



CATEGORIES

Category 8: Local Music & Art Forms

A: Task

Design a Web site that showcases local music and musicians or art forms that are important elements of the community experience (e.g. steelpan, dance, festivals, ceremonies, parades, sculpture, painting, crafts).



CyberFair 2007 Theme: Empower and Unite!

What aspects of the future are possible, probable, preferable, and / or preventable? Tell about an inspirational programme in your community that preserves local culture, art or music. Or, create your own inspirational work of art or music that depicts the future—and then create an educational website that tells the story. Your story should serve to empower, inspire, motivate and encourage positive change.

C: Learning Objectives:

1. Students will understand how music and other art forms play an important part in creating community.
2. Students will list local music and art forms, musicians and artists and explain their significance to the community.
3. Students will take an active role in documenting and preserving their local culture.
4. Students will better understand their community's history by tracing a timeline of its cultural heritage.





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D: Discussion Questions:

- What are the origins of local musical traditions?
- Is the music or art form from your community part of a rural or urban tradition?
- How is local music part of the community experience: festivals, history, holidays, religion, family, education, story-telling, and politics?
- Does each member of your community participate in its music and art, or are performances solely for individuals or groups?
- What local music or art forms have garnered attention outside your community?
- Does the music of your community use language or colloquialisms that are particular to your area?
- Can the local music you've identified stand alone or is it part of a celebration, dance, or ceremony?
- Is your community actively preserving its music and culture?

E. Suggested Starter Activities:

1. View past projects produced by students in this category. Go to the International CyberFair site at: <http://www.globalschoolnet.org/gsh/cf/categories/cat8.html>
2. List and classify the different types of music or art forms in your community.
3. Attend local cultural performances. Listen and watch for qualities which make that cultural event particular to your community.



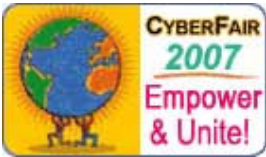


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4. Music and culture are indispensable parts of the community experience. Each community maintains its own songs, instruments, dances, art forms and styles of expression. It is a major part of who we are. It reminds us of where we're from and where we're going. By learning what role both music and culture play in their communities, students better understand their diverse environments. Students also gain insights into their cultural history as well as take an active role in the cultural documenting of their communities.
5. Name and identify the different types of instruments and tools used by artists in your community and determine if they're a product of a local tradition. Demonstrate how these instruments or tools are used. Discuss how these instruments are made and what resources and materials were used in their creation. Do they require specialized knowledge? Can anyone participate or is performance limited to those who have had specific training?
6. Compare the different types of music in your community and determine if there are any recurrent themes in the music you're identifying (history, myths, culture, social or political struggle).
7. Look for similarities and differences between the music of your community and popular music played at a national level. Decide which music speaks more closely to your everyday experiences, and why.





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8. Analyze and interpret musical factors that have helped shape your community.
9. Create a catalog of community culture which includes recordings, photographs, reviews and interviews.
10. Create a dictionary of terms which define expressions, instruments and styles that are particular to your community.
11. Interview local artists and musicians. Learn how long they've been involved in music, dance or art and what were the factors which lead them in that direction. This would also be a good opportunity to identify the influences of each individual artist. Who were their teachers? Whose styles helped shape their own?
12. To better understand the extent of music's role in the identity of your community, create a calendar of local holidays, festivals and celebrations and then list the types of music and songs which are part of each activity.
13. Musical styles are rarely created in a vacuum. Most music is a combination of a number of different sources. Trace the history and create a timeline of local musical traditions to identify the diverse influences that have helped shape the music that is performed in your community today.
14. Determine how music and art both create and involve the community.

