

WS17 HIGH SCHOOL Lesson Plan

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WoodSongs Classroom Project

Title: O'Connor Family Band

Length of Lesson: three class periods(may vary)

Grade Level: High School

Introduction:

This episode of WoodSongs Old-Time Radio Hour features Mark O'Connor, as in the O'Connor Method of teaching the violin. You may reference the following for more information on the O'Connor Method: <http://www.oconnormethod.com/index.html>
The O'Connor Method is a very specific method used for string teachers and students.

Description of Lesson/Activities & Procedures:

Activity 1:

Before Activity 1, and as an introduction, I like the idea of having the students gather around and sit on the floor, and imagine they are listening to a radio show from many many years ago. I want them to practice listening to the show, and using those skills that require them to listen with intention. I think this also allows the students to be creative and imagine what it was like to only have a radio to listen to as the main source of entertainment, and how this encouraged family time as well. It also allows for some historical discussions about the radio, the time period when this was the entertainment source, and also really evokes that feeling of folk and Appalachian culture associated with the radio show. Within this episode of WoodSongs, have students listen to the sounds of the fiddle and violin. I think that playing the WoodSongs Kids clip is particularly interesting for the class and also inspires them to want to play as the kids are within the show. For activity 1, encourage students to simply listen; to hear the instruments presented to them within the show. Then, create an opportunity for a short discussion. This will hopefully allow the students to express their thoughts and make actual connections to the music and to one another. So, Activity 1 is the art of conversation and community encouragement.

Activity 2: Students will research the O'Connor Method and write down the main points and overall approach to teaching string instruments. Students will use reliable sources to explain the method. In addition, students will also be asked to explore and write about the history of the fiddle and violin. This informational writing piece will require students to cite three reliable sources.

Activity 3:At the beginning of this episode, Michael Johnathon performs a song and one of the lyrics that stands out to me is, "transformation is important"... Ask students to reflect upon what this means to them and the ways that they feel that they have transformed from different times in their lives. Ask questions to prompt critical thinking. Then, have students create a short story or poem to depict their reflections. Students are encouraged to review examples of Appalachian poetry and ballads as a reference for their creative work.

Connection to Language Arts Standards:

- 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
- Describe and analyze the effects that works in the arts have on groups, individuals and the culture
- Students will understand that collaboration involves sharing new ideas with others. Shared knowledge is a community-building process, and the meaning of research/investigation takes on greater relevance in the context of the learner's society. Comparing notes, discussing conclusions, and sharing experiences are all examples of this process in action
- Students will select and incorporate ideas or information (e.g., from reading or other learning), explaining reflections or related connections (e.g., identifying relationships and own experiences, offering support for conclusions, organizing prior knowledge about a topic)
- Students will understand that writing can be used to make meaning of one's own experience, as well as of other information/ideas
- Students will understand that writers need to document sources /give credit for the ideas of others

Connection to Arts & Humanities Standards:

- **Students make sense of ideas and communicate ideas with music**
- **recognize, describe, and compare various musical forms**

Connections to Music Standards:

- *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 musical forms*
- *Describe and compare the characteristics and purposes of works of art representing various cultures, historical periods, artists and/or style*

Vocabulary Within Lesson: Appalachia, Fiddle, O’Connor Method, Folk Music, Transformation, Ballad, Poetry

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
- Shows an understanding of the information presented within the episode and exhibits an understanding of the O’Connor Method
- Demonstrates an understanding of how their projects will express important points through art and musical expression
- Students understand difference in informational text versus their creative project design and poetry

Creative Project/Presentation Scoring Sheet

Creativity/Presentation of material	___/___
	___/___
	___/___
	___/___

	<u> </u> /
	<u> </u>
	<u> </u> /
total	<u> </u> /100