

WoodSongs WS7 MIDDLE Lesson Plan

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Title: Hammered Dulcimer

Subject: Music, Social Studies, Language Arts

Length of Lesson: Two-Three Classes (may vary)

Grade Level: 7th & 8th Grade

This episode of WoodSongs features the hammered dulcimer. There are three very talented musicians (Joshua Messick, Ted Yoder, and Andy Young) playing the hammered dulcimer, each of which demonstrate their own unique style to playing the instrument. To begin this lesson, students will first watch the episode of WoodSongs Old-Time Radio Hour. After watching the show, ask students to list similarities and differences among the sounds. Ask students questions such as: How would you describe the styles of each musician? Which style do you most connect with and which style would you like to learn more about and play? For instance, Ted Yoder plays the Beatles song, "Eleanor Rigby", while Joshua demonstrates a very classical style. Andy Young offers a folk style and also has a guitar player accompanies him. Encourage students, as each musician references in the show, to explore the instrument. What does this mean to you? Encourage students by asking, "How might you bring your own style to a musical instrument?"

The activities within this lesson will have students write an informative text about the history of the hammered dulcimer, and also a creative piece in which they discuss their own style and creativity and how they may relay this in their music. You may also encourage students to develop their own performance piece by starting a WoodSongs Coffeehouse.

Description of Lesson/Activities & Procedures:

Activity 1: Activity 1 is the informative text in which students will write a one to two page paper about the history of the hammered dulcimer. This instrument is so rich in history. For example, as Michael Johnathon says during the show, the dulcimer originally came to us from Egypt and traveled across America because it was easier to carry than the piano. Students are encouraged to cite at least two sources within their informational text, one will be WoodSongs, and they will research other sources. One suggestion for a possible source on the hammered dulcimer is the following excerpt from the Encyclopedia of Appalachia:

<http://encyclopediaofappalachia.com/entry.php?rec=73>

Activity 2: Activity 2 in this lesson is the creative piece in which students will write a description of the three musicians in the episode, and describe the various styles of the hammered dulcimer. Ask students to describe which instrument they would play, what their style would be and how would they bring their own uniqueness to their music. Students are encouraged to write their own poem/ballad to accompany their instrumental sound.

Connection to English Language Arts Standards:

- **Read closely to determine what the text says explicitly and to make logical** inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- Formulate inferences from textual material
- Cite resources that support analysis of a text
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- Determine similarities of text (story, drama, poem) to media (audio, film, stage, multimedia)
- Identify accurate, credible sources

Connection to Music Standards:

- Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes
- Students make sense of ideas and communicate ideas with the visual arts
- Students make sense of ideas and communicate ideas with music
- Students analyze their own and others' artistic products and performances using accepted standards
- 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
- create new, listen to, choose and perform music to fulfil a variety of specific purposes
- the elements of music, dance and drama are intentionally applied in creating and performing
- 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

Vocabulary & terms within the lesson: Hammered Dulcimer

Materials/Media Needed:

- Access to computer/IPad to explore informational resources

Rubric and Guidelines:

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| Demonstrates an understanding of artistic and musical expression as it relates to the different styles of the hammered dulcimer in the show | <i>Musical project demonstrates a strong understanding of the various styles of the hammered dulcimer 1 (Being strongest)</i> | 2 | 3 | 4 (Does not demonstrate a clear understanding of the different styles) |
| Demonstrates an understanding of musical expression | <i>Understanding is clear of how the arts and music express important points, as demonstrated by the WoodSongs Old-Time Radio Hour</i> | <i>Is able to somewhat make the connection of information from the episode to designing their own project</i> | <i>Demonstrates an understanding of information and musical and art expression demonstrated in the episode, but not entirely connecting it to their own project design</i> | <i>An understanding of the episode is not evident.</i> |
| Stays on Task and works collaboratively while designing project | <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> |