

Wisconsin Arts Celebration Project

Celebrating 50 Years of the Wisconsin Arts Board

9-12 General Music Lesson Plan



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Lesson Title

Connected by the Wind

Lesson Duration

Unit Plan - this is a unit plan that can provide the ongoing through line for a larger music appreciation course.

Lesson Overview

Connected by the Wind - This lesson plan is based on the poem, *Like the Wind*, by Dasha Kelly Hamilton, and uses the Choral, Orchestral, or Band works by Erika Svanoë. In this lesson, students will explore their artistic family tree; the artistic influences of the artists involved in *Like the Wind*, and the influences of their influences. As well as the artistic influences of themselves and their influence's artistic influences.

Lesson Target(s)

Students will Create a family tree of artistic influences stretching back multiple generations, Perform the artistic, and cultural significance of their artistic family tree, Respond to the changing cultural impacts on each generation of their artistic family tree and Connect the relationship between artistic influences and cultural experiences.

Essential Question(s)

Create - How can I illustrate the lineage of artistic and cultural influences that make me the artist I am today?

Present - How can I inform my classmates about the stages of my personal Artistic Family Tree?

Respond - How can I relate my lived experience to that of another artist?

Connect - How can I relate the cultural events with the influences they have on an artist?

DPI Academic Standards Used

| | |
|----------------|---|
| Create | MG1.Cr.13.h: <i>Design and develop musical compositions for voices or instruments.</i> |
| Perform | MG2.P.19.h: <i>Illustrate how the setting and elements of music contribute to the context and expressive qualities of the music.</i> |
| Respond | MG3.R.16.h: <i>Analyze, critique, and evaluate musical performances, recordings, and compositions using appropriate music terminology, theory, and technology.</i> |
| Connect | MG4.Cn.16.h <i>Identify how the influence of two or more cultural traditions impact the genre and style of a piece of music.</i> |

Materials/Equipment

- Recording of *Like the Wind* by Erika Svanoë, Band, Choral, Orchestral
- Access to recordings of other works by Erika Svanoë

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- Interview with Erika Svanoë
- <https://www.erikasvanoë.com/about.html>
- Poem Like the Wind by Dasha Kelly Hamilton
- Access to recordings of other works by Dasha Kelly Hamilton
- Interview with Dasha Kelly Hamilton
- <https://dashakelly.com/>

Lesson Sequence/Strategies

Vocabulary words

Family tree, lineage, inspiration, influence, reference, mentors, bias, practices, traditions.

Engage: 5 min.

Like the Wind by Erika Svanoë Band version, Choir version, and Orchestral version are all inspired by the poem of the same name by Dasha Kelly Hamilton. Every artist has a DNA that is the product of experiences, preferences, biases, and inspirations. Our family tree is the story of our families experiences, traditions, perspectives, and motivation. Our family tree plays a big role in shaping who we are.

Every artist has their own artistic family tree; the experiences, mentors, perspectives, practices, and inspirations that shape who they are and the art they create.

What experiences, preferences, and inspirations do you think influenced Dasha Kelly Hamilton?

What experiences, preferences, and inspirations do you think influenced Erika Svanoë?

Explore: 15 minutes

Explore the online presence of Dasha Kelly Hamilton, or Erika Svanoë. Have the students go on a sleuthing scavenger hunt with the goal to find out as much as they can about one of the artists involved in *Like the Wind*.

Students should look for:

Birth date, and location

Family dynamics

Formal education

Artistic development/ evolution

Other works - common themes

Interviews

What other musicians/ artists inspired them.

Have the students conduct their investigation quickly and with a timer set to 10 min. They could work in a team to divide and conquer if that suits your class. When the timer goes off, have everyone pool their findings to create the most complete view of the chosen artist and their immediate artistic family tree.

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Experiment: 15 min / ongoing

In our original exploration we discovered either Erika or Dasha's immediate artistic family tree. In that immediate artistic family tree we listed other artists that inspired them.

Have each student choose a different inspiring artist and do a second round of sleuthing scavenger hunt with the goal to find out as much as they can about the new artist.

Again, have the students conduct their investigation quickly and with a timer set to 10 min. When the timer goes off, have everyone pool their findings to create the most complete view of the chosen artist and their immediate artistic family tree.

Students should look for the same material in the first round as well as:

What was happening in history when they were creating their art?

What were the cultural trends that may have influenced their art?

What innovations or inventions did they contribute or did they utilize?

This will create a second generation of the original artist family tree.

You can repeat this process as many times as you like, and the class will be able to travel some significant distance the further back they go, covering a lot of different styles, times, genres, and cultures.

Extend/Elaborate: 15 min to several days, depending on the class.

After you have explored as far back of an artist family tree as desired, have the students repeat the same process for themselves.

Have them answer the same questions for themselves:

When and where were they born?

What is their family dynamics like?

What role does music play in their family?

Who in their family makes music?

What is their formal education in music?

Do they study music outside of school?

Who do you listen to?

What other art inspires them?

What other ideas inspire them?

Who are their mentors?

What role does music play in their lives?

What is happening in history that may impact their art?

What are the cultural trends that may influence their art?

What innovations or inventions did they contribute or did they utilize?

What other questions do they have that paint a more complete picture?

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This will establish a starting point for their personal artistic family tree.

Repeat this process with a chosen mentor or artist mentioned in the first layer.

Repeat it again for as many layers you want to go back until you have as extensive of an artistic family tree as desired.

This process could be class time or partially homework time.

Evaluate: 5-10 min

At the end of the process, each student should find their own creative way to present their artistic family tree.

Their presentation should include:

- A visual component that illustrates their artistic family tree.
 - Is the representation clear to understand?
 - Are all the stages, cultural influences, artistic influences, historical moments, generations represented visually?
- A musical component to provide examples of musical influence
 - Are there music examples that demonstrate each new shift in musical influence?
- A spoken or written component to explain the lineage and connection.
 - I highly recommend using a similar rubric the ELA teachers in your school might use to grade a grade level appropriate writing or speaking sample.

Curriculum Author

Tony Kading



Anthony Kading is a Music Educator for the Gale-Ettrick-Trempealeau School District. Beginning his career in Music Education in 2004 after studying Tuba, Composition, and Arts Management at the University of Wisconsin Whitewater, Tony actively composed and presented clinics and workshops on his music and composing with student ensembles for High School and, Middle School Concert Ensembles, as well as Marching, and Jazz Ensembles. This passion for how students are shaped by music and the compositional process lead the way for Mr. Kading to pursue a

formal career in Music Education in 2007. He has since taught a variety of Beginning Bands, Middle School Bands, and High School Bands, in Sun Prairie, Fort Atkinson, Oregon Wisconsin; been an Artistic Director for the Longmont Youth Symphony, and Longmont Youth Wind Ensemble in Longmont Colorado. Tony earned his Masters Degree in Music Education with cognates in Jazz Studies, Literature and Conducting, and Music Education Research. His research focuses on cultivating conducive environments for curiosity and creativity. Tony Currently resides in Trempealeau Wisconsin with his daughter Eleanor and wife Abigail Kading who is an amazing music educator in Onalaska Wisconsin.