

What's the Big Idea?

Appalachian Culture: Folk Music and the Dulcimer

A Fine Arts Performance Task using
Understanding by Design© by Courtney Williams



Missouri Alliance
for Arts Education

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Appalachian Culture: Folk Music and the Dulcimer Fine Arts Performance Task

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School District: Pleasant Hill R-III

For: 7th and 8th Grade General Music and Communication Arts

What's the Big Idea?

1. Topic that Leads to the Big Idea: Folk Instruments
2. The Big Idea: Students will understand that folk instruments and melodic sequences represent a culture.
3. Knowledge, Skills and Abilities Addressed as Learner Objectives:
Students will:
 - perform Appalachian folk melodies
 - compose and notate a song or melody in the Appalachian style
 - write a descriptive essay about composition
 - perform an Appalachian folk song on the dulcimer
4. The Essential Question: How does music reflect culture and society?

How Will You Know What They Are Learning?

5. Identify the performance tasks that will produce evidence of learning.

Students will perform an original composition or existing Appalachian melody on the dulcimer and will write an essay describing how the composition represents Appalachian culture.

What Do Students Need to Learn?

6. Show-Me Standards and Grade-Level Expectations:

Music

FA 1: Product Performance

1. Develop and apply skills to perform and communicate through the arts.
 - A. Independent Singing
 - Demonstrate singing skills using a singing voice
 - Match pitch in an appropriate range
 - C. Repertoire
 - Apply stylistic elements needed to perform the music of various genres and cultures.

FA 1: Product Performance

1. Develop and apply instrumental music skills to perform and communicate through the arts
 - A. Instrumental Performance Skills
 - Read and perform at least five pitches on a melodic instrument
 - Read and perform rhythms in simple meter
 - Read and perform a short song using effective expression and characteristic timbre.
 - C. Repertoire
 - Perform a varied repertoire of music representing diverse cultures, genres, and styles

FA1: Product Performance

4. Develop and apply skills to compose, arrange, and create music to communicate through the arts.
 - A. Composition and Arrangement
 - Create or arrange a short song/piece or phrases using a variety of sound sources within specified guidelines.

FA 2: Elements of Music

1. Develop and apply the knowledge and skills to read and notate music.
 - A. Rhythmic Notation
 - Interpret and Perform standard rhythmic notation in 2/4, ¾, 4/4, and 6/8 meter signatures using bar lines.
 - B. Melodic notation
 - Identify and employ standard pitch notation in the treble clef, including one ledger line above and below the staff.

FA 3: Artistic Perceptions

1. Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance.
 - A. Musical Forms
 - Identify and analyze forms and composition techniques
 - Identify forms used in selected ensemble repertoire: folk songs

FA 5: Historical and Cultural Contexts

1. Develop and apply the knowledge and skills to understand works of art in time and place.
 - A. Genres and Styles
 - Identify characteristics of teacher-selected genres and styles: American/World
 - C. Music's role and function in Various Cultures
 - Describe the function of music in various settings and cultural events.

Communication Arts

CA 4: Writing

2. Compose well-developed text
 - A. Audience and Purpose
 - Compose text
 - a. showing audience awareness
 - b. choosing a form appropriate to specific topic and specific audience
 - E. Conventions
 - In written text

- a. use conventions of capitalization
- b. use colon to introduce lists
- c. use correct pronoun case
- d. use dictionary, spell-check and other resources to edit for correct spelling
- e. write legibly

Process/Performance Standards

Goal 1: Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to

6. Discover and evaluate patterns and relationships in information, ideas and structures
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies

Goal 2: Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to

5. perform or produce works in the fine and practical arts

How Are You Going to Make it Happen?

Describe what **the teacher** will do; describe what the **students** will do.

The teacher will:

- present recordings and video clips of artists playing Appalachian folk songs on the mountain dulcimer
- provide reading material focusing on the history of Appalachian music, folk instruments included in the tradition, and where it is performed today
- initiate/facilitate discussions about the history of Appalachian music and how it is still relevant today
- model proper playing technique for mountain dulcimer (posture, holding position, pick, strumming, dowel)
- model and provide visual projections of how to read rhythm, pitch, and tablature on the dulcimer
- provide students with Appalachian folk songs to practice on the dulcimer
- allow students time to explore instrument and practice Appalachian folk songs
- invite a guest artist to come in and play the dulcimer for students
- guide students in determining common elements of Appalachian folk songs
- develop composition guidelines and scoring guide based on class-decided elements of folk songs
- provide students time to compose an Appalachian folk song and explain their song through writing
- provide students the opportunity to perform Appalachian folk songs for the class
- post each class's favorite composition on the music blog

The students will:

- read about the history of Appalachian music and participate in class discussion about the role Appalachian music plays in American history and in the present day
- acquire skills to play rhythms, pitches, and tablature on the Mountain Dulcimer with proper technique
- successfully practice and perform Appalachian Folk melodies on the Mountain Dulcimer
- sing Appalachian Folk melodies, matching pitch in an appropriate range
- analyze Appalachian folk melodies to determine their most important characteristics
- compose and notate a melody or a song on the mountain dulcimer that reflects the Appalachian culture
- write a paragraph describing how their composition is reflective of other Appalachian folk melodies
- will perform either their own composition or an Appalachian folk melody on the dulcimer
- extension for advanced learners: advanced learners will create a melody and lyrics representative of our culture today

Name _____

Total Score _____/36

Scoring Guide

Criteria	Advanced (4)	Proficient (3)	Basic (2)	Below Basic (1)
Performance of Appalachian Folk Melody on Dulcimer: Playing Technique	Student plays the dulcimer with proper posture and pick technique throughout all 12 measures	Student plays the dulcimer with proper posture and pick technique throughout 8-11 measures	Student plays the dulcimer with proper posture and pick technique throughout 4-7 measures	Student plays the dulcimer with proper posture and pick technique throughout 0-3 measures
Performance of Appalachian Folk Melody on Dulcimer: Pitch	Student performs the melody with 0-1 pitch mistakes.	Student performs the melody with 2-3 pitch mistakes.	Student performs the melody with 4-5 pitch mistakes	Student performs the melody with 6-7 pitch mistakes
Performance of Appalachian Folk Melody on Dulcimer: Rhythm	Student performs the melody with 0-1 rhythm mistakes.	Student performs the melody with 2-3 rhythm mistakes.	Student performs the melody with 4-5 rhythm mistakes	Student performs the melody with 6-7 rhythm mistakes

Total _____/12

Scoring Guides for Composition

Criteria:	Advanced (12)	Proficient (8-10)	Basic (4-6)	Below Basic (2 or below)
Composition for Dulcimer: Notation and Symbols	All 6 of the following notational elements are present and correct (2 points each): __meter signature __treble clef __barlines __double barline __noteheads/rests __stem direction	4 or 5 of the following notational elements are present and correct (2 points each) __meter signature __treble clef __barlines __double barline __noteheads/rests __stem direction	2 or 3 of the following notational elements are present and correct (2 points each) __meter signature __treble clef __barlines __double barline __noteheads/rests __stem direction	0 or 1 of the following notational elements are present and correct (2 points each) __meter signature __treble clef __barlines __double barline __noteheads/rests __stem direction
Criteria:	Advanced (12)	Proficient (9)	Basic (6)	Below Basic (3)
Composition for Dulcimer: Appalachian Style	Meets all criteria for Appalachian style (determined by the class)	Missing one criteria for Appalachian style (determined by the class)	Missing two criteria for Appalachian style (determined by the class)	Missing three or more criteria for Appalachian style (determined by the class)

Total _____/24