

What's the Big Idea?

Beatles in Revue

A Fine Arts Performance Task using
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Beatles in Revue Fine Arts Performance Task

Submitted by: Glenn Palmer
School District: Green City R-I Schools
School Building: High School
Grade Levels and Subject: 9-12 Jazz Band/Chorus

What's the Big Idea?

1. Topic that Leads to the Big Idea: Nationalism
2. The Big Idea: Students will understand how the arts contribute to nationalism and culture.

3. Knowledge, Skills and Abilities Addressed as Learner Objectives:

Students will develop and apply knowledge and skills to perform instrumental music.
Students will develop and apply discriminatory listening skills.
Students will research topics in music related to popular music and culture.
Students will develop and apply knowledge and skills to create artworks.

4. The Essential Question:

How does music communicate a message about patriotism?

Questions to Refine Research:

1. What influences from the beginnings of the Rock-n-Roll era and the developments of popular music in the 1950's and 1960's were evident in American culture in the 2nd –half of the 20th century?
2. How did these influences affect politics and world events during this time of history? (For example: The Vietnam War)
3. How did the development of popular (Rock-n-Roll) music contribute to Nationalism in American thought and culture?

How Will You Know What They Are Learning?

5. Identify the performance tasks that will produce evidence of learning.
 - The students will perform a *Music of the Beatles Revue* and relate (connect) these works in writing to cultural, political, and historical happenings and trends.
 - Students will write program notes for the concert program which will be read by the audience. Students will also write short skits about the members of the Beatles Band and Beatles trivia which will be added into the performance of the show.
 - Students will produce concert posters and artwork within the framework of the style of the time period. These posters will be used to promote and advertise the show.

What Do Students Need to Learn?

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

Music

FA 1: Product Performance (Vocal)

1. Develop and apply singing skills to perform and communicate through the arts.
 - A. Repertoire
Grades 9-12 (vocal): Apply stylistic elements needed to perform the music of various genres and cultures

FA 1: Product Performance (Instrumental)

2. Develop and apply instrumental music skills to perform and communicate through the arts.
 - A. Repertoire
Grades 9-12 (instrumental): Perform a varied repertoire of music representing diverse cultures, genres and styles

FA 3: Artistic Perceptions

1. Develop and apply the knowledge and skills to listen to, analyze and describe music and musical performance
 - B. Musical Characteristics, Events and Descriptors
Grades 9-12 (vocal and instrumental): Characterize the use of music by its intended function (purpose) and its intended audience

FA 4: Interdisciplinary Connections

1. Develop and apply knowledge and skills to understand the relationship between music, the other arts, and disciplines outside the arts.
 - A. Connections between Music and Non-Arts Disciplines
Grades 9-12: Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.

FA 5: Historical and Cultural Contexts

1. Develop and apply the knowledge and skills to understand works of art in time and place.
 - A. Music's Role and Function in Various Cultures.
Grades 9-12:
 - a. Describe the effects of society, culture and technology on music
 - b. Categorize the function of music being performed in relation to its function in society or history

Theatre

FA 1: Product/Performance

F. Performing

Grades 9-12: Rehearse, polish and present a performance for a class or invited audience

FA 4: Interdisciplinary Connections

A. Interrelationships of the Arts

Grades 9-12: Compare and contrast communication methods in theatre with that of art, music and dance, and integrate more than one art form in informal and formal performances

Visual Art

FA 1: Product/Performance

3. Communicate ideas about subject matter and themes in artworks created for various purposes

B. Subject Matter: Functional Art

High School Level 1: Create a functional artwork based upon a cultural example

Social Studies

SS 3: Missouri, United States and World History

3. Knowledge of continuity and change in the history of Missouri and the United States

X. Causes, comparisons, and results of major twentieth-century wars

US History: Examine the wars of the twentieth-century pertinent to US history including: causes, comparisons, consequences and peace efforts

Y. Understanding Cultural Changes

US History: Describe the changing character of American society and culture (i.e., arts and literature, education and philosophy, religion and values, and science and technology)

Communication Arts

CA 1: Writing

2. Compose well-developed text

A. Audience and purpose

English I: Compose text

a. showing awareness of audience

b. choosing a form and point of view appropriate to purpose and audience

How Are You Going to Make it Happen?

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

Editor's Note: Please see the information at the end of this performance task that describes in depth how the writer (teacher) implemented this unit in his school.

The teacher will:

- select and arrange music
- develop materials for historical research
- rehearse music
- facilitate creation of skits, trivia and posters
- provide feedback and reinforcement throughout the process
- present concert

Students will:

- listen to a selected discography of early pop and rock music from the late 1950's and 1960's, particularly music from the Beatles
- develop an understanding of the *British Invasion* as it pertains to the growth of early rock music and culture in the United States
- rehearse and perform a *Music of the Beatles Revue* and relate (connect) these works in writing to cultural, political, and historical happenings and trends
- rehearse and perform the *Beatles Revue* with proper stylistic interpretation of the music and students will develop skills in learning to play the rhythms and phrasing of this music
- write program notes for the concert program which will be read by the audience
- write short skits about the members of the Beatles Band and will create Beatles trivia which will be added into the performance of the show in the form of skits and quotations between the musical numbers
- produce concert posters and artwork within the framework of the style; the posters will be used to promote and advertise the show

Scoring Guide for Beatles in Revue Performance Task

Criteria Musical Performance	Advanced 90-100 Points	Proficient 80-89	Basic 70-79	Below Basic 60-69
Students will perform the selected Beatles music with competency and fluency and present the work for the public in a concert venue.	Perform all notes, rhythms and phrasings with stylistic interpretation and dynamics. Blend with the ensemble either instrumental or vocal to produce a balanced and unified sound and production.	Play most of the notes and rhythms effectively. Blend with the ensemble. Proficient assumes a few minor mistakes in the performance, but nothing that will deter the overall success of the production.	Student has struggles with rhythms, dynamics, notes, singing pitches and style. Student does not assert themselves in the ensemble, but tries to blend and not let mistakes spoil the effectiveness of the performance.	The music is too difficult for these students' abilities, and the student will struggle to play much of the material. Student is not an integral part of the performing ensemble.
Criteria Program Note or Skit	Advanced 90-100 Points	Proficient 80-89	Basic 70-79	Below Basic 60-69
Student will write a publishable quality program note or skit for the performance.	A very well- written high school prose that demonstrates the mastery of ideas and organization, individual writing voice, proper word choice, sentence fluency, and conventions.	A nice statement with a few minor grammatical and sentence fluency problems. Still demonstrates some mastery of organization and conventions.	Shows organizational and sentence fluency problems. Obvious convention and word choice weaknesses. Overall the statement needs revision and clarification.	Obvious problems with sentence fluency, idea and organizational structure. Writing conventions are severely under acceptable standards.

Scoring Guide for Beatles in Revue Performance Task (continued)

Criteria Poster or Flyer	Advanced 90-100 Points	Proficient 80-89	Basic 70-79	Below Basic 60-69
Student will create a poster or concert flyer.	Poster shows vivid ideas and organization; artistic merit and creative thought is evident; poster supports the theme of the concert, and encourages patrons to come to the performance	Poster will do the job, but does not have that “wow” factor; solid organization and artwork, but lacking detail and may lack overall theme	Poster has the necessary information but lacks organization and artistic quality	Poster lacks the necessary details and shows no artistic or creative impulses
Criteria Research Paper	Advanced 90-100 Points	Proficient 80-89	Basic 70-79	Below Basic 60-69
<p>Student will write a short 2-page paper detailing the historical and interdisciplinary connections; students will show understanding of how the arts contribute to nationalism and culture, particularly in relation to the pop/rock music influences on society (especially with the Beatles music).</p> <p>The paper employs 6+1 Writing Traits.</p>	<p>Paper relates the rise of popular rock music of the 1950’s & 60’s & the Beatles music to the popular culture and thought among American youth during this time; comparisons of the Hippie cultures and social trends of the 60’s to Vietnam and the political landscape, connections to the dress, fashion, hair styles and changing moral codes that came by the influences of rock music and the Beatles are included; paper traces the historical developments of this music and the <i>British Invasion</i> in relation to nationalism in American ideals and standards, and its connection to popular culture; paper is well written and employs 6+ 1 Writing Traits throughout.</p>	<p>This paper will have all of the elements of the advanced paper, but lack historical connections and organization. However, the student will have a few things to say about the relationship of American popular culture to a spirit of Nationalism.</p> <p>In terms of writing proficiency, this paper will display characteristics as seen in criteria #2 above.</p>	<p>This paper will connect some of the dots, and outline a few of the basic principles of study. The paper will have some problems of understanding and obvious construction problems.</p>	<p>This paper will show significant weaknesses in relating to the topic at hand, and in making basic historical and interdisciplinary connections.</p>

Additional Information from the Writer of the Performance Task

History and Overview of how this project came to fruition:

This past school year (2010-2011) I wanted to do a Beatles show at our annual pops and jazz concert, and so I came up with the idea of a “Beatles Revue” in which the students of my chorus and jazz band classes would work together to perform musical selections in a Broadway style revue from the various periods of the band’s history. This revue would include skits, quotes, dance choreography, program notes, posters and a term paper that would support the writing curriculum that our school has embarked upon. I also wanted to incorporate the GLEs that included *Interdisciplinary Connections* and *Historical and Cultural Contexts*.

I knew that this was a quarter/semester long project and would not only take significant rehearsal time from chorus and jazz band classes, but involve a lot of prep work on my part. After attending Deborah Fisher’s *What’s the Big Idea* seminar, I felt I had all of the information needed to make this project come to life.

What I didn’t realize at the time was how much the students would get into this project, they loved it, and what kind of audience response to the performance there would be, which included three different standing ovations during the performance and a significant standing ovation at the end, followed by dozens of parents and patrons swarming the kids with praise after the concert.. To put it mildly, I heard the phrase “*That’s the best concert I have ever heard the school put on*” come from several people including administrators. This *Big Idea* project ended up being one of our school’s greatest highlights.

Here is an overview of what I did, and what the students did to make this project a success.

1) Arranged the Musical Selections

Using the following medleys and the Beatles songbook I arranged 20 - 25 min. of music from the Beatles catalogue.

Beatlesongs	Arr. by Mac Huff (SAB)	Hal Leonard	#08730186
The Beatles in Revue	Arr. by Ed Lojeski (2 part)	Hal Leonard	#08200624
The Beatles (songbook) ISBN 0-634-03023-X		Hal Leonard	

I pulled several tunes from each of the above selections which are all outstanding, and arranged them into an order that had variety, songs from early, middle and late Beatles recordings, and various musical challenges for my students. In most cases we only did one or two verses, or snippets of a song based on the MacHuff and Lojeski arrangements.

I also scored bass guitar and trap-set parts for our jazz band rhythm sections. I played the keyboard parts for we don’t have a student pianist capable of this music. And I also arranged and scored out several horn parts at my own discretion for the various tunes in the production. We brought out the entire jazz band brass section for *Hey Jude*, but for most of the tunes I only included an occasional sax, trumpet or trombone part. In all, I had 4 singers, and 8 musicians participate. We are a small class 1A school and so this involved most of my juniors and seniors and 2 talented sophomores.

There are numerous arrangements both vocal and instrumental available for a director to choose from. I was a composition major in college, and so arranging parts was no problem for me, however, if this is beyond a teacher’s time or capabilities, then you should have no problems finding different arrangements of the Beatles songbook to fit your individual needs.

2) Historical Connections Lectures, Videos, and Forums – Writing Assignments

We spent considerable class time with lectures, various videos about the Beatles and the history of pop and rock music, student based research, and student lead forums and discussions about the Interdisciplinary and historical comparisons.

Some students were assigned skits to write and create, others were assigned historical readings that would be incorporated into the show, three students wrote program notes for the concert program, and all of the student s had to write a 2-page paper.

Once the students had spent time reading and researching the material some very clever skits and thought provoking discussions took place in class. In all cases, I made the students follow our schools writing paradigm. Students had to write a first draft, revise the draft, and have the draft edited and re-written. We use 6+1 writing traits: Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions which were made part of the grading structure.

There was such a wealth of information on the cultural influences of the Beatles in both our school library, and the internet as well as the videos, particularly the 4 video set of *The History of Rock-N-Roll* which has an entire video dedicated to the *British Invasion*, it was easy for the students to find sources. In addition to the skits and programs, some of the term papers that I received were outstanding.

3) Music Rehearsals, Posters, Choreography

First we spent a couple of months of rehearsals with the chorus class; all of the music had to be memorized and part -singing perfected, and this was quite a challenge. In addition, two of our girls are on the dance squad and they had to choreograph minor dance moves for the singers. I also held a couple of weeks of separate rehearsals for the jazz band members. Once all of the students had mastered their parts we put it all together including skits, dancing and the whole show with microphones and the PA system. Students rehearsed with the microphones and sound system to ensure comfortableness and confidence. Obviously we made minor revisions and changes, but for the most part once all of the students knew their parts and were rehearsing the full show, the thing came together very nicely.

Several of the student s with help from the art teacher, had to create posters which were displayed around the school and posted at some of the local business around our small town. For the most part, these were outstanding, and the kids had a lot of fun in producing the posters. The art teacher and the dance coach proved to be a great addition to the project.

4) The Performance

In a performance that followed an entire quarter of hard work and preparation these students put on a Beatles Revue show that was an absolute knock-out. The audience loved it and the kids had a great time. It was truly one of the highlights of the entire school year. After this performance and with the kid's efforts', passing out a lot of A's was the easiest thing I ever did.

If I can be of more assistance, please don't hesitate to contact me—

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