

WS14 MIDDLE SCHOOL Lesson Plan

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WoodSongs Classroom

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Curriculum Design/Project Coordinator

Title: Celebration of Barbershop Quartet

Length of Lesson: two class periods

Grade Level: 7th & 8th

Objective:

This episode of the *WoodSongs Old-Time Radio Hour*, focuses on the harmonies of barbershop quartets. Barbershop quartets were singing by ear and a capella. These quartet groups began with people singing harmonies that made sense to them. Barbershop quartets actually started while people were waiting at a barber shop. Barbershop quartets offered a sense of community as those involved sang and created harmonies that made sense to them. This allowed those of various cultures and backgrounds to find a common sense of community through music.

Description of Lesson/Activities & Procedures:

Activity 1:

Activity 1 will have students listen to the songs performed in this episode of WoodSongs. Students are encouraged to listen for the various genres of music that are being performed in a barbershop quartet style. After listening to the various songs, students will write down their thoughts on these performances in a journal entry. Students will also be encouraged to reflect upon a song that would like to hear and possibly perform in a barbershop quartet style. Encourage the students to acknowledge that some of the songs performed are not songs that they may think of when they think of a barbershop quartet. Have the students to acknowledge the creativity within each performance.

Activity 2:

Activity 2 in this lesson will have students to explore the idea of how music and art bring people together. Students will choose one song that they would like to hear and/or perform in a barbershop quartet style. This activity encourages students to think about how they may also create music and/or art to bring about peace and a sense of community. The song they choose should deliver a message of peace and encouragement. This activity encourages creativity as well as research skills as they research their song and the meaning of it. Information such as who wrote the song, symbolism in the writing, and the message of peace and encouragement should be

explored. Students will have their song choice, information about the song, why they feel it delivers a message of peace, and why they have chosen this song. Encourage students to reflect upon if they believe that feelings evoked by the song would be different if it were sang in a barbershop quartet style.

Connection to Art Standards:

- Creating: Generate and conceptualize artistic ideas and work. **Grade 6:** Formulate an artistic investigation of personally relevant content for creating art. **Grade 7:** Develop criteria to guide making a work of art or design to meet an identified goal. **Grade 8:** Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design
- Organize and develop artistic ideas and work: **Grade 6:** Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. **Grade 7:** Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design. **Grade 8:** Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. **Grade 6:** Design or redesign objects, places, or systems that meet the identified needs of diverse users. **Grade 7:** Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas. **Grade 8:** Select, organize, and design images and words to make visually clear and compelling presentations.

Connection to English Language Arts Standards:

- Describe how the elements of music and expressive qualities relate to the structure of the pieces
- compare and explain purposes for which music is created to fulfill (ceremonial, recreational,
- artistic expression)
- Students make sense of ideas and communicate ideas with music
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes

Connections to Music Standards:

- Describe and compare the characteristics and purposes of works of art representing, various cultures, historical periods, artists, and/or style

Vocabulary Within Lesson:

Barbershop Quartet
Acapella

Rubric and Guidelines:

The following are guidelines in which you may assess student's understanding and application of this episode of WoodSongs Old-Time Radio Hour:

Rubric and Guidelines:

- Demonstrates an understanding of artistic and musical expression as it relates to encouraging community and togetherness
- Demonstrates an understanding of the information presented within the episode, and understands how music relays this message.
- Demonstrates an understanding of how their projects will express important points through art and musical expression
- Understanding is clear of how music expresses important points, as demonstrated by the WoodSongs Old-Time Radio Hour
- Students understand difference in informational text versus creative project design

Creative Project/Presentation Scoring Sheet

Creativity/Presentation of material	<u> </u> /
	<u> </u> /
	<u> </u> /
	<u> </u> /
	<u> </u> /
	<u> </u> /
	<u> </u> /
Total	<u> </u> /100