

WEEK VIII

THE PHARAOH'S TRUMPETERS

Time: 45 minutes

Lesson Overview

Learning Objectives

Students will:

- **Consider** the characteristics of ancient Egypt, including its geography, trade, and social organization.
- **Learn** about the physical and musical characteristics of the Egyptian *šnb* and think about why it could produce more notes than Ragnar's previous trumpets
- **Contemplate** the significance of the *šnb* for the ancient Egyptians after

learning its uses, importance, and symbolism

- **Practice** moving between three harmonic notes, playing triplet march and fanfare figures, and song-like music

Summary

In **Chapter 5**, students will learn about Egyptian civilization and the Egyptian trumpet, the *šnb*. They will learn about its physical and musical characteristics, why it can play more notes than the instruments Ragnar had previously played, and its symbolic significance. In the **Practice Cave**, students will advance their playing by practicing moving between three harmonic notes, playing triplet march and fanfare figures, and song-like music.

Lesson Preparation

Teaching Methods

- Auditory Learning
- Classroom Discussion
- Hands-On Learning
- Collaborative Learning

Assessments

- Skills: Unit II Assessment Rubric
- Skills: Unit II Student Self-Evaluation

Key Words

- Conical
- Bore
- Bell Flare

Teacher Background

Read **Chapter 5: The Pharaoh's Trumpeters** (TE p. 51-56)

Cross-Curricular Elements

- English Language Arts
- Social Studies
- Social and Emotional Learning

Equipment & Materials

- Computer (wi-fi) & projector
- BfB Natural Trumpet™
- Cardstock and scissors

STANDARDS

(See UNIT I Curriculum Maps on p. 106-109)

National Core Arts Standards & NAfME (PreK-8)

Music

Connecting: Anchor Standard #2 & #3

Common Core Standards (PreK-8)

English Language Arts

Reading: Literature & Informational Text

Language: Speaking & Listening Writing

National Curriculum Standards for Social Studies

People, Places, and Environments #3

Time, Continuity, and Change #2

Culture #1

1. Collect weekly Practice Cave assignments (give rewards for students who have completed them) and review assigned exercises and pieces in **Chapter 4 Practice Cave** (SE p. 34, TE p. 48-50), reinforcing **Get Ready, Get Set, Play!** regularly. **5 min**

2. Students should read or listen online to **The Pharaoh's Trumpeters** (SE p. 35-36, TE p. 51-52) and cover Learning Activities through TE p. 53. **10 min**

3. Cover **Practice Cave** activities (SE p. 38, TE p. 54-56) consider using Solfège syllables (see Teaching Tips on TE p. 50) when practicing both the **Harmonic Note Exercises** and pieces that require changing harmonic notes. **15 min**

4. Try out the ideas described in **Teaching Tips** on SE p. 56. to experiment with differentiation in the classroom. **5 min**

5. Practice performing selected pieces and student improvisations, and discuss how students can play with Expressive Intent (**Teaching Tips**, TE p. 49). Ask students to think about how they can improve their performance. Consider having motivated students lead certain pieces. Take time to incorporate students' ideas about how and what to perform. **10 min**

5. Pass out **My Weekly Practice Cave** forms (TE p. 131) indicating assigned exercises and pieces from Chapter 5.

Cross-Curricular Activities (Selected)

English Language Arts

Write an account of the fainting of the trumpeter and the arrival of the pharaoh from the point of view of two Egyptians who were in the crowd. Use descriptive detail and dialogue to describe the scene and sequence of events.

Social Studies

In small groups create a large 3D map of the Nile. Include important elements such as transportation on the river, towns and trade along the riverbank, and structures such as the pyramids.

Math

N/A

Science

Discuss the simple design of a metal trumpet. What are the criteria for success? What has to be joined together and how is it joined? Discuss possible constraints and how they may be overcome.

Visual Arts

Make and decorate a core of an Egyptian *snb*. Use two sheets of white card - one rolled up in a tube to make the core, and another rolled to make the end cone. Decorate the mandrel with symbols representative of Egyptian civilization.

Social and Emotional Learning

Ask students to think about how they can improve their performance. Discuss the word "perseverance" as a vocabulary word.

National Core Arts Standards (PreK-8)

Visual Arts
Anchor Standard #1

Common Core Standards (PreK-8)

Math
N/A

Next Generation Science Standards (K-5)

Engineering Design ETS1-3

Social and Emotional Learning Competencies (SEL)

Social Awareness
Self Management