

# WS22 HIGH SCHOOL Lesson Plan

April Ballard, M.Ed, BS



**April Ballard, B.S., M.Ed**  
**WoodSongs Classroom Project**

**Title: SONGFARMERS: Building a Front Porch Around the World**

**Subject: Music and Community**

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

**Introduction:** This SONGFARMERS documentary speaks to the idea of creating our own front porch and what this means. Michael Johnathon shares the message of creating a front porch around the world. Meaning, creating a place where we all may gather to share in community; a place where we may join to share in music and good conversation. Creating our own front porch means to create a peaceful place to gather. Music is very powerful and brings people together. See: [SongFarmers.org](http://SongFarmers.org)

## **Objectives:**

- To understand the way that music builds community and brings people together.
- To understand presenting an idea in various ways, including music, art, and written expression.

## **Standards:**

### **National English/Language Arts Standards**

- **Integration of Knowledge and Ideas**
  1. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words
- **Range of Writing**
  1. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

### **National Music Standards**

- Listening to, analyzing, and describing music
- Evaluating music and music performances
- Understanding relationships between music, the other arts, and disciplines outside the arts

### **National Art Standards**

- **Creating:** Generate and conceptualize artistic ideas and work
  1. Organize and develop artistic ideas and work
- **Responding:**
  1. Visual imagery influences understanding of and responses to the world
  2. Interpret intent and meaning in artistic work
- **Connecting:**
  1. Synthesize and relate knowledge and personal experiences to make art

**Materials List:**

- Watch the 26 minute documentary: [SongFarmers.org/TV](http://SongFarmers.org/TV)
- Computer Access
- Library Access
- Paint
- Paint brushes
- Poster (1 per student)
- Magazines
- Varying art supplies to create vision board

**Activity 1: (50 minutes)** Begin by watching the WoodSongs documentary. After watching the documentary, ask students what they think about it. Have a class discussion and the following questions may be used as a guide:

**Active Listening/Critical Thinking Questions:**

- 1.) How do you think music brings people together?
- 2.) What do you think it means to create your own front porch?
- 3.) Who would be invited to be a part of it?
- 4.) How can we include others?
- 5.) What music would you play?
- 6.) Would you sing or play an instrument?
- 7.) How could you ensure that all feel welcome to share in music and community?
- 8.) What steps could you take each day to strive for this?

**Activity 2: (40 minutes) Visual Art Focus**

- Students will create their own vision board to reflect their idea and hope for their own front porch (community). This vision board will encourage students to think about the front porch idea, and to design a poster, in an artistic way, to demonstrate it.
- A vision board serves as a reminder that we can accomplish what we hope. It is a good idea for the teacher to have also created their own vision board to serve as an example to the class.
- Through the process of this project, encourage students to draw, paint, use magazine clippings, and/or write quotes for the design of their board. This is their project, hopes, goals and dreams for their own front porch.
- This is not a media design project, but a hands-on art project.
- Set aside about an hour preferably for students to complete their vision board.
- Give students a quiet time to reflect before they begin to actually create their vision board.
- Have students cut out images from the magazines that represent what they hope to achieve; to represent their hopes and dreams.
- Students will place a photo of themselves in the middle of the board.
- Use markers to write inspirational quotes.
- Encourage students to place their vision board in a place where they can see it everyday to remind them of creating a front porch.
- Students may also create a vision board to reflect their own personal goals and hopes and dreams.

**Activity 3:**

Create a front porch in your classroom! Take one day in which students have the option of sharing their vision boards with the class, play/listen to music, and just create a place where students feel comfortable, welcome, and peaceful. Ideally, the classroom environment is always welcoming and peaceful, but on this day, music will be a strong theme, demonstrating the many ways it uplifts us, teaches us, and encourages a sense of community.

•

**Rubric and Guidelines: This is only an outline and may be designed to specifically meet the needs of each activity. Rubrics really help students to know what their goals should be for the assignments, as well as establish clear objectives.**

<b>Demonstrates an understanding of Roots music as performed by the artists on this episode.</b>	Shows an enriched and strong understanding of Roots music and the goals of the show and activities.	Shows somewhat of an understanding, but main points are not clear.	Does not seem to understand the connections the episode is portraying through music and artistic expression and the expression of Roots music
<b>Demonstrates an understanding of creatively creating their own art projects</b>	Understanding is strong of how the episode connects to creating their own projects	Demonstrates an understanding of musical and art expression demonstrated in the episode, but not entirely connecting it to creating their art project	An understanding of the episode is not evident through the design of their art project
<b>Paper is designed in a way that will demonstrate scholarly research</b>	Very well expressed	Needs additional guidance/lesson	Does not exhibit a strong understanding of the desired goal
<b>Remains on Task While Designing Projects and In-Class Work</b>	Most of the lesson	Needs additional guidance/redirection	Exhibits difficulty remaining on task throughout the lesson and In-Class Work