**Dead Musicians**

How many sessions to complete? 5

How long per session (ideally)? 60 minutes

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| **Big Idea** | |  | |
| Music is a natural access point for engaging students in meaningful dialogue and purposeful exploration. In closely studying an artist from the past, students gain a broader understanding of the music they love. | | | |
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| **Essential Questions** | |  | |
| * In what ways can we relate to musicians and their lives? * In what ways are their stories profoundly different from our own? * Can we find some common themes across the lives of the musicians we study? * Does music have the power to effect social change? * How does music affect our personal lives? | | | |
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| **Studio Habits of Mind** | | |  |
| * Understand Art Worlds | | | Understand the world of music in a new way during and after researching an artist. |
| * Envision | | | Artistic component: use envisioning skills while transforming an image into a paper mosaic. |
| * Reflect | | | Sharing component: reflect while sharing your work and research with the class. |
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| **CCSS** |  | | |
| **6-8.WHST.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data while avoiding plagiarism. | | | |
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| **National Arts Standards** |  | | |
| * **VA.Cr1.2.6a** Formulate an artistic investigation of personally relevant content for creating art. | | | |

**Sessions 1 and 2**

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| **Learning Goal** | **Assessment** |
| * I can practice my research skills. |  |
| **Materials** | **Preparation** |
| * Computer access | * Make copies of worksheet. |
| * Library access | * Make research example to review with students. |
| * Note-taking materials |  |
| * Worksheet: Dead Musicians |  |
| **Vocabulary** |  |
| * Timeline |  |
| * Bibliography |  |
| **Procedures** |  |
| * See worksheet: Dead Musicians. * Students select a musician from the worksheet or a musician of their choice (ok’d by teacher). * Discuss good research strategies:   + What are good note-taking methods?   + What is plagiarism and how do we avoid doing it?   + How do we know what are dependable resources? * Students use Internet and library resources to collect information about a musician’s life. (See worksheet.) *Note:* Not all questions can be answered about all musicians. * If students finish their research early, they may select two pieces by their chosen musician to take a close look at next session. | |

**Session 3**

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| **Learning Goal** | **Assessment** |
| * I can build my active listening skills. |  |
| **Materials** | **Preparation** |
| * Access to computers with headphones | * Gather example pieces of music (as necessary). |
| * Note-taking materials | * Make copies of worksheets. |
| **Vocabulary** |  |
| * Meter/tempo * Harmony * Lyrics, riff * Keys: major, minor |  |
| **Procedures** |  |
| * Students select two pieces of music by or performed by their selected musician. Post pieces can be found online, while a trip to a local library may prove useful in some cases. | |
| * Following the directions listed on the Dead Musicians worksheet, students should compare and contrast the two pieces. | |
| * This process can be supported with the Music Listening Guide worksheet attached to the Active Listening module. * Students should share out preliminary findings with class. | |

**Sessions 4 and 5**

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| **Learning Goal** | **Assessment** |
| * I can enhance my understanding of color. * I can practice my drawing skills. |  |
| **Materials** | **Preparation** |
| * Transparencies | * Create space for materials to be spread out. |
| * Black Sharpie pens | * Create space for artwork to dry at end of session. |
| * Photo or drawn 8.5" x 11" images of musicians |  |
| * Glue, brushes, scissors * Lots of magazines and colored paper scraps (ideally arranged in piles by color) |  |
| **Vocabulary** |  |
| * Warm colors, cool colors * Shadows, highlights | |
| **Procedures** |  |
| * Students are provided with photo of their musician (they may choose to print a photo during research). * Teacher discusses vocabulary and mosaic strategies: warm colors/cool colors. Cool colors can accentuate shadow while warm colors can bring light. * It may be helpful to first look at image and translate shadows or light spots as colors that read as light or dark. * Students follow procedures outlined in Dead Musicians Sharpie Mosaic Portrait worksheet (see attached). * The Sharpie transparency allows for students to create a collage and color-driven background, with an image overlaying it that ties everything together. | |