

CHINESE MUSIC



YEAR 3 AND 4 – CURRICULUM GUIDES

AUSTRALIAN CURRICULUM

- Students are aware of and interested in the arts from more distant locations. Students recognise and discriminate between rhythm and beat.

INTERNATIONAL BACCALAUREATE

- PYP Learners critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

OBJECTIVE

To learn about a well-known Chinese song, and look for patterns in the music.

RESOURCES

Laptop connected to interactive display screen.

SONG: MO-LI HUA JASMINE FLOWER - ⌚ 15 min

Mo Li Hua is a popular Chinese folk song from the Jiangnan region. The song dates back to the 18th century.

- Prior to listening to a traditional Chinese song, show students this translation of the lyrics from Mandarin to English, and discuss the meaning:

How beautiful the Jasmine is!
How beautiful the Jasmine is!
Sweet smell covers the budding twigs.
So fragrant, so white, admired by all lips.
You are the one I would like to pick.
And give to someone I miss.
Mo-li-hua oh jasmine!

- Click on the link to show the video and ask students to follow the lyrics. Then display the music notation and Chinese language below as they listen to the song again, asking students

to this time follow the text and/or the music to recognise repetitions in the music.

[MO LI HUA Lyrics](#) [Traditional Chinese Song](#)

MO-LI HUA NOTATION

- Class discussion. See if students can identify the points below:
 - How many taa or crotchet beats are in each line (16)
 - Rhythm and melody of first 2 bars is repeated on the first line
 - Rhythm of bars 5 and 6 is repeated on the second line although pitch changes
 - The broader form is A line 1 B line 2 C line 3 – common in song formats