



## **A Best Project\*** **Music and Visual Arts**

**Project Title: Music in Communities and Cultures Around the World**  
**ArtsBridge Campus: Lawrence University**  
**Host School: Clovis Grove Elementary School**  
**Grade Level: 3<sup>rd</sup> grade**  
**ArtsBridge Scholar: Rachel Freedman**  
**ArtsBridge Host Teacher: Susan Running**

### **National Standards (Music) Addressed:**

**Content Standard 6:**

Listening to, analyzing, and describing music

**Content Standard 7:**

Evaluating music and music performances

**Content Standard 8:**

Understanding relationships between music, the other arts, and disciplines outside the arts

**Content Standard 9:**

Understanding music in relation to history and culture

### **National Standards (Visual Arts) Addressed:**

**Content Standard 4:**

Understanding the visual arts in relation to history and cultures

**Content Standard 6:**

Making connections between visual arts and other disciplines



### **Content Area Connections:**

- Social Studies
- Language Arts

### **Description of the Project:**

ArtsBridge scholar, Rachel Freedman's project encouraged students to think about their own community and cultural heritage and the role music serves in their own daily life. Freedman's project introduced students to different styles and genres of music from various countries and cultures in order to foster an understanding of communities and how music contributes to the identity of a community and individual community members. Pupils discovered how music functions in Mexico, Japan, Ireland, Eastern Europe, Jamaica, the United Kingdom, and Native American Tribes through journal writing and artwork. For one lesson, Freedman's students wrote folktales similar to the traditions of the Jewish/Yiddish folktales. These folktales helped students to learn about storytelling and the role stories play in various cultures, as well as allowed students to look at how folktales and culture can inspire pieces of music such as the music from "Fiddler on the Roof". At the end of the project, Freedman's students demonstrated an increased awareness and appreciation for different types of music from cultures around the world. For the class's culminating project, students put together a Parent Breakfast where they decorated the classroom with posters and created stations for each culture they studied. At each station the students set up a display of questions about that particular culture that parents and teachers could try to answer. Everyone at the breakfast also received a pretend passport, and at each station students would stamp the passports of those who came to visit. Students also created a memory book, which contained their artwork and writing that they created while studying music and folk songs from around the world.

\* This brief analysis has been compiled by ArtsBridge from project materials submitted by the scholar.  
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