1: Music to My Ears
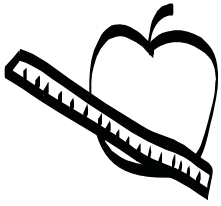## Based on the District of Columbia quarter

OBJECTIVE

The student will identify different music genres. The student will identify qualities, histories, and persons associated with different musical genres.

MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of each of the following:
  - "District of Columbia Quarter Reverse" page
  - "Music Genre Research" worksheet
  - "Music Genre Poster Rubric"
- Copies of the following:
  - "Music Genre Research" worksheet
  - "Music Genre Poster Rubric"
  - "Exit Slip" worksheet
- Copy of the Resource Guide (available at www.usmint.gov/kids)
- 1 class map of the United States and its territories
- Journals or writing paper
- 1 recording of a song composed and performed by Duke Ellington
- Chart paper
- 1 copy of a text that gives information about the life and contributions of Duke Ellington, such as:
  - *Duke Ellington: King of Jazz* by Elizabeth Rider Montgomery
  - *Duke Ellington: The Piano Prince and His Orchestra* by Andrea Pinkney
  - *Duke Ellington (Getting to Know the World's Greatest Composers)* by Mike Venezia
  - *Duke Ellington* by Richard Terrill
- Computers with Internet access
- Large pieces of poster board

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PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
  - "District of Columbia Quarter Reverse" page
  - "Music Genre" worksheet
  - "Music Genre Poster Rubric"
- Make copies of each of the following:
  - "Music Genre Research" worksheet (1 per student)
  - "Music Genre Poster Rubric" (1 per student)
  - "Exit Slip" worksheet (half sheet per student)
- Cut the "Exit Slip" worksheets in half.
- Gather recording composed and performed by Duke Ellington for Session 1. (Make sure playing the recording aligns with laws and school policy.)
- Create a K-W-L chart on chart paper for session 1.
- Locate an age-appropriate text that gives basic information about Duke Ellington (see examples under "Materials").
- Arrange to use the school computer lab for one session.
- Bookmark Internet sites that contain information on genres of music, composers and artists of those genres, and compositions of those genres.
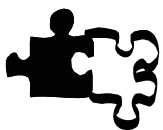- Gather pieces of poster board (1 per group)

GROUPINGS
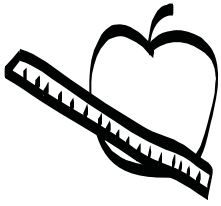
- Whole group
- Small group
- Individual work

CLASS TIME

Four 45- to 60-minute sessions

CONNECTIONS

- Social Studies
- Language Arts
- Art
- Music

Music to My Ears

TERMS AND CONCEPTS

- Quarter
- Genre
- Obverse (front)
- Jazz
- Reverse (back)
- Territory

BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Composer
- Biography
- Composition
- Narrative
- Timeline
- Writing process

STEPS

Session 1

1. Describe the 50 State Quarters® Program and the District of Columbia and U.S. Territories Quarters Program for background information, if necessary, using the example of your own state's or territory's quarter. Then display the "District of Columbia Quarter Reverse" overhead transparency or photocopy. Tell the students that the back of a coin is called the reverse, and "obverse" is another name for the front. Locate the District of Columbia on a classroom map. Note its position in relation to your school's location.

2. With the students, examine the coin design. Have the students identify the images and the writing in this design. Ask the students for ideas on what the images are and what they may represent. After listening to the student responses, refer to the Resource Guide for a description of the design. Emphasize the image of Duke Ellington.

3. Have the students take out their journals or a sheet of writing paper. Without telling the students who the recording's composer or performer is, play a song composed and performed by Duke Ellington. Have the students draw a picture or write down some ideas about what the song means to them or brings to their mind.

4. Have the students share their drawings or writings. Write common ideas on the chart paper.

5. Tell the students that the recording they listened to was by Duke Ellington, the musician and composer on the coin reverse. Ask the students if they know anything about Duke Ellington and his music. Complete the "K" section of the K-W-L chart.

6. Ask the students what they would like to know about Duke Ellington and his music. Complete the "W" section of the K-W-L chart.

7. Introduce the students to the selected text about Duke Ellington. As a group, preview the text. Read the selected text or appropriate sections of the selected text to
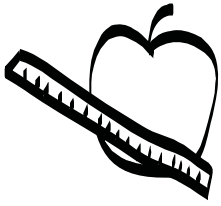
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the class and attend to any unfamiliar vocabulary and concepts. During the reading, students should attend to any clues about Duke Ellington. Chart the students' ideas in the "L" section of the K-W-L chart. After concluding the selected text, review the K-W-L chart.

8. Distribute an "Exit Slip" worksheet (half sheet) to each student. Have the students answer the printed question about why they think Duke Ellington is on the District of Columbia quarter. Allow the students time to answer the question, then collect the worksheets.

Session 2

1. Display and review the K-W-L chart from the previous session. Emphasize the fact that Duke Ellington wrote and performed jazz music. Tell the students that jazz is one of many genres of music. A genre is a style or category of music based on similarities between different musical pieces. Record definition of "genre" onto chart paper. Record "jazz" on the chart as one genre.

2. Ask the students if they know of any other genres of music besides jazz. Responses may include classical, blues, country, rock, hip hop, folk, and pop. Record student responses on the chart paper.

3. Explain to the students that they each will be writing a narrative and, in groups of four, creating a poster on a music genre. The poster will contain a collaborative group narrative, images, a brief timeline, and a creative title, all of which relate to the group's ["assigned" or "chosen"?] genre of music. Each member of the group will create a narrative to be turned in. As a group, the students will create a collaborative narrative to display on the poster. You might give the students the option of bringing in recordings to illustrate their poster's genre.

4. Display the transparency of the "Music Genre Research" worksheet. Review the directions with the students.

5. Distribute a "Music Genre Research" worksheet to each student. Assign the students to groups of four. Display the "genre" chart from Session 1 and have the students choose from the chart the genre of music their group would like to research. Encourage students to explore an unfamiliar genre of music. Have the students record their group's genre choice on their worksheets.

6. Take the students to the computer lab and allow them time to complete their research.

7. For homework, have the students complete a rough draft of their narrative.

Session 3 and 4

1. Review the information from the previous session.
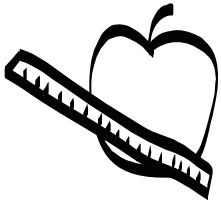
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2. Display the transparency of the "Music Genre Poster Rubric." Review the writing process and the rubric with the students.

3. Distribute a "Music Genre Poster Rubric" to each student. Allow enough time for the students to individually edit the rough drafts of their narratives, write their final drafts, and write a collaborative narrative as a group. Collect the individual student narratives.

4. Distribute poster board, on piece per group. Have the students design their posters including the collaborative narratives and complete the rubric when they are finished.

5. Collect the rubrics.

6. Have students briefly share their posters and narratives with the class. Play a selection from each of the genres of music during the presentation.

7. Collect the posters and display them in the room.

ASSESSMENT

Use the "Music Genre Poster Rubric" to evaluate whether the students have met the lesson objectives.
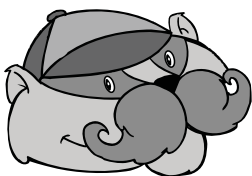
ENRICHMENTS/EXTENSIONS

- Have students create a multimedia presentation on a music genre to include samples of recordings from the genre.
- Have the students do a gallery walk or present their posters to another class.

DIFFERENTIATED LEARNING OPTIONS

- Have articles already copied or bookmarked.
- Have the students use video or visual media to find information.

CONNECTION TO WWW.USMINT.GOV/KIDS

Have students learn more about Tennessee's music with February 2002's Coin of the Month at www.usmint.gov/kids/coinNews/coinOfTheMonth/2002/02.cfm. Then try out the accompanying Teacher Feature, "Listen Closely," at www.usmint.gov/kids/teachers/features/2002/02.cfm.

Name _____

Exit Slip

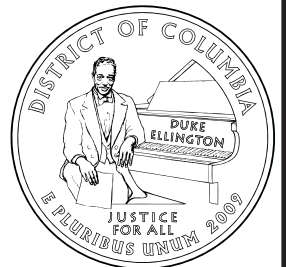Why is Duke Ellington on the reverse of the District of Columbia quarter?

_____

_____

_____

_____

_____
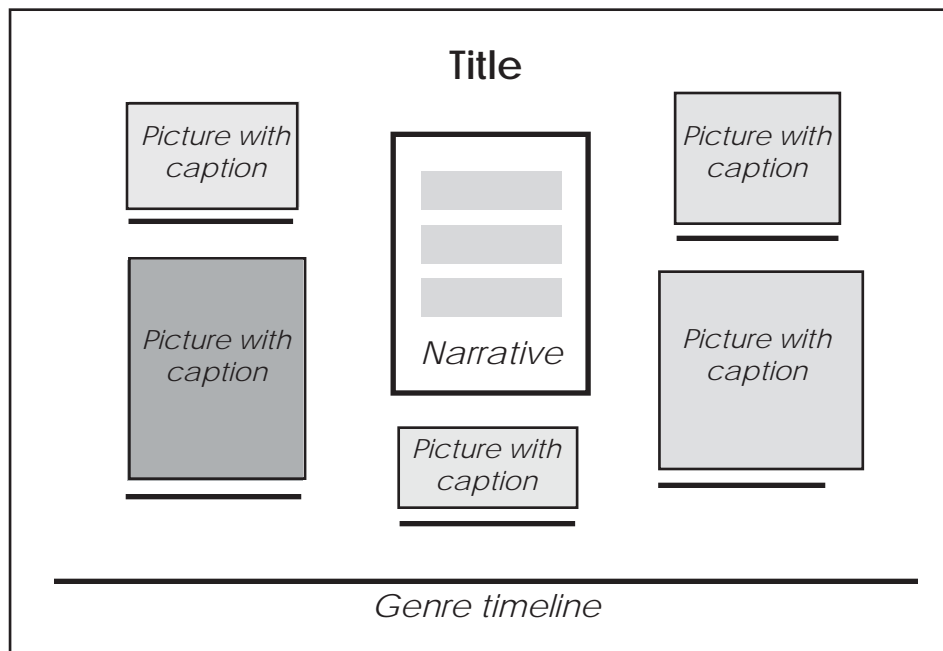

Name _____

Music Genre Research

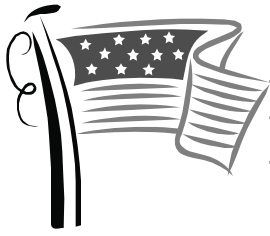**NAMES OF GROUP MEMBERS:** _____

_____

MUSICAL GENRE: _____

Directions: As a group, design a poster to display information about a particular genre of music. The poster should include the following items:

1. A title for your poster. Be creative!

2. A written narrative two to three paragraphs in length. The narrative should in-clude a short history of the genre, some major composers or artists of the genre, and distinct attributes of the genre.

3. Drawings or images that clearly relate to the music genre you have chosen. Please make sure to label your images and provide citations if necessary.

4. A brief timeline of the genre (include at least 5 major dates).

Make sure you follow the writing process when you are writing your narrative.

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                                  Title

   ┌──────────┐          ┌──────────┐          ┌──────────┐
   │ Picture  │          │          │          │ Picture  │
   │ with     │          │          │          │ with     │
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   │ with     │          └──────────┘          │ with     │
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                     Genre timeline
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SAMPLE POSTER LAYOUT

Name _____

Music Genre Poster Rubric

Teacher Name: _____

Group Members: _____

_____

CATEGORY	4	3	2	1	Self	Teacher
Use of Class Time	Used time well and focused on project. Never distracted others.	Used time well and usually focused on project. Never distracted others.	Sometimes used time well and focused on project. Occasionally distracted others.	Seemed to use time poorly and ignore the project OR often distracted others.		
Group Participation	Student always contributed positively to the group and worked well with group.	Student mostly contributed positively to the group and worked well with group.	Student usually contributed positively to the group and worked well with group.	Student seldom contributed positively to the group or worked well with group.		
Graphics and Images	All graphics related to and clarified the topic. All borrowed graphics had a source citation.	Most graphics related to and clarified the topic. All borrowed graphics had a source citation.	Many graphics related to and clarified the topic. Most borrowed graphics had a source citation.	Graphics did not relate to the topic OR borrowed graphics did not all have a source citation.		
Labels	All items of importance on the poster were clearly labeled.	Most items of importance on the poster were clearly labeled.	Several items of importance on the poster were clearly labeled.	Few items are labeled OR labels were too small.		
Required Elements	All of the required elements were included.	Most of the required elements were included.	Some of the required elements were included.	Few of the required elements were included.		
Knowledge Gained	Student answered all questions about the poster's content and creation.	Student answered most questions about the poster's content and creation.	Student answered some questions about the poster's content and creation.	Student answered few questions about the poster's content and creation.		
Content and Accuracy	All of the facts in the display and the narrative are accurate.	Most of the facts in the display and the narrative are accurate.	Some of the facts in the display and the narrative are accurate.	Few of the facts in the display and the narrative are accurate.		
Grammar	There are no grammatical mistakes on the poster.	There are few grammatical mistakes on the poster.	There are some grammatical mistakes on the poster.	There are many grammatical mistakes on the poster.		
Mechanics	There are no errors in capitalization or punctration.	There are one or two errors in capitalization or punctuation.	There are some errors in capitalization or punctuation.	There are quite a few errors in capitalization or punctuation.		
TOTALS						

Grades Four Through Six

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