

Chinese Musical Instruments

Cross-Curricular Collaboration between Chinese Language Class and Music Class

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Background:

The 5 Cs were specifically designed to work best when they are integrated. Unfortunately, the Connections goal area is often treated as less important by some teachers. Two main **pitfalls** are as follows:

1. Teachers often do not feel they know enough about another content area to accurately include information beyond the language structures they teach.
2. Teachers are not sure how to initiate a collaboration with their colleagues.

Why the Connections standards should be valued:

1. Connections motivates students to learn a world language because it helps them build an awareness as to how the language is applicable in their daily lives.

Makes for a well-balanced program and for quality cross-curricular instruction.

2. It serves to develop school community and promote closer relationships between teachers through Connections.

World languages are a natural complement to other courses, especially through cultural connections. Social studies, music, art, math, science, and PE provide great opportunities for collaboration. Often, language classes can fill a gap not covered by other subjects. The following example shows connections between Chinese language class and music class.

Pre-planning

1. Pitfall: Not enough information about music area beyond the language structures.

Solution 1: Find an expert. I invited Ms. Carrie Wang from Echo Pipa Studio to give my students a demonstration. She has rich teaching experience and speaks Chinese. She provided me her slides and handouts when I started planning this unit.

Solution 2: Students can be good resources, too. Many students play musical instruments, and are most likely to pick up the music vocabulary quickly in a Chinese classroom. Teachers should concentrate on being facilitators of knowledge and less on being experts. Encourage students to seek out and gain the “expert” knowledge themselves.

I asked my students to take the survey below.

Survey

1. Are you taking any music courses in school?
2. Who is your music teacher?
3. Which musical instrument(s) do you play?
4. Which period?
5. Which classroom?
6. Are you in the school band, orchestra and/or choir?
7. Are you taking any music classes outside school?
8. Which Chinese musical instrument(s) have you heard?
9. Have you ever played or are you currently playing any Chinese musical instruments?
10. Are you interested in learning how to play any Chinese musical instruments? (1 not interested, 2 not very interested, 3 neutral, 4 interested, 5 very interested)

2.Pitfall: how to communicate with the teacher of the discipline.

Solution 1: I explained the benefits of cross-curricular collaboration to our music teacher, Mr. Darrin Cook. He was very interested in this opportunity of having a Chinese Pipa performer and our Chinese language class students in his classroom. We worked together on the time, location and agenda. I also shared my lesson plans with him and revised it based on his feedback.

Solution 2: Critical Friends Groups (CFG). It is accomplished through regularly scheduled meetings of small groups of staff that participate voluntarily. Usually my school's CFG groups includes staff from Humanity, WL, Science, Ed, Counseling, Math, Art, Music and Admin. I provided lesson plans for effective feedback and strong support. They helped me improve instruction and accelerate student learning. CFG is great for planning cross-curricular projects.

Unit Plan

Chinese Musical Instruments: The Art of Chinese Culture with Sounds

(The following Unit Plan & Lesson Plan Templates are adapted from *THE KEYS to Planning for Learning* by Donna Clementi and Laura Terrill)

Language and Level/Grade	Chinese –High School	Approximate Length of Unit	9-10 days
Performance Range	Intermediate High (IB SL students)	Approximate Number of Minutes weekly	277 minutes/ weekly
Theme/Topic	Chinese Musical Instruments: The Art of Chinese Culture with Sounds		

Essential Questions	1.What distinctive elements do Chinese musical instruments have? 2.What are the differences between Chinese musical instruments and western musical instruments? 3.What is the significance of the Chinese cultural perspective “harmony but not uniformity” (和而不同) ?
Unit Goals	
What should learners know and be able to do by the end of the unit?	Learners will be able to: <ul style="list-style-type: none"> Identify a base of vocabulary on Chinese musical instruments and develop interpersonal communication skills through discussions of the key elements of Chinese musical instruments. Develop interpretive skills through reading articles and watching video clips about Chinese musical instruments. Write an essay about Chinese musical instruments. Gain knowledge of traditional Chinese musical instruments through Internet research on both English and Chinese language websites. Gain knowledge of cultural products of Chinese music instruments and their relationship with the Chinese cultural perspective of “harmony but not uniformity”. Make connections with other subjects, such as music, geography, history and religion. Compare the linguistic difference between the Chinese characters for pipa 琵琶 and guitar 吉他. Discuss the major characteristics of Chinese musical instruments and compare and contrast them with those of musical instruments from other cultures in terms of structures, finger movements, hand positions, cultural symbols, etc. Apply what students learn from this unit to their own musical learning and personal entertainment in the future. Explain their understanding of the Chinese cultural concept of “harmony but not uniformity”. Create a presentation for the community to promote Chinese musical instruments. Connect with the sister school in Chongqing, China to learn more about Chinese musical instruments.
Summative Performance Assessment Tasks	
	Interpretive Mode

<ul style="list-style-type: none">Multiple interpretive tasks are included.The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.The tasks incorporate 21st Century Learning.	Watch a movie about a group of teenagers who learn Chinese musical instruments; identify how they get Classical Orchestra performers to accept Chinese traditional music.	Read an article about a foreigner who loves playing the electric Pipa; Demonstrate comprehension by completing a graphic organizer based on information found in the text.	Listen to an episode of Podcast Slow Chinese on the topic of Guzheng 古筝 (one Chinese musical instrument); describe the major characteristics of Guzheng.
	Presentational Mode Polished: Create a presentation based on multiple sources of information to promote Chinese musical instruments. Share the presentation with Chinese club. On demand: Write a paragraph explaining the key elements of Chinese musical instruments and their relationship with the Chinese culture; Make comparisons to western musical instruments.	Interpersonal Mode In pairs or small groups, share what they have learned about Chinese musical instruments in terms of components, finger movements, feelings, and cultural symbols. Discuss ways that students can apply what they learned in this unit to their personal musical learning.	
Standards			
Cultures	Relating Culture Practices and Products to Perspectives		
	Product: Chinese musical instruments Practice: Play the Chinese musical instruments Perspective: Harmony but not uniformity		
Connections	Making Connections to Other Disciplines	Acquiring Information and Diverse Viewpoints	
	Music: <ul style="list-style-type: none">Judge performance based on criteria that vary across time, place, and cultures.Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. Social studies: Chinese Dynasties	<ul style="list-style-type: none">Reading articles and viewing video clips from a variety of authentic sources about Chinese musical instruments.Interviewing Chinese native speakers about their experiences of learning musical instruments.	
Comparisons	Language Comparisons	Cultural Comparisons	

	<ul style="list-style-type: none"> In English the verb “play” can be used for any musical instruments: piano, cello, violin, or clarinet. However, in Chinese, there are quite a few verbs expressing the meaning of playing for particular musical instrument: 弹、拉、吹、打、敲. Types of Chinese words: Phono-semantic compounds 琵琶 (Pipa) Vs. English loanword 吉他 (guitar) 	<ul style="list-style-type: none"> Shapes and structures of musical instruments Origins of musical instruments
Communities	School and Global Communities	Lifelong Learning
	<ul style="list-style-type: none"> Share information on Pipa with school via Chinese club meetings. Work with a Pipa expert to run a Pipa educational booth at the Annual Sammamish Lunar New Year celebration. Collaborate with the sister school in Chongqing, China on a project relevant to musical instruments. 	<ul style="list-style-type: none"> Self-assess progress toward personal learning goals/ Can-Do Statements. Consider the role that music plays in your life and set goals related to how to continue your musical learning and/or explore new learning opportunities.
Connections to Other Standards	<ul style="list-style-type: none"> 21 st Century Learning: Collaboration Work together to determine how to collaborate with other musical instrument players. 21 st Century Learning: Creativity Create a persuasive piece that can be shared with others. 21 st Century Learning: Critical Thinking Evaluate the role that musical instrument plays in cultural perspective and apply the wisdom of “harmony but not uniformity” to daily life. Common core: Reading 1: Read closely to determine what the text says explicitly and to make logical inference from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Common core: Language 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate. Common core: Speaking and Listening 1: Prepare for and participate effectively in a range of conversations and collaborations. The International Baccalaureate (IB) Language B Standard Level Guide: <ul style="list-style-type: none"> Receptive and written productive skills Individual oral Interactive oral activity Music Standards-OSPI <ul style="list-style-type: none"> Harmonizing Instruments 	

	<ul style="list-style-type: none">● Traditional & Emerging Ensembles● Composition & Theory <p>*Please see the sample lesson plan for the specific anchor standards.</p>		
Toolbox			
Can-Do Statements			
Interpretive	(Reading + Listening) I can understand the basic instructions for playing a Chinese musical instrument. (Reading + Listening) I can identify the main emotion described in the lyrics of a song. (Reading) I can understand website descriptions of a Chinese musical instrument and/or a music performer’s life. (Reading) I can understand the main points of a blogger ’ posts and responses. (Reading) I can understand peer feedback on an IB written task. (Reading) I can understand the most points of an interview between a reporter and a foreign music performer who can almost speak advanced Chinese. (Listening)I can understand the some points of a guest speaker on Chinese musical instruments. (Listening)I can understand a conversation two classmates discussing their musical instrument preference.		
Presentational	(Speaking + Writing) I can present information comparing similarities and differences between Chinese musical instruments and western musical instruments. (Speaking) I can give a short speech about integrating a session of learning Chinese musical instruments into my Chinese club meetings. (Writing) I can write a description of a presentation on a Chinese musical instrument that I participated in. (Writing) I can summarize in writing a conversation or interview that I had with someone.		
Interpersonal	(Speaking) I can discuss information about Chinese musical instruments in terms of structures, finer movements, feelings, and cultural symbols. (Speaking) I can compare reactions with a peer about a recent presentation on Chinese musical instruments. (Speaking) I can participate in conversations to compare and contrast Chinese musical instruments and western musical instruments. (Writing) I can exchange e-mail with my ePal from the sister school in China to discuss if students should learn a Chinese musical instrument. (Writing) I can interact with a Chinese Pipa teacher to select a course that matches my goal.		
Supporting Functions		Supporting Structures / Patterns	Priority Vocabulary

Compare Chinese musical instruments and western musical instruments	(之所以)更喜欢..., (是)因为... 与其...不如... 既...又...	<ul style="list-style-type: none">Names of musical instrumentsVerbs expressing the meaning of “to play”Main and common components of musical instrumentsMood and feelingsBasic music terms
Describe the major characteristics of Chinese musical instruments, for example, Pipa.	首先...然后...最后... 一方面...另一方面... 在...方面	
Express opinions on the Chinese cultural perspective “harmony but not uniformity” (和而不同)	虽然...但是... 不但...而且...	
Ask and answer questions to learn more about Chinese musical instruments	如何	
Key Learning Activities / Formative Assessments		
Learning Activity / Formative Assessment	How does this activity support the unit goals or performance tasks?	Mode of Communication
Pre-Day 1		
Home assignment: Study Quizlet vocab set 1 – Chinese musical instruments	Preview	Interpretive
Day 1		
Watch video clip of 15 foreigners playing the Chinese instruments	Set the state and capture students interest	Interpretive
Learn the vocabulary of Chinese musical instruments and their relevant verbs. Play a quiz-quiz-trade activity while the music of a famous Pipa song 金蛇狂舞 plays in the background.	Vocabulary practice	Interpretive Interpersonal
Play a Fan-and-Pick game and a spinner game.	Facilitate students to use vocabulary in context at the sentence level with the aid of pictures.	Interpersonal
Complete graphic organizer with names, verbs and drawings of Chinese musical instruments. Online search video clips of Chinese musical instrument performance and share the url links with teacher. Rate Chinese musical instruments from like most to like least.	Explore elements of Chinese musical instruments	Interpretive Presentational
Home assignment: Study Quizlet vocab set 2 – Western musical instruments	Preview	Interpretive

Day 2		
Name Chinese musical instruments by listening to their sound. Write the characters for Chinese musical instruments according to students' drawings on Day 1 (both good version and funny version)	Reinforce vocabulary	Interpretive Interpersonal
Quizlet live game and password game on the vocabulary of western musical instruments.	Vocabulary practice	Interpretive Interpersonal
Music Notation Buddy- a variation of Clock Buddy. Compose basic sheet music using Chinese number system with first four measurements only (four notes each measurement)	A creative way to partner students for future activities by connecting to the discipline of music	Presentational Interpersonal
Find your music notation buddy. Each group chooses one Chinese musical instrument and one western musical instrument. Write down at least two similarities and two differences on index cards. All groups put their index cards in a Venn diagram made with hula hoops.	Compare and contrast Chinese musical instruments and western instruments.	Presentational Interpersonal
Homework assignment: write a three paragraph essay on the topic of similarity and differences between Chinese musical instruments and western instruments.	Sum up your findings from the Venn diagram. Review conjunctions and comparative sentences.	Presentational
Day 3		
Learn a glossary of pipa terms (pipa is one the most important Chinese musical instruments).	Prepare students for the combined pipa lesson on the next day.	Interpretive
Review the Chinese dynasty song student learned in social studies class, as the dynasties will be mentioned in the pipa history.	Connect with the discipline of social studies.	Presentational
Read article 琵琶的自述 (pipa's self-report) and work in small groups to list key elements of the pipa.	Introduce learners to the specific Chinese music instrument, pipa.	Interpretive Interpersonal
Create interview questions that will be used to ask music class students in both Chinese and English.	Scaffolding for the combined pipa lesson	Presentational
Homework assignment:	Preview	Presentational Interpretive

Complete the first two columns of a K-W-L chart. *Share the Quizlet vocab set of pipa terms with music class		
Day 4		
Combined classes. Please see the sample lesson plan for this cross curricular collaboration.		
Day 5		
Select one image from yesterday's slides and explain what information is related to that image. Describe a photography of people playing the pipa by including all the key elements.	Review; improve IB speaking skills.	Presentational Interpretive
Discuss how you can relate yesterday's pipa lesson to what you are learning through a Give One Get One activity	Impact of the pipa	Interpersonal
Homework assignment: Write an interview based on the information you collected from music class students.	Practice IB writing	Presentational
Day 6		
Read three stories about the Chinese cultural perspective "harmony but not uniformity" (和而不同) in a graduation speech given by an American student studying in the Peking University. Share your personal experience of "harmony but not uniformity" with other students.	Have a better understanding of the cultural perspective that the pipa represents.	Interpretive Interpersonal
Learn more Chinese idioms sharing the same structure of "verb1/adjective+而 (yet) + 不/无(no) + verb2/ noun" with the idiom 和而不同.	Improve IB writing skills	Interpretive
Homework assignment: Select one idiom and demonstrate your understanding by filling out an idiom practice sheet.	Review	Presentation
Day 7		
Anticipate the movie 闪光少女 (Our Shining Days) through movie posters. Watch the trailer in Mandarin Chinese and answer pre-viewing/ essential questions.	Set the stage	Interpretive Interpersonal

Watch the first part of the movie using “Watch-Think-Write” strategy. Complete guided notes while viewing the movie.	How Chinese youth learn musical instruments	Interpretive
Homework assignment: Complete the second and third columns of WSQ (Watch-Summarize-Question) form.	Think critically	Presentational
Day 8		
Ask others the question you have in your WSQ form.	Deepen comprehension	Interpersonal
Watch the second part of the movie. WTW	Consider the conflicts between Chinese musical instrument players and western instrument players; how to solve the problem with the Chinese cultural perspective “harmony but not uniformity” (和而不同)	Interpretive
Homework assignment: Write a movie review in which you describe the movie and write your personal reactions and analysis.	Practice IB writing	Presentational
Day 9		
Peers evaluate each other’s movie review.	Provide students with an instant feedback.	Interpersonal
Homework Assignment: Revise your movie review based on the writing evaluation from peers.	Improve writing skills	Interpretive Presentational
Resources		
<p>More Than a Decade of Standards: Integrating “Connections” in Your Language Instruction https://www.actfl.org/sites/default/files/publications/standards/Connections.pdf</p> <p>How Can World Language Instruction Complement Other Subjects in School? https://calicospanish.com/how-can-world-language-instruction-complement-other-subjects-in-school/</p> <p>Cross-Curricular Instruction in the Choral Classroom https://nafme.org/cross-curricular-instruction-choral-classroom</p> <p>THE KEYS to Planning for Learning by Donna Clementi and Laura Terrill</p> <p>Movie 闪光少女 (Our Shining Days)</p> <p>It is a perfect match for this unit. It is a favorable teen comedy which includes all the musical instruments learned in this unit. The movie shows solo, ensemble and orchestra. More importantly, it teaches audience how to solve conflict through the Chinese cultural perspective “harmony but not uniformity” (和而不同).</p>		

Additional resources including handouts available at:

<https://bit.ly/2GitdEo>

Technology Integration

Quizlet
Youtube
LinguaFolio

Day 4 Lesson Plan (Combined Lesson)

Language Level	Chinese class: Intermediate High * Music classes: Orchestra and IB music	Grade	9- 12	Date	><	Day in Unit	4	Minutes	58
Theme/Unit	Chinese Musical Instruments: The Art of Chinese Culture with Sounds								
Essential Questions	1.What distinctive elements do Chinese musical instruments have? 2.What are the differences between Chinese musical instruments and western musical instruments? 3.What is the significance of the Chinese cultural perspective “harmony but not uniformity” (和而不同) ？								
Topic / Lesson	Chinese Musical Instrument-Pipa								
Target Language Use	It is a combined lesson. Chinese language teacher uses Chinese 100%. Music teacher uses English 100%. The guest speaker (a pipa expert) speaks Chinese 70 % and her slides are bilingual.								
Standards	Lesson Objectives								
What are the communicative and cultural objectives for the lesson?	Communication and Cultures	Which modes of communication will be addressed?			Learners can: (Chinese class) <ul style="list-style-type: none">Label parts of pipaDiscuss the major characteristics of the pipa and compare and contrast them with those of musical instruments from other cultures in terms of structures, finger movements, hand positions, cultural symbols, etc.				
		<input type="checkbox"/> Interpersonal							
		<input type="checkbox"/> Interpretive							
		<input type="checkbox"/> Presentational * In addition to the presentational mode in language learning, some advanced students also perform Twinkle, Twinkle Little Star on the Pipa. It is							

		<p>the category of “present” according to the music standards.</p> <ul style="list-style-type: none"> Explain their understanding of the Chinese cultural concept of “harmony but not uniformity”. <p>(Music classes)</p> <ul style="list-style-type: none"> Exchange very basic greetings. Identify basic classroom expressions. Acquire a base of vocabulary on the pipa. Match an image of the pipa to the written word. Gain the basic knowledge of the pipa and recognize the difference between the pipa and other musical instruments in terms of structures, finger movements, cultural symbols, etc. <p>(Chinese language students who play musical instrument + Music class) can play basic notes of "C D E F G A B" on the pipa.</p>
Indicate how this lesson connects to other standards.	Connections	<ul style="list-style-type: none"> Make connections with the discipline of music. Associate geography, history and religion with the historical development of the pipa.
	Comparisons	<ul style="list-style-type: none"> Compare the linguistic difference between the Chinese characters for pipa 琵琶 and guitar 吉他. 琵琶 (pipa) is a phono-semantic compound word. 吉他 (guitar) is an English loanword. Compare the shapes, structures, and origins between the pipa and other musical instruments.
	Communities	<ul style="list-style-type: none"> Share what they learn about the pipa at next Chinese club meeting. Build learner’s interest in Chinese musical instruments.
	Other Standards	<p>Common core: Speaking and listening 1. Prepare for and participate effectively in a range of conversation and collaboration with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>Music standards - OSPI:</p> <ul style="list-style-type: none"> ❖ Harmonizing Instruments <ul style="list-style-type: none"> Anchor Standard 11

		<p>Relate artistic idea and works with societal, cultural and historical context to deepen understanding.</p> <ul style="list-style-type: none">● Performance Standard Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. <p>❖ Composition & Theory</p> <ul style="list-style-type: none">● Anchor Standard 1 Generate and conceptualize artistic ideas and work.● Performance Standard Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/ or storylines.	
Multiple Intelligences	<ul style="list-style-type: none">■ Verbal/ Linguistic Intelligence: Combine language with music learning■ Musical/ Rhythmic Intelligence: Combine music with language learning■ Intrapersonal Intelligence: self-reflection■ Interpersonal Intelligence: interview■ Naturalist Intelligence: <i>Spring Rain</i> is a famous traditional pipa composition that imitates the sound of rain.■ Bodily/ kinesthetic intelligence: finger exercises■ Visual/ spatial intelligence: visual images relevant to the pipa and other musical instruments■ Logical/ mathematical intelligence: 4 strings, 6 <i>xiang</i>, 24 frets and possible permutations		
Learning Difficulties/ Potential Misconceptions	<p>Learning Difficulties: Since this is a combined lesson and the topic is not a daily life topic, staying in the target language presents challenges to teachers, presenter, and learners, especially to the musci class students who has never learned Chinese before.</p> <p>Solutions:</p> <ul style="list-style-type: none">● Provide both students a glossory of pipa terms in advance.● Use a variety of visuals and gestures.● Bilingual slides for complex concepts, such as history and religion. <p>Potential Misconceptions: In English the verb “play” can be used for any musical instruments: piano, cello, violin, or clarinet. However, in Chinese, there are quite a few verbs expressing the meaning of playing for particular musical instrument: 弹、拉、吹、打、敲.</p> <p>Solution: Since this combined lesson includes the pipa and other instruments, it is nessary to learn the diffrences in advance and remind students in this lesson.</p>		
Lesson Sequence	Activity/Activities What will learners do? What does the teacher do?	Time How many minutes will	Materials/ Resources/ Technology

		this segment take?	Be specific. What materials will you develop? What materials will you bring in from other sources?
Opening Routine	<ul style="list-style-type: none"> Teachers greet students in English and Chinese. Take attendance. 	3	
Gain Attention / Activate Prior Knowledge	<ul style="list-style-type: none"> Teachers briefly introduce today's guest speaker who is a pipa musician, as well as learning objectives in English and Chinese. Pipa musician plays a video clip of someone playing the pipa and asks students to guess which song it is. 	5	Slides Pipas displayed in the front Youtube
Cycle 1			
Provide Input	<ul style="list-style-type: none"> The musician introduces the origin and development of the pipa, as well as how pipa was named, taking time to develop comprehension. The musician makes simple comparisons between the pipa and plucked string instruments by showing a variety of images. Learners repeat the names of parts of pipa as the pipa musician shows them to the class. 	10	Slides Handouts Youtube
Elicit Performance/ Provide Feedback	<ul style="list-style-type: none"> Chinese language students label parts of the pipa in Chinese. Music students match the words with the part images. After completing this activity, students pair to check each other's accuracy. Learners follow the musician to practice the finger movements of pi (flick) and pa (Pick). 	10	Slides Handouts
Cycle 2			
Provide Input	<ul style="list-style-type: none"> Learners are given a set of vocabs concerning major musical instruments. 	10	Slides Handouts Youtube

	<ul style="list-style-type: none"> The musician explains the pipa can perform in solo, ensemble, and orchestra, which represents the Chinese cultural perspective “harmony but not uniformity” (和而不同)? Learners are asked to check the musical instruments they see and find how well the pipa collaborates with other instruments as they watch a video by The TENG Ensemble. The musician demonstrates parts of two famous pipa songs: <i>Spring Rain</i> and <i>Ambush from All Sides</i>. Learners compare and describe how sounds and short musical ideas can be used to represent moods and visual images by answering the musician’s guided questions. 		
Elicit Performance/ Provide Feedback	<p>Learners will rotate through two stations around the room:</p> <ul style="list-style-type: none"> Station 1: work in small group to learn how to play single notes on the pipa. Students who have music background can play <i>Twinkle, Twinkle Little Star</i>. Station 2: interview each other about their comments on the pipa and how they would relate today's lesson to what they are learning. They compare their ideas with their partners and each adds details to their individual report. The teacher asks two learners to share their responses. One Chinese class volunteer uses Chinese and one music class volunteer uses English. 	15	
Closure	<ul style="list-style-type: none"> Learners are given an exit slip. They write down one thing they learned today, one activity they found most useful, and one question they have about today’s lesson. 	5	Exit slip

	<ul style="list-style-type: none"> • Thank the presenter. Music students also learn and/or review some basic classroom expressions, such as thank you, goodbye, please give me..., etc. 		
Enhance Retention & Transfer	<ul style="list-style-type: none"> • Chinese language learners read article about the pipa and consider how they might share some of what they learned in Chinese with Chinese club and their sister school. • Music class learners get an access to today's learning materials for review and further learning. 		Articles or references in Chinese or English to enhance pipa knowledge. QR code
Reflection	<p>From the music teacher: "Thanks for facilitating a wonderful cross-curricular experience today." "Let's have more collaboration."</p> <p>From students: "I used to think Chinese music was boring, but now I like it." "I liked the music and sounds the Pipa makes." "I learned a lot about the parts and history of the pipa." "I think the lesson was really fun. No suggestion!" "I liked the performance of <i>Spring Rain</i>."</p> <p>The areas suggested to be improved are as follows: "Focus less on the historical content of it and have more students practice the pipa." "More instruments." "PowerPoint on how to play the pipa."</p> <p>Notes to Self (self-reflection) What worked well? Why?</p> <ul style="list-style-type: none"> • It was a successful collaboration between the subjects of World Language and Music. Students spoke highly of the combined lesson. The music teacher, the presenter and I worked closely as a team. Our knowledge and expertise about language teaching, music teaching and the pipa were brought together for the goal area of Connections. • To prove the standard Connections is very important, I asked the pipa musician to give the same presentation to a combined class and to a Chinese language class only. The combined lesson was more interactive. Students felt more comfortable as both class students are confident about either their musical skills or language skills. The classroom with just language class students was quieter as the topic is not a daily life one. • A combined lesson really motivates students with multiple intelligences. I have a student who is struggling in my class. He doesn't like to answer questions because he is afraid to use Chinese. The combined lesson gave him confidence as he is in the school band. I also told him prior to the combined lesson that he 		

knew more musical knowledge than we did and I would really appreciate his input. He was totally different in that lesson by preparing himself with what he wanted to say in Chinese before the class, participating more in class and completing assignments on time.

- For the purpose of **advocacy**, I included the following question in the exit slip for music classes.
“I am interested in learning Chinese language and/ or culture. (1 not interested – 5 very interested)”
Most of them chose either 4 or 5. Only two chose 3.

What didn’t work? Why?

There were only one pipa musician and three pipas. Not everyone got to play the pipa.

It was very interesting that music class students liked to learn the deep history of the pipa while Chinese language class students preferred little less information.

What changes would you make if you taught the lesson again?

- I would suggest the pipa musician bring more pipas to play and bring a pipa TA.
- I would have the combined lesson on a block schedule so we could have more time to play the pipa.
- I would increase the scaffolding on previous days so my language students won’t get over welcomed by the historical context of the pipa.

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(Left to Right) Skyline students Hailee C, Nathan W and Pipa musician Carrie Wang

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There are many other ways of employing fun connections to music. The national anthem is a great complement to foreign language instruction. You can also use your school's music directors to incorporate one or two songs from another language into their concerts. For example, my school's choir learned a Chinese song called 'Molihua' (Jasmine Flower). It is also a kind of connections by reaching out and joining the community events together. For example, both my Chinese language class students and school band participated in the 2018 Issaquah Salmon Days Parade. My Chinese language class organizes the Lunar New Celebration with the city of Sammamish every year. Last year, we invited our school's Jazz Ensemble to perform. It was great to see East meet West in the cross-curricular cooperation.