

## **WPT Project for 2017 WMEA Music Standards – Leyla Sanyer**

### **No. 1 – Secondary General Music**

## Music Students Are Crushin’ It --

Middle and high school know rock music. They listen to and live it every day. However, as their teachers, we can give them experiences that will better represent how music study can relate to their musical life outside the school building. Many times rock is incorporated into the school music curriculum as a teacher directed performance option only. Let’s examine a way to bring small combo rock, jazz, and folk music into the classroom by encouraging the students to create new arrangements, study popular chord theory, and work on all the components that go into performance on their own with guidance from their teacher.

**Target:** Secondary General (also could be Ensemble, Guitar-Keyboard-Harmonizing)

### **Descriptive Paragraph:**

The performances used as a basis for this activity guide come from video of the Burlington Orange Crush and Randy Sabien and his Fiddlehead band recorded by Wisconsin Public Television (see additional resources below). These videos give the teacher and students ideas on how musicians work together to arrive at a finished product. Randy Sabien is widely recognized as a jazz violinist and educator. The Orange Crush was a student band directed by their teachers who represented their school at community and athletic events. All examples will give teachers ideas on how to hand over the reins of musical decision making to their students using the Wisconsin Music Educators Association Music Standards.

**[Note to producers: I would not recommend using the video interview of the Burlington music teachers for this purpose since it appears to be less student centered. Thanks.]**

### **WMEA Music Standards:**

This curriculum guide corresponds with the following WMEA Music Standards:

#### **Artistic Process CREATE:**

#### **Enduring Understandings –**

Musicians’ creative choices are influenced by their expertise, context, and expressive intent. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Musicians’ presentation of creative work is the culmination of a process of creation and communication.

#### **Performance standard (sample): IMAGINE**

Generate melodic, rhythmic, and harmonic ideas for a collection of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.

MU:Cr1.1.H.IIIa

Other performance standards to consider:

Plan and Make: MU:Cr2.1.E.IIIa

Evaluate and Refine: MU:Cr3.1.C.IIIa

Present: MU:Cr3.2.H.IIIa

**Artistic Process: RESPOND :**

**Enduring Understandings –**

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

Performance standard (sample): SELECT

Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.

MU:Re7.1.E.IIIa

Other performance standards to consider:

Analyze: MU:Re7.2.C.IIIa

Interpret: MU:Re8.1.H.IIIa

Evaluate: MU:Re9.1.T.IIIa

**Artistic Process: CONNECT:**

**Enduring Understandings –**

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Performance standard (sample): PERSONALIZE

Highlight how music interacts with the affective domain, such as feelings, values, opinions, wishes, personal awareness, or character.

MU:Cn10.1.H.IIIb-WI

Other performance standards to consider:

Broaden: MU:Cn11.1.E.IIIc-WI

**BACKGROUND INFORMATION:**

Rock musicians and composers often work from an aural tradition, have a good understanding of popular chord theory, as well as comfort on guitar and keyboard. They may use the computer to write music or they may use a pencil and manuscript paper, but often tunes are sketched out with tabs, bass lines, basic chord progressions and lyrics. The melodies may be transferred by ear or they may be written down. Musicians in rock bands and combos may work together to compose a new chart and their best ideas may

come during rehearsals together. Covers are done when a band likes something they have heard elsewhere and they want to give it their own flavor.

### **GETTING STARTED:**

- Listen to a recording of “Stand By Me” by Ben E. King. Sing as a class.
- Transfer the song to instruments or use keyboards to reproduce the melody.
- Study popular chord symbols and use with guitars or standard classroom instruments.
- Discuss the components of a rock band.

### **STRATEGIES:**

- Station learning of guitar, keyboard, vocals, and bass – students/teachers/guest clinicians with knowledge sit at each station and every student gets opportunity to try every instrument decided on by class
- Brainstorm for rock tunes – using a scribe, write down and listen to bits of every rock tune suggested with students being asked to consider complexity, appropriate text, meaningful quality
- Form bands – teacher or students determine combo make up keeping in mind balance and flexibility
- Flash mob of Stand By Me to be performed at lunch or end of day in area where students gather
- Research in computer lab for tunes and make arrangement decisions – intros, outros and keys to be considered
- Rehearsal time devoted to study in combos with in class performances and critique
- Concert organization; sound, lighting, equipment, program, recording – students choose roles
- Background study for bands – thorough work done to research backgrounds of previous recordings
- Cover and copyright laws studied in class
- Dress rehearsals run and performances in concert, in school programs and out in the community
- Students discuss and learn how to set up gigs – publicity and promotion

### **ADDITIONAL RESOURCES (Video/Audio/Print):**

Orange Crush performance

<https://wisconsinperforms.org/orange-crush-separate-ways/>

New Haven rock bands

<https://nmsnewhaven.org/class/rock-bands/>

Randy Sabien Band WPT

<https://www.youtube.com/watch?v=PzU72rF-OSs>

Interview with Randy Sabien WPT

<https://www.youtube.com/watch?v=I6vrGda9S5I>

## **ASSESSMENTS:**

Performance – Concert preparation and reflection

Projects – Completion of arranging project

Discussion – Involvement in classroom discussion, critiques and decisions

Writing – Response to questions, short writing, 3 x 5 card responses