



WS17 MIDDLE SCHOOL Lesson Plan

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WoodSongs Classroom

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Curriculum Design/Project Coordinator

Title: O'Connor Family Band

Subject: Music, Language Arts, Art, History

Length of Lesson: Three Class Periods (May vary depending on class times)

Grade Level: MIDDLE

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: .

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 English/Language Arts Standards:

> Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes (informational text and creative writing)

- > Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information)
- > Analyze how and why individuals, events, and ideas develop and interact over the course of a text (music in this lesson) How does music encourage a sense of community as demonstrated within this episode?
- > 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 (when researching informational text)
- > Write an informative/explanatory text to: examine a topic, convey ideas, concepts and information through: text selection, organization and analysis of relevant content (when researching O'Connor Method)

Connection to Arts & Humanities Standards:

- > Communicate a unifying theme or point of view through the production of works in the arts
- > Analyze musical forms
- > Compare and explain purposes for which music is created to fulfill (ceremonial, recreational, artistic expression)
- > Students make sense of ideas and communicate ideas with music

Connections to Music Standards:

- > Analyze musical forms (sounds of the instruments)
- > The arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, avocational pursuits, or leisure
- > Students make sense of ideas and communicate ideas with music
- > Compare and explain purposes for which music is created to fulfill (ceremonial, recreational, artistic expression)
- > 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
- > the arts play a major role in the creation and defining of cultures and building civilizations

Vocabulary/Terms Within Lesson: Appalachian, Fiddle, O'Connor Method, Folk Music, Transformation

Materials/Media Needed:

- > Access to computer/iPad to explore informational resources

Rubric and Guidelines:

- Demonstrates an understanding of how their creative writing will express important points through art and musical expression
- Understanding is clear of how music expresses important points and relays messages, as demonstrated by the WoodSongs Old-Time Radio Hour
- Students understand difference in informational text versus their creative project designs
- Stays on task and works collaboratively while designing
- Demonstrates an understanding of the O'Connor Method as explained by Mark O'Connor and through their research

Creative Project/Presentation Scoring Sheet

Creativity/Presentation of material	<u> </u> /
	<u> </u> /
	<u> </u> /
	<u> </u> /
	<u> </u> /
	<u> </u> /
Total	<u> </u> / 100