



Voices In Music



Essential Question

How do we interpret an artists' expressive intent?

VOCABULARY

tone
dynamics
timbre
intent
interpretation

Materials List

- Lyric sheets (provided)
- Analysis charts (provided)
- Access to devices and headphones for students to access music.

Pacing

2-3 sessions

Assessment

SUMMATIVE

Students will write a one page analysis.

Elements of MUSIC

- **Form**
- **Tone**

CONTENT Standard

CCSS.ELA-LITERACY.RI.5.6

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Additional Standards Addressed:

CCSS.ELA-LITERACY.W.9-10.2

Social Studies C3 Framework:

D1.2.3-5

D2.Civ.14.3-5.

ARTS Standard

MU:Re8.1.5

Demonstrate and **explain** how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.

Additional Standards Addressed:

MU:Re9.1.5

21st Century Skills

- Critical Thinking
- Communication

Lesson Objective

Students will analyze the influence of history on musical performances.

Lesson Overview

In this lesson, students will write an analysis of music inspired by historical events of the Civil Rights Era with a focus on the expressive qualities being used by the singers/songwriters, as well as considering the representative views of history being represented in the songs.



Artful Thinking Routine

The Complexity Scale Routine

Have students look at [Never Doubt](#) by Ricardo Levins Morales and complete the following analysis.

- Say some broad things you know about a topic – observations, facts, ideas. Think of different kinds of things.
- Place each statement somewhere on the complexity scale.

Simple _____ Complex

- Explain why you want to place it there. (Feel free to discuss placement. You can even place a statement in more than one spot on the line.)
- Reflect: What new insights and questions do you have about the topic?

Artful Thinking by Project Zero is licensed under a Creative Commons AttributionNonCommercial 4.0 International License. Routine found here: <http://pzartfulthinking.org/>



Students may be hesitant to truly make their own decision on this rather than following the majority. If you think this may be the case, give each student a copy of the line on paper, sectioned off into ten sections and ask students to mark where they fall. Collect the papers, and then make one master line plot on the board with X's rather than student names. Continue the discussion both the collected data.

Your notes:



Introduction

Read the quote from the Artful Thinking to students again. Ask them where they fall on an agree to disagree scale. Set up a line in your classroom with one end being 'strongly agree' and the other being 'strongly disagree'. Ask students to place themselves on the line as to where they fall with their opinion of the quote.

Engage in a discussion about why they agree or disagree. The difficulty in this placement will be having them really think about their level of agreement versus what they believe should be the right thing.



Civil Rights Review

Review the civil rights era with students, focusing on the idea of equality, but do not start the review with a discussion/lesson about the events of the 1960s, as there are so many layers to the idea of civil rights. There are numerous picture books that can engage students in a remarkable discussion. The wonderful thing about using this method is that it will spark bigger ideas in your students rather than just focusing on events. Two recommendations are:

- [Separate But Equal](#), by Duncan Tonatiah
- [Martin and Anne: The Kindred Spirits of Dr. Martin Luther King, Jr and Anne Frank](#), by Nancy Churnin

Using the idea of equality and rights is where you should be steering students.

- How have things changed or not changed since the well known events of the 1960s?
- What needs to happen for equality to really happen?
- Who has the power to spurn these ideas into action?
- Do you as young adults have the ability to really create any change?

There are no right answers for these questions. It is about personal interpretation and critical thinking.



Teacher to Teacher

For this collaborative analysis, have students write in two different colors. One color for their independent thinking, and a second for any recording they do of ideas from the group discussion. During your assessment, this will allow you to see the thoughts they generated on their own, as well as how engaged they were in collaborative discussions.

Your notes:



Analyzing Music

Lead students through an analysis of music. Use the song, [So Beautiful or So What](#), performed by Paul Simon. The work you do here may also be used in the student's final written analysis in addition to the three songs they will analyze independently.

Using the analysis sheets found in the resources, guide students through each section of the chart. Allow time for students to think independently before engaging in a group discussion so that they are able to try tackling their own ideas, allowing them to see if they are on the right path of thinking. Use the chart as follows, *being sure to include evidence for their thinking whenever possible*:

- To start, play the song with no discussion. In the first row of the analysis chart, just have them record their initial thoughts and impressions of the song.
- Hand students the lyrics after they have listened to the song once.
- Timbre: What is the texture of the music? This is not a feeling word. This is more how you would describe the sound of the music. For example: bright, dark, harsh, thin, brassy, shrill, etc)
- What lyrics stand out to you that are persuasive or filled with great emotion for intent?
- What are the dynamics of the song? Does it effect certain sections more than others?
- What is the tempo of the song? How does it change throughout the song? Why?
- What feelings seem to be expressed in the song?
- Any other important things that are noticed?
- What is your interpretation of the songwriter/ performer's expressive intent for the song? What is the overall message?

Main Activity

Explain to students that they will be analyzing three more pieces of music in the same way, but this time, independently.

Share the following three links with students.

- [The Way It Is](#), Bruce Hornsby
- [Wait for the Healing](#), Amy Grant
- [If You're Out There](#), John Legend

Students may analyze the songs in any order, using a separate analysis sheet for each one. It should be quite clear to students that the main topic, civil rights and equality, carries through all of them, (but don't disclose this to students) yet they all address the topic quite differently. After analyzing each song, students will look at all four songs (including the one you did together) to look at them holistically and compare their similarities and differences.

After comparing these multiple accounts of the topic, students will use their thinking to write a one page analysis, noting the similarities and differences among the points of view and expressive intent/qualities. These written analyses should include both a language analysis and the music analysis.

Estimated Time: 2 sessions



Teacher to Teacher

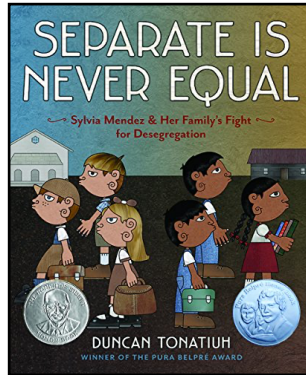
You will get the most authentic first impression possible from students of the songs if you do not give them the lyrics until after they have just listened to it once, and recorded their initial thinking. These initial thoughts can help immensely in their final analysis and interpretation.

Your notes:

CLOSURE

Ask students to choose their favorite song and come up with one word that describes it. Write it on a post-it note and then post them. This could tie in to a quick graphing/reading data conversation. Then do the same for their least favorite song. As time allows, engage in a discussion around this.

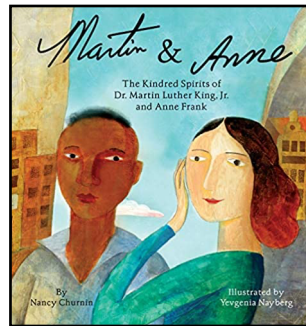
Literature Connections



Separate But Equal

Duncan Tonatiuh

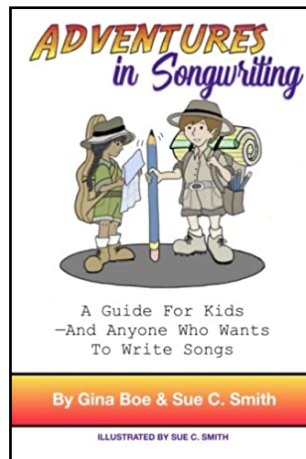
Taking place in the 1940s, a look at segregation of schools in California among the Hispanic community. An important and not very well known part of history that will spark relevant conversations in your classroom about equal access to education.



Martin and Anne: The Kindred Spirits of Dr. Martin Luther King, Jr and Anne Frank

Nancy Churnin

Two incredible people, born in the same year, into two very different worlds. Regardless of their worlds, they both believed in the ideas of hope, love and humanity.



Adventures in Songwriting

Gina Boe

Encourage your students to become songwriters documenting today's world and events with this guide to crafting lyrics and melodies. All they will need is the creativity and willingness to try something new in this book set up with practical lessons to guide students through the process.



Music: A Fold-Out Graphic History

Nicholas O'Neill

A beautifully illustrated timeline of music from prehistoric times will allow students to not only see the development of music through the centuries, but how it aligns with history.



Voices In Music

Name: _____

SONG: So Beautiful or So What. Written and performed by Paul Simon

Listen to the song without reading the lyrics. Write your first thoughts, ideas and impressions of the song.	
What is the timbre of the music? How would you describe how it sounds? Don't use a feeling word, describe the music)	
Listen again, and read the lyrics. Are there certain lyrics that stand out or seem especially expressive / persuasive?	
What are the dynamics of the song? Do they change?	
What is the tempo of the song? Does it change? Does the tempo affect the feeling of the song?	
What feelings are in the song? Where?	
What other thoughts or big ideas might you have about the song?	
What do you think is the overall message of the song? What do you think the songwriter/ performer's intent was?	



Voices In Music

Name: _____

SONG: The Way It Is. Written and performed by Bruce Hornsby

Listen to the song without reading the lyrics. Write your first thoughts, ideas and impressions of the song.	
What is the timbre of the music? How would you describe how it sounds? Don't use a feeling word, describe the music)	
Listen again, and read the lyrics. Are there certain lyrics that stand out or seem especially expressive / persuasive?	
What are the dynamics of the song? Do they change?	
What is the tempo of the song? Does it change? Does the tempo affect the feeling of the song?	
What feelings are in the song? Where?	
What other thoughts or big ideas might you have about the song?	
What do you think is the overall message of the song? What do you think the songwriter/ performer's intent was?	



Voices In Music

Name: _____

SONG: Wait For the Healing. Written and performed by Amy Grant

Listen to the song without reading the lyrics. Write your first thoughts, ideas and impressions of the song.	
What is the timbre of the music? How would you describe how it sounds? Don't use a feeling word, describe the music)	
Listen again, and read the lyrics. Are there certain lyrics that stand out or seem especially expressive / persuasive?	
What are the dynamics of the song? Do they change?	
What is the tempo of the song? Does it change? Does the tempo affect the feeling of the song?	
What feelings are in the song? Where?	
What other thoughts or big ideas might you have about the song?	
What do you think is the overall message of the song? What do you think the songwriter/ performer's intent was?	



Voices In Music

Name: _____

SONG: If You're Out There. Written and performed by John Legend

Listen to the song without reading the lyrics. Write your first thoughts, ideas and impressions of the song.	
What is the timbre of the music? How would you describe how it sounds? Don't use a feeling word, describe the music)	
Listen again, and read the lyrics. Are there certain lyrics that stand out or seem especially expressive / persuasive?	
What are the dynamics of the song? Do they change?	
What is the tempo of the song? Does it change? Does the tempo affect the feeling of the song?	
What feelings are in the song? Where?	
What other thoughts or big ideas might you have about the song?	
What do you think is the overall message of the song? What do you think the songwriter/ performer's intent was?	



Voices In Music

So Wonderful or So What

Written and performed by Paul Simon

I'm gonna make a chicken gumbo
Toss some sausage in the pot
I'm gonna flavor it with okra
Cheyenne pepper to make it hot
You know life is what we make of it
So beautiful or so what
I'm gonna tell my kids a bedtime story
A play without a plot
Will it have a happy ending?
Maybe yeah, maybe not
I tell them life is what you make of it
So beautiful or so what
So beautiful, so beautiful
So what

I'm just a raindrop in a bucket
A coin dropped in a slot
I am an empty house on Weed Street
Across the road from a vacant lot
You know life is what you make of it
So beautiful, or so what

Ain't it strange the way we're ignorant
How we seek out bad advice
How we jigger it and figure it
Mistaking value for the price
And play a game with time and love
Like a pair of rolling dice
So beautiful, so beautiful
So what

Four men on the balcony
Overlooking the parking lot
Pointing at a figure in the distance
Dr. King has just been shot
And the sirens long melody
Singing savior pass me not
Ain't it strange the way we're ignorant
How we seek out bad advice
How we jigger it and figure it
Mistaking value for the price
And play a game with time and love
Like a pair of rolling dice
So beautiful, so beautiful
So beautiful

Voices In Music

The Way It Is

Written and performed by Bruce Hornsby

Standing in line, marking time
Waiting for the welfare dime
'Cause they can't buy a job
The man in the silk suit hurries by
As he catches the poor old ladies' eyes
Just for fun he says, "get a job"

That's just the way it is
Some things will never change
That's just the way it is
Ah, but don't you believe them

Said, hey little boy you can't go where the others go
'Cause you don't look like they do
Said, hey old man how can you stand
To think that way
Did you really think about it
Before you made the rules?

He said, "son
That's just the way it is
Some things will never change
That's just the way it is
Ah, but don't you believe them"

Oh yeah

well, they passed a law in '64
To give those who ain't got a little more
But it only goes so far
Because the law don't change another's mind
When all it sees at the hiring time
Is the line on the color bar, no, no

That's just the way it is
And some things will never change
That's just the way it is
That's just the way it is, it is, it is, it is



Voices In Music

Wait For the Healing

Written and performed by Amy Grant

One had vision
One came bringing its doom
One saw napalm
One heard the man in the moon
We were children of promise
We were heirs to their dreams

Tell me, why then is the hand slow
And the dog bites, well, I don't know
But the sky will fall
And heads will roll
And it's all that we can do
To wait for the healing

Hungry hearted reason coming of age
Running headlong into the the latest rage
Always reaching within us
Claiming the answers are there

Tell me, why then is the hand slow
And the dog bites, well, I don't know
But the sky will fall
And heads will roll
And it's all that we can do
To wait for the healing
For to carry on
For to stand when all is said and done
In the shadow of the rising sun
Longing, waiting for the healing

We are children of promise
We are heirs to their dreams

Tell me, why then is the hand slow
And the dog bites, well, I don't know
But the sky will fall
And heads will roll
And it's all that we can do
To wait for the healing
For to carry on
For to stand when all is said and done
In the shadow of the rising sun
Longing, waiting for the healing

Voices In Music

If You're Out There

Written and performed by John Legend

If you hear this message, wherever you stand
I'm calling every woman, calling every man
We're the generation
We can't afford to wait
The future started yesterday and
we're already late

We've been looking for a song to sing
Searched for a melody
Searched for someone to lead
We've been looking for the world to change
If you feel the same
Then go on and say

If you're out there
Sing along with me
If you're out there
I'm dying to believe that you're out there
Stand up and say it loud
If you're out there
Tomorrow's starting now
Now, now

No more broken promises
No more call to war
Unless it's love and peace that we're really
fighting for
We can destroy hunger
We can conquer hate
Put down the arms and raise your voice
We're joining hands today

Oh I was looking for a song to sing
I searched for a leader
But the leader was me
We were looking for the world to change
We can be heroes
Just go on and say

If you're out there
Sing along with me
If you're out there
I'm dying to believe that you're out there
Stand up and say it loud
If you're out there
Tomorrow's starting now
Now, now

Oh now, now
If you're ready we can shake the world
Believe again
It starts within
We don't have to wait for destiny
We should be the change that we want to see

If you're out there
If you're out there
And you're ready now
Say it loud
Scream it out

If you're out there
Sing along with me
If you're out there
I'm dying to believe that you're out there
Stand up and say it loud
If you're out there
Tomorrow's starting now

If you're out there
If you're out there
If you're out there

If you hear this message, wherever you stand
I'm calling every woman, calling every man
We're the generation
We can't afford to wait
The future started yesterday and
we're already late



Voices In Music

Name: _____

Begin to think about the four pieces of music as a whole. How are they similar? How are they different? Use your analysis pages to help you. Begin to think about the impression they all leave on you and their influence as a body of work. Record your thinking in any way you choose below.

Name: _____

[illegible]

Voices In Music

Student: _____

Total Score:

____ / ____ 8

CRITERIA	Distinguished (4 Points)	Excelled (3 Points)	Adequate (2 Points)	Basic (1 Point)
The student is able to analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<input type="checkbox"/> The student is able to insightfully analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent, as well as naturally infusing their own interpretation	<input type="checkbox"/> The student is able to analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<input type="checkbox"/> With support, the student is able to analyze multiple accounts of the same event or topic. They may note only important similarities or differences in the point of view they represent.	<input type="checkbox"/> The student is unable to analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
The student is able to demonstrate and explain how the expressive qualities of the music are used in performers' and personal interpretations to reflect expressive intent.	<input type="checkbox"/> The student is able to insightfully and seamlessly demonstrate and explain how the expressive qualities of the music are used in performers' and personal interpretations to reflect expressive intent.	<input type="checkbox"/> The student is able to demonstrate and explain how the expressive qualities of the music are used in performers' and personal interpretations to reflect expressive intent.	<input type="checkbox"/> With support, the student is able to demonstrate and explain how the expressive qualities of the music are used. They may only note performers' or personal interpretations to reflect expressive intent.	<input type="checkbox"/> The student is unable to demonstrate and explain how the expressive qualities of the music are used in performers' and personal interpretations to reflect expressive intent.

NOTES: Remember to gather information from the individual music analysis sheets. Consider the thoroughness of student thinking and notating.