

# WoodSongs WS10 HIGH Lesson Plan

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**Title:** “This song needs a cello”

**Length of Lesson:** two-three class periods

**Grade Level:** High School

## **Objective:**

The overall goal of this lesson is for students to develop an understanding that musical instruments and style may play several different styles of music. Specifically, the cello may be used to make music of various styles (not only a classical sound). 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. In addition, in this episode of WoodSongs, Ben Sollee references the importance of organically spending time with music as a social art. Students are encouraged to listen to the music and reflect upon how it connects people and builds a sense of community. This episode of WoodSongs Old Time Radio Hour features cellist Ben Sollee and the Portland Cello Project. This episode will allow students to reflect upon the creative and technical similarities and differences of musical styles, while also exploring the ways that music evokes similar emotions even though the sound and style differ.

## **Description of Lesson/Activities & Procedures:**

### **Activity 1:**

Activity 1 is the informative text in which students will write a two page paper about the history of the cello. Students are encouraged to cite at least three sources within their informational text, one will be WoodSongs, and they will research other sources. This will encourage students to recognize scholarly and accurate sources.

### **Activity 2:**

Activity 2 in this lesson will have students to explore the idea of Kentucky as the crossroads to various music. What does this mean? List examples from this episode of WoodSongs. For example, Ben Sollee learned from various styles such as Bluegrass, Folk and Appalachian fiddlers. He is classically trained as well. Students will then think of a song in which they would like to hear with cello accompaniment. Students will be asked to consider the various ways that the song will change and how it will also change the overall feel of the song. This will encourage students to think about different genres of music and how different styles allow the students to feel the same emotions or different? Students will compare and contrast as they explore the different style. This also allows the students to include a creative aspect of their own as they choose a song and explain how the songs will sound with cello accompaniment.

In addition, students will be asked to listen to the different styles of The Portland Cello Project. They have various genres of music including rock and hip hop. The Education Director of the group, Diane, Introduces the cello to kids, schools, communities, educational outreach and encourage teachers to individualize with each student to the ways they learn. Students are encouraged to play the cello maybe in ways that they don't know how to as well, and to think beyond what is written on the chart. Students will

also explore the various sounds of the cello as Ben Sollee “chops” on the cello. What does this mean and what is the sound?

### **Activity 3:**

Students will also be asked to journal their thoughts on the following quote from this episode of WoodSongs:

“Organically spend time with music as a social art”- Ben Sollee

This will allow students to reflect upon actual relationships with others and how music encourages a sense of community and helps to build relationships. At the end of the episode, Michael Johnathon quotes, “The greatest transaction of the arts is love.” Michael then reflects upon the way that music inspires us and references Ben’s love for the cello as a child. Ask students to reflect upon how we may help to change the way instruments are viewed and encourage that sense of community.

For a second journal entry, students will reflect upon the sounds of Lilly Murphy, the featured WoodSongs Kid of this episode. Lilly has been playing cello since 7th grade and is now a sophomore in high school.

### ***Connection to Arts & Humanities Standards:***

- Students make sense of ideas and communicate ideas with music
- recognize, describe, and compare various musical forms
- apply organizational structures and evaluate what makes them effective or not effective in communicating ideas

### ***Connections to Music Standards:***

- to describe genre, type, style, historical context, purpose of specific works
- Identify characteristics of music from various cultures, styles, genres ,and composers (interpret)
- Describe how expressive qualities (such as dynamics, tempo, articulation ,phrasing) and their interpretive decisions convey creator’s intent (interpret)

### ***Connection to Language Arts Standards:***

- Compare and contrast the quality of compositions and performances, using specific musical terms and elements to describe their technical and expressive qualities
- Use elements of music (including melodic motif and development) to describe how musicians compose, perform, and improvise
- Identify and compare various styles and functions (recreational, ceremonial, and artistic expression) of music
- Analyze and describe how factors such as time, place, and belief systems are reflected in music
- Analyze and describe music’s influence on belief systems, its influence on history, and its ability to shape culture

### ***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

Un-fretted Instrument: an instrument that allows smooth sliding along the fingerboard which can make playing feel more natural and fluid.

***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:***

Demonstrates an understanding of artistic and musical expression

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.

Shows an understanding of the episode.

Shows somewhat of an understanding of the episode but main points are not clear.

Does not seem to understand the connections the episode is portraying through music and artistic expression.

Demonstrates an understanding of various musical genres and styles

Demonstrates an understanding and is able to compare and contrast various styles of music

Is able to somewhat compare and contrast various music styles

Demonstrates an understanding of musical and art expression demonstrated in the episode but not able to compare and contrast entirely

An understanding of the episode is not evident.

Appreciation of how all musical genres create emotion and tell a story: Very well ,Fairly well ,Needs some extra guidance ,Exhibits little to none of the desired goal

Remains on Task within the lesson

An additional idea is that exit slips may be used to assess student's understanding and application of this lesson. One suggestion is for students to reflect upon the Henry Ward Beecher quote at the end of the show, "Every artist dips his brush into his own soul and paints his own nature into those pictures." How does this episode demonstrate this message? Encourage the students to reflect upon the ways that various and unique styles of the cello are both demonstrated and discussed throughout this show. Ask students to also research a quote that relays a similar message and have them bring it tomorrow to apply to what they learned from this episode of WoodSongs.