



# Exploring *Inuit Games* by T. Patrick Carrabr 

## **TEACHER WORKSHEET: GRADES 4-6**

*Inuit Games* invites you and your students to listen to the unique sounds of Inuit throat singing, and experience the interactive and playful quality of this musical tradition. Age-appropriate explorations in grades 4–6 include learning about the history of Inuit throat singing and its place in modern Inuit culture, as well as thinking about how musical sounds can be used to represent the world around us. The following game will help your students to understand the basic concepts explored in throat singing, and to consider the environment and lifestyles in the Canadian North. It is important to note that the vocal techniques explored in this lesson plan are not traditional throat-singing techniques. Rather, this lesson plan features accessible musical exercises and provides a way for students to connect with the composition *Inuit Games* through patterned vocalization and exploration of nature sounds.

### **OBJECTIVES**

- Learn to recognize melody and melodic patterns by listening to *Inuit Games* using [TSO.CA/elearning](https://www.tso.ca/elearning).
- Experience musical patterning by playing the sound-counting game described below.
- Explore the connection between musical sounds and environmental sounds.

### **STEPS**

- As a class, access *Inuit Games* and the interactive Melody Tracker at [TSO.CA/elearning](https://www.tso.ca/elearning). Listen to the excerpt from *Inuit Games* and have different students volunteer to use the Melody Tracker to follow the principal line around the Orchestra. If the technology is available, students could also use the Melody Tracker individually or in partners. After you have tried this out several times, Think-Pair-Share about what patterns the students observed.
- Play the sound-counting game part 1 as described on the following page.
- As a class, watch the interview with Inukshuk Aksalnik. Invite students to share what they noticed and what questions they had using graffiti, snowball, or another teaching tactic of your choice.
- Play the sound-counting game part 2 as described on the following page.

## TAKING IT FURTHER

- Provide each pair with a photograph of a northern environment or community, or a piece of Inuit artwork. Have them create sounds based on the elements of the picture.
- Repeat the game, but this time using found sounds or instruments (percussion and Orff instruments work well). Ask students to consider what material or instrument might best imitate the quality of the vocal sound they created.

Lesson plans created by Carlie Howell for the Toronto Symphony Orchestra. For more digital symphony experiences and classroom lesson plans, please visit [TSO.CA/elearning](https://www.tso.ca/elearning).

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## ACTIVITY—TEACHER INSTRUCTIONAL GUIDE

### Sound Counting #1

1) Divide students into pairs.

2) Ask students to count to three repeatedly by alternating back and forth between them as follows:

- Partner A "One"
- Partner B "Two"
- Partner A "Three"
- Partner B "One"
- Partner A "Two"
- Partner B "Three"

3) Have them practise until they can do it smoothly and rhythmically. Challenge them to see how quickly they can go without making a mistake or losing their rhythmic flow.

4) Have Partner A choose a vocal sound effect (e.g., "Swish") to replace the number one with. Encourage students to really engage vocally with the sound and not just say an onomatopoeia like a word. Have them practise as follows:

- Partner A "Swish"
- Partner B "Two"
- Partner A "Three"
- Partner B "Swish"
- Partner A "Two"
- Partner B "Three"

4) Have Partner A choose a vocal sound effect (e.g., "Swish") to replace the number one with. Encourage students to really engage vocally with the sound and not just say an onomatopoeia like a word. Have them practise as follows:

- Partner A "Swish"
- Partner B "Two"
- Partner A "Three"
- Partner B "Swish"
- Partner A "Two"
- Partner B "Three"

5) Have both partners work together to find a juicy new sound to replace the number three with, and have them practise the sequence until they can perform it smoothly.

6) Have each student share their sequence with another student pair.



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## **ACTIVITY—TEACHER INSTRUCTIONAL GUIDE**

### **Sound Counting #2**

- 1) Have each student pair brainstorm about what sounds might be found in the Canadian North. Challenge them to think of one environmental, one animal, and one man-made sound (e.g., snow falling, polar bear growling, snowmobile).
- 2) Have them repeat the sound-counting game with their northern sounds. Challenge them to see how quickly they can go without losing the rhythmic flow and before someone makes a mistake or laughs!
- 3) Invite each pair to share their sound counting with the class. Give them the option to share their sound inspirations ahead of time or have the audience guess about what they heard.