

WS15 HIGH SCHOOL Lesson Plan

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WoodSongs Classroom Project

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: High School

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!

Activity 5: Students will research two musical artists that they find to be inspirational and choose one song for each artist, in which they explain why the words of the song inspire them. Students are encouraged to apply their research skills as they describe the musician and history of both of the artist and their chosen song. Students are encouraged to cite reliable sources as they write this informational piece.

Connection to Language Arts Standards:

- Analyze, interpret and evaluate other or own compositions and performances, using specific musical terms and elements to describe their technical and expressive qualities
- 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
- Identify the elements of literature (plot and structure, character, setting, point of view, language and style, theme, irony, and symbol) in a work that contribute to the understanding of human experience
- Explain how ideas, thoughts, feelings, and cultural traditions are reflected in literary works

Connections to Music Standards:

- Identify and compare various styles and functions (recreational, ceremonial, and artistic expression) of music
- Analyze musical forms

Connection to Arts & Humanities Standards:

- Students make sense of ideas and communicate ideas with music
- recognize, describe, and compare various musical forms
- listen to and analyze how changing different elements results in different musical effects
- Developing music literacy skills
- Critically listening to recordings of music (analyze, evaluate)
- Manipulating elements in the music to explore expressive options (interpret)

- Describe how expressive qualities (such as dynamics, tempo, articulation, phrasing) and their interpretive decisions convey creator's intent (interpret)

Connection to Arts Standards:

- Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change
- Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan making works of art and design based on a theme, idea, or concept. (within this lesson, the design of their instrument)
- Experiment, plan, and make works of art and design that explore personally meaningful theme, idea, or concept.
- Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

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:

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 as it relates to encouraging community and togetherness
- Demonstrates an understanding of the information presented within the episode, and understands how music relays this message.
- Demonstrates an understanding of how their projects will express important points through art and musical expression
- Students understand difference in informational text versus creative project design
- Demonstrates an understanding of originality as portrayed in music and art