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Level/Class:

This lesson is intended for fourth grade choral students of mixed ability levels who participate in a year long graded choral program.

Objectives:

The students will study, practice and perform, Four Seasons of Haiku, by Jerry Estes (available at www.alfred.com - #21181). Instruction will include the use of percussion and Orff instruments that will be used by the students to accompany themselves in performance. The students will receive information about the history of Haiku in general, the work of Basho in particular, analyze the Haiku written by the composer of this musical piece and then write original Haiku to be shared with the ensemble.

Material needed:

- A copy of Four Seasons of Haiku by Jerry Estes and the SoundTrax accompaniment (optional).
- Overhead transparencies of the haiku used in the song and examples of haiku written by Basho (pseudonym of Matsuo Munefusa, Japanese poet, considered the finest writer of Japanese haiku during the formative years of the genre).
- Biographical information about Basho and samples of his work.
www.geocities.com/alanchng 1978/bashobio.html
- A variety of Orff and percussion instruments with accompaniment motifs prepared. These music instrumental parts can be teacher generated according to the ability of the students and the instruments available OR you can use the instrumental parts already provided on the choral piece.
- Paper and pencil for the writing of original Haiku.

Procedure:

- A. Before class prepare the overhead transparencies and set out the percussion instruments to be used and the Orff instruments already set-up for the motifs to be taught.
- B. Direct the students' attention to the world map and ask them to locate the island of Japan and Basho's home, the city of Tokyo or Edo as it was called in 1667 when Basho began to write. Have selected students read several of Basho's poems aloud to the class.
- C. Take attendance and then start the rehearsal time with vocal warm-ups using the melodic motifs from Four Seasons of Haiku. This will help acquaint the students to the melodies to be learned.
- D. Briefly discuss what subjects may inspire the writing of a Haiku.
 "Haiku-poems can describe almost anything, but you seldom find themes which are too complicated for normal people's recognition and understanding. Some of the most thrilling Haiku-poems describe daily situations in a way that gives the reader a brand new experience of a well-known situation."
www.toyomasu.com/haiku
 In this situation, each haiku must contain a *kigo*, a season word, which indicate in which season the Haiku is set. For example, cherry blossoms indicate spring, snow indicates winter, and mosquitoes indicate summer, but the season word isn't always the obvious.
- E. Since we are preparing for the winter concert we will first look at Haiku #4 – "Winter Angel".
 Angel in the snow
 Seems to look a lot like me.
 Where is your halo?
 ✓ Class discussion will include a survey of students who have lived in parts of the world where they have experienced a lot of snow in contrast to those who may have lived in very warm environments and may have only seen snow in pictures or on television.
 ✓ What is a snow angel? How many of you have ever made one? Why does the poet say that it "seems to look a lot like me"?
 Do you find any humor in this poem?
- F. Sing through the piece using example and response and then begin choosing students to learn the instrumental parts. Work with one student at a time. After each student is secure with their instrumental part, return to the singers and sing the song along with that instrument. Each time a new musician is ready, the singers sing the song once again adding the new musician. Each repetition increases the singers' familiarity with the piece.
- G. Close this session with the students reciting "Winter Angel" from memory and then direct the students to begin looking for a subject for their own Haiku to be written at the next rehearsal.

Rehearsal Two

- H. Open rehearsal by playing the piano introduction to “Winter Angel.” As you play, have the students recite the poem and then have them hum the melody as a warm-up.
- I. Sing through the piece using example and response and then return to the beginning and invite them to sing through the opening on their own. Once they perform it successfully, invite the instrumental musicians a couple at a time to join the choir until everyone is on place. Stop and correct errors and answer questions as you go.
- J. Appoint several students to hand out paper and pencils to the students while you take attendance. Ask a few students to share their ideas for writing their own Haiku and then proceed to write. It might be a good idea to move through the first original Haiku one line at a time, reviewing the number of syllables for each line.
(See “What is Haiku?” as found on www.toyomasu.com/haiku)
- K. Close class by assuring the students you are looking forward to reading their work and remind them to make sure their name is on their poem. Complete the hour by singing through “Winter Angel” one more time as the haiku are collected.

