

Young Audiences of Massachusetts

Educational Materials

Please forward to teachers

ABOUT THE PERFORMANCE

Roots Music Collective: *The Roots of American Music*

Grade levels: K-12

In this program, the **Roots Music Collective** explores the global influences and social forces that have shaped American music. The band's interactive performance and discussion illustrate how African-American work songs evolved into spirituals and led to blues, jazz, country and eventually rock. The program also explores the creative and collaborative processes musicians use to compose songs and play music. At the end of the program, students are invited to help the band compose a new song.

LEARNING GOALS:

1. To explore the global influences and social forces that have shaped American music.
2. To gain new confidence in expressing oneself through music.
3. To demonstrate the collaborative process: how members of a band interact to make music.
4. To demonstrate the creative process: how musicians write songs.

PRE-ACTIVITY SUMMARY: *The Evolution of American Music*

Listen to some examples of different musical styles (spirituals, blues, jazz, country, rock). How are they different from each other? How are they alike? What factors might have contributed to the evolution of musical style that is evident in these selections?

POST-ACTIVITY SUMMARY: *Instrumental Versus Vocal Music*

Can instrumental music tell a story the way vocal music does? Can an instrument or group of instruments speak and express a story or mood the way lyrics do? Can instrumental music express meaning as well as or better than lyrics? How?

CURRICULUM LINKS:

African-American Studies, Music, History and Social Sciences

PRE-ACTIVITY: THE EVOLUTION OF AMERICAN MUSIC

LEARNING GOAL: To gain an awareness of the various musical styles that helped to shape American music.

MATERIALS/PREPARATION:

Suggested CDs:
Smithsonian Collections on

- 1) Afro-American Spirituals, Work Songs & Ballads
- 2) Blues
- 3) Jazz
- 4) Country
- 5) Rock
- 6) Soul/Funk

TIME:
45 minutes - one hour

STEP 1:

Play excerpts from some or all of the suggested CDs (or similar CDs) in chronological order.

STEP 2:

Discuss the characteristics of each style of music. List these characteristics on the board (tempo, rhythms, lyrics, instruments, mood) under each style.

STEP 3:

Listen to the excerpts again, paying particular attention to the similarities/differences between the styles.

STEP 4:

Chart the common themes and changes students observe from one style to the next. What connects these styles to one another? What changes from one style to the next? What kind of stylistic evolution do you see?

EXTENSIONS:

1) **Discuss** the social and historical forces that influenced the shaping of American music. What was happening in the United States during the times each style was emerging? Divide the students into groups and ask them to research the events/forces that have shaped the country during different periods. Have them report back to the class on how these forces might have influenced the music of the time.

2) **Discuss** the evolution of other cultural styles. What was happening in dance, literature, drama, visual art, fashion, etc.? How are these developments similar to the musical evolution of the time? How are they dissimilar?

3) **Discuss** the concept of evolution. Is it a conscious process? What is this process of change like? Is it fast or gradual? Why do things continue to change and evolve and not just stay the same?



POST-ACTIVITY: INSTRUMENTAL VERSUS VOCAL MUSIC

LEARNING GOAL:

To compare/contrast the power of instrumental and vocal music.

MATERIALS/PREPARATION:

CDs of instrumental music and vocal music from the same style.

TIME:

45 minutes- one hour

TIPS FOR THE TEACHER:

Encourage students to examine equally the strengths of both vocal and instrumental music. Emphasize that one is not better or worse than the other, but that each possesses unique and powerful qualities.

STEP 1:

Play pieces of both instrumental and vocal music from the same style.

STEP 2:

Discuss with students the power and effect of both. Which one is most effective in conveying a mood or story? What strengths and weaknesses does each have?

STEP 3:

List the strengths/weaknesses and the similarities/differences between the voice/lyrics and instrumentation.

STEP 4:

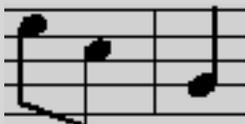
Ask students to choose and explain which one they think is the most effective.

STEP 5:

Ask students from both sides of the position to share their papers with the class.

EXTENSIONS:

* **Explore** the evolution of vocal and instrumental music outside America in contemporary times.



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SUPPLEMENTARY INFORMATION:

http://www.pbs.org/americanrootsmusic/pbs_arm_its_historical_background.html

<http://www.vancouverworldmusic.org/html/>

www.madeintheshademusic.com

VOCABULARY: Music Terms

Blues

Country

Jazz

Contemporary

Rock

Spiritual

Work Song

ABOUT THE PERFORMERS:

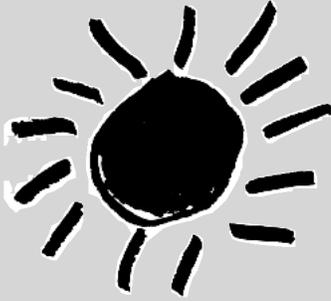
Guitarist and banjoist, Crick Diefendorf, is a founding member of the group Made in the Shade and has performed at hundreds of schools across the country. In addition to being a busy performing musician, Crick also is on the music faculty of St. Mark's School in Southboro, MA.

Drummer, Steve Langone, is one of the most sought after musicians in the Boston area and is a Berklee College graduate as well.

Multi-instrumentalist, Dan Fox, is a graduate of the Berklee College of Music. Dan has performed in hundreds of schools with his jazz quintet Made in the Shade in affiliation with Young Audiences of Massachusetts. He is internationally renowned for his ground-breaking work on the trombone.

ABOUT YOUNG AUDIENCES:

Young Audiences of Massachusetts (YA) is the oldest, largest and most utilized arts-in-education organization in the state and one of the largest in a national network of 33 chapters. For over 45 years, YA has distinguished itself as the vital link between Massachusetts schoolchildren (K-12) and more than 95 of the region's most accomplished actors, dancers, singers, musicians, and storytellers. Its 36 ensembles offer 57 interactive arts programs that represent a range of cultures, historical periods and artistic disciplines. YA is unique in its flexibility to offer interactive performances, tailor-made residencies, workshops, teacher-training, curriculum planning and multi-year projects. All programs include educational materials and satisfy local, state and/or federal arts education standards.



Young Audiences of Massachusetts

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MASSACHUSETTS CURRICULUM FRAMEWORKS CONNECTIONS

Roots Music Collective: *The Roots of American Music*

<i>Language Arts 9</i>	...identify the basic facts and essential ideas in what they have read, heard, or viewed.
<i>History 1</i>	Chronology and Cause...understand the chronological order of historical events and recognize the complexity of historical cause and effect.
<i>History 4</i>	Society, Diversity, Commonality, and the Individual...learn the complex interplay that has existed from the beginning of our country between American ideals and American practice.
<i>History 8</i>	Places and Regions of the World...identify and explain the location and features of places and systems organized over time.
<i>Arts-Music 4</i>	Improvisation and Composition...improvise, compose, and arrange music.
<i>Arts-Music 5</i>	Critical Response...describe and analyze their own music and the music of others using appropriate music vocabulary.
<i>Arts-Music 8</i>	Concepts of Style, Stylistic Influence, and Stylistic Change...demonstrate understanding of styles, influence, change.
<i>Arts-Music 10</i>	Interdisciplinary Connections...apply knowledge of the arts to the study of English language arts, foreign languages, health, history, and social science, mathematics, and science and technology/engineering.

