-type: none"> • Discuss and share instruments made from animals (leather hides, rattles, etc.). • Discuss how individuals are different from one another and each contributes something different to an ensemble or a culture. • Discuss that the earth is made of water and land and the people of the RoR cultures live on land. Identify these areas on a map and discuss the geological areas in which they live.
Earth Science	<ul style="list-style-type: none"> • Discuss and share instruments made from natural resources. • Discuss how the earth provides resources for instruments. • Students look at instruments and using the five senses, (without taste), describe the instruments. • Students observe how the instruments are played and communicate this to others with clear descriptions.
Experimentation, Investigation and Questioning Process	<ul style="list-style-type: none"> • Identify and list the parts of the instruments. • Discuss and investigate which instruments make certain sounds and why. • Communicate observations with words and/or sketches/pictures. • Describe where the instruments are located and proximity to other objects. • Sort the instruments by properties. Observe, describe, record/chart, and copy findings. • Sort the instruments by parts. Observe, describe, record/chart/graph, copy findings. • Compare and contrast the physical properties of the instruments. • Invite the students to ask questions about the instruments, sounds, or event. • Discuss decisions that need to be made and do so while gathering information. • Identify problems and invite suggestions for solutions (in group ensemble playing, or in any given situation) • Discuss the importance of parts and whole. Single parts may/may not allow the instrument to sound, the whole instrument will. • Discuss how environmental change (heat/cold) can produce a change in an instrument. • Discuss how an instrument's sound can change if it gets wet or is placed in extreme heat (leather splits/sags, pitch changes, etc.) • Measure the length, weight, and width of the instruments.

RoR Classroom Connections • Science • Grades 3-6

Subject/Concept	Connections/Lesson Ideas
Physical Science	• Describe the instruments in terms of the materials they are made of (wood, leather, metal, etc.).
	• Describe the instruments in terms of their height, weight, color, size, sound.
	• Discuss solids, liquids, and gasses and what instruments are made of and their differences.
	• Discuss when that all matter is created from atoms.
	• Discuss that metal in instruments is created when two or more substances come together and create new properties.
	• Discuss how a percussion instrument is struck to produce a sound.
	• Determine the necessary motions needed to create a sound on a percussion instrument.
	• Discuss how different parts of an instrument move due to how it is played or how it moves with sound waves.
	• Discuss that energy can be carried by sound waves
	• Invite students to explain how an instrument moves to produce a sound.
	• Discuss that objects fall (hands or mallets to a drum head) to produce a sound (gravity).
	• Identify characteristics of non-living things.
• Discuss the difference between electronic and acoustic instruments.	
Life Science	• Discuss and share instruments made from animals (leather hides, rattles, etc.).
	• Discuss how individuals are different from one another and each contributes something different to an ensemble or a culture.
	• Discuss how an ensemble really is a living system that interacts and how the parts are important to the whole.
	• Discuss how individuals are dependent upon one another in a system, as well as an ensemble.
	• Discuss the changes that happen in any living system and in an ensemble.
• Predict what happens when changes occur.	
Earth Science	• Discuss that the earth is made of water and land and the people of the RoR cultures live on land. Identify these areas on a map and discuss the geological areas in which they live.
	• Discuss and share instruments made from natural resources.
	• Discuss how the earth provides resources for instruments.
	• Discuss how many indigenous tribes make instruments from natural resources and how they conserve and reuse materials.

RoR Classroom Connections • Science • Grades 3-6

Subject/Concept	Connections/Lesson Ideas
Experimentation, Investigation and Questioning Process	• Organize, examine, and evaluate the instruments for properties, sound, materials, parts, etc.
	• Students observe how the instruments are played and communicate this to others with clear descriptions.
	• Identify and list the parts of the instruments.
	• Discuss and investigate which instruments make certain sounds and why.
	• Communicate observations with words and/or sketches/pictures.
	• Describe where the instruments are located and proximity to other objects.
	• Sort the instruments by properties. Observe, describe, record/chart, and copy findings.
	• Sort the instruments by parts. Observe, describe, record/chart/graph, copy findings.
	• Compare and contrast the physical properties of the instruments.
	• Invite the students to ask questions about the instruments, sounds, or event.
	• Discuss decisions that need to be made and do so while gathering information.
	• Identify problems and invite suggestions for solutions (in group ensemble playing, or in any given situation)
	• Plan and create simple descriptive investigations using the instruments as the sources.
	• Discuss the importance of parts and whole. Single parts may/may not allow the instrument to sound, the whole instrument will.
	• Discuss how environmental change (heat/cold) can produce a change in an instrument.
	• Discuss how an instrument's sound can change if it gets wet or is placed in extreme heat (leather splits/sags, pitch changes, etc.)
	• Measure the length, weight, and width of the instruments.
	• Discuss options from facts throughout the RoR presentation.
	• Discuss cause-and-effect relationships in playing instruments and playing in an ensemble.
	• Create a question and test it.
• While building instruments, chart sequence and time.	

RoR Classroom Connections • Science • Grades 7-12

Subject/Concept	Connections/Lesson Ideas
Physical Science	• Describe the instruments in terms of the materials they are made of and in terms of their height, weight, color, size, sound.
	• Discuss solids, liquids, and gasses and what instruments are made of and their differences.
	• Discuss that all matter is created from atoms.
	• Discuss how a percussion instrument is struck to produce a sound.
	• Determine the necessary motions needed to create a sound on a percussion instrument.
	• Discuss how different parts of an instrument move due to how it is played or how it moves with sound waves.
	• Discuss that energy can be carried by sound waves.
	• Discuss the different type of waves and how sound waves are longitudinal waves dependent upon the properties of the object and what strikes it.
	• Invite students to explain how the instrument moves to produce a sound.
	• Discuss that objects fall (hands or mallets to a drum head) to produce a sound (gravity).
	• Discuss the difference between electronic and acoustic instruments.
	• Discuss velocity in relationship to producing a loud/quiet or long/short sound on an instrument.
	• Discuss how different materials and physical characteristics can be used change the tone color (dark/bright) and pitch (high/low) of an instrument.
	• Discuss force in relationship to producing a loud/quiet or long/short sound on an instrument and how the object receiving the force responds to this difference.
Life Science	• Discuss how an ensemble really is a living system that interacts and how the parts are important to the whole.
	• Discuss how individuals are dependent upon one another in a system, as well as an ensemble.
	• Discuss the changes that happen in any living system and in an ensemble.
	• Predict what happens when changes occur.
	• Discuss that evolution in innovation has produced new instruments. Present a series of the same musical instrument that has evolved over time.
Earth Science	• Discuss and share instruments made from natural resources.
	• Discuss how the earth provides resources for instruments.
	• Discuss how many indigenous tribes make instruments from natural resources and how they conserve and reuse materials.

RoR Classroom Connections • Science • Grades 7-12

Subject/Concept	Connections/Lesson Ideas
Experimentation, Investigation and Questioning Process	• Organize, examine, sort, and evaluate the instruments for properties, sound, materials, parts, etc.
	• Students observe how the instruments are played and communicate this to others with clear descriptions.
	• Invite the students to ask questions about the instruments, sounds, or event.
	• Identify problems and invite suggestions for solutions (in group ensemble playing, or in any given situation)
	• Plan and create descriptive investigations using the instruments as the sources for the investigation.
	• Discuss how environmental change (heat/cold) can produce a change in an instrument.
	• Discuss how an instrument's sound can change if it gets wet or is placed in extreme heat (leather splits/sags, pitch changes, etc.)
	• Measure the length, weight, and width of the instruments.
	• Discuss options from facts throughout the RoR presentation.
	• Discuss cause-and-effect relationships in playing instruments and playing in an ensemble.
	• Create a question of investigation and test it.
	• While building instruments, chart sequence and time.
	• Create scale models of the instruments while using appropriate tools of measurement.
	• Draw clear diagrams of the instruments, labeling all parts.



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CLASSROOM CONNECTIONS

Social Studies

RoR Classroom Connections • Social Studies • Grades K-2

Subject/Concept	Connections/Lesson Ideas
History	• Use chronological terms when talking about events.
	• Identify historical and current musical figures within the RoR cultures of study.
	• Identify past, present, and future.
	• Use vocabulary that address yesterday, today, and tomorrow.
	• Compare and contrast a child's daily life with that of students in past times.
Geography	• Students compare and contrast the locations of RoR environment, people, and cultures.
	• Understand relative locations of objects and people in relation to others.
	• Create a simple map of the classroom, placing RoR instruments on the map.
	• Look at and identify the world on a map or globe, locating land vs. water.
	• Using a RoR country of study, create a simple map with symbols.
	• Understand that country location, weather, and physical environment affect the way a people live and the instruments that they create.
	• Understand that natural resources can be used to make instruments.
Economics	• Label maps as developmentally appropriate. Identify RoR areas of study.
	• Understand that goods and services can be produced and consumed. Musicians can play for others, etc.
	• Understand how people in communities earn money by making, selling and trading instruments.
	• Understand that instruments must be manufactured, transported, and marketed. Discuss who does these tasks.
	• Identify how different people in different cultures make a living.
Government	• Trace the development of a product from a natural resource to a finished product.
	• Understand that different governments run countries differently.
Citizenship	• Discuss how the U.S. makes laws compared to other countries.
	• Create rules in a democratic process for ensemble playing and class participation.
	• Follow rules, sharing and taking turns, and learning to be a positive participant in an ensemble.
	• Describe and understand that people rely on one another to accomplish a task or play an ensemble.
	• Understand that all students are members of a classroom community.
	• Understand that all students have responsibilities as group members in a class and an ensemble community.
	• Discuss with children, the responsibilities that an individual has in a group setting.
	• Discuss how playing music together creates a community
	• Discuss how each student learns differently and how students can support one another.
	• Understand how people make and change rules.
	• Invite students to reflect on their behavior within the ensemble and how that helps or hinders playing as a community.
	• Students understand that conflict resolution is a part of a community.
• Discuss how students can resolve conflicts within the classroom and ensemble.	

RoR Classroom Connections • Social Studies • Grades K-2

Subject/Concept	Connections/Lesson Ideas
Culture	• Identify the culture of the RoR chapter and discuss the differences and similarities compared to an individual's own culture.
	• Identify the beliefs and customs of a RoR culture of study.
	• Understand that some RoR cultures are rural, suburban, or urban communities.
	• Share stories or folk tales from RoR cultures.

RoR Classroom Connections • Social Studies • Grades 3-5

Subject/Concept	Connections/Lesson Ideas
History	• Use chronological terms when talking about events.
	• Identify historical and current musical figures within the RoR cultures of study. Compare and contrast these to historical figures of the U.S.
	• Identify past, present, and future.
	• Compare and contrast a child’s daily life with that of people in RoR cultures.
	• <i>Identify the American Indian nations and compare and contrast these to other indigenous cultures from the RoR guide (RoR Chapter 7 and others).</i>
	• Understand the economic, social, and political life of a RoR culture of study.
	• Describe how immigrants bring their history with them.
	• Compare and contrast how the U.S. grew and changed in comparison to other RoR countries of study.
	• <i>Identify the slave trade routes from West African countries. Connect these to the Djembé (RoR chapter 4).</i>
	• <i>Compare and contrast the Lakota Native Americans of the U.S. to various other Native American cultures (RoR Chapter 7).</i>
Geography	• Students compare and contrast the locations of RoR environment, people, and cultures.
	• Understand exact locations of objects and people in relation to others.
	• Look at and identify the world on a map or globe, locating land vs. water, continents, countries, rivers, mountain ranges, etc.
	• Using a RoR country of study, create a simple map with symbols.
	• Understand that country location, weather, and physical environment affect the way a people live and the instruments that they create.
	• Understand that natural resources can be used to make instruments.
	• Draw and label maps as developmentally appropriate. Identify RoR areas of study.
	• Discuss how geography and climate influence how people in the RoR cultures live.
	• Students collect, analyze, and interpret data of a RoR culture’s geographic location.
	• Compare and contrast a local state region to that of a RoR culture’s location.
	• Discuss why people change their environment to live in that particular region.
	• Identify the western, eastern, northern, and southern hemispheres and where RoR countries/countries in the teacher’s guide are located.
• Find absolute locations of various cultures, using latitude and longitude lines	
Economics	• Understand the goods and services can be produced and consumed. Musicians can play for others, etc.
	• Understand how people in communities earn money by making, selling and trading instruments.
	• Understand that instruments must be manufactures, transported, and marketed. Discuss who does these tasks.
	• Identify how different people in different cultures make a living and how this is connected to economics.
	• Trace the development of a product from a region’s natural resource to a finished product.
	• Describe the similarities and differences of current music of the U.S., today, in relationship to other RoR cultures.
	• Discuss how technology has influenced music as an innovative financial boom.
	• Discuss how an economic motivation can create cultural innovations.

RoR Classroom Connections • Social Studies • Grades 3-5

Subject/Concept	Connections/Lesson Ideas
Government	<ul style="list-style-type: none"> • Compare and contrast how different governments run countries. • Discuss how the U.S. makes laws compared to other countries. • Discuss how present and past governments have developed and left their marks on society. • Discuss the role of citizenship within a government, community, or an ensemble. • Understand the powers, levels, and structures of government, locally and in other countries. Compare and contrast.
Citizenship	<ul style="list-style-type: none"> • Create rules in a democratic process for ensemble playing and class participation. • Follow rules, sharing and taking turns, and learning to be a positive participant in an ensemble. • Discuss and identify how people rely on one another to accomplish a task or play an ensemble. • Understand that all students are members of a classroom community and that all students have responsibilities as group members. • Understand how people make and change rules. • Create/discuss conflict resolution techniques/problem solving steps for ensemble or community relation problems in the classroom. • Students understand that conflict resolution is a part of a community. • Understand that different countries have different rules for citizens. • Find similarities and differences within the ensemble community rules and other communities inside and outside of the school. • Discuss the importance of a citizen's involvement in a classroom community or ensemble, connecting this to a town or city. • Determine and list how a students maintains positive relationships within in an ensemble. • Discuss and determine how an individual is accountable in an ensemble. • Discuss how cooperative learning is a part of ensemble participation. • Compare and contrast the roles of students within the classroom community to that of the school, city, town, state, or national government.
Culture	<ul style="list-style-type: none"> • Define what culture is and give examples from the RoR Teacher's Guide. • Identify the cultures of the RoR chapters and discuss the differences and similarities compared to an individual's own culture. • Identify the beliefs and customs of a RoR culture of study. • Understand that some RoR cultures are rural, suburban, or urban communities. • Share stories, folktales, myths, and legends from RoR cultures. • Discuss how people change their communities and the world. • Compare and contrast local past and current citizens and cultures with those from RoR cultures. • Describe how immigrants bring culture with them and how this influences or changes a group of people. • Use photos or the internet to share what people of other cultures and locations look like. • Explain how culture and people influence others. • Create a report of information of a RoR culture.

RoR Classroom Connections • Social Studies • Grades 6-12

Subject/Concept	Connections/Lesson Ideas
History	<ul style="list-style-type: none"> • Use chronological terms when talking about events. Identify past, present, and future. • Identify historical and current musical figures within the RoR cultures of study. Compare and contrast these to historical musical figures of the U.S. • Compare and contrast life of a culture of study with that of people in RoR cultures. • <i>Identify the American Indian nations and compare and contrast these to other indigenous cultures from the RoR guide (RoR Chapter 7 and others).</i> • Understand the economic, social, and political life of a RoR culture of study. • Describe how immigrants bring their history with them. • Compare and contrast how the ancient civilizations contributed to music in society. • <i>Track slavery to the western hemisphere and how the slaves brought music to various areas of the world, connect this to the Djembé (RoR chapter 4).</i> • Describe the Renaissance period and compare and contrast music of cultures around the world, at that specific time.
Geography	<ul style="list-style-type: none"> • Students compare and contrast the locations of RoR environment, people, and cultures to ancient cultures, as well as cultures in Africa and the U.S. • Understand exact locations of objects and people in relation to others. • Look at and identify the world on a map or globe, locating land vs. water, continents, countries, rivers, mnt. ranges, etc. • Using a RoR country of study, create a detailed map with symbols. • Understand that country location, weather, and physical environment affect the way a people live and the instruments that they create. • Understand that natural resources can be used to make instruments. • Draw and label maps as developmentally appropriate. Identify RoR areas of study. • Discuss how geography and climate influence how and where people in the RoR cultures live. • Students collect, analyze, and interpret data of a RoR culture's geographic location. • Compare and contrast a local state region to that of a RoR culture's location. • Discuss why people change their environment to live in that particular region. • Identify the western, eastern, northern, and southern hemispheres and where RoR countries in the teacher's guide are located. • Create music thematic maps of the world, identifying indigenous instruments.
Economics	<ul style="list-style-type: none"> • Understand the goods and services can be produced and consumed. Musicians can play for others, etc. • Understand how people in communities earn money by making, selling and trading instruments. • Understand that instruments must be manufactures, transported, and marketed. Discuss who does these tasks. • Identify how different people in different cultures make a living and how this is a part of economics. • Trace the development of a product from a region's natural resource to a finished product. • Describe the similarities and differences of current music of the U.S., today, in relationship to other RoR cultures. • Discuss how technology has influenced music as an innovative financial boom. • Discuss how an economic motivation can create cultural innovations.

RoR Classroom Connections • Social Studies • Grades 6-12

Subject/Concept	Connections/Lesson Ideas
Government	• Compare and contrast how different governments run countries.
	• Discuss how the U.S. makes laws compared to other countries.
	• Discuss how present and past governments have developed and left their marks on society.
	• Discuss the role of citizenship within a government, community, or an ensemble.
	• Understand the powers, levels, and structures of government, locally and in other countries. Compare and contrast.
Citizenship	• Create rules in a democratic process for ensemble playing and class participation.
	• Follow rules, sharing and taking turns, and learning to be a positive participant in an ensemble.
	• Discuss and identify how people rely on one another to accomplish a task or play an ensemble.
	• Understand that all students are members of a classroom community and that all students have responsibilities as group members.
	• Identify roles that can be coordinated/assigned and how these work in a community or ensemble.
	• Discuss and determine how an individual is accountable in an ensemble.
	• Create, discuss, list, and reflect on conflict resolution techniques/problem solving steps for ensemble or community relation problems in the classroom.
	• Understand that different countries have different rules for citizens.
	• Discuss the importance of a citizen's involvement in a classroom community or ensemble.. Connect this to a group of people in a larger communities.
	• Find similarities and differences within the ensemble community rules and other communities inside and outside of the school.
	• Determine and list how a students maintains positive relationships within in an ensemble.
	• Discuss how cooperative learning is a part of ensemble participation.
	• Reflect and document how the group is achieving goals while creating and maintaining a working relationship.
	• Discuss how positive participation in an ensemble can foster a positive self-esteem.
	• Discuss how a performance ensemble can provide community service.
	• Determine how how interpersonal and intrapersonal skills effect the ensemble.
• Compare and contrast the roles of students within the classroom community to that of the school, city, town, state, or national government.	

RoR Classroom Connections • Social Studies • Grades 6-12

Subject/Concept	Connections/Lesson Ideas
Culture	• Define what culture is and give examples from the RoR Teacher's Guide.
	• Identify the cultures of the RoR chapters and discuss the differences and similarities compared to a grade level's culture of study.
	• Compare and contrast the beliefs and customs of a RoR culture of study to a culture that is studied in the social studies curriculum.
	• Compare and contrast local past and current citizens and cultures with those from RoR cultures.
	• Describe how immigrants bring culture with them and how this influences or changes a group of people in countries near and far.
	• Describe how the trans-Saharan caravan trade transferred culture.
	• Use photos or the internet to share what people of other cultures and locations look like.
	• Explain how culture and people influence others.
	• Identify and determine the various religions within the RoR cultures of study.
	• Create a report of information of a RoR culture.
	• Discuss cultures and how they grew or declined, compare these to a RoR culture of study.
	• Invite students to compare and contrast current music to that of the past and other cultures.
	• Discuss why and how music and musical instruments change over time



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**CLASSROOM
CONNECTIONS**

Visual & Performing Arts

RoR Classroom Connections • Visual & Performing Arts • Grades K-2

Subject/Concept	Connections/Lesson Ideas
Dance	• Play the authentic music tracks of the RoR CD, while the students walk, run, gallop, hop, jump, balance, and skip.
	• Create levels of movement (high, middle, low) for different pitched percussion instruments.
	• Compose stylized dances in the cultural style of a RoR culture of study.
	• Practice and perform dances indigenous to the RoR culture of study.
	• Create movements that reflect the mood or style of a RoR ensemble on the RoR CD.
	• Create axial movement sequences while listening to the RoR ensembles on the CD.
	• Discuss the different tempos of the ensemble music and have students use locomotor movements according to the speed/tempo.
	• Create opposite movements while playing the ensemble music on the RoR CD or while the class is performing.
	• Create different types of movement to different ensembles.
	• Create movement sequences using the RoR CD or live ensemble.
	• Identify different dances from various RoR cultures and discuss where and when they are danced.
	• Use dance vocabulary to describe a movement.
	• Discuss how dance and music are connected.
	• Discuss how dance is a part of culture.
	• Use props with movements to accentuate duration of phrase length.
Music	• Use invented pictures or symbols to represent sound in the <i>TUBS</i> pattern.
	• Incorporate the basic elements or language of music when teaching RoR lessons. (high/low, loud/quiet, long/short, fast/slow)
	• Identify repetition, similarity, and contrast in music.
	• Students read, create, and play <i>TUBS</i> patterns.
	• Students move to the beat or the <i>TUBS</i> pattern.
	• Describe and explain how music is a part of culture and a part of social sciences.
	• Invite students to describe the sound of the instruments and identify the instruments.
	• Perform and notate simple <i>TUBS</i> rhythmic patterns.
	• Students echo <i>TUBS</i> patterns.
	• Discuss why music is created and for what purpose.
	• Students perform and play as individuals or in groups.
	• Students create instruments from found sources.

RoR Classroom Connections • Visual & Performing Arts • Grades K-2

Subject/Concept	Connections/Lesson Ideas
Music (cont'd.)	• Students listen to the RoR CD and describe what they hear.
	• Students move to the ensemble performances on the RoR CD.
	• Students describe the roles of musicians in every day situations and in different RoR cultures.
	• Assess technique or performances according to specific criteria.
	• Learn other songs, games, and ensembles from RoR cultures of study.
	• Students identify songs of musical heritage and traditions and connect these to RoR cultures of study.
Theater	• Create a skit representative of an RoR culture of study and identify the characters, actors, and setting.
	• Pantomime playing various instruments of study with or without the teacher playing the instrument in the background, or over the RoR CD examples.
	• Dramatize a folktale of a RoR culture of study. Identify the beginning, middle, and end.
	• Retell a story from a RoR culture of study.
	• Discuss whether the characters in a folktale of an RoR culture of study is real or make-believe. Compare and contrast.
	• Describe what an audience does and how it responds to a performance.
	• Create an improvisation of dialogue while retelling a folkstory from an RoR culture.
	• Improvise different roles that community members would play in an RoR culture of study.
	• Learn to participate in an ensemble.
	• Create a tableau of a scene from an RoR culture of study.
	• Identify and recreate the traits of musicians while observing a presenter.
	• Create costume pieces indigenous to an RoR culture of study.
	• Discuss how theatre is a part of culture.
	• Discuss how theatre and music are connected.
	• Improvise different characters of folktales from an RoR cultures of study.

RoR Classroom Connections • Visual & Performing Arts • Grades K-2

Subject/Concept	Connections/Lesson Ideas
Visual Arts	• Locate art prints of folkart of an ROR culture of study.
	• Describe the musical instruments using the elements of art.
	• Identify various mediums or art materials used by different cultures.
	• Locate fabrics of an ROR culture of study and describe what it looks like using the elements of art.
	• Describe what the instruments look like according to the elements of art.
	• Using line design and color study, paint and decorate 1 dimensional drawings of various instruments.
	• Produce a replica or copy of a piece of art work or piece of folk art from an ROR culture of study
	• Identify art that is functional and art in daily life in an ROR culture of study.
	• Compare and contrast folkarts and fabrics of various ROR cultures of study.
	• Invite the students to draw with different colors to represent the mood or feeling of a piece of music.
	• Use geometric shapes to draw the instruments.
	• Invite students to take pictures of the instruments and create a photo collage.
	• Identify the different types of art and folkart in ROR cultures of study.
	• Draw a still life picture of an instrument.
	• Create an instrument from a different medium (clay, papier maché, etc.)
	• Create a logo for the ROR program.
	• Use different elements of art to show dynamics, tempo, mood.
	• Sort the instruments according to line, color, shape, size, etc.
	• Use visual art patterns to represent the patterns heard and played in music.
	• Discuss how art is a part of culture.
• Identify pieces of art or folkart from different ROR cultures of study.	
• Create collages representing a specific culture from the ROR curriculum.	

RoR Classroom Connections • Visual & Performing Arts • Grades 3-6

Subject/Concept	Connections/Lesson Ideas
Dance	• Play the authentic music tracks of the RoR CD, while the students walk, run, gallop, hop, jump, balance, and skip.
	• Create levels of movement (high, middle, low) for different pitched percussion instrument.
	• Compose stylized dances in the cultural style of an RoR culture of study.
	• Practice and perform dances indigenous to an RoR culture of study.
	• Create longer sequenced axial and locomotor movements that reflect the mood or style of an RoR ensemble or the RoR CD.
	• Create and label or name a beginning, middle, and end of a dance sequence.
	• Compare and contrast the roles of an audience member vs. a performer.
	• Perform folkdances of various RoR cultures of study.
	• Compare and contrast folkdances from RoR cultures of study.
	• Explain the role and function of dance and theatre in different cultures.
	• Create stylized movements that reflect the rhythms of the ensembles on the RoR CD.
	• Perform dances with live RoR ensembles.
	Music
• Create melodic phrases or ostinatos using the <i>TUBS</i> rhythm/beat pattern.	
• Play music from diverse cultures, using the RoR Teacher's Guide.	
• Compose an ensemble, using different larger forms (Binary, Ternary, Rondo, etc.).	
• Create and arrange an ensemble to accompany a dance, play, or other presentation, in addition to cultural presentations.	
• Identify repetition, similarity, and contrast in music.	
• Incorporate the elements or language of music when teaching RoR lessons.	
• Students use appropriate vocabulary when describing music.	
• Students create, play, and assess <i>TUBS</i> patterns.	
• Describe and explain how music is a part of culture and a part of social sciences.	
• Invite students to describe the sound of the instruments and identify the instruments in various RoR lessons. Categorize the instrument sounds.	
• Identify various cultures with their instruments.	
• Students echo <i>TUBS</i> patterns.	
• Translate <i>TUBS</i> notation into traditional notation.	
• Discuss why music is created and for what purpose.	
• Students perform and play as individuals or in groups, with notation or by memory.	
• Students build RoR instruments.	
• Students listen to the RoR CD and describe what they hear, as well as play along.	

RoR Classroom Connections • Visual & Performing Arts • Grades 3-6

Subject/Concept	Connections/Lesson Ideas
Music (cont'd.)	• Students move to the ensemble performances on the C.D.
	• Analyze the elements of music used in the RoR CD.
	• Identify cultural characteristics of RoR music of study.
	• Describe the influence of various cultures on music of today.
	• Assess technique or performances according to specific criteria.
	• Learn other songs and ensembles from RoR cultures of study.
	• Discuss how music is used and the roles of musicians in different cultures on a day-to-day basis, and in larger community events.
	• Discuss how music of the U.S. and other Western Hemisphere cultures is connected to the slave trade and chart its course through history.
Theatre	• Create a skit representative of an ROR culture of study and identify the characters, actors, and setting.
	• Pantomime playing various instruments of study with or without the teacher playing the instrument in the background, or over the ROR CD examples.
	• Dramatize a folktale of an ROR culture of study. Identify the characters, setting, rising action, conflict, resolution.
	• Describe what an audience does and how it responds to a performance.
	• Create an improvisation of dialogue while retelling a folkstory from an ROR culture, create and use appropriate props.
	• Create a tableau of a scene from an ROR culture of study.
	• Discuss theatre is a part of culture.
	• Discuss how theatre and music are connected.
	• Identify who, what, when, where, how, and why of folktales and skits.
	• Explain the role and function of dance and theatre in different cultures.
	• Create and work with puppets from various ROR cultures of study.
	• Identify story telling traditions of various ROR cultures of study.
	• Write a script that demonstrates knowledge of an ROR culture or moment in history.
	• Use gesture, facial expression, and body language to communicate roles in various ROR cultures of study.
	• Write a monologue or dialogue of a skit or an existing folktale for an ROR culture of study.
	• Create masks that reflect ROR cultures of study.
• Create pantomimed movement that reflects the accents in ensemble music.	

RoR Classroom Connections • Visual & Performing Arts • Grades 3-6

Subject/Concept	Connections/Lesson Ideas
Visual Arts	• Locate art prints of folkart of an RoR culture of study.
	• Describe the musical instruments using the elements of art.
	• Identify various mediums or art materials used by different cultures.
	• Locate fabrics of an RoR culture of study and describe what the it looks like using the elements of art.
	• Describe what the instruments look like according to the elements of art.
	• Using line design and color study, paint and decorate 2 dimensional drawings of various instruments.
	• Produce a replica or copy of a piece of art work or piece of folk art from an RoR culture of study
	• Compare and contrast folkarts and fabrics of various RoR cultures of study.
	• Use geometric shapes to draw the instruments.
	• Invite students to take pictures of the instruments and create a photo collage.
	• Invite students to take create a program cover for a RoR concert.
	• Draw a still life picture of an instrument.
	• Create an instrument from a different medium (clay, papier maché, etc.)
	• Create a logo for the RoR program.
	• Use different elements of art to show and demonstrate elements of music.
	• Use visual art patterns to represent the patterns heard and played in music.
	• Discuss how art is a part of culture.
	• Identify pieces of art or folkart from different RoR cultures of study.
	• Create collages representing a specific culture from the RoR curriculum.
	• Identify prominent visual artists (muralists, photographers, folkartists) from various RoR culture of study.
• Recreate textile art from an RoR culture of study.	
• Identify RoR cultures of study that have contributed to different areas of the U.S. Compare and contrast visual art influences.	
• Create abstract pieces of art while responding to the elements of music.	
• Research and present the different types of arts that exist in an RoR culture of study.	

RoR Classroom Connections • Visual & Performing Arts • Grades 7-8

Subject/Concept	Connections/Lesson Ideas
Dance	• Play the authentic music tracks of the RoR CD, while the students create choreographed dances.
	• Perform folkdances of various RoR cultures of study
	• Compare and contrast folkdances from RoR cultures of study.
	• Identify the different types of dances in each RoR culture of study.
	• Identify the various uses of dance in an RoR culture of study.
	• Create stylized movements that reflect the rhythms of the ensembles.
	• Perform dances with live RoR ensembles.
	• Create larger dance forms.
	• Research and discuss dance in the daily lives of RoR cultures of study.
	• Create a dance that demonstrate a focus or study of movement, culture, or rhythm.
	• Identify and discuss how dance is integrated into other art forms.
	• Incorporate the dance elements according to the style of music in an RoR performance or while using the RoR CD.
	• Prepare a dance demonstraton or lecture on an RoR culture of study.
	• Trace different current day dance styles of RoR cutlures of study.
	• Create a dance vocabulary the reflects the movements of various RoR cultures of study.
	• Notate, describe, or draw dance patterns of different cultures.
	• Describe the role that dance plays in various cultures according to socio-economic levels.
• Identify and discuss social dances in various RoR cultures of study.	
Music	• Compose <i>TUBS</i> patterns and layer together into an ensemble.
	• Create melodic phrases or ostinatos using the <i>TUBS</i> rhythm/beat pattern
	• Play and perform the RoR ensembles from diverse cutlures.
	• Compose an ensemble, using different larger forms (Binary, Ternary, Rondo, etc.)
	• Listen to the diverse ensembles in the RoR CD and analyze the elements of music.
	• Compare and contrast the elements of music of diverse cultures.
	• Create and arrange an ensemble to accompany a dance, play, or other presentation, in addition to cultural presentations.
	• Identify repetition, similarity, and contrast in music.
	• Incorporate the elements or language of music when teaching RoR lessons.
	• Students use appropriate vocabulary when describing music.
	• Students can create, play, and assess <i>TUBS</i> patterns.
	• Invite students to describe the sound of the instruments and identify the instruments in various RoR lessons.
	• Identify various cultures with their instruments.
• Students echo <i>TUBS</i> patterns.	

RoR Classroom Connections • Visual & Performing Arts • Grades 7-8

Subject/Concept	Connections/Lesson Ideas
Music (cont'd.)	• Translate <i>TUBS</i> notation into traditional notation.
	• Transcribe aural rhythmic examples into <i>TUBS</i> notation.
	• Discuss why music is created and for what purpose.
	• Students perform and play as individuals or in groups, with notation or by memory.
	• Students build RoR instruments.
	• Students listen to the RoR CD. and describe what they hear, as well as play along.
	• Identify characteristics of RoR music of study.
	• Students move to the ensemble performances on the CD.
	• Develop criteria for personal performances of a RoR ensemble.
	• Assess technique or performances according to specific criteria.
	• Learn other songs and ensembles from RoR cultures of study.
	• Discuss how music is used and the roles of musicians in different cultures on a day-to-day basis and in larger community events.
	• Discuss how music of the U.S. and other Western Hemisphere cultures is connected to the slave trade and chart its course through history.
	• Discuss how learning music of other cultures can support acceptance of other people.
	• Describe the development of music in various cultures of study, throughout the centuries.
• Discuss how music is used in social functions in various cultures and how it represents current and past values.	
Theater	• Create a skit representative of an RoR culture of study and identify the characters, actors, and setting.
	• Create an improvisation of dialogue while retelling a folkstory from an RoR culture, create and use appropriate props.
	• Create a tableau of a scene from an RoR culture of study.
	• Discuss theatre is a part of culture.
	• Discuss how theatre and music are connected.
	• Explain the role and function of dance and theatre in different cultures.
	• Create and work with puppets, costumes, and masks from various RoR cultures of study.
	• Identify and perform storytelling traditions of various RoR cultures of study.
	• Write a script that demonstrates knowledge of an RoR culture or moment in history.
	• Write a monologue or dialogue of a skit or an existing folktale for an RoR culture of study.
	• Create and perform monologues using characters or individuals of influence from an RoR culture of study.
	• Identify universal themes in multi-cultural plays and skits.
	• Design, produce, and perform a scene that recreates an RoR culture of study.
	• Create a modern interpretation of an old folktale.

RoR Classroom Connections • Visual & Performing Arts • Grades 7-8

Subject/Concept	Connections/Lesson Ideas
Visual Arts	• Locate art prints of folkart of an RoR culture of study.
	• Describe, sketch, paint, and recreate the musical instruments using the elements of art.
	• Identify various mediums or art materials used by different cultures.
	• Recreate piece of folkart from an RoR culture of study.
	• Create 3-D replicas of instruments.
	• Compare and contrast folkarts and fabrics of various RoR cultures of study.
	• Invite students to take pictures of the instruments and create a photo collage.
	• Create a digital portfolio of RoR cultures of study.
	• Create a digital presentation that represents the cultures of the RoR curriculum.
	• Invite students to take create a program cover for an RoR concert.
	• Create an instrument from a different medium (clay, papier maché, etc.)
	• Draw a still life picture of an instrument.
	• Discuss how art is a part of culture.
	• Create a logo for the RoR program.
	• Use different elements of art to show and demonstrate elements of music.
	• Use visual art patterns to represent the patterns heard and played in music.
	• Identify prominent visual artists (muralists, photographers, folkartists) from various RoR cultures of study.
	• Recreate textile art from an RoR culture of study.
	• Weave fabric using the color and design from an RoR culture of study.
	• Identify RoR cultures of study that have contributed to different areas of the U.S. Compare and contrast visual art influences.
	• Create abstract pieces of art while responding to the elements of music.
	• Research and present the different types of arts that exist in an RoR culture of study.
	• Identify how culture is reflected in piece of art or folkart. Identify changes of the culture over time.
	• Create a piece of artwork that represents a thought, historical moment, or idiom of an RoR culture.
	• Create scaled drawings of instruments.
	• Create masks of an RoR culture of study.
	• Create an original piece of art work with multi media, that reflects an RoR culture of study.
	• Discuss and identify how art reflects historical times
	• Trace the changes in art work, over time periods, of a specific RoR culture.
	• Create a piece of art work to represent a culture or make a social statement about the RoR program.

RoR Classroom Connections • Visual & Performing Arts • Grades 9-12

Subject/Concept	Connections/Lesson Ideas
Dance	• Play the authentic music tracks of the RoR CD, while the students create choreographed dances.
	• Perform folkdances of various RoR cultures of study
	• Compare and contrast folkdances from RoR cultures of study.
	• Identify the different types of dances in each RoR culture of study.
	• Identify the various uses of dance in an RoR culture of study.
	• Create stylized movements that reflect the rhythms of the ensembles.
	• Perform dances with live RoR ensembles.
	• Create larger dance forms.
	• Research and discuss dance in the daily lives of RoR cultures of study.
	• Create a dance that demonstrate a focus or study of movement, culture, or rhythm.
	• Identify and discuss how dance is integrated into other art forms.
	• Incorporate the dance elements according to the style of music in an RoR performance or while using the RoR CD.
	• Prepare a dance demonstraton or lecture on an RoR culture of study.
	• Trace different current day dance styles of RoR cutlures of study.
	• Create a dance vocabulary the reflects the movements of various RoR cultures of study.
	• Notate, describe, or draw dance patterns of different cultures.
	• Describe the role that dance plays in various cultures according to socio-economic levels.
• Identify and discuss social dances in various RoR cultures of study.	
Music	• Compose, play, and assess <i>TUBS</i> patterns.
	• Compose a layered ensemble with <i>TUBS</i> .
	• Sight-read <i>TUBS</i> patterns.
	• Play instruments with technical accuracy.
	• Play and perform the RoR ensembles from diverse cutlures.
	• Compose an ensemble, using different larger forms (Binary, Ternary, Rondo, etc.).
	• Listen to the diverse ensembles in the RoR CD. and analyze and describe the elements of music.
	• Compare and contrast the elements of music of diverse cultures.
	• Create and arrange an ensemble to accompany a dance, play, or other presentation, in addition to cultural presentations.
	• Incorporate the elements or language of music when teaching RoR lessons.
	• Students use appropriate vocabulary when describing music.
	• Invite students to describe the sound of the instruments and identify the instruments in various RoR lessons.
	• Identify various cultures with their instruments.
• Students echo <i>TUBS</i> patterns.	

RoR Classroom Connections • Visual & Performing Arts • Grades 9-12

Subject/Concept	Connections/Lesson Ideas
Music (cont'd.)	• Translate <i>TUBS</i> notation into traditional notation.
	• Transcribe aural rhythmic examples into <i>TUBS</i> notation.
	• Discuss why music is created and for what purpose.
	• Students perform and play as individuals or in groups, with notation or by memory.
	• Students build RoR instruments and create manuals with step-by-step directions.
	• Students listen to the RoR CD and describe what they hear, as well as play along.
	• Develop criteria for personal performances of an RoR ensemble.
	• Assess technique or performances according to specific criteria.
	• Learn other songs and ensembles from RoR cultures of study.
	• Discuss how music is used and the roles of musicians in different cultures on a day-to-day basis and in larger community events.
	• Discuss how music of the U.S. and other Western Hemisphere cultures is connected to the slave trade and chart its course through history.
	• Identify sources of various musical genres.
	• Discuss how learning music of other cultures can support acceptance of other people.
	• Describe the development of music in various cultures of study, throughout the centuries.
	• Discuss how music is used in social functions in various cultures and how it represents current and past values.
Theater	• Create a skit representative of an RoR culture of study and identify the characters, actors, and setting.
	• Create an improvisation of dialogue while retelling a folkstory from an RoR culture, create and use appropriate props.
	• Create a tableau of a scene from an RoR culture of study.
	• Discuss theatre is a part of culture.
	• Discuss how theatre and music are connected.
	• Explain the role and function of dance and theatre in different cultures.
	• Create and work with puppets, costumes, and masks from various RoR cultures of study.
	• Identify and perform story telling traditions of various RoR cultures of study.
	• Write a script that demonstrates knowledge of an RoR culture or moment in history.
	• Write a monologue or dialogue of a skit or an existing folktale for an RoR culture of study.
	• Create and perform monologues using characters or individuals of influence from an RoR culture of study.
	• Identify universal themes in multi-cultural plays and skits.
	• Design, produce, and perform a scene that recreates an RoR culture of study.
	• Create a modern interpretation of an old folktale.

RoR Classroom Connections • Visual & Performing Arts • Grades 9-12

Subject/Concept	Connections/Lesson Ideas
Visual Arts	• Locate art prints of folkart of a RoR culture of study.
	• Describe, sketch, paint, and recreate the musical instruments using the elements of art.
	• Identify various mediums or art materials used by different cultures.
	• Recreate piece of folkart from an RoR culture of study.
	• Create 3-D replicas of instruments.
	• Compare and contrast folkarts and fabrics of various RoR cultures of study.
	• Invite students to take pictures of the instruments and create a photo collage.
	• Create a digital portfolio of RoR cultures of study.
	• Create a digital presentation that represents the cultures of the RoR curriculum.
	• Invite students to take create a program cover for an RoR concert.
	• Create an instrument from a different medium (clay, papier maché, etc.)
	• Draw a still life picture of an instrument.
	• Discuss how art is a part of culture.
	• Create a logo for the RoR program.
	• Use different elements of art to show and demonstrate elements of music.
	• Use visual art patterns to represent the patterns heard and played in music.
	• Identify prominent visual artists (muralists, photographers, folkartists) from various ROR cultures of study.
	• Recreate textile art from an RoR culture of study.
	• Weave fabric using the color and design from a RoR culture of study.
	• Identify RoR cultures of study that have contributed to different areas of the U.S. Compare and contrast visual art influences.
	• Create abstract pieces of art while responding to the elements of music.
	• Research and present the different types of arts that exist in an RoR culture of study.
	• Identify how culture is reflected in piece of art or folkart. Identify changes of the culture over time.
	• Create a piece of artwork that represents a thought, historical moment, or idiom of a RoR culture.
	• Create scaled drawings of instruments.
	• Create masks of an RoR culture of study.
	• Create an original piece of art work with multi media, that reflects an RoR culture of study.
	• Discuss and identify how art reflects historical times
	• Trace the changes in art work, over time periods, of a specific RoR culture.
	• Create a piece of art work to represent a culture or make a social statement about the RoR program.

