

# WoodSongs WS8 MIDDLE Lesson Plan

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**Title: Celebration of Folk and Bluegrass**

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

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

**Grade Level: 7<sup>th</sup> & 8<sup>th</sup> Grade**

This episode of WoodSongs Old-Time Radio Hour is a celebration of Folk and Bluegrass music. The first artist, Bryon Sutton, discusses that he listened to local musicians, a community of music, and a combination of artists such as Doc Watson as well. Bryon Sutton performs a song in which the words include: "Show me a place where I don't have to worry, show me a place where I don't have to hurry and that's where I belong." Encourage the students to think about what does this mean to them? What does this look like to you? What would be your place where you would go in which you would not have to worry and would feel peaceful. This conversation will allow students to begin thinking about the community of music and ways in which brings people together. Encourage students to think about the front porch dynamic of music. As Michael Johnathon and the artists in the show discuss, music really can be about sitting on a front porch and not needing a big production. Music is so enriching to our lives and encourage students to explore this, and not only the focus on music as a money making tool. Ask students what they would play on their front porch and to reflect upon the tradition of music.

In addition, ask students what instruments are being played? Find one other song in which one of these instruments is being played and compare the style. Is it similar, is it different? How so? The next artist on this episode, Dom Flemons, discusses that he started thinking about music in many different ways. Ask students how they may do this as well? Consider different genres of music. Dom is a Grammy winning artist. Dom is one of the few black banjo players in North America. He plays banjo and harmonica at the same time and has such an incredibly unique style.

Connection to 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
- Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles
- 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)

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

#### Connection to Arts & Humanities Standards:

- Identify and classify styles, forms, types and genre within art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song)
- Communicate a unifying theme or point of view through the production of works in the arts
- Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities
- Describe and compare the characteristics and purposes of works of art representing various cultures, historical periods, artists, and/or style
- Analyze musical forms
- Describe how the elements of music and expressive qualities relate to the structure of the pieces
- Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces
- 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

#### Vocabulary:

Banjo: <http://www.encyclopediaofappalachia.com/entry.php?rec=32>

Genre: a category of artistic composition, as in music or literature, characterized by similarities in form, style, or subject matter

Folk Music: <http://encyclopediaofappalachia.com/entry.php?rec=88>

Bluegrass Music: <http://encyclopediaofappalachia.com/entry.php?rec=40>

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

Have students reflect upon the following quote as part of the warm-up discussion: “To affect the quality of the day, that is the highest of the arts” Henry David Thoreau. This will also allow them to think about the ways in which Michael Johnathon and the artists on the show use their music to encourage community and togetherness.

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Activities of this lesson include:

- Warm Up Discussion
- Students will write a description of a place in which they feel they don't have to worry
- Students will also list musical instruments played throughout the episode and then compare and contrast a song with the same instruments.
- Students will also write a one page paper on the history of the banjo using the episode of WoodSongs Old-Time Radio Hour and one additional source in which they research the banjo.

Materials/Media Needed:

- Access to computer/iPad to listen to song students choose and also to explore various instrument sounds

<b>Demonstrates an understanding of artistic and musical expression</b>	<i>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.</i>	<i>Shows an understanding of the episode.</i>	<i>Shows somewhat of an understanding of the episode but main points are not clear.</i>	<i>Does not seem to understand the connections the episode is portraying through music and artistic expression.</i>
<b>Demonstrates an understanding of various musical genres and styles</b>	<i>Demonstrates an understanding and is able to compare and contrast various styles of music</i>	<i>Is able to somewhat compare and contrast various music styles</i>	<i>Demonstrates an understanding of musical and art expression demonstrated in the episode but not able to compare and contrast entirely</i>	<i>An understanding of the episode is not evident.</i>
<b>Appreciation of how all musical genres create emotion, tell a story and encourage community</b>	<i>Very well</i>	<i>Fairly well</i>	<i>Needs some extra guidance</i>	<i>Exhibits little to none of the desired goal</i>
<b>Remains on Task within the lesson</b>	<i>Stays on task all (100%) of the time.</i>	<i>Stays on task most (99-90%) of the time.</i>	<i>Stays on task some (89%-75%) of the time.</i>	<i>Stays more off task than on task.</i>

