

# WoodSongs WS1 MIDDLE Lesson Plan



April Ballard, M.Ed, BS

**Title: From Australia to Kenya: The Similarities/Differences in music around the world**

**Subject: Arts & Humanities, Social Studies**

**Length of Lesson: two class periods**

**Grade Level: 7<sup>th</sup> & 8<sup>th</sup> grade**

*Objective:* The overall goal of this lesson is for students to be able to realize and appreciate the differences in music around the world. 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. This lesson is designed to both introduce new music to young listeners and teach them to listen to music they are already familiar with more critically. Students are encouraged to listen to the music and reflect upon how it connects people. This episode of WoodSongs Old Time Radio Hour features legendary guitarist Tommy Emmanuel. The activity within this lesson will have students listen to music by Tommy Emmanuel from the episode and then music from Jean Bosco Mwenda. Students will then compare and contrast the styles and feelings they experience from both styles of music. This will allow students to reflect upon the creative and technical similarities and differences of music, while also exploring the ways that music evokes similar emotions even though the sound and style differ. It is our hope that students will be inspired and also appreciate the amazing talent of Tommy Emmanuel by listening attentively to his performance. Parker Hastings is featured within this episode as well and is a very talented young musician.

*Connection to Standards:*

- Describe how the elements of music and expressive qualities relate to the structure of the pieces
- Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces
- Compare how the elements of music and expressive qualities relate to the structure within programs of music
- the elements of music, dance and drama are intentionally applied in creating and performing
- listen to and explore how changing different elements results in different musical effects
- recognize, describe and compare various styles of music
- describe and analyze distinguishing characteristics of music representing a variety of world cultures
- examine music from various world cultures and explain how music reflects the culture, cultural beliefs, or blending of cultures; use examples to illustrate how music has directly influenced society or culture
- compare and explain purposes for which music is created to fulfill (ceremonial, recreational, artistic expression)
- recognize and discuss common terms and concepts used in various arts (e.g., tempo in dance and music)

- Students make sense of ideas and communicate ideas with music

*Vocabulary within Lesson:*

*Instrumental Music:* music intended to be performed by a musical instrument or group of instruments

*Genre:* a category of artistic composition, as in music or literature, characterized by similarities in form, style, or subject matter

*Students will understand Rhythm Guitar, lead guitar & bass guitar: (answers will vary)*

*Rhythm guitar could be explained as more of the glue of the song and the constant pulse of the song. Whereas lead guitar is more of a melodic expression. Bass makes the song complete. These are examples and thoughts of ways in which students may describe what they hear and learn about each.*

*Description of Activity/Procedure:*

For the first class period students will watch the first half hour of episode 731 of Woodsongs Old-Time Radio Hour. The teacher is encouraged to gather reactions. This will be helpful for the next class period when the class will be asked to discuss the show with regards to a different artist.

At the beginning of the second class period ask students to recall the show and what they thought of the artist, in particular Mr. Tommy Emmanuel. Ask them what thoughts they had about the music, the style and what sort of thoughts and emotions it brought forth in them. Ask them to think about the structure of the music as well, the way that Mr. Emmanuel plays percussively. It might be good to take a bit of a survey on the board of some of the adjectives that the students give you. It will help to have later for comparative purposes.

Next, tell the students that you are going to listen to a different artist. Have the students listen to the video before telling them about him. His name is Jean Bosco Mwenda. He is Congolese and had a major effect on guitar players from Kenya. After the video plays, ask the students to do the same thing they did for Tommy Emmanuel. Write what they said on the board and then after all the comments are gathered, have students compare and contrast the two artists. How were they the same? How were they different? How did they make you feel? Discuss with the students that artists often may have a similar feeling to them, but they are all unique. Tell them now that they are going to compare and contrast two artists of their own choice. Use your own judgment here, but mostly let the students choose the artists for themselves.

Have them choose one song from two different artists and then compare and contrast those artists. Have them compare style, structure (rhythm, pace), and just the way that each makes them feel. You may either have students work alone or in groups, but have them report what they find.

Link to Video for Jean Bosco Mwenda: <http://youtu.be/XkJFfn6avSo>

*Media/Materials Needed:*

Computers or iPads. Some sort of way for students to consume media.

Projector

**Rubric and Guidelines:**

<b>Demonstrates an understanding of artistic and musical expression</b>	<i>Shows an enriched and strong understanding of the episode of WoodSongs Old-Time Radio Hour and is able to participate and recount main points from the episode.</i>	<i>Shows an understanding of the episode.</i>	<i>Shows somewhat of an understanding of the episode but main points are not clear.</i>	<i>Does not seem to understand the connections the episode is portraying through music and artistic expression.</i>
<b>Demonstrates an understanding of various musical genres and styles</b>	<i>Demonstrates an understanding and is able to compare and contrast various styles of music</i>	<i>Is able to somewhat compare and contrast various music styles</i>	<i>Demonstrates an understanding of musical and art expression demonstrated in the episode but not able to compare and contrast entirely</i>	<i>An understanding of the episode is not evident.</i>
<b>Appreciation of how all musical genres create emotion and tell a story</b>	<i>Very well</i>	<i>Fairly well</i>	<i>Needs some extra guidance</i>	<i>Exhibits little to none of the desired goal</i>
<b>Remains on Task within the lesson</b>	<i>Stays on task all (100%) of the time.</i>	<i>Stays on task most (99-90%) of the time.</i>	<i>Stays on task some (89%-75%) of the time.</i>	<i>Stays more off task than on task.</i>