

WoodSongs WS10 COLLEGE Lesson Plan



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Title: “This song needs a cello”

Length of Lesson: two classes

Grade Level: College

Objective:

The overall goal of this lesson is for students to develop an understanding that musical instruments and style may play several different styles of music. Specifically, the cello may be used to make music of various styles (not only a classical sound). There are so many forms of beautiful music around the world. Students are encouraged to appreciate and celebrate many different genres of music. Students will be able to listen to music critically and identify similarities and differences in music. In addition, in this episode of WoodSongs, Ben Sollee references the importance of organically spending time with music as a social art. Students are encouraged to listen to the music and reflect upon how it connects people and builds a sense of community. This episode of WoodSongs Old Time Radio Hour features Ben Sollee and the Portland Cello Project. This episode will allow students to reflect upon the creative and technical similarities and differences of musical styles, while also exploring the ways that music evokes similar emotions even though the sound and style differ.

Description of Lesson/Activities & Procedures:

In this lesson, students will explore the idea of Kentucky as the crossroads to various music. What does this mean? List examples from this episode of WoodSongs. For example, Ben Sollee learned from various styles such as Bluegrass, Folk and Appalachian fiddlers. He is classically trained as well. Students will then think of a song in which they would like to hear with cello accompaniment. Students will be asked to consider the various ways that the song will change and how it will also change the overall feel of the song. This will encourage students to think about different genres of music and how different styles allow the students to feel the same emotions or different? Students will compare and contrast as they explore the different style. This also allows the students to include a creative aspect of their own as they choose a song and explain how the songs will sound with cello accompaniment.

In addition, students will be asked to listen to the different styles of The Portland Cello Project. They have various genres of music including rock and hip hop. The Education Director of the group, Diane, introduces the cello to kids, schools, communities, educational outreach and encourage teachers to individualize with each student to the ways they learn. Students are encouraged to play the cello maybe in ways that they don't know how to as well, and to think beyond what is written on the chart. Students will also explore the various sounds of the cello as Ben Sollee “chops” on the cello. What does this mean and what is the sound?

Students will also be asked to journal their thoughts on the following quote from this episode of WoodSongs:

“Organically spend time with music as a social art”- Ben Sollee

This will allow students to reflect upon actual relationships with others and how music encourages a sense of community and helps to build relationships. At the end of the episode, Michael Johnathon quotes, “The greatest transaction of the arts is love.” Michael then reflects upon the way that music inspires us and references Ben’s love for the cello as a child. Ask students to reflect upon how we may help to change the way instruments are viewed and encourage that sense of community.

Goals & Objectives:

- Students make sense of ideas and communicate ideas with music
- Students will develop an understanding of various styles of cello
- Students will build creative thinking skills
- Students will be able to make connections to how music unites people throughout various genres
- **Creativity encouraged through the development of song design**
- **Builds knowledge of performance to various audiences and for various purposes**
- **Encourages a knowledge of how music relays important messages**
- Knowledge of music as applied to creating their own version of a song/sounds of the instruments
- Knowledge of musical instruments introduced and played in WoodSongs episode
- Connection to their life experience when selecting a song
- Use elements of music (including melodic motif and development) to describe how musicians compose, perform, and improvise
- Identify and compare various styles and functions (recreational, ceremonial, and artistic expression) of music
- Analyze and describe how factors such as time, place, and belief systems are reflected in music
- Analyze and describe music’s influence on belief systems, its influence on history, and its ability to shape culture

Vocabulary Within Lesson:

Un-fretted Instrument: an instrument that allows smooth sliding along the fingerboard which can make playing feel more natural and fluid.

Rubric and Guidelines:

Students will self-assess their knowledge of this activity. Meaning, they will design their own rubric to assess their knowledge and what they take away from the activities within the lesson.