Choir/Music Teacher: Sophia A. Lee

Grades: 6-8

****

**Title of Lesson Plan:** **Confucianism Principles of Moral Thought and Action in the Movie “Mulan”**

**Content Standards based on CA Department of Education Visual and Performing Arts: Music Content Standards**

1. ARTISTIC PERCEPTION

1.5 Analyze and compare the use of musical elements representing various genres and cultures emphasizing meter and rhythm.

1. CREATIVE EXPRESSION
   1. Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, good posture, tone quality, and vowel shape written and memorized, by oneself and in ensembles (level of difficulty:1-3 on a scale of 1-6)
   2. Sing music written in two parts.
2. HISTORICAL AND CULTURAL CONTEXT

3.2 Listen to and describe the role of music in ancient civilizations (e.g., Chinese)

3.2 Describe distinguishing characteristics of representative musical genres and styles from two or more cultures.

1. AESTHETIC VALUING

4.2 Explain how various aesthetic qualities convey images, feeling, or emotion.

1. CONNECTIONS, RELATIONSHIPS, APPLICATIONS
   1. Describe how knowledge of music connects to learning in other subject areas.

**ELA 6 Grade Standards Set 1-Narrative:**

**R 3.2** Analyze the effect of the qualities of the character (e.g. courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.

**R 3.5** Identify the speaker and recognize the difference between first- and third-person narration (e.g. autobiography compared with biography).

**R 1.2** Identify and interpret figurative language and words with multiple meanings.

**LS 1.2** Identify the tone, mood, and emotion conveyed in the oral communication.

Materials: Sheet music to Mulan the musical (Disney version), CD of music to Mulan, Movie clips of Mulan on the projector screen, Green tea and sample cups for each student, and students will need pencils and highlighters.

Student Prior Knowledge:

1. Students know that they will be singing music from the musical “Mulan”.

2. Students know how to aurally identify the difference between major chords and minor chords in music.

3. Students have mostly seen the movie or have heard of it at some point in time and are familiar with it.

4. Students are mostly from non-Asian descent.

**Objective:** Students will learn customs and ethics of a different culture and will be able to sing and convey the meaning of the music in the musical “Mulan” in a way that they can identify with.

**Time:** 45 minutes or longer, depending on discussion time.

**Preparation:** Have sheet music out on each desk and one sample cup. Have green tea brewed and already prepared in a kettle at a warm temperature. Have CD instrumental in player and movie clips set to go. Prep written on the board that tells students to have their pencils ready to underline or highlight words in the music that they may not understand the meaning to or that can represent something other than it’s real meaning (i.e. figurative language), for example, “If I **wear a mask**”. Write the following on the board: **Confucianism Principles of Moral Thought and Action in the Movie “Mulan”- Confucius( said that one should obey one’s elders and superiors and treat rulers, parents, and even those who were not one’s social equals with respect. One should also respect ritual, cultivate (grow) wisdom, be trustworthy, and strive(try) to do the right thing in any situation.**

1. Have a prep written on the board and Tell students to have their pencils ready to underline or highlight 5 word phrases in the music that they may not understand the meaning to or that can represent something other than it’s real meaning (i.e. figurative language), for example, “If I **wear a mask**”.
2. Present the clip of “Mulan” where she is preparing to be a lady in “Honor to Us All”.
3. Ask students if Mulan is following the Confucian principles in the clip and **how**, if she is or is not.
4. Write some of their ideas on the board as they call out into 2 categories: Yes or No.
5. Direct their discussion among themselves about whether or not Mulan is following the Confucianism principles.
6. Pour tea into their cups, if they want to try it as they discuss.
7. Ask them if I followed the principles of Confucianism as I poured, being their teacher.
8. Show them another clip of “Mulan” in which she is singing “Reflection”, then ask them what emotions she must be experiencing in the scene.
9. Tell them to tell us phrases in the sheet music they have that back up what they say, when talking about the emotions in the piece.
10. Write down “Ballad- a poem set to music.” on the board and Tell them that the story of the Disney musical “Mulan” is actually based upon a true Chinese folk legend of a girl who was written of in **ballads**, which are poems set to music.
11. Tell students that although known to Disney fans as Fa Mulan, the main character’s real name was actually **Hua Mulan** and she was originally described in a Chinese poem known as the “Ballad of Mulan”.
12. Mulan was known as a girl who had snuck into the Chinese army and posed as a man and had won many wars.
13. Read the English translation of the Ballad of Mulan and have it on the projector screen.
14. Ask the students if Mulan followed Confucianism principals and if so, which ones and why and write them on the board.
15. For homework: Ask the students to think about if they were in Mulan’s shoes, what they would have done in her place.
16. Give them coloring sheets of the characters in Disney’s “Mulan” as a treat.



