

LESSON PLAN FOR HIGH SCHOOL CHOIR
MANCHESTER COLLEGE
Department of Education
Lesson by: Kaitlin Hughes

(I received most of my information from, <http://www.thepeoplehistory.com/music.html> and <http://xroads.virginia.edu/~ug03/Jukebox/front.html> for this presentation.)

Lesson: Swingin' and Rockin' Decades
Age or Grade Intended: High School

Approx. length: 50 minutes

Academic Standards:

Music 6.1 Listen to recordings of a variety of ensembles and repertoire. Identify and describe voicing, language, accompaniment, texture, form, compositional devices, style, and genre.

Performance Objective:

Given information, students will complete an in-class quiz with 100% accuracy.

Given a handout, students must fill it out during the presentation, turning it in with 100% completion.

Assessment: Students will be given a presentation on different decades of music. Students will be given a handout to fill out throughout the presentation. Students must also participate and complete a short quiz of four questions, worth seven points, at the end of class.

Advanced Preparation by Teacher:

1. Prepare a small study guide for the students to follow along with the presentation.
2. Have the movies, *White Christmas* and *Walk the Line* prepared to show particular 'musical' scenes to the class.
3. Have an example of a jazz musical piece and a regular choral piece to show the class.
4. Have songs prepared to play to the class including "Jailhouse Rock" by Elvis Presley, "Moten Swing" by Bennie Moten, "Body & Soul" by Benny Goodman, "Livery Stables Blues" by Benny Goodman, and "Goodbye, Goodluck to You" by Creole George Guesnon.
5. Prepare a short quiz for the students.

Procedure:

Introduction: As the students are walking into class, have an Elvis Presley tune playing, such as "Jailhouse Rock". (**Gardner: Musical/Naturalist**) Once everyone has taken their seats ask the class if they know the person who sings it. 'Elvis Presley'. (**Bloom: Knowledge**) Tell them that they have been working on a lot of different repertoire from different periods for the end of the year concerts but today we are going to discuss various music from the 30's, 40's, and 50's.

Step-by-Step:

1. Have them come to the front and pick up a small study guide to follow along with the presentation. (**Gardner: Bodily/Kinesthetic**) Tell them to fill in the study guide as you go along with the presentation and if they have any questions along the way to ask! Begin with the 30's. "Can anyone tell me anything about the 30's, off the top of your head? (**Bloom: Knowledge**) There was one major historical event that occurred at this time." If no one answers correctly, say "it started with the stock market crash in October of 1929, known as Black Tuesday?" "The Great Depression". "Good! The Great Depression originated here, in the United States and affected almost every country in the world. So how do you think this may have influenced music at this time, or did it not? (**Bloom: Analysis**) Music at this time greatly reflected the cultural and social conditions of American society, meaning that the music gives us an insight to what the people were going through at this time. This was either about the Depression itself or about escaping from the troubles and finding a better place in the music.
2. 30's music is somewhat divided into two categories because of the diverse songs and dramatic change that came from each time period: 1930-1934 and 1935-1939. The 30's music went from a plain, sweet sound of Bing Crosby and Louis Armstrong to a more rhythmically involved and aggressive sound of the Swing era such as Benny Goodman and many others." Let the students listen to a few examples of this type of music, one from 1930-1934 and one from 1935-1939. Play "Moten Swing" by Bennie Moten and "Body & Soul" by Benny Goodman. (**Gardner: Musical/Naturalist, Bloom: Comprehension**) Tell them to listen to any differences between the last one and the next one. Listen to the instrumental rhythms, as well as the voices. Then let them listen to "Livery Stables Blues" by Benny Goodman and "Goodbye, Goodluck to You" by Creole George Guesnon. Ask the students if they can hear a difference, if so what is the difference? (**Bloom: Analysis, Gardner: Verbal/Linguistic**)
3. Tell the students that it was also during this time, mostly in the later 30's due to the Great Depression, that the phonographic recordings, jukebox, radio, electrical amplification, and film were greatly improved so the entertainment industry and commercialization of popular music grew. "Out of this, country, rhythm and blues, and swing became popular, but swing was the dominant. We still have rhythm and blues, jazz bands, and swing today that have originated and grown since the 30's." Ask the class if they have ever been to a swing dance or heard a jazz band perform? (**Bloom: Knowledge**) Show the class a piece of jazz music compared to a regular piece of music. They have very different appearances. (**Gardner: Visual/Spatial**)
4. Some other examples if the class is interested is Ella Fitzgerald, Fletcher Henderson, Billie Holiday, and Cleo Patra Brown. Some movies that came out during this time were *Wizard of Oz*, *Snow White and the Seven Dwarfs*, and *Gone with the Wind* all of which came out in the late 30's.
5. Onto the 40's. Once again ask the class, what historical event happened throughout the 40's? 'World War II'. (**Bloom: Knowledge, Comprehension**) "A lot of musical acts at this time reflected on the pain the war was causing to the country but they remained upbeat and positive about the future which is why they were so popular and entertaining. There were many musicians at this time who made their mark in history and several are still known as innovators of their day. The 40's music was built around jazz and big band styles. One innovator was Dizzy Gillespie. Anyone heard of him?"

(Bloom: Knowledge) He was an exceptional jazz trumpet player and a bandleader. He also helped to create the bebop style of music, which consisted of a fast-tempo style of jazz combined with scat singing. Does everyone know what scat-singing is? **(Bloom: Knowledge)** It consists of several nonsense but rhythmical syllables strung together to fit with the music. Cab Calloway was another popular scat singer. Bing Crosby also helped to define the music of the 40's as well as influencing future singers such as Frank Sinatra and Dean Martin. He was known for entertaining troops during the war and bringing up their spirits. He also put the idea into popular music that a performer could be a genuine artist rather than becoming a novelty act. During the 1944-1949 era, he was the largest box office draw in the world and his legacy continues to this day. His popularity continued to throughout the 1940s and he also appeared in several movies.” Play a scene from *White Christmas*. **(Gardner: Visual/Spatial, Bloom: Application)** Tell them that this movie was released in 1954 but it shows Bing Crosby and Rosemary Clooney in the War times, making music. Musicians at this time worked hard to keep people's minds off of the war and keep them positive and their spirits high. Music from the 1940's led to the rock-n-roll styles in the next period.

6. Some other examples from this era are Frank Sinatra, The Andrews Sisters, Johnny Mercer singing “Zip-a-dee-doo-dah”, and the movie *Fantasia*.

7. And lastly with the 50's. Ask the class if anyone knows any artists from the 50's, off the top of their head? **(Bloom: Knowledge)** “Music went through a drastic change in this era converting from jazz and swing to rock and roll and country/western. Carl Perkins is one of the beginning artists to rock music with his written and recorded song “Blue Suede Shoes”. Who else do we know has sang this song and become very popular with it?” “Elvis Presley”. **(Bloom: Knowledge)** “Yes, Elvis Presley was and is considered the ‘King of Rock and Roll’. He was very successful in every type of music he tried including country, gospel, and R&B. Johnny Cash was another 50's artist who focused on country with a little rock sound. His songs centered on life, sorrow, and relationships and he played a lot for inmates in prisons across the country. Show a short scene of one of Johnny Cash's songs from *Walk the Line*, a movie based on Johnny Cash's life. **(Gardner: Visual/Spatial, Bloom: Application)** “Is there any similarities or differences that you see between the country and rock and roll in the 50's?” **(Bloom: Analysis)** Hank Williams was another artist who helped define the honky-tonk sound of country music. One of his most famous is “Hey Good Lookin”.

8. Some other artists in this era are Doris Day, Ella Fitzgerald again, Chuck Berry, Mario Lanza, Tony Bennett, and Bill Haley and the Comets. Some movies include *The Seventh Seal*, *Singin' in the Rain*, *12 Angry Men*, *Lady and the Tramp*, and *Cinderella*. “After listening to some of the 50's music and hearing about that era, do you think that the 50's has helped shape our music today? Why or why not?” **(Bloom: Analysis, Evaluation)**

8. With about five to seven minutes to go, give the students a short quiz to do.

Closing: If we look over the thirty years we talked about today, a lot has happened, a lot being affected by the economy and war, but it is amazing to see where music has come from and what it has grown to today. As you are listening to music in the car, in your room, or from your iPod be thinking about where it came from and how it originated from the earliest music.

Adaptations/Enrichment:

Gifted and Talented: Be sure to ask the class a lot of different questions throughout the presentation, especially higher-level questions. This way, all students are pushed to answer different type of questions whether they are basic or more complex.

Learning Disabilities: Giving the students a hand out to follow along with is very helpful for these students. Also, a lot of visuals, such as movies and music are helpful to view and understand the concepts.

Self-Reflection:

Were the students engaged?

Did I have enough information or not enough?

Did I go too fast or was I hard to understand?

Additional Comments:

Decades Quiz

Name _____

1. Name one artist or band from each decade: (3 points)
 - a. 30's _____
 - b. 40's _____
 - c. 50's _____
2. What event affected the music of the 30's? _____
3. Which artist did *Walk the Line* portray? _____
4. Out of these three decades which was your favorite decade, and why? (2 points)

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Decades Quiz KEY

Name _____

1. Name one artist or band from each decade: (Answers can vary.)
 - a. 30's Bing Crosby, Louis, Armstrong, Benny Goodman, Ella Fitzgerald, Fletcher Henderson, Billie Holiday, Cleo Patra Brown
 - b. 40's Dizzy Gillespie, Cab Calloway, Bing Crosby, Rosemary Clooney, Frank Sinatra, The Andrews Sisters, Johnny Mercer
 - c. 50's Carl Perkins, Elvis Presley, Johnny Cash, Hank Williams, Doris Day, Ella Fitzgerald, Chuck Berry, Mario Lanza, Tony Bennett, and Bill Haley and the Comets
2. What event affected the music of the 30's? The Great Depression
3. Which artist did *Walk the Line* portray? Johnny Cash
4. Out of these three decades which was your favorite decade, and why?

Answers can vary. Students must write one decade and a good reasoning for why they like that decade.

Study Guide

NAME _____

○ 30's

- A major historical event at this time: _____
- What influenced the music of the 30's or what was the music's key significance:

- The two categories for the 30's music were in _____ and _____.
- Musicians or bands from this time era: _____

○ 40's

- A major historical event at this time: _____
- 40's music was built around _____ and _____.
- Bing Crosby/*White Christmas* _____

- Other musicians or bands from this time era: _____

○ 50's

- Types of music in this era: _____
- Elvis Presley : _____
- Johnny Cash : _____
- 50's Influence : _____
- Other artists or bands from this time era: _____

Field Experience Evaluation

Cooperating teachers: Please complete this evaluation on the teacher candidate's entire field experience in your classroom. A separate rubric will be used if the teacher candidate is asked to teach a lesson for you. We realize you have only had the teacher candidate in your classroom for a short time, but your feedback is valuable to us.

- 4 = demonstrated the skill or behavior at all times
- 3 = demonstrated the skill or behavior most of the time
- 2 = is developing the skill or behavior or is inconsistent with the skill or behavior
- 1 = does not demonstrate the skill or behavior
- NA = not applicable

Was punctual and regular with scheduled observations	N/A	1	2	3	4
Exhibited professional behavior and appearance	N/A	1	2	3	4
Demonstrated enthusiasm to observe and participate	N/A	1	2	3	4
Showed interest and concern for students	N/A	1	2	3	4
Established good working relationships with the teacher and students	N/A	1	2	3	4
Used appropriate oral communication skills (formally and informally)	N/A	1	2	3	4

Please add your thoughts to the following...

- What strengths did you see in this teacher candidate which will contribute to his/her success as a teacher?

She seemed very confident in front of the class and put in good preparation. She demonstrated a good ability to keep the class lesson flowing.

- What concerns were raised by the teacher candidate's work in your classroom?

As we all need to learn, the length of a lesson can vary greatly from class to class. Always have a backup lesson to fill remaining time.

I also strongly encourage Kaitlin to keep adding to her piano skills.

- What suggestions do you have for improving this field experience?

None.