

ASP Summer Institute 09 Lesson Plan Template

Lesson Title: Kanga Patterns

Subject and Grade Level: 6-8 Lesson #: _____

Time Required (minutes, class periods, etc.): ///

Lesson Description:
Students will look at Zanzibar Kangas (or Eastern African textiles) and identify 3-5 central ideas (in some textiles these may be shapes, lines, or colors). After identifying the central ideas of the textiles, students will create musical interpretations of the textiles using classroom musical instruments. After each group is finished, T will disclose the interpretation of the kanga and Ss will determine whether or not their musical idea fits with the kanga's message.

Objectives:

- *Identify 3-5 central visual ideas (or motives) found in kangas or Eastern African textiles
- *Create a list of adjectives describing each central idea
- *Compose and perform a musical interpretation of a kanga or Eastern African textile

Key Ideas and/or Driving Questions:

- *What are the central ideas within the kanga print?
- *Is there symbolism or meaning behind any of the colors, patterns, or shapes?
- *What contrasting rhythms, and/or melodic ideas might represent each central idea?
- *How does each idea mingle with one another? Can you express this with your musical ideas?

Key Vocabulary:

Textile	Kangas	Swahili	Pattern	Zanzibar
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Background Knowledge Needed (teacher and student):

- *Meanings of common colors and shapes found in kangas (for example: *red* is sometimes associated with power)
- *Teacher must know interpretations of sentences found on kangas

Materials:

- *Kangas *Musical instruments (preferably one type: drums/xylo)
- *Papers and pencils

Procedures:

- *Kangas and/or pictures of Zanzibar textiles will be distributed to groups of 4-6
- *Ss will ID 3-5 common visual ideas found in their image or kanga
- *Ss will create 5 adjectives per each visual ideas found in their kanga
- *1-2 members in each group will be responsible for a visual idea (so that all visual ideas are accounted for). Ss will have 1 minute to recreate the visual idea *musically* on a drum or xylophone. Each main idea is shared with group members
- *Group members determine how to best assemble its "visual ideas" into a whole piece, using the kanga as a reference (how do all of the ideas co-mingle with each other?)
- *Group piece is rehearsed and performed for class
- *T discloses meaning behind Kanga message and Ss determine whether or not their musical interpretation fits with the Kanga message.

Closure & Assessment (tie to key ideas - what was learned):

- *Ss perform musical interpretation of kanga as kanga is displayed to the class.

Extensions/Connections (including possible grade level and interdisciplinary modifications):

- *After Ss know the kanga message, Ss can "edit" their musical interpretation

Related Standards:

Resources (include useful web links):

Art of African Fashion. The Hague: Prince Claus Fund, 1998