

# COURSE TITLE: ME AND MY PLAYLIST

## LESSON PLAN TITLE: WEEK TWO: THE ART OF LISTENING

Guiding Question: How does music affect me?

**Purpose/Aim:**

1. To develop one's own ability to describe different ways of how music affects me.
2. To learn of ways to express how music can shape one's memory and identity.

**Materials:**

Readings Questlove: Chapter 1-7 Wong, D. Ch 14 Assignment Due: Audio Playlist #1: Build your personal 10 song playlist with 140 character statements for each song on the list	
---	--

**Main Concepts:**

<b>CRITICAL VOCABULARY</b>	<b>Definition and Rationale for choosing this word, phrase, or concept</b>	<b>Idea for pre-teaching or front-loading the concept.</b>
<b>AGENCY</b>	The capacity of the individual and/group to make choices and take action to impact one's/their situation	
<b>STRUCTURE OF FEELING</b>	A song or piece of music is a structure of feeling by carrying the social, cultural, and political context of an historical moment.	

--	--	--

**Pre-requisites:** What are some of the skills and prior knowledge that students need to have to fully participate in this lesson plan?

- 1) Engaged in the activity of choosing a song that one likes.
- 2) Have some exposure to how the song one chooses is rendered and analyzed including any music videos or critical reviews.

**Modifications:** What types of modifications are necessary to insure that students with varying learning needs can participate in this lesson plan and learn the main concepts and skills?

If students don't have exposure they will be provided sets of examples to experience in the first part of the class session.

### **PART 1: CULTURAL ENERGIZER**

How will you engage the students? This energizer contributes to setting the “culture” of the classroom while also connecting the main concepts of lesson plan to the students prior experiences/knowledge/interests.

**Title: Rhythm exercise**

<b>STEP</b>	<b>DESCRIPTION</b>	<b>TIME</b>
<b>Step 1</b>	Divide in three groups using counting method	1 min
<b>Step 2</b>	Four count clapping – All groups clap on every beat	1 min
<b>Step 3</b>	two part clapping – Group 1 on every beat, Groups 2 and 3 on two and four	1 min
<b>Step 4</b>	Group 1 on every beat, Group 2 on two and four, Group 3 will be given a syncopated part	2 min

<b>Step 5</b>		

## **PART 2: CRITICAL CONCEPTS**

How will you present the critical concepts to the students

**Listening as agency/Music as a structure of feeling:**

<b>STEP</b>	<b>DESCRIPTION</b>	<b>TIME</b>
<b>Slide/ Step 1</b>	I regard listening as a kind of making. - D. Wong (321)	5 min
<b>Slide/ Step 2</b>	.Ordinary people aren't taught to value their own opinions about music or to express them in particularly searching ways. - D. Wong (322)	10 min
<b>Slide/ Step 3</b>	So this Asian American knew the Grand March from Aida and Pete Seeger's rendition of "We Shall Overcome" before I got to middle school. - D. Wong (322)	10 min
<b>Slide/ Step 4</b>	We listened to Hit Parade on the radio, sure, listened to that. We were familiar with all of the songs, and I think all or most of us can probably sing and remember all the lyrics from all the old songs of the time. - D. Wong quoting her father. (324)	5 min
<b>Slide/ Step 5</b>	But sometimes I only remember things through records. They're a trigger for me, they're Pavlov's bell. Without thinking about the music, I can't remember the experience. - Ahmir Thompson, MBB (2)	10 min
<b>Slide/</b>	"Long Lonely Nights" Lee Andrews & the Hearts	10 min

<p><b>Step 6</b></p>	<p><a href="https://youtu.be/i_EMDg3wsu4">https://youtu.be/i_EMDg3wsu4</a></p> <p>When they started their business, in the mid-sixties, Philadelphia was a colorful, peaceful place that got steadily bleaker as the turbulence of the later part of the decade intensified. - Ahmir Thompson, MBB (8)</p>	
<p><b>Slide/ Step 7</b></p>	<p>1973: Rufus, Rags to Rufus, "Sideways" <a href="https://youtu.be/5cPWfNGXNE4">https://youtu.be/5cPWfNGXNE4</a></p> <p>I have an obsession with the song "Sideways" on Rags to Rufus, which was almost just an interlude. It's like a jam session where you're hearing the band from outside the club, the sound all muffled. Then all of a sudden the song opens, clears up, and Chaka Khan is singing some jazzy stuff. - Ahmir Thompson, MBB (27)</p>	
<p><b>Slide/ Step 8</b></p>	<p>Rich and Ahmir had an idea. "I think Rich should have a say in the book," he said. I agreed, and outlined some of the options: an intro, an afterward. "No," he said. "I mean he could literally speak out over the course of the book." ... Ahmir could be in one font and Rich could be in another, and they can be in dialogue, trying to work their ideas." - Ben Greenman, MBB (7)</p>	
<p><b>Slide/ Step 9</b></p>	<p>"before you know it, there's an epic disquisition that winds through hip-hop, unemployment, unskilled labor, youth culture, regional identity, market research, post-structuralist theory, documentaries on industry, and the history of political subversion in Russia in the late nineteenth century" - Ben Greenman, MBB (81)</p>	
<p><b>Slide/ Step 10</b></p>	<p>Can you identify songs with memories or experiences? Ever talk to friends or family about why you like a song?</p>	

### **PART 3: COMMUNITY COLLABORATION AND CULTURAL PRODUCTION**

How will the students learn the main concepts while also learning to create community in their classroom and participate in cultural production? *This may include interactive/multimedia lectures, activities, group interaction, writing, performing, presenting, project-based work, etc...*

**Title: The Art of Listening**

<b>STEP</b>	<b>DESCRIPTION</b>	<b>TIME</b>
<b>Step 1</b>	Divide into pairs using counting method	1 min
<b>Step 2</b>	Each person in the pair will share their Audio Playlist #1 Next, each will decide which song and tweet from their list each will share with the class. Then each will post their tweet to #Listeningforachange (or some version of that hashtag.	10 min
<b>Step 3</b>	Each student will share one song and tweet from their list as it is displayed on the screen.	20 min
<b>Step 4</b>	The class will identify and discuss themes in the class' tweets	20 min
<b>Step 5</b>		
<b>Step 6</b>		
<b>Step 7</b>		
<b>Step 8</b>		
<b>Step 9</b>		
<b>Step 10</b>		

**PART 4: CONCLUSIVE DIALOGUE/CRITICAL CIRCULAR EXCHANGE**

**Connection:** How is this relevant to students? How is it relevant to the unit? How do you bring back to the problem statement in the unit purpose?

20 minute discussion of how the themes that emerge from the class' tweets connect to the overall concepts of listening as agency and songs/musical works as structures of feeling.

**Assessment:** How will the students be assessed?

Students will be assessed based on their completion of the exercise tasks and participation in the concluding discussion

**Evaluation:** How will the effectiveness of this lesson plan be evaluated?

- participation in the exercises
- quality of final discussion