



Strand: Music  
Level: Grade 4  
Content: 45 minute broadcast + hands-on activities

## **LIVE Arts: First Nations Instruments and Music with Violet Naytowhow**

In this broadcast, students will have the opportunity to explore the creation of new music with Cree signer/songwriter Violet Naytowhow. Violet will discuss how some traditional First Nations instruments are made, and demonstrate how students can make their own instruments from everyday materials. Next, Violet will give students a glimpse into her own songwriting process, and demonstrate how students can create their own lyrics.

\*There are **Teacher-Guided Post-Broadcast Activities** on pages 3-4 that will give students the opportunity to apply what they have learned during the broadcast.

\*On pages 5-7 there is a list of ROVER videos related to the content of this broadcast. They can be viewed before or after the broadcast to enrich your students' learning.

### **About the Artist**

Violet Naytowhow is a Woodland Cree singer/songwriter based in Prince Albert. She has been actively involved as a performer at music festivals, cultural events, conferences, ceremonies and community events since she was a child. Most recently, Violet has been an active cast member of 'Silent Survivors'. She has also recorded and played with a wide variety of musicians including Pepe Mendoza and Chester Knight. Her second CD, 'Wind of the North', was produced by Vancouver-based songwriter and producer Wayne Lavallée. She collaborated with her family in the creation of her second album, which includes songs in the Cree language, traditional Aboriginal flute and Cree chants.

### **Curriculum Aims & Goals**

#### **Creative/Productive:**

Students will have the opportunity to create their own drums from everyday materials and to write lyrics for a song.

#### **Critical/Responsive:**

Students will learn to identify what ideas and emotions are being communicated in a song.

#### **Cultural/Historical:**

Students will learn how Cree First Nations instruments were made in the past, and how they are made today. Violet will also teach students about the relationship the Cree have with nature through their instruments.

**Curriculum Outcomes:** [www.curriculum.gov.sk.ca](http://www.curriculum.gov.sk.ca)

**CP4.6**

Create and perform music (voice and instrumental) that demonstrates knowledge of form (e.g.verse/chorus)

**CR4.1**

Analyze how dance, drama, music, and visual art works represent unique ideas and perspectives.

**CH4.2**

Analyze and respond to arts expressions of various Saskatchewan First Nations and Métis artists.

## **Broadcast Program (45 min)**

### **Artist Bio**

#### **Activity 1** Vocal Warm-up

**Presentation 1** Overview of the history of First Nations music and contemporary practices

#### **Activity 2** Animal Sounds

**Presentation 2** How First Nations drums are made and DIY drum

#### **Activity 3** Body as instrument

### **Performance**

#### **Activity 4** Dance to round dance beats

**Activity/ Demonstration** Writing lyrics for a drum song

### **Questions/ Wrap Up**

If you are watching from a distance text questions to 306.291.7355 or email

[liveartsaskatchewan@gmail.com](mailto:liveartsaskatchewan@gmail.com) during the presentations or activities to have your questions answered on air.

### **Materials/ Resources needed during broadcast**

- Chalkboard or whiteboard

# Teacher Guided Post-Broadcast Activities

## Activity 1: Writing Lyrics

**OVERVIEW:** Students will write lyrics about nature and practice singing their composition.

### Part 1: Vocal warm-ups (5-10 minutes)

**Ask students to:**

1. Stand up, take a deep breath in, and see how long they can hold a note. Ask them to try to count to 10 before they inhale again.
2. Take a deep breath in and sing from their lowest note to their highest note.
3. Sing from their highest note to their lowest.
4. Meyouw like a cat....
5. Buzz lips...
6. Rrrrr their tongue...
7. Next ask students to try two things at once! They should make a fist with one hand and gently hit the palm of their hand like a drum. Have them try to remember the beat of the Scooby Doo song. Ask them to chant a few notes or sing the Scooby Doo song.

#### **Materials/ Resources for Post-Broadcast Activity**

- Chalkboard or whiteboard
- Pencil, paper, eraser for each student if working in small groups

### Part 2: Write Lyrics for a Drum Song (45-60 minutes)

- A. Review the difference between a verse and a chorus.
- B. Ask students to remember how First Nations music is connected to nature. (Reminder: natural materials are used; the spirit of the deer and the spirit of the tree are the heart of the song; music is seen as a gift from nature)
- C. Have students brainstorm words and ideas related to nature. This may be done individually, in small groups or as a whole class together.
- D. Looking at the list of words as a group, decide on a theme for the song, for example “the seasons” or “animals”.
- E. Write a chorus with 4 lines. Start with one line, then find a second line that rhymes with it. Write the third line, then a fourth that rhymes.
- F. Write verses. Divide students into smaller groups or continue working with the group as a whole. If working in small groups, assign each group one or two words from the brainstorming list as a starting point for their verse. As in step E, each verse should have 4 lines, with lines 1 and 2 rhyming and lines 3 and 4 rhyming.

- G. If working in small groups, report back to the whole class. Have a student from each group write their verses on the board. If some students did not finish or need extra help, now is the time to tweak the verses.
- H. With the whole class, practice singing the song, alternating each verse with a chorus.
- I. Sing the new song as a group, OR proceed to the next activity and make a drum! Perform the song as a group while playing your DIY drums.

## **Activity 2: Make an instrument**

During the broadcast, Violet taught students how First Nations people make drums. Below are instructions to make drums or other instruments with your students.

Some questions to ask while gathering materials and making the instruments might include:

- How are the materials we are using different from those used by First Nations instrument makers?
- How much time does it take to make a First Nations drum? Do you think it will take us as long to make our instrument?
- Will our instruments sound the same or sound different from the instruments we heard during the broadcast?

These links will provide the instructions for making various instruments, as well as lists of materials required. After your class has made the instruments, use them to play along as the group sings the song written in Activity 1!

Tin Can Drum

<http://coolprogeny.com/2013/01/music-play-make-your-own-tin-can-drum/>

video: <http://www.sophie-world.com/crafts/tin-can-drum>

Paper Plate, Tambourine, Water Bottle, Guiro, Spoons

<http://www.sheknows.com/parenting/articles/993639/diy-homemade-instruments-for-kids>

Rain Stick

<http://theimaginationtree.com/2011/02/diy-rain-stick.html>

Egg shakers

<http://www.mamasmiles.com/fancy-egg-shakers/>

## **ROVER videos recommended for further learning**

### **Aboriginality**

Aboriginality re-imagines the strength and spirit of First Nations culture through narrative mediums that connect urban First Nations youth to their rural ancestral histories. Dallas Arcand, world champion hoop dancer and hip-hop artist, is inspired by both new and traditional elements of First Nations culture. He plays dual roles in being both a positive First Nations presence in mainstream urban media and a touchstone to traditional First Nations roots and culture.

Running Time in minutes 5:03

Content Canada ROVER IDN203

R NumberR049366

Expiry date on ROVER July 1, 2016

### **Pow Wow**

This intimate look at the Big River Cree powwow in northern Saskatchewan features behind-the-scenes visits with performers and Elders, as well as mesmerizing footage of many different types of dances, drumming and singing. Alvin Manitopyes explains the powwow's evolution from the age of the buffalo hunt and warrior societies to the more social event it is today. Thomas Christian discusses the discipline dancers must bring to the art form and the storytelling that goes along with it. Sheldon "Laughing Horse" Sutherland points out the subtle and countless ways performers express their personal style. Linda Standing, Cecile Nepoose and Charles Rabbitskin explain the spiritual significance of the exquisite handcrafted regalia. Intercut with the powwow's hypnotic whirl of movement, colour and sound, these individuals and others share their personal reasons for taking part in this ancient tradition and its enormous impact on their identity.

Running Time in minutes 26:09

Content Saskatchewan ROVER IDN522

R NumberR050530

Expiry date on ROVER July 1, 2020

### **Yutaro and His Drum. Japan**

Series: I Love Music

This video is about Yutaro who is eight years old. He plays the wadaiko, a traditional Japanese drum. He practises in a gymnasium with his teacher, at home with chopsticks and in a Buddhist temple. For his official concert, Yutaro, in traditional dress, is acclaimed by 50,000 people.

Running Time in minutes 7:00

ROVER IDV1104

R NumberR070303

Expiry date on ROVER July 1, 2016

### **Christian and His Drum. Denmark**

Series: I Love Music

This video is about Christian who plays the drum in the brass band at Copenhagen's Tivoli Gardens. He and his friend would love to form their own jazz band one day. In the meantime, Christian is taking drum lessons, hanging around in music shops and attending the rehearsals of a professional orchestra.

Running Time in minutes 7:00

ROVER IDV1099  
R NumberR070298  
Expiry date on ROVER July 1, 2016

### **Mohammed and His Dof. Egypt**

Series: I Love Music

This video is about 11-year-old Mohammed who lives in Aswan, in southern Egypt. Sitting in his cockleshell, he earns his pocket money by playing and singing to tourists as they pass by in feluccas. His instrument is a dof, a kind of traditional tambourine.

Running Time in minutes 6:58

ROVER IDV1131

R NumberR070324

Expiry date on ROVER July 1, 2016

### **Safi and His Darbuka. Israel**

Series: I Love Music

This video is about 12-year-old Safi who lives in the Israeli region of Galilee. He shows viewers his instrument, the traditional drum known as a darbuka. He has a band with his friends but would love to be a part of his father's group. Safi's father, a violinist, is also his music teacher.

Running Time in minutes 7:03

ROVER IDV1117

R NumberR070313

Expiry date on ROVER July 1, 2016

### **Duquan Sings Gospel. New York**

Series: I Love Music

This video is about Duquan who lives in the U.S. city of Harlem. Every Sunday in his parish church, he sings gospel music, religious songs performed by members of the African American community.

Running Time in minutes 7:06

ROVER IDV1121

R NumberR070317

Expiry date on ROVE R July 1, 2016

### **Esraa and Her Singing Lessons. Egypt**

Series: I Love Music

This video is about 10-year-old Esraa who lives in Cairo, Egypt. Her passion is singing. She attends a special school called the Art Institute where she divides her day between academic classes and musical ones. She and the rest of her class are rehearsing for their Mothers' Day concert.

Running Time in minutes 7:03

ROVER IDV1132

R NumberR070325

Expiry date on ROVER July 1, 2016

### **Kurt and His Guitar. New York**

Series: I Love Music

This video is about Kurt, a 13-year-old New Yorker who is a musical genius. He can play drums and guitar and has a small studio all to himself. He loves rock and roll and writes his

own compositions.  
Running Time in minutes7:04  
ROVER IDV1133  
R NumberR070326  
Expiry date on ROVER July 1, 2016