



## WoodSongs WS7 HIGH Lesson Plan

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**Title: Hammered Dulcimer**

**Subject: Music, Social Studies, Language Arts**

**Length of Lesson: Two-Three Classes (may vary)**

**Grade Level: 9<sup>th</sup>-12<sup>th</sup>**

This episode of WoodSongs features the hammered dulcimer. There are three very talented musicians (Joshua Messick, Ted Yoder, and Andy Young) playing the hammered dulcimer, each of which demonstrate their own unique style to playing the instrument. To begin this lesson, students will first watch the episode of WoodSongs Old-Time Radio Hour. After watching the show, ask students to list similarities and differences among the sounds. Ask students questions such as: How would you describe the styles of each musician? Which style do you most connect with and which style would you like to learn more about and play? For instance, Ted Yoder plays the Beatles song, "Eleanor Rigby", while Joshua demonstrates a very classical style. Andy Young offers a folk style and also has a guitar player accompanies him. Encourage students, as each musician references in the show, to explore the instrument. What does this mean to you? Encourage students by asking, "How might you bring your own style to a musical instrument?"

The activities within this lesson will have students write an informative text about the history of the hammered dulcimer, and also a creative piece in which they discuss their own style and creativity and how they may relay this in their music. Students will then work collaboratively with another student to merge their projects. This will encourage students to learn collaborative skills, merge various styles of musical performance, and also to learn from one another about their personal styles and unique design. You may also encourage students to develop their own performance piece by starting a WoodSongs Coffeehouse.

*Description of Lesson/Activities & Procedures:*

Activity 1: Activity 1 is the informative text in which students will write a two to three page paper about the history of the hammered dulcimer. Students will include information from reliable sources. This instrument is so rich in history. For example, as Michael Johnathon says during the show, the dulcimer originally came to us from Egypt, and traveled across America because it was easier to carry than the piano. Students are encouraged to cite at least two sources within their informational text, one will be WoodSongs, and they will research other sources. One suggestion for a possible source on the hammered dulcimer is the following excerpt from the Encyclopedia of Appalachia:

<http://encyclopediaofappalachia.com/entry.php?rec=73>

**Activity 2:** Activity 2 in this lesson is the creative piece in which students will write a description of the three musicians in the episode, and describe the various styles of the hammered dulcimer. Ask students to describe which instrument they would play, what their style would be and how would they bring their own uniqueness to their music. Students are encouraged to write their own poem/ballad to accompany their instrumental sound. In addition, students will also pair with another student once they have designed their own project, to form a collaborative project. Students will work collaboratively with another student to merge their projects. This will encourage students to learn collaborative skills, merge various styles of musical performance, and also to learn from one another about their personal styles and unique design.

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

- Students make sense of ideas and communicate ideas with music
- recognize, describe, and compare various musical forms
- the elements of music, dance and drama are intentionally applied in creating and performing
- listen to and analyze how changing different elements results in different musical effects\
- 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)
- Reflecting on self and peer performance to identify areas of success and for improvement (evaluate and refine)
- to describe genre, type, style, historical context, purpose of specific works

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

- **Apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods: Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics**

***Vocabulary & terms within the lesson: Hammered Dulcimer***

***Materials/Media Needed:***

- **Access to computer/IPad to explore informational resources**

**Rubric and Guidelines:**

<p><b>Demonstrates an understanding of artistic and musical expression as it relates to the different styles of the hammered dulcimer in the show</b></p>	<p><i>Musical project demonstrates a strong understanding of the various styles of the hammered dulcimer</i></p> <p><i>1 (Being strongest)</i></p>	<p><b>2</b></p>	<p><b>3</b></p>	<p><b>4 (Does not demonstrate a clear understanding of the different styles)</b></p>
<p><b>Demonstrates an understanding of musical expression</b></p>	<p><i>Understanding is clear of how the arts and music express important points, as demonstrated by the WoodSongs Old-Time Radio Hour</i></p>	<p><i>Is able to somewhat make the connection of information from the episode to designing their own project</i></p>	<p><i>Demonstrates an understanding of information and musical and art expression demonstrated in the episode, but not entirely connecting it to their own project design</i></p>	<p><i>An understanding of the episode is not evident.</i></p>
<p><b>Stays on Task and works collaboratively while designing project</b></p>	<p><i>Remains on task</i></p> <p><i>1 (indicates strongest)</i></p>	<p><b>2</b></p>	<p><b>3</b></p>	<p><b>4</b></p>