

Teacher Tool 1: Compare and Create

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Learning Objectives:

1. Students will be able to identify the blues genre.
2. Students will create a blues song.

Type of Teacher Tool: Whole Class Activity

Targeted Grade Level(s): 7-12

Targeted Curriculum Areas: Fine Arts — Music, Social Studies

Targeted Standards(s):

National Arts Standards — Music

NA-M.9-12.6 Listening to, analyzing, and describing music

Students demonstrate extensive knowledge of the technical vocabulary of music.

Students analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.

NA-M.9-12.7 Evaluating music and music performances

Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

Achievement Standard, Advanced:

Students evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotion.

Historical Thinking Standards, Grades 5-12:

2. Historical Comprehension

F. Appreciate historical perspectives --(a) describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; (b) considering the historical context in which the event unfolded --the values, outlook, options, and contingencies of that time and place; and (c) avoiding “present-mindedness,” judging the past solely in terms of present-day norms and values.

4. Historical Research Capabilities

A. Formulate historical questions from encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.

Common Core Anchor Standards:

Reading 4:

Interpret a work of art.

Reading 7:

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

Resources/Materials Needed:

1. Video: Music 1 “Big George Brock Discusses and Performs Hard Times”
2. Video: Music 2 “History in the First Person: Bobby Rush —King of the Chitlin’ Circuit”
3. Teacher Tool 2 : Blues Lyrics
4. Online resource on AAB song form —<http://www.songstuff.com/song-writing/article/aab-song-form/>

Teacher Instructions:

1. Utilize the resources listed above to familiarize yourself with the content you'll be sharing with students and develop any additional items you'd want to use in the activity.
2. Play for the class both video samples above featuring Blues musicians and Blues music
3. Discuss the musical form of the lyrics (AAB) and discuss what the lyrics mean.
4. Discuss the historic significance of the Blues.
5. Have students write a blues song using the AAB form.
6. If possible, invite a blues trained musician to add accompaniment to the students' creations.

Assessment/Evaluation Option:

1. Students perform the created pieces for each other and offer critiques.