<table>
<tr><td colspan="2">To be taught In conjunction with:
Blue Grass Boy: The Story of Bill Monroe, Father of Bluegrass Music
Barb Rosenstock & Edwin Fotheringham</td></tr>
<tr><td>Grades</td><td>4-7</td></tr>
<tr><td>Subject</td><td>Music
Cross-disciplinary connections</td></tr>
<tr><td>Lesson Focus</td><td>Analysis of the creation of bluegrass in conjunction to utilization of bluegrass elements to practice some basic music fundamentals.</td></tr>
<tr><td colspan="2">Conceptual Framework</td></tr>
<tr><td colspan="2">Big Idea/Understanding(s):

1. Musicians' creative choices are influenced by their expertise, context, and expressive intent.
2. Music is the universally understood language of mankind
3. Preserving memories through music can shape identity and give a sense of belonging in a community
4. Music can transcend its genre and become a symbol for a time in history, a historical event, an aspect of popular culture, or a group of people
5. Music has the power to create emotional responses in its listeners and creators.

Essential Question(s)

1. How do musicians make creative decisions?
2. How does music transmit meaning and emotion?
3. What is the function of music in a community and beyond?
4. How can music transcend its genre?
5. How can music affect an individual?</td></tr>
<tr><td>Curriculum Standard(s) Represented</td><td>Grades 4-7 Music Standards
CREATING:
Organize and develop artistic ideas and work.
4th MU:Cr1.1.4
(a.) a. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.
(b) Use standard and/ or iconic notation and/ or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas

5th MU:Cr1.1.5
(a.) Demonstrate selected and developed musical ideas for improvisations, arrangement, or compositions to express intent, and explain connection to purpose and context.
(b.) Use standard and/ or iconic notation and/ or recording technology to document personal rhythmic, melodic, and increasingly complex harmonic musical ideas.

6th MU: Cr1.1.6(a.) Select, organize, construct, and document personal musical ideas for arrangements and compositions within given form(s) that demonstrate effective beginning, middle, and ending, and convey expressive intent.
(b.) Use standard and/ or iconic notation and/ or audio/video recording to document personal rhythmic phrases, melodic phrases, and harmonic musical ideas.

7th MU: Cr1.1.7
(a.) Select, organize, develop, and document personal musical ideas for arrangements, song, and compositions within a given form(s) that utilize compositional techniques and convey expressive intent
(b.) Use standard and/ or iconic notation and/ or audio/video recording to document</td></tr>
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	personal rhythmic phrases, melodic phrases, and harmonic sequences.
Instructional Objectives	**1 Comprehend a Musical Genre** **1.1** Identify musical elements to a musical genre **1.2** Describe the role of elements in producing the distinct genre **1.3** Relate the effects of context on a musical genre **1.4** Use some musical elements of the genre
Academic Language	*Vocabulary:* Bluegrass, Soloing, Virtuosity, Meter, Rhythmic Syncopation, Call and Response, Blue Note, Banjo, Fiddle, Mandolin, Guitar, Upright Bass *Language Function:* Identify *Syntax:* Music, Storytelling
Materials	● 2-3 Bill Monroe bluegrass song recordings ○ "Muleskinner Blues" ○ "It's Mighty Dark In Here to Travel" ● 1 Louis Armstrong jazz song recording ● Representation of bluegrass instruments ● Electronic Device to play music (computer, stereo, etc.) ● Different types of musical instruments and objects that can be used as musical instruments (enough for several small instrument groups) ● Reflection Sheet about Music in Personal Life ● Graphic Organizer for Band Activity
Assessments	**1.1 Phase 3** Students are asked to identify elements in piece of music played **1.1 Phase 4** Students identify elements they will use in their own pieces **1.2 Phase 3** Students discuss the role of the elements in the musical pieces played **1.2 Phase 6** Students discuss and record the function of their musical elements in their piece of music **1.3 Phase 1** Students discuss how Bill Monroe's context affected the tunes he created **1.4 Phase 4-6** Students employ some of the elements discussed to create their own tunes.
Learning Activities	
10 min	**Phase 1: Introduction to story and project** **Hook**: *What does music do? How does different music affect you or what purpose does it serve?* **Ask** students to list as many functions of music as possible and record them on the board. **Play** some musical samples and ask what functions they might serve. *Music serves specific purposes and also tells us a lot about the people who created it, or the people group that created it because it reflects an experience and affects an experience. Sometimes music affects experience by challenging a society's norms, and bringing about change. So how is music created? and how does it bring about change?* **Introduce** story: *Blue Grass Boy,* giving a quick summary. **SWBAT:** *By the end of this class, we will be able to explain how Bill Monroe's context affected his music and how his music brought about change in society. We will identify the musical elements that makes up his music, and we will use some of his elements to practice some basic music fundamentals.* **Read** aloud: *Blue Grass Boy*

	Discuss how Bill Monroe's geographic context affected his music. Record answers on board. *Where did he get inspiration for his tunes? (nature, bird calls, wind, rivers)*
10 min	**Phase 2: Reflection** Talk a little bit about the history of the music – i.e. it's not much older than rock 'n roll, and it mixes together European American and African-American musical styles. On your tables is a short reflection sheet about music, one for each person. There are two sides to the sheet. One side is about the music in your life, one is about how you think music functions in your life, your family/ community, and/or your nation. This doesn't have to be filled out in full sentences unless you want to. It can just be notes or bullet points or whatever you'd like. Please take the next 10 minutes to fill it out to get your memories flowing.
15 min	**Phase 3: Listening for the Pieces to Bluegrass** **Play** the class a bluegrass song. **Ask** students to describe what instruments heard. Visually display instruments heard through pictures, video, or actual instruments. **Replay** song, pointing out the individual solo parts each instrument takes. **Try** the same thing with another song, listening for solos. **Talk** about virtuosity: musicians who seem to effortlessly command their instruments, using improvisation to illustrate musical fluency. Virtuosity was not something that was valued in early string-band music, but it came as a result of jazz. **Play** a jazz song to compare the solos in bluegrass to the ones in jazz. **Count** rhythmic pattern (meter). (fast 4/4.) **Identify** the purpose of the banjo: plays ⅛ notes and keeps the song beat going. **Explain Rhythmic syncopation:** ● **Sing:** a part an old spiritual "This Little Light of Mine" or "I'm going down to the River to Pray." ● On the downbeat **stomp** and **clap** on the backbeat – i.e. 1-stomp 2-clap 3-stomp 4-clap. ● **Point** out that new phrases start on the one beat (downbeat). ● **Explain** that bass plays downbeat in Bluegrass, while the mandolin plays the backbeat, and the guitar does both. ● **Play** a bluegrass tune and try to stomp along with the downbeat (the bass). ● **Clap** along with the backbeat (the mandolin). ● **Try** to do both (like the guitar). **Explain** call and response: the singer sings and one of the instruments responds **Listen** for it in a song **Explain** blue notes: a minor interval where a major would be expected, used especially in jazz ● **Play** a major chord and then play a minor third against it. ● **Sing** with students the minor third against the major chord. ● **Listen** for the blue notes in one of the tunes.
15 min	**Phase 4: Create your own Band Activity** *There are all kinds of objects and small instruments on tables around the room. They are divided by type of instrument (string, woodwind, etc.) Like Bill Monroe created a band with instruments that reflected the type of music he loved and wanted to create, with a small group you are going to create a band and a piece of music that will reflect who you are and your community: sights, sounds, smells, colors, important people, activities or events.* **Divide** students into small groups. **Give** each group five minutes to discuss what elements they want in their music and what sort of instruments they would need to produce that music.

	Have one student from each group go to a table of instrument and choose an instrument. (As much as possible try to get students the instruments of their choice. Don't spend too much time on this.)
15 min	**Phase 5: Make Music with your Band** **Small Groups** get back together and talk about what elements they want in their music and why. **Students** each choose an instrument and coordinate their musical piece. (Don't expect something complex from each group, a simple piece including one or two of the elements discussed is enough.)
10 min	**Phase 6: Practice with your Band** **Students** take the time to practice and coordinate their pieces as well as have a short summary of what their music functions as, what elements are included and their function, and how it reflects something about them.
20 min	**Phase 7: Sharing/storytelling** Students (in small groups) will perform with their band and share how their music is a mirror of themselves. **Review** Learning. (SWBAT Phase 1) **Introduce** Topic for Tomorrow.
UDL Principles	**Representation**: *The Blue Grass Boy*, visual images, verbal explanation, reflection sheet, demonstration **Expression**: verbal response, written response, project **Engagement**: individual verbal response, group work, discussion, individual reflection sheet,
Differentiation	**Content**: Discussion, Reflection Sheets, Illustrated Book, Audio of Music, Musical Instruments **Process**: Group Music Creation, Group Discussion, Individual Reflection Sheet, Interactive Learning of Musical Elements, Lecture, **Product**: Reflection Sheets, Recording Answers on Board, Summary of Musical Piece, Musical Piece created
Adaptations/ Accommodations	IEP or 504 accommodations as needed

http://illinoisartslearning.org/wp-content/uploads/2017/12/IL-Arts-Learning-Standards-Approved-2016-MU-Download-FINAL.pdf

CONNECTIONS ACROSS CONTENT AREAS

GRADES 4-7 MATH CONNECTIONS TO *BLUE GRASS BOY*

ENGAGEMENTS

Connection to book: Bill Monroe searched the fields, forests, hills, winds, and streams, to find sounds that heal his heart. (page 9-10).

Learning -Fractions: Pitches, the quality of a sound governed by the rate of vibrations producing it; the degree of highness or lowness of a tone are created using fractional parts in an instrument (i.e. the fraction of a string that vibrates to create each pitch. If the entire string vibrates to create the pitch "C," then creating the pitch "D" requires 8/9 of the string to vibrate. The pitch "E" requires 4/5 of the string to vibrate. He had to use a LOT of equivalent fractions to figure that out!)

Activity 1: Using glass cups divided into fractional parts, fill cups with different amounts of water to create different pitches or explore the virtual glass bottles on Phil Tulga's Water Bottle Xylophone at: http://www.philtulga.com/water.html

Activity 2: Show how the shorter string, or smaller fractions, make higher pitches; while longer string, or larger fractions, make lower pitches by experimenting with a string instrument by placing your finger on the string and shortening its length. This can also be done with straws as shown in the *ZOOM!* video segment Pitch: Straw Kazoo. Instructions: https://d43fweuh3sg51.cloudfront.net/media/media_files/strawkazoo.pdf

Activity 3: Take a look at the Phil Tulga's website's "Musical Fraction Bars" interactive activity page with students, and go over the information and instructions of creating their own tunes. http://www.philtulga.com/fractionbars.html

Learning -Geometry: Pleasant rhythms have specific geometry properties

Activity 1: Explore Xronomorph: https://theconversation.com/how-a-little-mathematics-can-help-create-some-beautiful-music-61812

COMMON CORE STATE STANDARDS

Number & Operations – Fractions

Grade 4:

- CCSS.Math.Content.4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

Grade 5:

- CCSS.Math.Content.5.NF.B.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

Geometry

Grade 4: Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

- CCSS.Math.Content.4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
- CCSS.Math.Content.4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
- CCSS.Math.Content.4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

Grade 5: Classify two-dimensional figures into categories based on their properties.

- CCSS.Math.Content.5.G.B.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.
- CCSS.Math.Content.5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties.

Grade 6: Solve real-world and mathematical problems involving area, surface area, and volume.

- CCSS.Math.Content.6.G.A.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

Grade 7: Draw construct, and describe geometrical figures and describe the relationships between them.

- CCSS.Math.Content.7.G.A.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
- CCSS.Math.Content.7.G.A.2 Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
- CCSS.Math.Content.7.G.A.3 Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

GRADES 4-7 ENGLISH LANGUAGE ARTS CONNECTIONS TO *BLUE GRASS BOY*

ENGAGEMENTS:

Connection to Book: Bill searched for sounds to heal his heart once his mother died. He sang of love and loneliness and looked for an instrument to rush the music along like a mountain stream.
Learning: Like words, melodies and lyrics work together to convey ideas/ themes/ meaning:
Activity 1: Play different genres of music and using a t-Chart, let students compare and contrast how music and words transmit meaning, feelings, themes, stories, and/or ideas.
Activity 2: Play Music that conveys a story and read the story. Using graphic organizer, have students compare the strengths and weaknesses of word and music in telling stories.

- Story Idea: Little Red Riding Hood Story
  - Music: Little Red Riding Hood and the Wolf, Tchaikovsky
  - Music: Etude-Tableaux Op. 39 (Little Red Riding Hood), Rachmaninoff
  - Music: Peter and the Wolf, Prokofiev

Connection to Book: Blue Grass Boy was able to pass over rough times through his music.
Learning: Music can shape people's lives.
Activity 1: Explore these additional texts and write about what kinds of music shaped these people's lives and how:

- *Trombone Shorty* by Troy Andrews, illustrated by Bryan Collier
- *Duke Ellington: The Piano Prince and His Orchestra* by Andrea Davis Pinkney, illustrated by Brian Pinkney
- *Tito Puente, Mambo King/Tito Puente, Rey del Mambo* by Monica Brown, illustrated by Rafael Lopez

Common Core Standards

ELA – Literature

4th Grade: Integration of Knowledge and Ideas:

- CCSS.ELA-Literacy.RL.4.7 Make connections between the text of a story or drama and a visual or oral

presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

5th Grade: Integration of Knowledge and Ideas:

- CCSS.ELA-Literacy.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

6th Grade:

- Key Ideas and Details:
  - CCSS.ELA-Literacy.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Craft and Structure:
  - CCSS.ELA-Literacy.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- Integration of Knowledge and Ideas:
  - CCSS.ELA-Literacy.RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

7th Grade:

- Key Ideas and Details:
  - CCSS.ELA-Literacy.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
  - CCSS.ELA-Literacy.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

- Craft and Structure-
  - CCSS.ELA-Literacy.RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
  - CCSS.ELA-Literacy.RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
- Integration of Knowledge and Ideas
  - CCSS.ELA-Literacy.RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

GRADES 4-7 SCIENCE CONNECTIONS TO *BLUE GRASS BOY*

ENGAGEMENTS

Connection to Book: Bill Monroe was able to produce sound and able to hear sound very well.
Learning- Vibration, Waves, Energy, and Motion: Sounds uses vibration and waves, energy and motion to be created, travel, and heard.
Activity 1: The vibrations that produce sounds are invisible to the eye. Use a tuning fork, show how hitting a tuning fork stronger or softer will produce different amounts of ripples when placed in a bowl filled with water.
Learning- Structure of Ear- Anatomy: Parts of the ear have different functions in hearing and interpreting sound. The Ear works with the brain to perceive sound.
Activity 1: Have students sit in silence for five minutes and record all the sounds they hear on a sheet of paper. Discuss the sounds heard and what makes some sounds louder or softer. Have students cover their ears then discuss what role the ear could play in hearing. Watch the Short Clip *How the Ear Works:* *https://www.youtube.com/watch?v=HMXoHKwWmU8* to connect sound and the ear.

- Additional Text:
  - *Eyes and Ears*: Seymour Simon

Illinois Science Standards:
4th Grade:
Energy

- **4-PS3-2.** Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

Waves and their Applications in Technologies for Information Transfer

- **4-PS4-1.** Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

From Molecules to Organisms: Structures and Processes

- **4-LS1-1.** Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- **4-LS1-2**. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

5th Grade:
Energy:

- **5-PS3-1.** Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

6-7th Grade:
Waves and Their Applications in Technologies for Information Transfer

- **4-PS4-1.** Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

GRADES 4-7 SOCIAL STUDIES CONNECTIONS TO *BLUE GRASS BOY*

ENGAGEMENTS

Connection to Book: Bill Monroe used his environment and culture to shape his music. Social Context of Bluegrass Music/ Main Character
Learning: Music can mirror a culture, historical time, or a person's identity.

- Effects of language on Bluegrass
- Purpose of Bluegrass music
  - Protest

- Entertainment
- Used to tell a story (Folk Music)

- Types of Instruments used

Activity 1: Listen to a Blue Grass song and discuss how the music reflects the culture and place of its creation. Let students listen for the lyrics and call out words that stand out or are different from what they normally hear. Ask students to identify what lyrics in their favorite songs, Bill Monroe would have a hard time with.

- Additional Texts:
- *Stand Up and Sing, Peter Seeger Folk Music and the Path to Justice,* Susanna Reich
- *Listen: How Peter Seeger Got America Singing,* Leda Schubert
- *Finding the Music, En Pos De La Musica,* Jennifer Torres

Illinois Learning Standards for Social Science

https://www.isbe.net/Pages/Social-Sciences-Learning-Standards.aspx

5th Grade: History Standards

Causation and Argumentation

- **SS.H.3.5:** Explain probable causes and effects of events and developments in U.S. history.

6th Grade: Civic/Geography Standards

Civic and Political Institutions:

- **SS.CV.1.6-8.LC:** Identify roles played by citizens (examples: voters, jurors, taxpayers, military, protesters and office holders).

Human-Environment Interaction Place, Regions, and Culture

- **SS.G.2.6-8.LC:** Explain how humans and their environment affect one another.

7th Grade: Civic/ Geography Standards

Civic and Political Institutions:

- **SS.CV.1.6-8.MdC**: Describe the roles of political, civil and economic organizations in shaping people's lives.

Human-Environment Interaction Place, Regions, and Culture

- **SS.G2.6-8.MdC:** Compare and contrast the cultural and environmental characteristics of different places or regions.

REFLECTION SHEET:

Name:_____

Instructions: What kinds of music do you hear throughout your day? Record your responses!

What Music is there in your life?

In the car and at home I listen to...	The kinds of music I play...
Music on my playlist...	The music I hear on videos, movies, etc.
The music I hear in stores...	Other music in my life...

REFLECTION SHEET (cont.):

Name: _____

Instructions: What does the music you listen to make you feel? How does it affect you? Does it make you feel sad? happy? motivated? Why do you listen to it? Does it do anything for your family? community? nation? Record your responses!

What Does Music Do for You?

The Music I listen in the car and at home functions to...	The music I play functions to...
Music on my playlist...	The music I hear on videos, movies, etc...
The music I hear in stores...	Music for my family…community...nation....

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Lesson plan prepared by Julia Murg (Deerfield, IL)