

# **Singing the Blues with Rock, Raptn Roll**

## **Sixth-grade General Music Blues Unit**

**Ann Winze**

### **OBJECTIVE**

Students will compose a Chicago blues arrangement with Rock, Raptn Roll software. The arrangement is to be three choruses in length and will accompany blues lyrics previously written by the students.

### **PURPOSE**

Sixth-grade students have completed the following activities in their study of jazz and the blues:

- Listen to and discuss various jazz and blues recordings.
- Perform and record 2Orffinn Blues by Laurie Zentz on Orff mallet instruments.
- Write and record blues lyrics over a given 12-bar blues progression in GarageBand.

The Rock, Raptn Roll exercise will help students identify the instrumentation of the Chicago blues and reinforce their understanding of 12-bar blues progression. Students will also be required to compose within a given form.

### **MATERIALS NEEDED**

- Computer Lab with Rock, Raptn Roll CD ROM installed on each computer
- Administrative Computer with projection capability
- Headphones for each computer
- Microphone
- Blues Lyrics

### **ANTICIPATORY SET**

- Students listen to 2Mannish Boys by Muddy Waters and identify the instrumentation in their musical journals.
- Students also listen to and identify the instruments used in Robert Johnson's 2Cross Road Blues.
- Compare and contrast the instrumentation of both pieces.

### **PROCEDURE**

- Students review the form of the 12-bar blues.
- Open the blues page from the menu of Rock, Raptn Roll on the administrator computer and demonstrate the various functions.
- Allow students five minutes to experiment with the different sound loops.

# Rock Rap N Roll School Version Teaching Guide

**Mona O'Moore, Stephen James Minton**



## **Rock Rap N Roll School Version Teaching Guide:**

*A Teacher's Guide to Multisensory Learning* Lawrence Baines, 2008-10-15 Learn how to engage the senses to help students improve their literacy skills and make the most of their interests and abilities      **A Tribute to Woody Guthrie and Leadbelly, Teacher's Guide** Will Schmid, 1990 Provides notes on objectives and strategies ideas for student activities and all the pages contained in the student textbook not including the music as well worksheets and quizzes for students

**All Music Guide to Rock** Vladimir Bogdanov, Chris Woodstra, Stephen Thomas Erlewine, 2002-04 This fun to read easy to use reference has been completely updated expanded and revised with reviews of over 12 000 great albums by over 2 000 artists and groups in all rock genres 50 charts      *Spotlight on General Music* The National Association for Music Education, MENC:, 2007-01-15 General music teachers at all levels elementary middle school and high school will find ideas suggestions and lesson plans for teaching to the National Standards in this publication Includes sections on teaching each of the nine standards as well as chapters about general music assessment and alternative strategies such as Orff and Kodaly Article topics include singing composition improvisation and guitar      **Learning to Teach Music in the Secondary School** Chris Philpott, 2001 Learning to Teach Music in the Secondary School is intended to support student teachers newly qualified teachers and more experienced music teachers in their professional development Topics covered include the place of music in the curriculum the nature of musical learning planning managing and assessing musical learning school examinations and music music outside of the curriculum One of the main premises of the book is that music needs to be taught musically with specific reference to both the nature of music itself and its metaphorical significance It is important that music itself guides what goes on in the music classroom if we are to motivate our pupils and help them to fulfil their potential as musicians This book will help student teachers to develop their subject knowledge teaching skills understanding of the wider issues and their ability to reflect on classroom practice      **Developing an All-School Model for Elementary Integrative Music Learning**

Carol E. Reed-Jones, 2014-03 The purpose of this study was to investigate the potential for increasing informal music making in elementary school culture and create a model of such music making Precedence for this model can be found in the literature of ethnomusicology educational psychology and learning theory multicultural music education and cultural anthropology Literature from four distinct traditions and contexts of music making in integrative sociocultural contexts sub Saharan African ngoma and Community Music as manifested in New Orleans second lines old time music and dance and summer camp music making was parsed with a philosophical lens to determine and assess possible areas of intersection between these four participatory cultures and North American public school culture Each of these five areas was examined through a comprehensive review of literature to define their salient characteristics These characteristics were sorted to determine commonalities between areas and the zones of intersection became the basis for a speculative model of integrative music learning featuring the inclusion of musical opportunities and interludes throughout the school day thus taking school

music beyond the confines of the music room Instruction in music classes would still continue enhanced in this model by supplemental learning opportunities inspired by the informal learning of traditional world musics the participatory practice of New Orleans second line parades old time music and dance and summer camp music culture This model of integrative learning is also informed by current educational best practices such as child centered learning peer tutoring experiential learning and multicultural perspectives It acknowledges the diversity of traditions consulted while aiming for the unity in their seemingly disparate disciplines Five universal characteristics were uncovered in the search for areas of intersection between North American elementary school culture child culture ngoma music making and Community Music style music making in New Orleans old time music and dance and summer camp contexts a Song b play c informal learning as evidenced by oral tradition peer tutoring self learning d kinesthetic learning and e contextualized learning as evidenced in the sociocultural uses of music and situated learning This model strives for the enactment of school music as a vital and integral part of daily school culture

**Learning to Teach Music in the Secondary School** Christopher Philpott, Gary Spruce, Senior Lecturer in Education Gary Spruce, 2005-08-12 Packed full with tasks activities and reflections to help student teachers to integrate the theory and practice of music education this book aims to develop open and reflective practitioners who will critically examine their own and others ideas about music education and the way in which children learn music

**The Popular Music Teaching Handbook** B. Lee Cooper, Rebecca A. Condon, 2004-04-30 The function of print resources as instructional guides and descriptors of popular music pedagogy are addressed in this concise volume Increasingly public school teachers and college level faculty members are introducing and utilizing music related educational approaches in their classrooms This book lists reports dealing with popular music resources as classroom teaching materials and will stimulate further thought among students and teachers It focuses on the growing spectrum of published scholarship available to instructors in specific teaching fields art geography social studies urban studies and so on as well as on the multitude of general resources including biographical directories and encyclopedias of artist profiles Building on two recent publications Teaching with Popular Music Resources A Bibliography of Interdisciplinary Instructional Approaches Popular Music and Society XXII no 2 Summer 1998 and American Culture Interpreted through Popular Music Interdisciplinary Teaching Approaches Bowling Green State University Popular Press 2000 this volume focuses on the growing spectrum of published scholarship that is available to instructors in specific teaching fields art geography social studies urban studies and so on as well as on the multitude of general resources including biographical directories and encyclopedias of artist profiles

**Lesson Plans for Creating Media-rich Classrooms** Mary T. Christel, Scott Sullivan, 2007 Contains twenty seven lesson plans designed to help teachers integrate media literacy concepts and skills into the curriculum each with a rationale activity and assessment and adaptation suggestions covering photography multimedia video print graphic novels music video games and advertising Includes a companion CD CD-ROMs in Print , 2003 **Teachers, Teaching, and Media** , 2019-06-24

Popular representations of teachers and teaching are easy to take for granted precisely because they are so accessible and pervasive. Our lives are intertextual in the way lived experiences overlap with the stories of others presented to us through mass media. It is this set of connected narratives that we bring into classrooms and into discussions of educational policy. In this day and time with public education under siege by forces eager to deprofessionalize teaching and transfer public funds to benefit private enterprises, we ignore the dominant discourse about education and the patterns of representation that typify educator characters at our peril. This edited volume offers a fresh take on educator characters in popular culture and also includes important essays about media texts that have not been addressed adequately in the literature previously. The 15 chapters cover diverse forms from literary classics to iconic teacher movies to popular television to rock n roll. Topics explored include pedagogy through the lenses of gender, sexuality, race, disability, politics, narrative, archetypes, curriculum, teaching strategies, and liberatory praxis. The various perspectives represented in this volume come from scholars and practitioners of education at all levels of schooling. This book is especially timely in an era when public education in the United States is under assault from conservative political forces and undervalued by the general public. Contributors are Steve Benton, Naeemah Clark, Kristy Liles, Crawley, Elizabeth Currin, Mary M Dalton, Jill Ewing, Flynn, Chad E Harris, Gary Kenton, Mark A Lewis, Ian Parker, Renga, Stephanie Schroeder, Roslin Smith, Jeff Spanke, and Andrew Wirth. Library of Congress Catalog: Motion Pictures and Filmstrips Library of Congress, 1968. The Oxford Handbook of Applied Ethnomusicology Svanibor Pettan, Jeff Todd Titon, 2015. Applied studies scholarship has triggered a not so quiet revolution in the discipline of ethnomusicology. The current generation of applied ethnomusicologists has moved toward participatory action research involving themselves in musical communities and working directly on their behalf. The essays in The Oxford Handbook of Applied Ethnomusicology edited by Svanibor Pettan and Jeff Todd Titon theorize applied ethnomusicology, offer histories and detail practical examples with the goal of stimulating further development in the field. The essays in the book are all newly commissioned for the volume, reflect scholarship and data gleaned from eleven countries by over twenty contributors. Themes and locations of the research discussed encompass all world continents. The authors present case studies encompassing multiple places other than that discuss circumstances within a geopolitical unit, either near or far. Many of the authors consider marginalized peoples and communities; others argue for participatory action research. All are united in their interest in overarching themes such as conflict, education, archives, and the status of indigenous peoples and immigrants. A volume that at once defines its field, advances it, and even acts as a large scale applied ethnomusicology project in the way it connects ideas and methodology. The Oxford Handbook of Applied Ethnomusicology is a seminal contribution to the study of ethnomusicology, theoretical and applied. **The Prevention Pipeline**, 2000. **The Musical Classroom** Patricia Hackett, Carolyn A. Lindeman, 2001. With the help of The Musical Classroom, students can develop the understandings and skills they need to teach elementary school music. This market leading text is a comprehensive resource providing

backgrounds for teaching music and learning instruments and music fundamentals It offers forty eight model experiences for teaching music kindergarten through grade five and a song anthology of over 140 songs Special features in the Fifth Edition a CD of fifty nine songs and instrumental pieces used in the forty eight model lessons National Standards for Music Education listed on the inside back cover of the book extensive resource list categorized by topics such as advocacy jazz movement Orff Schulwerk Web sites and ten others updated information on technology and music software special learners and elementary music series and numerous independent small and large group projects for college students to create their own lessons use the National Standards for Music Education evaluate music software assess instructional materials and much much more BOOK JACKET Title Summary field provided by Blackwell North America Inc All Rights Reserved

**Career Guide to Industries, 2000-01** Bureau of Labor Statistics (DOL), Washington, DC., United States Government Printing Office, 2000 This document provides information on the nature working conditions and employment opportunities of 42 industries that accounted for nearly 3 of 4 wage and salary jobs in 1998 The following are among the types of information provided for each industry discussed 1 nature of the industry goods produced and services provided individual segments production processes changes occurring in technology and business practices 2 working conditions physical environment hours of work physical activities essential to successful job performance proportion of part time workers rate of job related injury and illness extent and frequency of travel 3 employment number of wage and salary jobs number of self employed persons data on workers age concentration by state unusual characteristics of workers 4 occupations in the industry job titles in the industry current and projected wages and salaries by occupation 5 training requirements and advancement opportunities formal education training and experience required paths of career advancement opportunities for self employment 6 earnings and 7 outlook projected rates of job growth decline and factors likely to influence them The industries profiled are as follows agriculture mining and construction manufacturing transportation communications and public utilities wholesale and retail trade finance and insurance services and government A total of 197 tables figures are included MN *All Music Guide* Vladimir Bogdanov, Chris Woodstra, Stephen Thomas Erlewine, 2001-11 Arranged in sixteen musical categories provides entries for twenty thousand releases from four thousand artists and includes a history of each musical genre Teaching Media Literacy Belinha S. De Abreu, 2019-05-20 Inside readers will find a wealth of intelligently crafted ready to use lesson plans and activities designed to help promote critical thinking skills for K 12 students making this a perfect teaching resource for school and public librarians educators and literacy instructors *When Music Goes to School* Danette Littleton, 2015-09-04 Experts in child psychology and pedagogy concur that how children are schooled today seriously conflicts with how they learn and develop Children are being left behind and the promises and possibilities of childhood are slipping away This book aims to disclose a deeper understanding of music s importance in children s lives and their need to know explore wonder and play Directed toward music teachers teacher educators and scholars this text invites

inquiries and provides insights into contemporary challenges to learning and teaching in an era of standardization A compendium of essays classroom voices and vignettes is supported by relevant research in music education and companion disciplines in psychology philosophy and sociology Storytelling with scholarship contributes authenticity and strengthens the premise of this book Dealing with Bullying in Schools Mona O'Moore, Stephen James Minton, 2004-10-08 jargon free and concise This is a very readable thorough and practical book of use to young people parents and in particular to school staff in preventing and dealing with bullying Counselling Children and Young People CCYP the authors drive home the strong message that bullying should never be accepted and how it can be life threatening There is clear evidence that the training is based on current research I found the format innovative with the excellent add on of being able to download PowerPoint training slides from the publisher s website Emotional and Behavioural Difficulties Highly readable and practical this is a book that provides details of specific ways in which members of the of the school community can collaborate to reduce the incidence of bullying in their school Teacher This is a clearly written and well designed resource It is likely to be of value to anyone wishing to develop active anti bullying policies in schools and is designed for use as a staff development tool over a period of time but is also focused on the needs of parents children and young people themselves It provides some excellent guidance on writing an anti bullying policy a useful overview of practical strategies to prevent and counter bullying helpful advice for parents of children who are being bullied or children who are involved in bullying others SENCO Update I like the book s message Bullying is an activity rather than a stereotypical role It s no blame approach aims to modify behaviour to avoid provoking a cycle of escalating violence The Psychologist This excellent book begins by dispelling some myths hoping to offer schools constructive ways to tackle this deep seated problem Clear courses of action are set out including some for parents whose children are bullying others and there are photocopiable training resources in the appendices TES Special Needs This is a carefully considered and road tested book that could be an invaluable resource to staff seeking to develop their school s response to bullying Journal of In Service Education Dealing with Bullying in Schools is a very readable book and should be available in every school in the country What the book emphasizes is that bullying is everyone s problem not merely teacher This includes the Head of the school parents and everyone who is part of the community within the school Dr L F Lowenstein Educational Clinical and Forensic Psychological Consultant The book is strong on practical information including handouts and overhead projector sheets for training staff students and parents Geoff Barton Times Educational Supplement Friday Magazine Developed from training courses run by the two authors on the subject of dealing with bullying in schools this book is designed to work as a training manual It is geared towards the needs of the class teacher the school management team the bullied the bullies and the parents of both parties Each chapter offers a set of resources with commentaries for these different groups so that the reader is provided with a complete pack of advice guidance and resources The book includes a step by step guide to formulating an anti bullying policy for your school suggested strategies

for countering and preventing bullying detailed advice on working with parents clear guidance for parents on what to do if their child is being bullied or is doing the bullying tailor made presentations to use with colleagues and parents Anyone involved in this issue in a school setting should find this book invaluable To download the PowerPoint slides from the Appendices please click on Sample Chapters and Resources to the left



## Unveiling the Power of Verbal Beauty: An Psychological Sojourn through **Rock Rap N Roll School Version Teaching Guide**

In some sort of inundated with monitors and the cacophony of instant transmission, the profound power and psychological resonance of verbal artistry usually diminish in to obscurity, eclipsed by the regular barrage of noise and distractions. Yet, nestled within the lyrical pages of **Rock Rap N Roll School Version Teaching Guide**, a interesting work of fictional elegance that impulses with raw emotions, lies an memorable journey waiting to be embarked upon. Published with a virtuoso wordsmith, that enchanting opus courses viewers on a mental odyssey, lightly revealing the latent potential and profound influence embedded within the intricate internet of language. Within the heart-wrenching expanse with this evocative evaluation, we shall embark upon an introspective exploration of the book is key subjects, dissect its charming publishing model, and immerse ourselves in the indelible impact it leaves upon the depths of readers souls.

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