

# WS15 MIDDLE SCHOOL Lesson Plan

April Ballard, M.Ed, BS



**Title: A Tribute to Muddy Waters and American Blues Music**

**Subject: Music, Language Arts, Art, History**

**Length of Lesson: Three Class Periods (May vary depending on class times)**

**Grade Level: 7th & 8th Grade**

This episode of WoodSongs Old-Time Radio Hour is a tribute to the artist, Muddy Waters. Muddy Waters was a blues musician. Muddy Waters inspired The Rolling Stones, John Lennon, Paul McCartney and Bob Dylan. The Rolling Stones actually named themselves, their group, after a Muddy Waters song. This episode has artists, including the WoodSongs kids, performing blues music. Ask students to list the instruments they hear throughout the performances. Ask students to also reflect upon the emotions they feel as they listen to these performances. With this attentiveness, students may learn the sounds of new instruments and also hopefully realize the power of music and the ways that it evokes emotions and also tells a story. Students are encouraged through the discussion and activities within this lesson, to first think about the people in their lives that inspire them to tell their own story. Bob Margolin says during the show that Muddy Waters inspired his song writing and taught him to tell his own story and to be original. Bob described this as writing with power and personal depth. This lesson will ask students to reflect upon who inspires them and encourages them to embrace their own story, path, and writing; who inspires them to dream.

**Introduction:** It is suggested that this lesson begin with a discussion after students complete this episode of WoodSongs Old Time Radio Hour. As an opening activity, students are encouraged to reflect upon who inspires them. Who inspires them to embrace their own story and path and to follow their dreams. Students are encouraged to think about this person and their role in their life. Questions to prompt discussion may include: "What do you want to work toward in your life?", "Who inspires you to do so?", "What inspires you?", "What musicians/songs inspire you?", "What do you do and what can you do in the future to reach your goals and achieve your dreams?" "Why do you feel it's important to be original when you share your story?" "Think of a musician that you feel really exudes originality and explain how they do so."

**Description of Lesson/Activities:** .

**Activity 1:** Students will complete the introduction activity in which they reflect upon those in their lives that inspire them. Students are encouraged to write their thoughts down freely in a journal style entry. Students are encouraged to think of many genres of music and music from various cultures as well and also write these down in their journal and reflect upon why these genres are important to them and came to their mind. How do these genres of music relay a message and a story? How does the artist make it their own? Encourage students to include various instrument sounds within each genre, which will help students to learn the specific sounds of instruments and also the ways in which the sound in particular evokes a particular emotion.

**Activity 2:** Students will then begin to design their own poem song more in detail including instrument sounds. Students are encouraged to think of many genres of music and music from other cultures. Students will then write their own poem, and then set this poem to music. Meaning, they do not have to actually play an instrument, but include as a separate piece, what musical instruments they would use in the creation of their song (that will be activity 3)

**Activity 3:** Students will design their song as they would imagine it with instruments. Students are encouraged to be very specific and intentional with the tempo and feel of their song. Also, encourage students to think about and also write about how their chosen instruments will allow the

listener to feel emotions and how the words they have chosen paired with the instruments, both deliver their intended message.

**Activity 4:** Students will also create their own musical instrument in a creative manner using supplies that may not always bring to mind a musical instrument. Meaning, students may create shakers, or a guitar style instrument using various art supplies. This is all about creativity and fun, and students are encouraged to take their time on this design! This project would be really fun to spend time working on in class! Collaboration and community through music, art design and musical instrument playing will be an amazing way to truly have students feel the way that music encourages community!

**Connection to English/Language Arts Standards:**

- > 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 (informational text and creative writing)
- > Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information)
- > Analyze how and why individuals, events, and ideas develop and interact over the course of a text (music in this lesson)

**Connection to Arts & Humanities Standards:**

- > Communicate a unifying theme or point of view through the production of works in the arts
- > Analyze musical forms
- > 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

**Connection to Language Arts Standards:**

- Analyze how and why individuals, events, and ideas develop and interact over the course of a text (music in this lesson)
- Apply knowledge of language to understand how language functions in a different context, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

**Connections to Music Standards:**

- > Analyze musical forms
- > Identify and compare various styles of music
- > Describe and compare the characteristics and purposes of works of art representing various cultures, historical periods, artists, and/or style
- > The arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify)
- > The arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, avocational pursuits, or leisure
- > Students make sense of ideas and communicate ideas with music
- > Compare and explain purposes for which music is created to fulfill (ceremonial, recreational, artistic expression)
- > the arts are powerful tools for understanding human experiences both past and present
- > the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves
- > the arts play a major role in the creation and defining of cultures and building civilizations

**Vocabulary/Terms Within Lesson: Blues (Describe the musical genre of the blues)**

Students may also be encouraged to select vocabulary words as they learn about various instruments and genres of music.

**Materials/Media Needed:**

- > Access to computer/iPad to explore informational resources
- Art Supplies for the design of musical instruments

**Rubric and Guidelines:**

- Demonstrates an understanding of artistic and musical expression as it relates to encouraging community and togetherness .
- Demonstrates an understanding of how their projects will express important points through art and musical expression
- Remains on task and works collaboratively while designing

### Creative Project/Presentation Scoring Sheet

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