

Fulbright Teachers for Global Classrooms

Project Based Learning Unit Plan - Template

Name:	Chad Haruo Uyehara
School:	Moanalua Middle School (MMS)
Subject:	Orchestra
Grade Level:	7th and 8th
Project Title:	Kimchi Day

Project Concept

Driving Question	Project Summary/Big Idea
From simple gatherings of fellowship to more complex collaborative endeavors in creative expression or global problem solving, how can music, food, and language build connections between different people (in class, in our school community, in the Hawai'i community, and in the world)?	Create a richer, more informed musical experience and worldview through connections to various disciplines and fields beyond music.
Subject Content and Interdisciplinary Connections	
Music, Community Service, Language, Food Science, and Social Studies	
Global Competencies	
<p>Investigate the World: This project focuses on Korea, the Korean food kimchi, the Korean presence in Hawai'i, and global issues of sustainability and food production and consumption through music, food, and community service.</p> <p>Recognize Perspectives: Students will develop their perspective on Korean culture through the following experiences are reflections following these experiences:</p> <ul style="list-style-type: none">● Rehearsing and practicing three Korean songs: Doraji, Arirang, and Permission to Dance and one piece created by a Korean-American woman composer Soon Hee Newbold.● Language lesson on the lyrics of Doraji and Arirang, as well as Korean conversational phrases, numbers, and colors by Korean language teacher Ji Eun Oh.● Kimchi tasting of locally made and off-island produced kimchi, including two samples made by families in the orchestra	

- Guest presenter Lenna Yoo, parent with Korean ethnicity and experience making kimchi, who will share her ingredients and recipe for kimchi.
- Guest presenter Joyce Yang, Executive Director for The United Korean Association of Hawaii: Cultural Community Center, who will share the benefits of community service, learning about cultural practices and traditions, especially through local events, and group bonding through music and food.
- Health benefits of kimchi and its fermentation process.
- Introduction to United Nations (UN) Sustainable Development Goals, specifically UN Sustainable Development Goal #12: Responsible Consumption and Production.
- Social Studies department presentation and activity on the Korean presence in Hawai'i.

Communicate Ideas: Students will share their learning, understanding, and worldview through music performance, oral presentation, written reflection, and visual expression through photography and/or videography.

Take Action:

- Students will perform Doraji for Hayami Miyasato and the school on Friday, 25 October in the office courtyard of the school, celebrating Miyasato's retirement.
- Students will perform and emcee their performance, producing their own script, at Kimchi Day in Honolulu, Hawai'i on Saturday, 16 November, 11 to 11:30 am at Makiki District Park, organized by The United Korean Association of Hawai'i.
- Students will attend at least two booths at Kimchi Day, documenting their experience at these booths, including a description of how businesses are adhering to sustainable practices and UN Sustainable Development Goal #12: Responsible Consumption and Production.
- Students will perform and emcee their performance, producing their own script, at the MMS Orchestras Winter Concert in Honolulu, Hawai'i on Thursday, 12 December, 6 pm, at Moanalua High School Performing Arts Center

Learning/Curriculum Standards

Performing Standard from the National Core Arts Standards in Music

- Rehearse, Evaluate and Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
 - Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performances over time through openness to new ideas, persistence, and the application of appropriate criteria.
 - Essential Questions: How do musicians improve the quality of their performance?
- Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
 - Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.
 - Essential Questions: When is performance judged ready to present? How do context and the manner in which musical work is presented influence the audience response?

Connecting from the National Core Arts Standards in Music

- Connect #11: Relate musical ideas and works with varied context to deepen understanding
 - Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding
 - Essential Question: How do the arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Culturally and Historically Responsive Education (Gholdy Muhhamad)

- Intellect: Advancing students' knowledge put into action
 - Community service through musical performance for the school at a school teacher retirement and at Kimchi Day for the Hawai'i community
 - Sustainability practices from kimchi festival exhibits and food vendors
 - Korean language lesson to help them understand the lyrics of songs being performed
 - Social Studies lesson on the Korean presence in Hawaii
- Skills: Advancing students' content-area skills and proficiencies
 - Instrumental playing skills
 - Ensemble skills
 - Social-emotional skills
- Criticality: Advancing students' understanding of oppression, equity, and anti-racism
 - Benefits of supporting local producers versus products shipped from out-of-state
 - United Nations (UN) Sustainable Development Goals, specifically UN Sustainable Development Goal #12: Responsible Consumption and Production: Issue of food waste and it's destruction of the environment
- Identity: Advancing students' knowledge and affirmation of self and others
 - Performance as a reflection of student learning, voice, and confidence
 - Performance as a reflection of the composer's or culture's intent
- Joy: Advancing students' happiness by elevating beautiful and truthful images, representations, and narratives about self and others:
 - Daily rehearsals that bring the elements of music and people together to create beautiful expression through focused work
 - Performances as a gift of love, hope, and connection
 - Performance as a reflection of one's love for music-making

Authentic Product and Audience

Musical performance with verbal commentary presented to the MMS community for the teacher retirement, and to the general public attending Kimchi Day and the MMS Orchestra Winter Concert.

Project Management

Project Timeframe and Milestones (how many class periods/weeks is this PBL?)

September 2024 through December 2024
What will Students Need to Know and How will they Get to Know Them?
Students need to be members of the MMS Chamber Strings group, the most advanced ensemble in the school orchestra program. They need to understand and maintain the high performance standards of the program, and with the variety of perspectives presented through this project, keep an open mind.
Authentic Performance Based Assessment
<p>Authentic performances (performances a professional musician would do) for various audiences including the school, those who attend Kimchi Day (an event open to the entire community), and those who attend the MMS Orchestras Winter Concert. Performances are always followed by reflection and evaluation where students and teacher are responsible for grading certain aspects of their performance.</p> <p>Students self-assess on the following:</p> <ul style="list-style-type: none"> • Individual preparation (grade the quality and quantity of their practice outside of class time) for the performance • Individual performance • Section (violin 1, violin 2, viola, cello, or bass) performance <p>Teacher grades and students self-assess on the following, and the average is taken:</p> <ul style="list-style-type: none"> • Ensemble (group as a whole) performance <p>Teacher grades on the professionalism aspect to the performance, which includes punctuality, proper concert dress, required materials, stage etiquette, and off-stage behavior</p>
Differentiation and Scaffolds
The group that is performing for this event requires the players to have an advanced skill level. Student section leaders lead sectionals where they must help everyone in their section to play cohesively. Smaller pull-out sessions with one or two students helped by a more advanced student also take place.
Resources
<p>Kimchi Day</p> <p>https://www.kimchifestivalhi.com/</p> <p>Kimchi Day Commemoration</p> <p>https://www.civilbeat.org/2024/03/hawaii-may-become-latest-state-to-declare-nov-22-kimchi-day/</p>

Domains of Global Competencies

<https://ncte.org/blog/2019/08/establishing-a-framework-with-global-competencies/>

National Core Arts Standards in Music

<https://nafme.org/publications-resources/standards/>

Mohammad, Gholdy. *Unearthing Joy: A Guide to Culturally and Historically Responsive Teaching and Learning*. Scholastic, 2023.

Fermentation Sustainability

<https://medium.com/@eat.it/the-sustainable-delight-exploring-the-environmental-benefits-of-eating-fermented-products-6f504bcf1049>

UN Sustainable Development Goal #12: Responsible Consumption and Production

<https://www.un.org/sustainabledevelopment/sustainable-consumption-production/>

Food Loss Waste

<https://www.usda.gov/foodlossandwaste/why>

Environmental Impacts of Food Waste

https://www.epa.gov/system/files/documents/2021-11/from-farm-to-kitchen-the-environmental-impacts-of-u.s.-food-waste_508-tagged.pdf

Statewide Sustainability Program

<https://planning.hawaii.gov/sustainability/>

About JayOne

<https://www.jayonefoods.com/company/about-jayone>

Project Kick-Off and Building Background Knowledge

Kick-Off Event and Driving Question

Announce our invitation to perform at Kimchi Day, and how we have the opportunities to learn about the famous food and Korean culture at the festival, and to play music from Korea. In October and November, we will be learning about Korean culture and history to give us a deeper appreciation for the music, as well as the value of community service and sustainable food practices. We will have guests from the community to enrich this experience, including the Executive Director from The United Korean Association of Hawaii, our school's Korean language teacher, families who will share their kimchi recipes, and the teachers from the Social Studies department.

The Driving Question that we will continuously ask ourselves, as we deepen our learning through the variety of experiences, is:

From simple gatherings of fellowship to more complex collaborative endeavors in creative expression or global problem solving, how can music, food, and language build connections between different people (in class, in our school community, in the Hawai'i community, and in the world)?

Building Background Knowledge

Project Development Outline

Project Daily Outline - Overall Objectives and Practices for Each Class or Week

Daily classes: Work on developing instrumental skills, ensemble playing skills, and social-emotional skills through the following program for Kimchi Day:

- Lion City by Soon Hee Newbold (Korean-American composer)
- Doraji, Korean Folk Tune, arranged by Ben Snoek
- Permission to Dance, KPop by BTS, arranged by Renato Brito
- Canon by Johann Pachelbel
- Woodland Park by Robert Frost
- Korean Folk Tune (Arirang), arranged by Richard Meyer

Friday, 25 October: Musical performance of Doraji for Hayami Miyasato and the MMS community in the office courtyard of the school, celebrating Miyasato's retirement.

Thursday, 7 November: Language lesson on the lyrics of Doraji and Arirang, as well as Korean conversational phrases, numbers, and colors by MMS Korean language teacher Ji Eun Oh.

Friday, 8 November: Guest presenter Joyce Yang, Executive Director for The United Korean Association of Hawaii: Cultural Community Center, who will share the benefits of community service, learning about cultural practices and traditions, especially through local events, and group bonding through music and food.

Tuesday, 12 November: Guest presenter Lenna Yoo, parent with Korean ethnicity and experience making kimchi, who will share her ingredients and recipe for kimchi. We will do a kimchi tasting of locally made and off-island produced kimchi. Introduction to sustainable practices.

Tuesday, 19 November: Health benefits of kimchi and its fermentation process. Introduction to United Nations (UN) Sustainable Development Goals, specifically UN Sustainable Development Goal #12: Responsible Consumption and Production.

Saturday, 16 November: Musical performance and oral commentary at Kimchi Day in Honolulu, Hawai'i from 11 to 11:30 am at Makiki District Park, organized by The United Korean Association of Hawaii.

Early December: Social Studies department presentation and activity on the Korean presence in Hawai'i.

Thursday, 12 December: Musical performance and oral commentary of Doraji and Arirang at the MMS Orchestras Winter Concert in Honolulu, Hawai'i at 6 pm, at the Moanalua High School Performing Arts Center.

Authentic Audiences

Student Connection with Authentic Audiences

MMS community (students, faculty, staff), student families, and general public.

Student Reflection

How will students reflect on their growth and learning after the project?

Reflection on their personal practice going into the performances, and reflection on the actual performance, including musical improvements, as well things they need to improve. They will also give themselves individual and section grades based on the points mentioned in their reflection. Here are the things that I ask students to reflect upon for practice and performance:

Focus on musical things:

- Body, instrument, and bow hold balance and flexibility; no tension or straining
- Tone: Quality of sound (examples: clear, fuzzy, ringing, tense, stiff, scratchy, dark, airy)
- Intonation/Pitch: In tune or out of tune?
- Pulse/Rhythm: Steady beat or rushing? Accurate timing of notes and rests?
- Musicality: Primarily the expressive things like dynamics, articulation (examples: staccato, marcato, legato, slur), phrasing (knowing when to pause or take breath), and vibrato.

- Balance: Can the melody be heard? Are the harmonies clearly supporting the melody?
- Ensemble: Counting and breathing together, listening to each other, looking at each other, and using cues with instrument, head, and/or face.

Focus on skills related to performing/playing:

- Confidence or hesitation when performing?
- Intention: Does it look and sound like you know what you're doing and that you're doing things with a purpose?
- Resilience: Do people recover from mistakes and try to keep going or does it all fall apart?
- Quality: Does it look and sound like people practiced and are prepared for this event?
- Collaboration: Does it look and sound like people are working together and that everyone is contributing to the group project?

After the Kimchi Day performance, their exploration at the festival, and the non-musical sessions, students will also reflect on the Driving Question: **From simple gatherings of fellowship to more complex collaborative endeavors in creative expression or global problem solving, how can music, food, and language build connections between different people (in class, in our school community, in the Hawai'i community, and in the world)?** They will present their reflection on this through writing, photo, and video.

Teacher Reflection

(To be completed after the project)

What am I proud of from the project? Describe a highlight moment.

That I provided students with a variety of experiences in their understanding of Korean culture.

How did my students grow during the project (think about core content, global competence and personal growth)?

Increased community performance experience and awareness of the value of community service through music.

What would I change or improve for next time?

Perhaps fewer activities as it was difficult to accomplish all the enrichment aspects while still trying to rehearse the music, and more opportunities for student choice to increase their learning ownership.

