

# Study Guide



## **Black Violin** **March 23, 2010**

**Study Guide Includes Activities Recommended for Grades 4-8**



**THE PEACE CENTER**  
FOR THE PERFORMING ARTS



# TABLE OF CONTENTS

WELCOME TEACHER!.....3

ACADEMIC STANDARDS .....3

ABOUT BLACK VIOLIN .....4

ABOUT THE ARTISTS.....4

ABOUT THIS PERFORMANCE .....4

BEFORE THE PERFORMANCE.....5

    ACTIVITY ONE: LEARN ABOUT BLACK VIOLIN .....5

    ACTIVITY TWO: WHO INFLUENCES YOU? .....5

AFTER THE PERFORMANCE.....6

    ACTIVITY ONE: DISCUSSION OF PERFORMANCE .....6

    ACTIVITY TWO: VIOLIN VS. FIDDLE .....6

LANGUAGE ARTS AND MUSIC LESSON: MUSICAL INNOVATORS .....7

STUDY GUIDE SURVEY .....8



THE PEACE CENTER  
FOR THE PERFORMING ARTS

**Dear Teacher,**

Welcome to another exciting season at The Peace Center for the Performing Arts! Thank you for your interest and support of the Peace Outreach Program performance series!

Every show being presented is curriculum based and designed to be educational as well as entertaining. The purpose of this study guide is to help your students learn as much as possible from the show. Included you will find background information on the show, resources and supporting materials, pre/post performance activities, and lesson plans designed to meet South Carolina Curriculum Standards.

If you have any questions or need additional assistance in preparing your students for this performance, please don't hesitate to contact us at (864) 467-3007. Thank you very much for your support of education and the arts.

**We look forward to seeing you at the theatre!**



## Academic Standards

*The following South Carolina academic standards are addressed in this performance. Specific indicators are listed with corresponding lessons.*

**Language Arts/Writing: Grades 4-8:** The student will access and use information from a variety of sources. The student will read and comprehend a variety of informational texts in print and nonprint formats.

**Music: Grades 4-8:** The student will evaluate music and music performances. The student will understand music in relation to history and culture.

For more information on upcoming Peace Outreach Program performances, please visit:

[http://www.peacecenter.org/education\\_outreach/show\\_listing.php](http://www.peacecenter.org/education_outreach/show_listing.php)

If you have any further questions, please contact Marjorie Buckner at [mbuckner@peacecenter.org](mailto:mbuckner@peacecenter.org)



## Before the Performance

*The Peace Center strongly encourages participation and preparation for our performances. We ask that you share with students guidelines for proper theatre behavior, as well as introductory information on this performance. Teachers can further enhance students' experiences through pre- and post-performance discussions and activities. Some ideas are included in this study guide.*

### **Activity One: Learn About Black Violin**

- Review with students the information included in Black Violin's biography on p. 4.
- Show your students the following clip of a performance Black Violin gave in New York:  
<http://www.kidsentertainment.net/roster/blackViolin/videos/promo09.htm>
- Ask your students the following questions:
  - 1) Did you hear different types of music in the performance? Describe what you heard.
  - 2) Do you feel that the music that Black Violin played fit with the music being played in the background? Why or why not?
  - 3) If you were a professional musician, and you could blend different musical styles (e.g., classical, country, rock and roll), which ones would you choose, and why?



### **Activity Two: Who Influences You?**

- **Who influenced Black Violin?** Wil B and Kev chose to name their group after Stuff Smith, a jazz violinist from the swing era. Smith's final and most soulful album was titled "Black Violin." His work inspired Wil B and Kev so much that they decided to name their band in honor of him.
- **Who influences you?** Ask your students to think of someone who influences or inspires them. Write the following questions on the board, and have students respond on their own paper:
  - 1) What do you admire about this person?
  - 2) In what ways does this person influence or inspire you? Be specific.
  - 3) Do you feel that you and this person have similar goals? If so, what are they?
  - 4) What are some things you could do to achieve these goals?
- Have your students take turns sharing their responses with the class.

## After the Performance

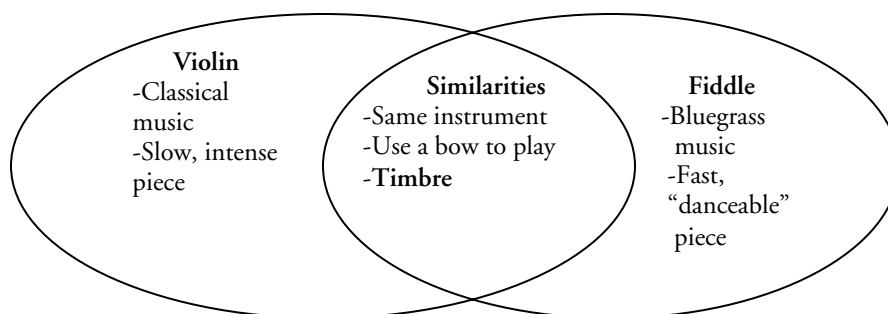
Students who visit The Peace Center leave with an elevated level of excitement and enthusiasm, and it is often after the show that the real learning begins. You and your class have had a shared experience, and it is in the reflection of this that you will learn the different kinds of responses the show elicited. Sharing these responses gives students opportunities to learn about things they didn't see or hear and helps broaden their perceptions and hone their evaluative skills, affirming or challenging what they themselves think.

### Activity One: Discussion of Performance

- Lead a discussion with students about the performance. Ask the following questions:
  - 1) Did you recognize any of the songs in the performance? If so, which ones?
  - 2) What was your favorite part of the show, and why?
  - 3) Did you like the blend of classical and contemporary music? Why or why not? Be specific.
  - 4) Have you ever created something that you felt was different or unique? Explain.

### Activity Two: Violin vs. Fiddle

- Tell your students that the violin and fiddle are actually the same instrument. The difference is the style of music that is played by the instrument. While the name violin refers to the string instrument heard in classical music, fiddle is the name given to the same instrument that is used to play folk or bluegrass music.
- Play the following clips for your students:
  - Violin:**  
~<http://www.youtube.com/watch?v=jC7qRPXmrw4>
  - Fiddle:**  
~<http://www.youtube.com/watch?v=GE1-rbi9Y2M&feature=related>  
(Performance begins around 1 minute 45 seconds into the video)
- Create a Venn diagram with students to compare and contrast the two types of music they heard (an example is shown below). What differences did they see/hear in the two types of performances? What similarities did they see/hear?



**Timbre:** Also referred to as the color of the music; the quality of sound or tone distinguishing voices and instruments. You can always recognize people by the sound of their voice. Each human voice has it's own timbre, as does each musical instrument.



## Language Arts and Music Lesson: *Musical Innovators*

**Time:** 3-4 class periods

**Materials:** Library books, the Internet, CD player

**Curriculum Standards: Language Arts/Writing:** Grades 4-7: The student will create responses to informational texts through a variety of methods. Grades 4-5: The student will use print sources and nonprint sources to access information. The student will use the Internet as a source of information. Grade 6-8: The student will use a variety of print and electronic reference materials. **Music:** Grades 3-5: The student will listen to examples of music from various historical periods and world cultures and identify the pieces by genre or style. Grades 6-8: The student will describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

**Objective:** Students will work in groups to research a musical artist or group considered to be a musical innovator, and give a presentation on that artist or group to the class, including information about the genre(s) of music associated with that particular artist or group.

Explain to your students that the **genre** of music refers to the type or class of music. A genre of music contains musical sounds that distinguish it from another musical genre. Examples of musical genres are: Classical, Popular, Blues, Country, Folk, Heavy Metal, Hip Hop, Jazz, Reggae, and Rock.

### Musical Innovators Timeline

Dates	Artist	Genre(s)
Mid to late 1700s.....	Wolfgang Amadeus Mozart.....	Classical
Late 1700s to early 1800s....	Ludwig van Beethoven.....	Classical
1920s and 30s.....	Jimmie Rodgers.....	Country
1930s and 40s.....	Billie Holiday.....	Jazz
1940s and 50s.....	Lois Armstrong.....	Jazz
1950s.....	Ray Charles.....	Soul
1950s.....	Elvis Presley.....	Rock/Pop/Gospel/Blues
1960s.....	The Beatles.....	Rock/Pop
1960s and 70s.....	Joni Mitchell.....	Folk rock
1970s.....	Bob Marley.....	Reggae/Ska/Rocksteady

### Procedure:

- 1) Tell your students that an *innovator* is a person or organization who is one of the first to do something, or who opens up a new area or idea for others. Musical genres are constantly developing and changing, and there have been many “musical innovators” throughout history that have contributed to those changes. Black Violin is an example, with their unique style of blending classical and contemporary music.
- 2) Break students into groups of 5-6. Tell students that each group is to research a “musical innovator,” and create a presentation on that innovator for the class.
- 3) Assign each group to research one of the artists/groups listed in the “**Musical Innovators Timeline**” box above. **\*Note:** Explain to your students that these artists continue to influence music today. The dates listed in the timeline reflect the period in which they *created* their most influential work.
- 4) Tell students that their presentations must include the following: a) At least ten facts about their artist/group; b) Why their artist/group is considered a “musical innovator;” c) Information about the genre(s) of music associated with their artist/group; d) Musical selections by that artist/group to play for the class
- 5) Tell students they will begin by researching information about their artist or group to include in their presentation. They must use at least one book and one Internet source. They may use any presentation format of their choice. For example, they may create a video, poster, or perform a dramatic skit. If they wish, students may also perform a selection of music by their artist/group either on an instrument or vocally.
- 7) Students will research an artist or group of their choice considered to be a “musical innovator.” During the first class period, take the class to the library to search for books on their chosen artist or group. During the second class period, have the students search on the Internet for more information about their artist or group. Students will then be ready to begin planning their presentations.
- 7) Students will give their presentations in front of the class. Have students give their reports in chronological order according to the time period of their artist/group.

## Study Guide Survey

**Our goal is to provide you with study guides that will help your students learn as much as possible from each Peace Outreach Program performance. Your feedback is important to us, as it will help us create study guides that will be the most beneficial to you and your students. Please fill out the following survey to the best of your ability. You may refuse to answer any question. Thank you for your time and help.**

1) Grade level(s) you currently teach:

\_\_\_\_ 5<sup>th</sup>      \_\_\_\_ 6<sup>th</sup>      \_\_\_\_ 7<sup>th</sup>      \_\_\_\_ 8<sup>th</sup>  
\_\_\_\_ 9<sup>th</sup>      \_\_\_\_ 10<sup>th</sup>      \_\_\_\_ 11<sup>th</sup>      \_\_\_\_ 12<sup>th</sup>

2) Your gender: \_\_\_\_ Male \_\_\_\_ Female

3) What related arts courses do you teach (check all that apply)?

\_\_\_\_ Band    \_\_\_\_ Choir    \_\_\_\_ Dance    \_\_\_\_ Drama    \_\_\_\_ Orchestra    \_\_\_\_ Visual Arts

4) What did you like about this study guide?

5) Was there anything that you disliked about this study guide?

6) What did you find most useful about this study guide?

7) Was there any information that you expected to be included, but didn't see?

8) Do you have any suggestions for improving the quality of this study guide?

**Please mail surveys to:  
The Peace Center  
Department of Community Engagement and Learning  
101 West Broad Street, Greenville, SC 29601**