***Go A Tin* (Lantern Song)**

Chinese New Year Lantern Festival Related Arts Project

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Project Title: *Go A Tin* Project
Project Standards Addressed: *Indiana Academic Standards For Music*: 1, 2, 4, 5, 6, 7, 8, 9; *National Core Music Standards* (Grade 5): Cr1.1.5b, Cr2.1.5a, Cr2.1.5b, Pr1.5a, Pr4.2.5A, Pr4.2.5a Pr4.2.5b Pr4.2.5c Pr4.3.5c Pr5.1.5a Pr5.1.5b Pr6.1.5a Pr6.1.5b Re7.1.5a, Re7.1.5b, Re8.1.5A, Re 9.1.5a, Cn10.0.5A, Cn11.0.5A; *Indiana Social Studies Standards*: (this project generally (but not specifically) addresses *Indiana Social Studies Standards*)
Project Grade-Level Span: Grades K-5
Project Duration: 2 Sessions
Project Dates: Jan. 23-Feb. 3, 2017

Project Description:

Students learn about *The Chinese New Year Lantern Festival* by listening to a story in the book, *Celebrating Chinese Festivals: A Collection of Holiday Tales, Poems and Activities,* by Sanmu Tang, and Yijin Wert and viewing a video entitled: *Fun and Firecrackers: Magic Lantern.*

Students learn and sing the song, *Go A Tin* in Taiwanese and English. They use Solfegè syllables and Curwen hand signals to learn and sing the pitches in the song, *Go A Tin*, (mi, si, la). Students use note names to learn the pitches in the song, *Go A Tin*.

Students learn about the Chinese instruments heard in the song *Go A Tin*: Chinese bells, erhu, gong, Chinese cymbals, hulusi, Chinese drum and yueqin. They learn about the Chinese instruments, *Bonshō (Tam-tam), Chinese Flutes, Temple Blocks*, and *Chau Gong*.

Grades 4 and 5 students play the song, *Go A Tin* using the notes E, G, and A on the recorder.

Students learn and perform an instrumental accompaniment (Orff) to accompany the song *Go A Tin*.

Using the *Music Spelling Bee* procedure, students know by spelling and definition the *Music Vocabulary* words correlating to music lessons, projects, and activities: *accompaniment, pitched percussion, unpitched percussion, a cappella, quarter note, quarter rest.*

Students perform *The Lotus Lantern Dance* to accompany the song, *Go A Tin*. Students create their own *Chinese New Year Lantern Festival Celebration* by singing, playing,

and dancing with Chinese lanterns. They eat fortune cookies and drink Chinese tea following the song and dance celebration.

As extensions, students sing the Chinese New Year song, *Gong Xi Fa Cai* and listen to the Chinese folktale, *The Year Naming Race* to learn about how the origins of the Chinese year naming tradition (2017 is the year of the Rooster). They listen to *The Dragon Dance* and perform a Chinese dragon parade. They create a shadow puppet presentation portraying the *Chinese New Year Lantern Festival* legend using shadow puppets made in Art class and/or online at: *Playing With Shadows* *at* *ArtsEdge*.

Project Learning Goals:

1. Students learn a song in another world culture language.
2. Students learn how people sing, play instruments, and dance in cultural celebrations in world cultures different from their own.
3. Students create and use unique and engaging tools to create music accompanied stories.

Project Objectives/"We Can" Statements:

1. Students learn about *The Chinese New Year Lantern Festival* by listening to a story in the book, Tang, Sanmu, and Yijin Wert. *Celebrating Chinese Festivals: A Collection of Holiday Tales, Poems and Activities*. N.p.: n.p., n.d. Print. ISBN: 9781602209619 and viewing a video entitled: *Fun and Firecrackers: Magic Lantern.*

2. Students learn and sing the song, *Go A Tin* in Taiwanese and English.

3. Students use Solfegè syllables and Curwen hand signals to learn and sing the pitches in the song, *Go A Tin*, (mi, si, la).

4. Students use note names to learn the pitches in the song, *Go A Tin*.

5. Grades 4 and 5 students play the song, *Go A Tin* using the notes E, G, and A on the recorder.

6. Students learn and perform an instrumental accompaniment (Orff) to accompany the song *Go A Tin*.

7. Students learn about the Chinese instruments heard in the CD song accompaniment for, *Go A Tin*: Chinese bells, erhu, gong, Chinese cymbals, hulusi, Chinese drum and yueqin.

8. Students learn about the Chinese instruments, *Bonshō (Tam-tam), Chinese Flutes, Temple Blocks*, and *Chau Gong*.

9. Students know by spelling and definition the *Music Vocabulary* words correlating to music lessons, projects, and activities: *accompaniment, pitched percussion, unpitched percussion, a capella, quarter note, quarter rest.*

10. Students perform *The Lotus Lantern Dance* to accompany the song, *Go A Tin*.

11. Students create their own *Chinese New Year Lantern Festival Celebration* by singing, playing, and dancing with Chinese lanterns. They eat fortune cookies and drink Chinese tea following the song and dance celebration.

12. Students sing the Chinese New Year song, *Gong Xi Fa Cai* and listen to the Chinese folktale, *The Year Naming Race* to learn about how the origins of the Chinese year naming tradition (2017 is the year of the Rooster).

13. Students listen to *The Dragon Dance* and perform a Chinese dragon parade.

14. Students create a shadow puppet presentation portraying the *Chinese New Year Lantern Festival* legend using shadow puppets made in Art class and/or online at: *Playing With Shadows* *at* *ArtsEdge*.

Project Essential Questions (Grade 5, taken from the *National Core Music Standards*)**:**

1. Creating:

   How do musicians generate creative ideas?
   How do musicians make creative decisions?
   How do musicians improve the quality of their creative work?
   When is creative work ready to share?

2. Performing:

   How do performers select repertoire?
   How does understanding the structure and context of musical works inform performance?
   How do performers interpret musical works?
   How do musicians improve the quality of their performance?
   When is a performance judged ready to present?
   How do context and the manner in which musical work is presented influence audience response?

3. Responding:

   How do individuals choose music to experience?
   How does understanding the structure and context of music inform a response?
   How do we discern the musical creators' and performers' expressive intent?

How do we judge the quality of musical work(s) and performance(s)?

4. Connecting:

   How do musicians make meaningful connections to creating, performing, and responding?
   How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Project Learning Scaffolds, Anchor Charts, Process Guides:

1. *Go A Tin Project Smart Notebook* file

2. *Instruments Of China Bulletin Board*

3. *Interactive Recorder Fingering Chart* at *Music K-8*: https://www.musick8.com/rkdojo/rkchart.php

4. *Go A Tin Noteflight* Orff Arrangement: https://www.noteflight.com/scores/view/75311cc1167fe3bf298865c8b620076ea3dd9646

5. *Lotus Lantern Dance Formation, Steps, and Procedure Guide*

6. *Playing With Shadows* at *ArtsEdge*: http://artsedge.kennedy-center.org/interactives/shadowpuppets/artsedge.html

7. *Pitched Percussion Rubric Checklist*
   Choral Performance Rubric Checklist
   Collaboration Rubric Checklist

Project Assessments:

1. *Pitched Percussion Rubric*
2. *Choral Rubric*
3. *Music Collaboration Rubric*

Project Tools and Resources:

1. Devices/Equipment:

   Alesis speakers
   iPad
   teacher laptop
   Smart Board

2. Instruments:

Pitched Orff instruments: DBB, BX, AX, SX, AG, SG, recorder, voice
Unpitched instruments: finger cymbals, Chinese school bell, gong, temple blocks

3. Curriculum Objects:

Chinese New Year Welcome Board
Music Vocabulary Cards: *accompaniment, pitched percussion, unpitched percussion, a capella, quarter note, quarter rest.*

(30) paper Chinese New Year Lanterns
paper Chinese New Year dragons
Shadow Puppets
Framed white story screen and background light

4. iTunes Playlists:

Go A Tin Chinese New Year Lantern Festival Project Playlist

5, Songs from *Spotlight On Music*:

Go A Tin, Spotlight On Music, Grade 1, Pg. 363, CD 18:09, Playlist #2
Go A Tin Pronunciation, *Spotlight On Music* Grade 1, Pg. 363, CD 18:12, Playlist #3
Gong Xi Fa Cai (*Spotlight On Music*, Grade 2, Pg. 384, CD 18:19, Playlist #5
The Year Naming Race Spotlight On Music, Grade 2, Pg. 385, CD 18:23, Playlist #6)

6. Listening Selections from *Spotlight On Music*:

Chinese Lion Dance, Spotlight On Music, Grade1, Pg. 362, CD 18:08, Playlist #1
Dragon Dance, *Spotlight On Music*, Grade 2, Pg. 366, CD 18:32, Playlist #4

7. Print Media:

Book: Tang, Sanmu, and Yijin Wert. *Celebrating Chinese Festivals: A Collection of Holiday Tales, Poems and Activities*. N.p.: n.p., n.d. Print. ISBN: 9781602209619

Instruments Of China Bulletin Board, *The Bulletin Board Lady-Tracy King*, at *Teachers Pay Teachers* (Chinese bells, erhu, gong, Chinese cymbals, hulusi, Chinese drum and yueqin):
https://www.teacherspayteachers.com/Product/Instruments-of-China-Music-Bulletin-Board-1033019

Lotus Lantern Dance Formation, Steps, and Procedure Guide
Pitched Percussion Rubric Checklist
Choral Performance Rubric Checklist
Collaboration Rubric Checklist

8. Digital Media:

Go A Tin Project Smart Notebook file

United Streaming video entitled, *Fun and Firecrackers: Magic Lantern* at: https://app.discoveryeducation.com/player/view/assetGuid/81284778-D99C-4B0E-A54E-8E3F02C8D6CB

Go A Tin Orff *Accompaniment*:
https://www.noteflight.com/scores/view/75311cc1167fe3bf298865c8b620076ea3dd9646

Interactive Recorder Fingering Chart at *Music K-8*:
https://www.musick8.com/rkdojo/rkchart.php

9. Web Sites:

The Arts Of China at ArtsEdge:
https://artsedge.kennedy-center.org

Chinese New Year at Travel China Guide:
https://www.travelchinaguide.com/essential/holidays/spring-festival.htm

Lantern Festival at *Wikipedia*: https://en.wikipedia.org/wiki/Lantern_Festival

Lanterns at Travel China Guide:
*https://www.*travelchinaguide.com/essential/holidays/lantern

Lantern Festival at *Cultural China*:
http://traditions.cultural-china.com/en/213Traditions99.html

The Chinese Lion Dance:
https://artsedge.kennedy-center.org/educators/lessons/grade-k-2/Chinese_Lion_Dance

Dragon Dance at *Cultural China*:
http://traditions.cultural-china.com/en/17Traditions120.html

Chinese Instruments at Wikipedia:
https://en.wikipedia.org/wiki/Category:Chinese_musical_instruments

Traditional Chinese Instruments at *Travel China Guide*:
https://www.travelchinaguide.com/intro/arts/chinese-music.htm

Chinese Instruments at *ArtsEdge*:
https://artsedge.kennedy-center.org/educators/lessons/grade-3-4/Chinese_Instruments

Bonshō at *Wikipedia*: https://en.wikipedia.org/wiki/Bonsh%C5%8D

Chinese Flutes at *Wikipedia*:
https://en.wikipedia.org/wiki/List_of_Chinese_musical_instruments#Flutes

Temple Blocks at *Wikipedia*: https://en.wikipedia.org/wiki/Temple_blocks

Chau Gong (*Tam-tam*) at *Wikipedia*: https://en.wikipedia.org/wiki/Gong
(scroll to Chau gong)

Chinese Shadow Puppets at Travel China Guide:
https://www.travelchinaguide.com/intro/focus/shadow-puppetry.htm

Playing With Shadows at ArtsEdge:
http://artsedge.kennedy-center.org/interactives/shadowpuppets/artsedge.html

Project Procedure:

Prepare Students to Learn

1. Students enter the music room greeted by the *Chinese New Year Welcome Board* and hearing *The Lion Dance* listening selection (*Spotlight On Music,* Grade1, Pg. 362, CD 18:08, Playlist #1).

Clarify Purpose

2. Teacher tells students that they are going to perform a song and dance to celebrate the Chinese New Year (the Year of the Rooster). Students listen to the song *Go A Tin* and follow the Taiwanese words on the lyrics page included in the *Go A Tin Project Smart Notebook* file (*Go A Tin*, *Spotlight On Music,* Grade 1, Pg. 363, CD 18:09, Playlist #2).

Present New Learning/Model ("I do", "We do", "You do")
Practice

3. Students listen to the *Go A Tin* Taiwanese words pronunciation from the CD model (*Go A Tin Pronunciation*, *Spotlight On Music* Grade 1, Pg. 363, CD 18:12, Playlist #3), then, follow the teacher's model to learn the song words in both Taiwanese and in English.

Check for Understanding

4. Students follow the Taiwanese and English words on the lyrics page included in the *Go A Tin Project Smart Notebook* file to sing the song *Go A Tin* with the CD model, listening to the song's accompaniment played by Chinese instruments.

Present New Learning/Model ("I do", "We do", "You do")

5. Using the Instruments Of China Bulletin Board set) and the Instruments Of China page included in the *Go A Tin Smart Notebook* file, students view a selection of Chinese instruments heard in the song's accompaniment (Chinese bells, erhu, gong, Chinese cymbals, hulusi, Chinese drum and yueqin) (*Instruments Of China Bulletin Board*, *The Bulletin Board Lady-Tracy King*, at *Teachers Pay Teachers*: https://www.teacherspayteachers.com/Product/Instruments-of-China-Music-Bulletin-Board-1033019).

6. The teacher explains that the song, *Go A Tin* is about the Chinese lantern made and used by children during the *Chinese New Year Lantern Festival*. Then, using the Lantern Festival page included in the *Go A Tin Smart Notebook* file, students view the *United Streaming* video entitled, *Fun and Firecrackers: Magic Lantern* at: https://app.discoveryeducation.com/player/view/assetGuid/81284778-D99C-4B0E-A54E-8E3F02C8D6CB to learn more about who, what, when, where, why, and how Chinese children create and dance with lanterns during the *Chinese New Year Lantern Festival*.

Present New Learning/Model ("I do", "We do", "You do")
Practice

7. Using the lantern icon notation page included in the *Go A Tin Project Smart Notebook* file, students follow the song, *Go A Tin's* musical notation (lantern notes) and following the teacher's model, sing the song (in English) a cappella.

8. Using the pitch syllables page included in the *Go A Tin Project Smart Notebook* file (and revealing the song's pitch syllables), the teacher explains that the syllables represent the song's pitches in the A minor scale, then, models singing the song using Solfegè syllables and Curwen hand signals, mi, si, and la. Following the teacher's model, students sing the song's pitches using Solfegè syllables and Curwen hand signals, mi, si, and la.

9. Using the pitch names page included in the *Go A Tin Project Smart Notebook* file (and revealing the song's pitch names), the teacher explains that the syllables mi, si, and la represent the song's pitches E, G, and A in the A minor scale, then, models singing the song using the pitch names E, G, and A. Following the teacher's model, students sing the song's pitches names, E, G, and A.

10. Using the rhythms page *Go A Tin Project Smart Notebook* file and (revealing the song's notation), the teacher explains that the song's rhythms include ta, ti-ti, and rest (quarter note), then, models singing the song's rhythm patterns using ta, ti-ti, and rest syllables. Following the teacher's model, students sing the song's rhythms using ta, ti-ti, and rest syllables.

Present New Learning/Model ("I do", "We do", "You do")
Practice

11. Using the *Go A Tin Project Smart Notebook* file (and revealing the finger cymbals icon on the quarter rest rhythm) the teacher models playing the Chinese school bell on the rest rhythm, then, asks students if anyone would like to play it. Following the teacher's model, students sing the song a cappella with a student playing the Chinese school bell on the rest rhythm.

12. Using the *Go A Tin Smart Notebook* file, the teacher explains that Temple Bells (Bonshō) are also used by Buddhist monks in Chinese culture. Students view a photo of a Chinese Temple Bell (*Bonshō*) (*Bonshō* at *Wikipedia*: https://en.wikipedia.org/wiki/Bonsh%C5%8D).

Present New Learning/Model ("I do", "We do", "You do")
Practice

13. Using the Play Recorder page included in the *Go A Tin Smart Notebook* file, Fourth and Fifth Grade students review the fingerings for the notes E, G, and A on the recorder *Interactive Recorder Fingering Chart* at *Music K-8*: https://www.musick8.com/rkdojo/rkchart.php), then, following the teacher's model echo play the melodic pattern notated on the Play Recorder slide included in the *Go A Tin Smart Notebook* file using the pitches E, G, and A and observing the slurs. Using the Go A Tin recorder notation slide included in the *Go A Tin Smart Notebook* file students then, play the entire song, *Go A Tin* observing the slurs (using pitch letter names if necessary).

14. Using the Chinese Flutes page *Go A Tin Project Smart Notebook* file, students learn about Chinese wind instruments.

Present New Learning/Model ("I do", "We do", "You do")
Practice

15. Using the Ostinato 1, Ostinato 2, and unpitched percussion pages included in the *Go A Tin Project Smart Notebook* file, students use the word rhythm guides, lantern icon notation, and pitch names to read the instrumental accompaniment parts for the *Go A Tin Orff Accompaniment* (*Go A Tin* Orff *Accompaniment*: (https://www.noteflight.com/scores/view/75311cc1167fe3bf298865c8b620076ea3dd9646).

16. Following the Orff Xylophone Guides on the Ostinato 1 and Ostinato 2 pages included in the *Go A Tin Project Smart Notebook* file, and following the teacher's sticking pattern model (teacher uses soft mallets directly on the Xylophone Guide to model the sticking pattern) students locate the note keys, then, rehearse and play the DBB/BX part, and AX/SX part, and AG/SG part included in the *Go A Tin Orff Accompaniment.*

17. Following the lantern and cymbals icons notation on the unpitched percussion page included in the *Go A Tin Project Smart Notebook* file, students learn the finger cymbals, temple blocks, and gong included in the *Go A Tin Orff Accompaniment.*

18. Teacher points out that the (Bonshō), temple blocks, and Chau Gong (Tam- tam) are also commonly used instruments used in China and shows students online photos of these instruments at:

    Bonshō at *Wikipedia*: https://en.wikipedia.org/wiki/Bonsh%C5%8D
    Temple Blocks at *Wikipedia*: https://en.wikipedia.org/wiki/Temple_blocks
    Chau Gong (Tam-tam) at *Wikipedia*: https://en.wikipedia.org/wiki/Gong (scroll to *Chau Gong*).

Check for Understanding

19. Using the lantern icon notation (and revealing the notation) page included in the *Go A Tin Project Smart Notebook* file, students follow the song, *Go A Tin's* musical notation (lantern notes), then, following the teacher's model, play the *Go A Tin Orff Accompaniment*.

20. Utilizing the *Music Spelling Bee* procedure, students know by spelling and definition the *Music Vocabulary* words correlating to music lessons, projects, and activities: *accompaniment, pitched percussion, unpitched percussion, a capella, quarter note, quarter rest.*

Present New Learning/Model ("I do", "We do", "You do")
Practice

21. Following a teacher explanation that *the Lotus Lantern Dance* formation will imitate the *Chinese New Year Lantern Festival Lotus's Lantern's* shape with 8 students standing facing a "petal partner" across the circle, students get into formation to learn the *Lotus Lantern Dance*.

***Lotus Lantern Dance*:**

Step 1:

Formation:

Eight “petal partners” stand in circle in “lotus” formation facing each other across the circle.

Dance Steps:

1. Phrase 1: step forward RLR.
2. Phrase 2: step backward LRL.
3. Phrases 3 and 4: “lotus petals” take hands and step 7 steps clockwise LR and bow (beat 8) to same “petal partner”, but at “adjusted“ “petal position”.
4. Song repeats 8 times until “lotus petals” have moved to each “petal position” and arrive at original “petal position” facing original “petal partner” across circle.

Step 2:

Formation:

Two groups of 8 “petal partners” face each other in concentric circles.

Outer Circle

Inner Circle

Dance Steps:

1. Phrase 1: step forward RLR.
2. Phrase 2: step backward LRL.
3. Outer circle “lotus petals” take hands and step 7 steps clockwise LR, inner circle “lotus petals” step 7 steps counterclockwise LR. “Petal partners” arrive at “adjusted” “petal position” to a new “petal partner” across the circle.
4. Song repeats 8 times until “lotus petals” have moved to each “petal position” and arrive at original “petal position” facing original “petal partner”.

Dance Procedure:

1. Teacher demonstrates the dance steps phrases by phrase
2. Students imitate the dance steps as teacher guides them verbally and counts
3. 4-beat phrases on the woodblock.
4. Students rehearse the entire dance with teacher guiding them verbally and counting 4-beat phrases on the woodblock.
5. Students rehearse the entire dance with the CD model.

Check for Understanding

22. The students rehearse *Go A Tin* with singing, instrument playing (the instrumental accompaniment), and dancing. The students celebrate Chinese New Year by performing *Go A Tin* with singing, instrument playing (the Orff accompaniment), and dancing (with lanterns). They eat fortune cookies and drink Chinese tea following the song and dance celebration.

23. Utilizing the *Music Spelling Bee* procedure, students know by spelling and definition the *Music Vocabulary* words correlating to music lessons, projects, and activities: *accompaniment, pitched percussion, unpitched percussion, a cappella, quarter note, quarter rest*

Assess

24. *Using the Pitched Percussion Rubric, Choral Performance Rubric, and the Collaboration Rubric checklists, students complete self and peer assessments of their Chinese New Year Lantern Festival performance.*

Project Extended Activities:

1. Students sing the Chinese New Year song, *Gong Xi Fa Cai* (*Spotlight On Music*, Grade 2, Pg. 384, CD 18:19, Playlist #5) and listen to the Chinese folktale, *The Year Naming Race* (*Spotlight On Music*, Grade 2, Pg. 385, CD 18:23, Playlist #6)

to learn about how the origins of the Chinese year naming tradition (2017 is the year of the Rooster).

2. Students listen to *The Dragon Dance* (*Spotlight On Music*, Grade 2, Pg., CD 18:32, Playlist #4) and perform a Chinese dragon parade.

3. Students make their own Chinese lanterns for the celebration (instructions from art teacher).

4. Students create a shadow puppet presentation portraying the *Chinese New Year Lantern Festival* legend using Chinese shadow puppets made in Art class (instructions from art teacher) or online at: *Playing With Shadows* at *ArtsEdge*: http://artsedge.kennedy-center.org/interactives/shadowpuppets/artsedge.html

***Go A Tin* Project Contact and Resource Links:**

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Go A Tin Project Presentation:
https://drive.google.com/file/d/0BEBqKg7U4YNRFRiWHNzZFNPN00/view?usp=sharing

Go A Tin Project Plan (includes Lotus Lantern Dance):

Word Document:
https://drive.google.com/file/d/0B-EBqKg7U4YNSXkydmstWXk0SGc/view?usp=sharing

Google Sheets:
https://docs.google.com/document/d/1Vaui9fcCfeRJMSpVEAOtHxG05XWLnS0PudWZho9aS-g/edit?usp=sharing

Go A Tin Orff Arrangement:

At *Noteflight*:
https://www.noteflight.com/scores/view/75311cc1167fe3bf298865c8b620076ea3dd9646

PDF in Google Drive:
https://drive.google.com/file/d/0BEBqKg7U4YNQmFfMlpmZGYySm8/view?usp=sharing

Chinese New Year Graphics, *Glitter Meets Glue Designs*:
https://www.teacherspayteachers.com/Product/Chinese-New-Year-Clip-Art-Chinese-Dragon-Fan-Fireworks-Lantern-Firecracker-1597403

Chinese Resources at FAME:
https://famearts.org/resources