WS22 MIDDLE SCHOOL Lesson Plan
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WoodSongs Classroom
April Ballard, B.S, M.Ed
Curriculum Design/Project Coordinator

- **Title: SONGFARMERS: Building a Front Porch Around the World**
- **Subject: Music and Community Length of Lesson: Two-Three Class Periods**
- **Grade Level: 7th & 8th Grade**
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Subject: Music and Community
Length of Lesson: Three Class Periods (May vary depending on class times) Grade Level: 7th & 8th Grade

Introduction: This WoodSongs documentary speaks to the idea of creating our own front porch and what this means. Michael Johnathon shares the message of creating a front porch around the world. Meaning, creating a place where we all may gather to share in community; a place where we may join to share in music and good conversation. Creating our own front porch means to create a peaceful place to gather. Music is very powerful and brings people together. **WEBSITE: SongFarmers.org**

Objectives:
- To understand the way that music builds community and brings people together.
- To understand presenting an idea in various ways, including music, art, and written expression
- To understand creating visual art

Standards:

National Music Standards
- **Understanding the relationships between music, the other arts, and disciplines outside the arts**
    1. Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

National Art Standards
- **Creating: Experiment/Imagine/Identify**
    1. Students discuss themes and ideas they might explore in their own artworks, focusing on what they believe is important to them as a group
    2. Students generate ideas for individual artworks that reflect on and reinforce a collaboratively chosen theme or idea.
- **Connecting: Synthesize/Relate**
    1. Students reflect upon and use art vocabulary to write about their artistic decisions in terms of ideas and how their ideas reflect or reinforce the collaboratively chosen theme or idea.

National English/Language Arts Standards

- **Integration of Knowledge and Ideas**
    1. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words
- **Text types and Purposes**
    1. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
- **Range of Writing**
    1. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Materials List:
- Video SONGFARMERS documentary: **SongFarmers.org/TV**
- Computer Access
- Art Supplies (may vary)

Activity 1: (50 minutes) Begin by watching the documentary. After watching the documentary, ask students what they think about it. Have a class discussion and the following questions may be used as a guide:

Active Listening/Critical Thinking Questions:
1.) How do you think music brings people together?
2.) What do you think it means to create your own front porch?
3.) Who would be invited to be a part of it?
4.) How can we include others?
5.) What music would you play?
6.)Would you sing or play an instrument?

Activity 2: (40 minutes)
- Students will describe what they imagine to be their own front porch.
- Students will design through written words as well as an art project, their idea of building a front porch around the world.
- The art work may include a drawing, or could be another medium that the students choose, but should be artistic.
- Remind the students of the class discussion in Activity 1, in which you discussed what it means to build a front porch around the world. Other questions may include, "Who would be there?" "How can music bring others together on our own front porch?"

Activity 3: (optional) Students will share their art work and front porch description in small groups. This will give students the opportunity to work on presentation skills, while also talking to their peers about music and community.

Activity 4: (35 minutes)
- Have students list at least three ways that they can create positive change for themselves and their school environment through music and creating their own front porch.

- Reserve library/computer lab time. Students will find the words to two songs that they feel share the message of community, peace and acceptance.
- Instruct students to identify the following in the assignment:
- 1.)The names and artist of the songs,
- 2.)Explain how the words speak to them
- 3) Explain the song using their own words
- 4.) Offer some explanation about the musical history of the genre and artist. For example, is it a bluegrass or folk song?
- Responses should be written in paragraph and complete sentence form using proper grammar. Sources should be cited properly as well.

Rubric & Guidelines: This rubric is a guideline, and will need to be revised and updated to accompany each activity within the lesson.

Demonstrates an understanding of artistic and musical expression	Shows an enriched and strong understanding	Shows somewhat of an understanding of the episode but main points are not clear.	Does not seem to understand the connections the episode is portraying through music and artistic expression and the expression of folk music
Demonstrates an understanding of creatively creating their own artistic projects	Understanding is strong of how the episode connects to creating their own projects	Demonstrates an understanding of musical and art expression demonstrated in the episode, but not entirely connecting it to creating their own media and art project	An understanding of the episode is not evident through the design of their media and art project
Projects are designed creatively and in a way that will demonstrate meaning while also following a particular style they have chosen.	Very well expressed	Needs additional guidance/lesson	Does not exhibit a strong understanding of the desired goal
Remains on Task While Designing Projects and In-Class Work	Most of the lesson	Needs additional guidance/redirection	Exhibits difficulty remaining on task throughout the lesson and In-Class Work

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