

What's the Big Idea?

Early American Folk Music:

Sweet Betsy from Pike

A Fine Arts Performance Task using

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Early American Folk Music: Sweet Betsy from Pike Performance Task

Submitted by: Kelly Crawford

School District: Jackson R2 Schools

For: Fourth Grade Music, Social Studies and Communication Arts

What's the Big Idea?

1. What topic have you chosen that leads to the Big Idea? Folk Music
2. What is the big idea that you want your students to learn and to apply? Students will understand how music communicates a message.
3. Knowledge, Skills and Abilities Addressed as Learner Objectives:
Students will develop and apply knowledge of instruments used in folk music and the repetitive nature of folk songs.
4. The Essential Question: How do folk songs communicate a message? What is the purpose or function of folk songs?

How Will You Know What They Are Learning?

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

Students will create their own verse of "Sweet Betsy from Pike", that describes the life and hardships of early Missouri settlers.

What Do Students Need to Learn?

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

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. Genres and Styles

Grade 4: Identify characteristics of teacher-selected genres or styles

- ☐ Work songs
- ☐ Cowboy songs
- ☐ Square dances
- ☐ Spirituals
- ☐ Blues

FA 4: Interdisciplinary Connections

1. Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts

A. Connections between Music and Related Arts and Humanities

Grade 4: Compare and contrast meanings of terms used in the arts, such as unity, variety, repetition and contrast (e.g., listen to a rondo and study pictures of buildings designed by famous architects; tell where you see or hear examples of repetition)

B. Connections Between Music and Non-Arts Disciplines

Grade 4: Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music

FA 1: Product Performance

1. Develop and apply singing skills to perform and communicate through the arts

C. Repertoire

Grade 4: Perform a varied repertoire of songs including

- ☐ patriotic
- ☐ folk
- ☐ seasonal
- ☐ spirituals
- ☐ multicultural

Communication Arts

CA 4: Writing

3. Write effectively in various forms and types of writing

A. Forms/Types/Modes of Writing

Grade 4: Compose

- a. narrative, descriptive, expository, and/or persuasive texts, using appropriate text features
- b. text using an appropriate format

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

F: Westward Expansion and settlement in the US

Grade 4: Summarize the events in westward expansion, including people's motivation, their hardships, and Missouri as a jumping-off point to the West

How Are You Going to Make it Happen?

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

The teacher will:

- present various folk songs to students
- discuss the life of early Missouri settlers and characteristics of early settlers
- facilitate students' research

Students will:

- create a journal entry as an early Missouri settler
- create and perform a verse of Sweet Betsy from Pike that describes the life of early American settlers

Sweet Betsy from Pike Scoring Guide

| Criteria | Advanced 25 Points | Proficient 20 Points | Basic 15 Points | Below Basic 10 Points |
|---|---|---|---|---|
| The verse is in AABB rhyme scheme. | The verse uses AABB rhyme scheme. | The verse has one set of rhyming words. | The verse has one set of rhyming words, but not in AABB form. | The verse does not use any rhyming words. |
| The verse describes the life of early Missouri settlers. | The verse describes 2 or more characteristics of early Missouri life. | The verse describes 2 characteristics of early Missouri life. | The verse describes 1 characteristic of early Missouri life. | The verse does not describe any characteristics of early Missouri life. |
| The verse is rhythmically correct. | All 4 lines are rhythmically correct. | 3 lines of the verse are rhythmically correct. | 2 lines of the verse are rhythmically correct | 1 line or less of the verse is rhythmically correct. |
| Vocal skills were evident. | Student could be heard throughout all of the presentation. | Student could be heard throughout most of the presentation. | Student could be heard during some of the presentation. | It was difficult to hear or understand the student. |

Total Points: _____/100