

# WoodSongs WS9 MIDDLE Lesson Plan

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**Title: American Jazz with Preservation Hall Jazz Band**

**Subject: Music, Language Arts, Art**

**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 features the Preservation Hall Jazz Band. Within this lesson plan design, we will explore the history of New Orleans Jazz. The show begins with an introduction of Sweet Emma Barrett and the Preservation Hall Jazz Band and a description of her legacy and honors. The Preservation Hall Jazz Band starts out the show and immediately the environment feels as if you've just stepped into New Orleans!

This lesson has a particular emphasis on the ways in which music brings us together. The issues of segregation during the 1960's are discussed and the ways in it influenced the music. 100 years ago jazz was born. In addition, the following reference, [http://www.nps.gov/jazz/learn/historyculture/jazz\\_history.htm](http://www.nps.gov/jazz/learn/historyculture/jazz_history.htm), specifically mentions how many different people found common interests through their love of music. Students will be encouraged to think of ways in which music encourages community and connections among several topics. New Orleans Jazz focused on encouraging the art, the community, the beauty that the Preservation Hall brings and how it encouraged young people. Michael Johnathon's quote at the end of the show is a quote from Plato and is very inspirational for students as they begin to think about creating their own music and/or including music into their daily lives.

The actual Preservation Hall only houses 76 people, but truly brings people from all of the world. Students will be encouraged to think about a particular music venue in which they would like to travel and why.

This episode also references Hurricane Katrina. Students will research more about Katrina and write a brief information text about the storm and its impact on the city of New Orleans.

## **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 journal 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)
- 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 information text)

- Formulate inferences from textual material
- Cite resources that support analysis of a text
- Identify accurate, credible sources
- 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 the history of jazz and also Hurricane Katrina)
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### **Connection to Arts & Humanities Standards:**

- Communicate a unifying theme or point of view through the production of works in the arts
- 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

### Connections to Music Standards:

- Analyze musical forms
- Identify and compare various styles of music
- Describe and compare the characteristics and purposes of works of art representing various cultures, historical periods, artists, and/or style
- The arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify)
- 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

### **Description of Lesson/Activities:**

This is an incredibly fun lesson and it is my hope that your classroom will feel like the Preservation Hall in New Orleans! You may even decorate your classroom in a New Orleans style as you introduce jazz and this episode of WoodSongs Old-Time Radio Hour. A fun introductory activity may be for students to listen to jazz before watching this episode.

**Activity 1:** As a warm-up activity, students will listen to jazz. It would be fun if the classroom reflects the feel of jazz and New Orleans as well! After this warm up, ask students what instruments they hear in the jazz music. You may choose to play jazz performed by Preservation Hall Jazz Band, or perhaps you'd like to introduce additional jazz artists, such as Louis Armstrong.

Next, students will watch the episode of WoodSongs Old-Time Radio Hour. Ask students to write down their ideas for creating a project in which they encourage community through a music/and or art form. Students will only design this project for the purpose of their class in particular. However, this project may be extended into a WoodSongs Coffee House activity. Students are encouraged to work collaboratively and plan with fellow students to ensure that each project is different. This will encourage critical and creative thinking, while also allowing students to work together.

**Activity 2:** Students will be encouraged to think about a particular music venue in which they would like to travel and why. Encourage students to listen and reflect upon the description of Preservation Hall. Reflect upon the ways in which Preservation Hall Jazz Band describes their experience in Preservation Hall; the descriptive words and feelings. Also, ask students to include this as part of their project and when thinking of ways that music encourages a sense of togetherness and community.

**Activity 3:** Students will use the following resource, [http://www.nps.gov/jazz/learn/historyculture/jazz\\_history.htm](http://www.nps.gov/jazz/learn/historyculture/jazz_history.htm), and also one additional reliable resource that they find on their own. This is an opportunity to discuss reliable sources versus unreliable sources. Students will explore the ways that jazz brought people together and the history of jazz. You may ask students to write an information text in which they explain what they have learned.

**Activity 4:** Students will research Hurricane Katrina and how it impacted New Orleans. How did jazz help the community to come together? Do you feel that the music helped to bring the city of New Orleans back to life after this storm?

Materials/Media Needed:

- Access to computer/iPad to explore informational resources
- Art supplies of their choice, depending on project design

**Rubric and Guidelines:**

<b>Demonstrates an understanding of artistic and musical expression as it relates to encouraging community and togetherness</b>	<i>Shows an enriched and strong understanding</i>	<i>Shows an understanding of the information presented within the episode, and understands how music relays this message.</i>	<i>Shows somewhat of an understanding of the information within the episode but main points and connections 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 how their projects will express important points through art and musical expression</b>	<i>Understanding is clear of how the arts and music express important points, as demonstrated by the WoodSongs Old-Time Radio Hour</i>	<i>Is able to somewhat make the connection of information from the episode to designing their own project</i>	<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>	<i>An understanding of the episode is not evident.</i>
<b>Students understand difference in informational text versus their project design</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>Stays on Task and works collaboratively while designing project</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>