**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.
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**Sessions 1 and 2**

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| **Learning Goal** | **Assessment** |
| * I can practice my research skills.
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| **Materials** | **Preparation** |
| * Computer access
 | * Make copies of worksheet.
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| * Library access
 | * Make research example to review with students.
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| * Note-taking materials
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| * Worksheet: Dead Musicians
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| **Vocabulary** |  |
| * Timeline
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| * Bibliography
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| **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.
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**Session 3**

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| **Learning Goal** | **Assessment** |
| * I can build my active listening skills.
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| **Materials** | **Preparation** |
| * Access to computers with headphones
 | * Gather example pieces of music (as necessary).
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| * Note-taking materials
 | * Make copies of worksheets.
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| **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.
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| * Following the directions listed on the Dead Musicians worksheet, students should compare and contrast the two pieces.
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| * 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.
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**Sessions 4 and 5**

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| **Learning Goal** | **Assessment** |
| * I can enhance my understanding of color.
* I can practice my drawing skills.
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| **Materials** | **Preparation** |
| * Transparencies
 | * Create space for materials to be spread out.
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| * Black Sharpie pens
 | * Create space for artwork to dry at end of session.
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| * Photo or drawn 8.5" x 11" images of musicians
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| * Glue, brushes, scissors
* Lots of magazines and colored paper scraps (ideally arranged in piles by color)
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| **Vocabulary** |  |
| * Warm colors, cool colors
* Shadows, highlights
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| **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.
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