

Study Guide



Chapter 6 March 2, 2010

Study Guide Includes Activities Recommended for Grades 3-8



THE PEACE CENTER
FOR THE PERFORMING ARTS

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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: All grades (3-8): The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English; The student will write for a variety of purposes and audiences.

Music: Grades 3-8: The student will sing, alone and with others, a varied repertoire of music. The student will evaluate music and music performances.



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

http://www.peacecenter.org/education_outreach/show_listing.php

If you have any further questions, please contact Marjorie Buckner at mbuckner@peacecenter.org

About Chapter 6



Beginning as a college ensemble at Millikin University in Decatur, Illinois, Chapter 6 made their professional debut in 2002. The group has received numerous awards and recognition for their technique, performance, and original arrangements. Comprised of six vocalists and one arranger, Chapter 6 is the only vocal ensemble to win both The International Competition of Collegiate A Cappella (2001) and the prestigious National Harmony Sweepstakes (2004). Chapter 6 has also received honors from distinguished organizations such as the Contemporary A Cappella Recording Society and the Association for the Promotion of Collegiate Activities (A.P.C.A). In 2005, Chapter 6 was chosen "Entertainer of the Year" at the A.P.C.A. National Convention and received five 2005 A Cappella Community Awards.

Since 1999, the group has produced two collegiate recordings and two professional recordings, and has sold over 40,000 copies worldwide. Performances include a wide range of pieces from pop/rock covers and gospel, to signature pieces such as the group's own version of "The Wizard of Oz." Their contagious energy and exceptional musicianship have captured audiences of all ages.

About this Performance

Chapter 6's repertoire includes a variety of musical styles from pop/rock to jazz and gospel, as well as original pieces such as "The Wizard of Oz" and "Ode to Krispy Kreme." Comedic elements are present throughout their family-friendly shows. The performance is approximately 60 minutes long.



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: What is a cappella music?



- Explain to your students that a cappella music is singing without instrumental accompaniment. It can be sung by a single voice or several voices singing in harmony.
 - Ask your students if anyone has ever listened to a cappella music before. Tell them to describe their experiences. Did they like it? How was it different from other music they have heard?

Mini-Activity: In a cappella music, singers sometimes use their voices to mimic musical instruments. Have your students mimic the following instruments: an electric guitar, a flute, a violin, a trumpet. Ask them the following questions:

- 1) What differences did you hear in the sounds you made?
- 2) What were some differences in the way you used your mouth and voice to make the different sounds?
- 3) Were any of the sounds more difficult to make than the others? Explain.

Activity Two: What is beatboxing?

- Since a cappella artists sing without the backup of instruments, they create their own rhythms and drum-like sounds through a process called **beatboxing**. Beatboxing, also known as **vocal percussion**, is the art of creating beats, rhythms, and sound effects using only the human mouth. A good beatboxer can usually demonstrate a wide range of vocal skills.
 - **Bobby McFerrin** is a well-known musician and beatboxer. He can make a multitude of different sounds with his mouth, sounding like a one-man band. Show the following video to your students:

<http://www.youtube.com/watch?v=BWu9v-1ROBA>

~**Before viewing the video**, ask your students to make a mark on their paper for each different sound they hear Bobby make.

~**After viewing the video**, have your students share how many sounds they counted, and describe the different types of sounds they heard. Allow students to imitate some of the sounds heard on the recording. Ask them to share any other reactions they had to the video.

Activity Three: Discussion of Vocabulary

The following is a list of vocabulary terms that are relevant to the performance your students will see. It is recommended that you review these terms with your students prior to attending the performance.

Blend: In vocal music, this refers to the extent to which the voices “fit” together; if an ensemble blends well, then the result sounds like a layering of the same voice, as opposed to many different voices

Dynamics: The variations in volume (loud or soft notes) and style (long or short notes) of a musical piece

Harmony: The use of simultaneous pitches, or chords, that accompany the melody.

Melody: The tune, or sequence of notes, in a song.

Mood: The feeling or atmosphere that music creates

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.

Visualization: To see or form a mental picture. Sometimes music creates a clear picture in your mind.



During the Performance

Providing students with specific things to look for in advance will help them organize their thinking during the performance as well as recall what they have seen during post-performance discussion and activities. Before attending the performance, read the list below to your students. Ask them to pay attention to these things because you will be talking about them after the show.

- **Listen** for sounds the singers make that sound like musical instruments. **Watch** the way they form their mouths to make these sounds.
- **Listen** for beatboxing, or vocal percussion in the songs. If you close your eyes, can you tell that it is a human making the sounds?

Post-performance Lesson

- In the first post-performance lesson included in this study guide, students are to write a critique of the Chapter 6 performance. In the critique, they are to use the vocabulary terms listed in **pre-performance Activity 3**.
- Review the terms with you students before attending the performance. To help them in writing their review, ask them to think about the following questions during the performance:
 - 1) Listen for **blending** in the group's voices. Do their songs sometimes sound like a layering of the same voice? Do they sometimes sound like different voices?
 - 2) Do you hear variation in the **dynamics** used in each song??
 - 3) Do you hear **harmonies** the group creates with their voices?
 - 4) Do any of the songs make you feel a certain way, or create a specific **mood**?
 - 5) Do the singers change the **timbre** of their voices throughout the show? Do they ever seem to match the **timbre** of a particular musical instrument?
 - 6) Does the music ever lead you to **visualize** a particular person, place or thing?

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 enhances students' learning and helps them 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) What was your favorite part of the performance, and why?
 - 2) Did you feel like the group's voices blended together well? Explain.
 - 3) What is the purpose for choosing certain dynamics for each song? Give specific examples in your answers.
 - 4) Do you think the group did a good job of creating harmonies with their voices? Why or why not?
 - 5) Did any of the songs make you feel a certain way, or create a specific mood? Explain.
 - 6) Did the singers change the timbre of their voices throughout the show? Did they ever seem to match the timbre of a particular musical instrument? Explain, and give specific examples.
 - 7) Did the music ever lead you to visualize a particular person, place or thing? Explain.
 - 8) Did you have a favorite sound the beatboxer made? Explain.
 - 9) Do you think it would be fun to sing in an a cappella group like Chapter 6? Why or why not?
 - 10) Pretend you are a singer in an a capella group. If you could pick any song for your group to sing, what would it be, and why?

Activity Two: A Cappella Session

- Break students into groups of 5 or 6. Each group will be their own "a cappella band." Assign each group to a familiar song (e.g., Twinkle, Twinkle Little Star; Happy Birthday; Yankee Doodle Dandy; Mary Had a Little Lamb).
- Have each group choose an instrument to mimic. The groups will perform their songs by singing only "la" for each note (no words), with each member using their voice to sound like their chosen instrument.
- After each group has performed their song, their classmates will try to name that group's chosen instrument.

Language Arts and Music Lesson: Music Critic



Time: 60 minutes

Curriculum Standards

Grades 3-8

Language Arts/Writing: All grades (3-8): The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English; The student will write for a variety of purposes and audiences.

Music: Grades (3-5): The student will use appropriate music terminology to explain their personal preferences for specific works and styles. The student will apply music concepts when judging the quality of their own performances and those of others and when offering constructive suggestions for improvement.

Grades 6-8: The student will apply specific and appropriate criteria for evaluating and improving performances, compositions, arrangements, and improvisations.

Lesson Objective: Students will write a music review of the *Chapter 6* performance, including evaluations of the performance based on the vocabulary terms listed in pre-performance Activity 3.

Procedure:

- 1) After visiting The Peace Center, tell students that they are going to write a review of the performance. Explain that reviews should contain enough information and opinion that a reader who hasn't seen the performance would be able to decide if he/she wanted to go.
- 2) Review the **vocabulary terms** listed in **pre-performance Activity Three**. Tell students they are to include evaluations of the performance based on these terms in their reviews. Write the list of terminology on chart paper. Go through each question/point included in the list of things to look for **During the Performance**. Write student responses on chart paper.
- 3) Students will write a music review of the *Chapter 6* performance.

Ask students to share their reviews with one another, as well as The Peace Center. Mail letters and reviews to:

The Peace Center
Department of Community Engagement and Learning
101 West Broad Street
Greenville, SC 29601

What is a Music Critic?

A critic is an expert on a particular subject, who tries out a product or service and writes a review to help other people decide whether or not they want to spend their money on it. A music critic is someone who reviews music and publishes their opinion of the performance in books, journals, or on the internet.

A good review doesn't necessarily mean that the critic enjoyed him or herself; what makes a review good is if it includes a helpful description of what happened (objective/fact) as well as the critic's opinions about it (subjective/ opinion). All statements of opinion should include the reasoning behind them—not just whether or not something was good, but why.

Have fun writing!

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:

____ 5th ____ 6th ____ 7th ____ 8th
____ 9th ____ 10th ____ 11th ____ 12th

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**