

Discovery Series

2019-2020
Resource Guide



Black Violin

Tuesday, November 5, 2019

11:30 a.m. ONLY

Schuster Center

Produced and performed by Black Violin

Curriculum Connections

Discovery Series

Welcome to the 2019-2020 Discovery Series at Victoria Theatre Association. We are very excited to be your education partner in providing professional arts experiences to you and your students!

BLACK VIOLIN is a one of a kind experience. Kev Marcus and Wil B bring their unique blend of a variety of music genres and their talent with the violin and viola to inspire and excite audiences. They have performed and worked with Alicia Keys, Kanye West, Tom Petty, and Aerosmith. We are excited to have their talent here with us.

The information and activities in this resource guide have been carefully crafted to help you and your students explore the many ways a live theatre experience can open up learning opportunities. Grade level icons will help you determine which activities are good for students, too. And don't forget to take advantage of the local resources listed inside to extend the play-going experience and make even more curricular connections for you and your students. Thank you again and welcome!

The Education & Engagement Team



You will find these icons listed in the resource guide next to the activities that indicate curricular connections. Teachers and parents are encouraged to adapt all of the activities included in an appropriate way for your students' age and abilities. BLACK VIOLIN fulfills the following Ohio and National Education Standards and Benchmarks for third grade through twelfth grade.



Ohio's New Learning Standards Related to BLACK VIOLIN

English Standards: RL.3.5, RL.4.5, RL.5.2, RL.5.5, RL.5.7, RL.6.2, RL.7.2, RL.8.2, RL.8.3, RL.8.5, RL.11-12.3

Social Studies: HERITAGE

Arts: 3CE, 8CE, 7CE, 1RE, 1RE, 2RE

This resource guide was created by Natalie Katona. All activities are available for distribution and use in the classroom or at home.

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About the Play



Black Violin is a live blend of classical, hip-hop, rock, R&B, and blue-grass music. They are accompanied by their incredible band, featuring ace turntable whiz DJ SPS and a drummer. In the past year they have performed for more than 100,000 students. Since starting Black Violin a little over a decade ago, Wil Baptiste and Kevin “Kev Marcus” Sylvester have performed an average of 200 shows a year in 49 states and 36 countries as far away as Dubai, Prague and South Africa. Their groundbreaking collaborations have led them to play their music for U.S. troops in Iraq, the official President’s Inaugural Ball, and the Kids Inaugural in Washington, D.C.



Spotlight on Kev Marcus and Wil B.



Kev Marcus is the stage name of Kevin Sylvester. His mother was the person encouraged him to take violin lessons. He hopes that his performances inspires his audiences to think about how they could do things differently in their lives and how to be unique to themselves and their goals. Kev Marcus studied at Florida International University.



Wil B is the stage name of performer Wilner Baptiste. When he first started out in music, he wanted to study the saxophone. However, a scheduling error put him in classes for the viola and he decided to stick it out. When he performs, he wants to leave as better people than when they arrived. Wil B studied at Florida State University.

Ohio Spotlight



Dayton is known as The Land of Funk, due to its large contribution to the genre of music. Funk is a genre of music that was mainly generated in the 1970s in African-American communities. It is a mixture of soul music, jazz, and R&B. Dayton was home to some formidable groups in Funk. The Ohio Players were Dayton funk musicians who were the artists who originated the number-one pop hits in 1975 and 1976: “Fire” and “Love Rollercoaster”. Slave, another funk group out of Dayton, started after a member of the Ohio Players brought his nephew back to Dayton! Other groups that came out of Dayton were Faze-O, Heatwave, Lakeside, and Zapp. The mural (pictured to the right) commemorates the importance of Funk in Dayton. You can find the mural title “Land of Funk” on Stone Street, near the Oregon District.

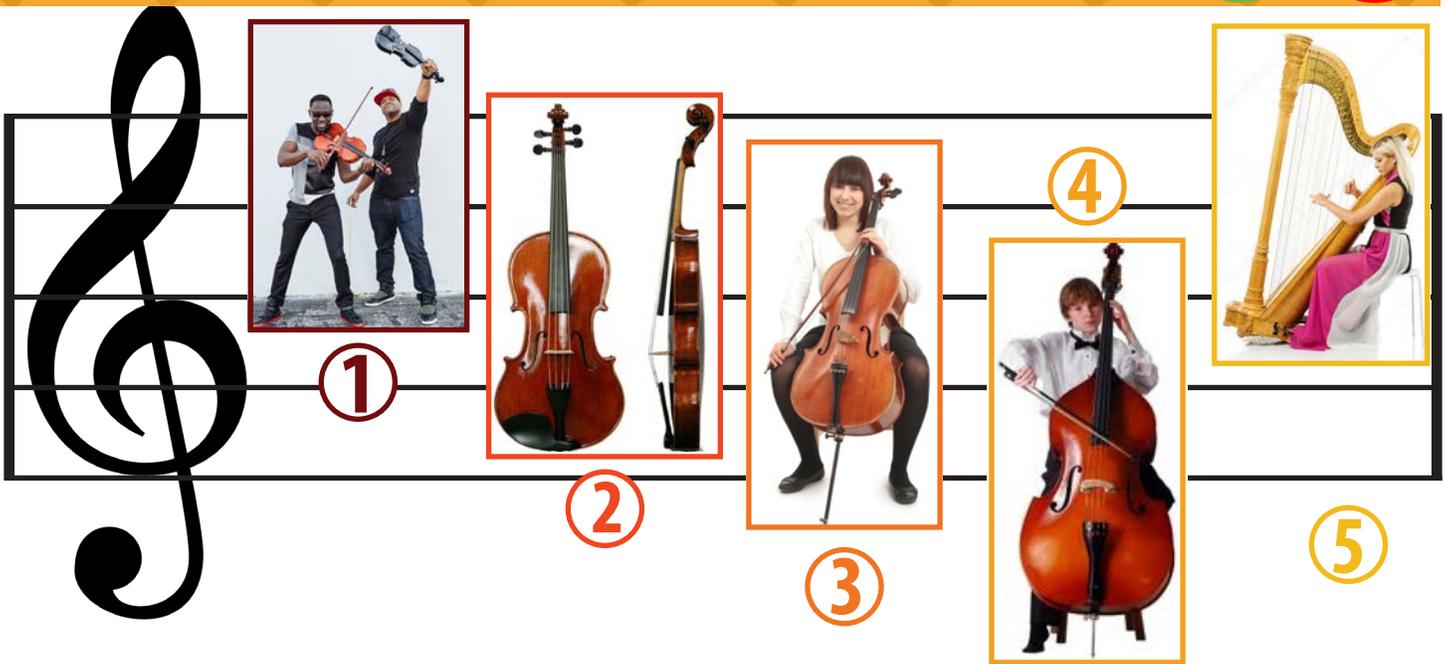


Pre-Show Conversation Starters

BLACK VIOLIN is a show that spans several genres of music. Kev Marcus and Wil B draw upon influences from classical, hip-hop, rock, R&B, and bluegrass music. Students can reflect on these questions before coming to see the show:

1. What is your relationship with music? Do you play an instrument? Sing in a chorus?
2. What are your favorite genres or types of music?
3. What are the different ways music is used in the world?
4. What are the ways music expresses emotions? (tempo, timbre, pitches)
5. What are the ways music is used to tell a story?

Different Stringed Instruments



1. The violin makes the highest sound in the orchestra. First violins play the melody of the piece while second violins play between the melody and harmony. You play the violin by resting it between your chin and left shoulder while moving a bow across the strings or plucking the strings with your right hand.

2. The viola is slightly larger than the violin and has thicker strings. An orchestra will have 10-14 violas and they play the harmony of the piece. You play the viola the same way you play the violin.

3. The cello is four feet long and has a variety of pitches it can accomplish. It is also the instrument that sounds the most like the human voice. An orchestra will have 8-12 cellos. You play the cello sitting down while it rests on the ground. The instrument also sits between your legs and rests against your left shoulder.

4. The double bass is over six feet long and is the biggest instrument in the string family. The orchestra will have 6-8 double basses. Musicians will stand while playing the instrument and have it rest against their left shoulder.

5. The harp is six feet tall and shaped like the number 7. It contains 47 strings of different lengths which are plucked by your fingers to play different notes. The harp also has foot pedals that will change the pitch of the strings.

Black Violin's Different Music Influences



At the show, you will experience a variety of different music stylings and genres! These are some of the genres you may be able to pick out:



Classical music is defined as music written primarily throughout Europe during the time period of 1750 to 1830. The benchmark of Classical music is identifying the form in which it is written. Classical scores were written and named for their forms. Examples of the various forms include minuet, trio, sonata, and rondo. Instruments commonly used in the genre featured the string family (violin, viola, cello, harpsichord, piano) and woodwind family (clarinet, flute, oboe). Well-known composers of the Classical era include Mozart (pictured left), Beethoven, Vivaldi, and Bach.

Bluegrass music originated from the stories and songs of European immigrants who settled in the Appalachian region of the United States (Tennessee, Kentucky, Virginia, West Virginia, North and South Carolina). The first known performance of a band that identified with the term "bluegrass" took place in 1939 at the Grand Ole Opry, by Bill Monroe and the Blue Grass Boys. In the 1940s, bluegrass music incorporated one of its signature sound instruments: the banjo. Other instruments that help make this genre unique include the string bass, resonator guitar (Dobro), harmonica, mandolin, and fiddle. Well-known bluegrass musicians include Alison Krauss, the Avett Brothers, Nickel Creek, and Mumford and Sons (pictured left).



Rock is a genre of music that gets its origins in rock and roll and pop music during the late 1960s. The instruments featured in a rock piece include electric guitar, electric bass, drums, and vocals. Rock songs will use a verse-chorus format where it will give a new verse of lyrics and then have the chorus repeat itself throughout the song. Some subgenres of rock include punk, glam rock, soft rock, heavy metal, alternative, and pop rock. Some popular rock musicians and groups include Jimi Hendrix, David Bowie, Led Zeppelin, Patti Smith, Ramones, and Queen (pictured left).

R&B stands for "Rhythm and Blues", a name given in the 1970s; however, this genre of music originated in African Communities in the 1940s (a segregated time in the U.S., post WWII) and was popularly known by the name "Race Music". Defined by its new name, "Rhythm" refers to the primary influence of the beat of the drums, symbols, and snares to drive the song forward, and "Blues" reflects the subject matter of the songs. Well-known R&B artists include Sam Cooke, Alicia Keys, Usher, and John Legend (pictured right).



Hip-Hop music originated in New York City in the late 1970s by African American and Latino communities located in the Bronx. Hip-Hop features musical hooks that repeat and can be modified using turntables, run by a deejay. Vocal artists would rhyme verses (rapping) to the beats used by the deejay. The Hip-Hop sound is often accompanied by a visual art called graffiti and a style of dancing called break-dancing or "B-Boying". The first Hip-Hop deejay was Kool Herc (Clive Campbell). Some popular Hip-Hop artists of today include Jay-Z (pictured right), Missy Elliott, Timbaland, and Lauren Hill.

Why Music Education?



Are you lucky enough to be part of a school, community, or family that values music education? According to the National Association of Music Merchants, here are some of the benefits school-aged children receive when music is a part of their education!

- Students who study music foster a bigger vocabulary.
- Reading and spelling test scores are higher for students who participate in music programs.
- Schools that have music programs benefit in their attendance rate. Schools that have music programs average a 93.3% attendance rate.
- Standardized test scores are higher for students who go to schools with music programs.
- Students who take music lessons learn higher spatial cognitive skills which can help them form their base knowledge in math and engineering.
- Students who take part in music classes within their school will generally feel happier about their school day and other classes.
- Having an understanding in musical language offers some of the same benefits as being bilingual.
- Listening skills improve when a student is musically trained.
- Keyboard lessons have shown to increase abstract reasoning skills in children.
- Memory will improve in a year after taking music lessons.

And many more! Learn more about all the benefits a musical education holds for a child by visiting: <https://www.nammfoundation.org/>.

Song Analysis



Name _____

Teacher Prep: pick three favorite pieces of music by Black Violin or other artists in the genres listed on page 4. For this activity, you will need access to the Dallas Symphony Orchestra's website.

First: help students learn the sound of individual instruments by using the Dallas Symphony Orchestra's website.

Second: play the first selection from Black Violin (or another artist), and ask students to fill out the below worksheet as they listen.

1. What instruments can you hear playing for this piece? _____

2. Describe the tempo and beat of the piece? what does it feel like when this piece plays? What does your body want to do _____

3. What genre of music would you place this piece in? _____

4. Where in the world do you think this piece came from? _____

5. Are there different sections of this piece? Do certain parts repeat? Describe the different sections or repeating parts. _____

6. Give some adjectives that describe this piece of music. _____

7. If you had to use this piece to tell a story, what kind of story would you tell? _____

8. What kind of character would sing or perform this song? _____

9. How do you feel when you listen to this piece of music? _____

10. What was your opinion of this piece of music? _____

Dreamer Character Study



Name _____

Read the lyrics while listening to Black Violin's *Dreamer*:

This is the day when I finish the race
I make it somehow no matter how long it takes
This is the day when I go all the way I make it my own, yes

Here's to the dreamers
Cheers to the dreamers
Here's to the dreamers
Where's our believers
Yes I'm a dreamer

This is the time that I make my own lines
Gonna reach up my hands and go down on the stimes
This is my time its been coming so long I see it now

Here's to the dreamers
Cheers to the dreamers
Here's to the dreamers
Where's our believers

Here's to the dreamers
Cheers to the dreamers
Here's to the dreamers
Where's are believers

Now, think of the person singing this song as someone who is a character in a book or a show. Fill out the character chart below using the lyrics and tone from the musical piece.

Copy 3 important lines from the lyrics

What are some actions within the lyrics?
What would this character do in a story?

How do you feel about this character?

What are 2 important things this character would say or believe in?

Make three inferences about the character this song would be written for:

1. _____

2. _____

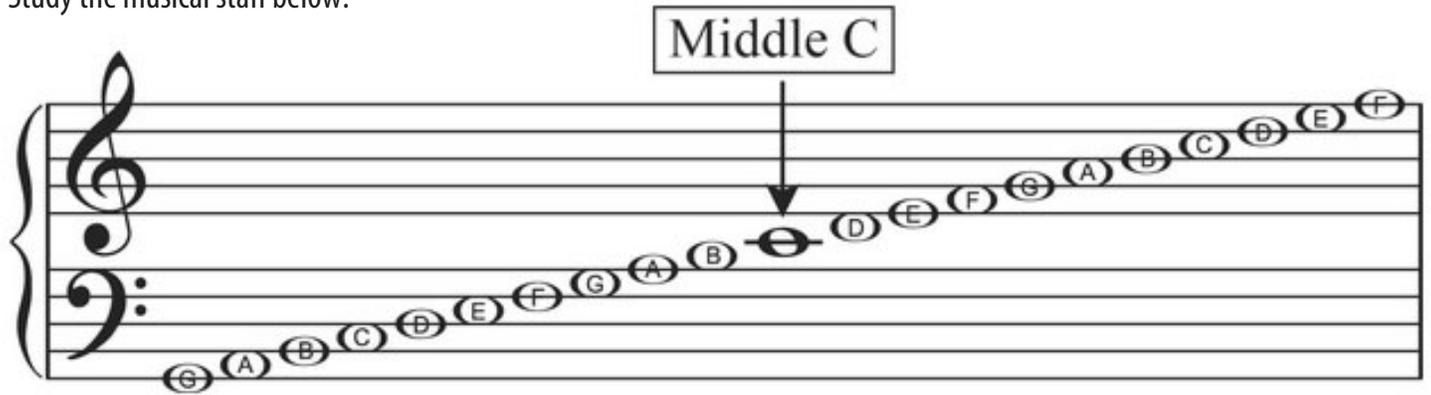
3. _____

Musical Staff Spelling

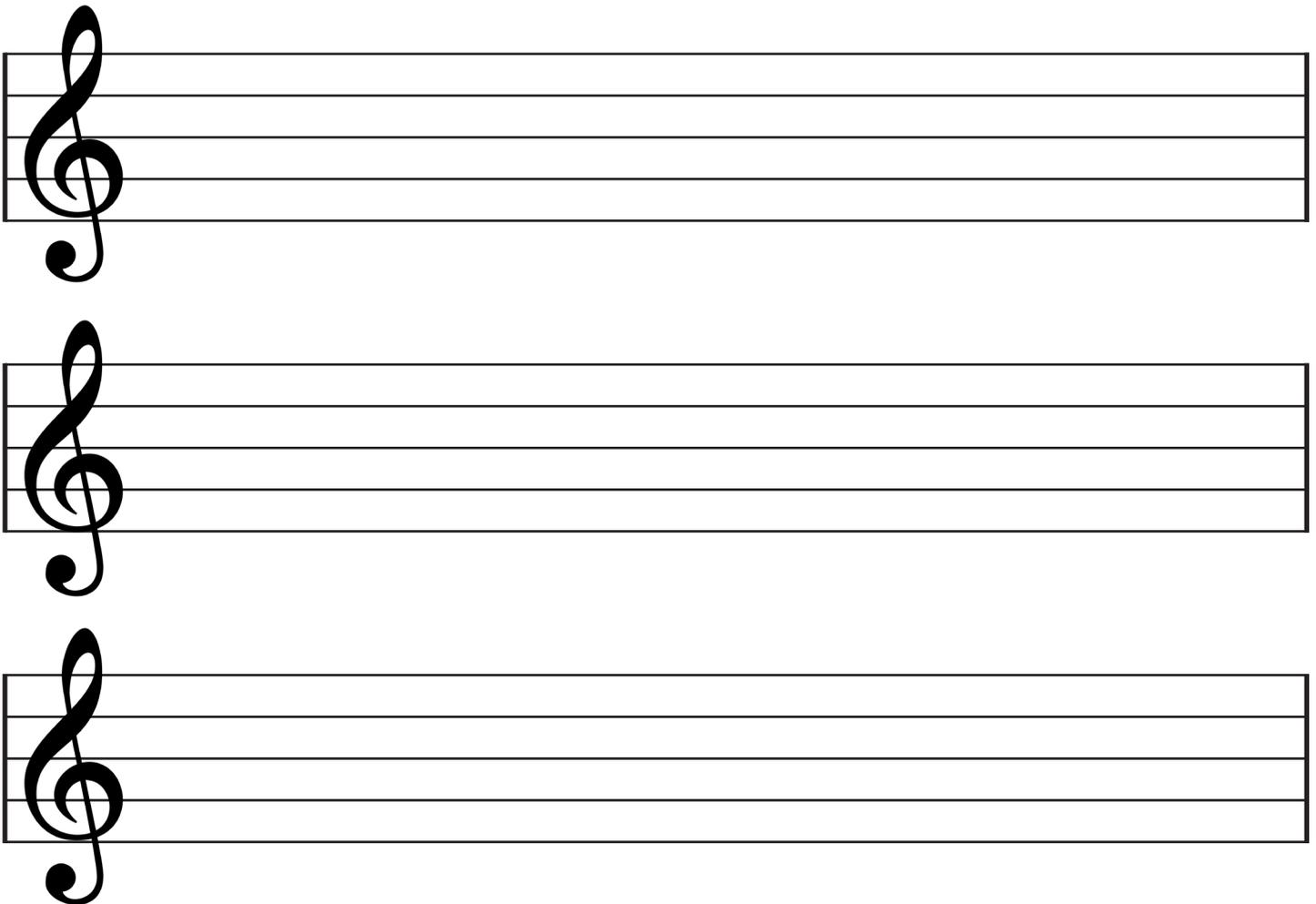


Name _____

Each note on a musical staff has a letter that is associated with it. Musicians use these notes to build their musical pieces. Study the musical staff below:



Using the blank staves below, see how many words you can spell and then see if you can build whole musical sentences. If you are in a music class that is teaching you to play an instrument, extend this activity by playing the words you spelled.



Dreamer Acrostic Poem



Name _____

An ACROSTIC poem is a type of poetry that describes an object by using each of the letters in the word as the beginning of a line of poetry. For example, an acrostic poem for the word VIOLIN would look like:

- V**ery important to a string section
- I**nstruments played by a talented person
- O**r a student just starting out and in love with music
- L**et's people express themselves with sound
- I**nto the orchestra it will wait
- N**eat strings in a row waiting for a bow and a set of fingers

Now, write your own acrostic poem for the word DREAMER.

D

R

E

A

M

E

R

Grab Bag Song Lyrics

Materials:

- Newspaper or magazine word clippings
- Construction paper
- Glue or tape
- Pencils or Pens
- The feeling chart below should be accessible to each student

Angry	Lonely	Loving	Warm	Joyful
Frightened	Scary	Shy	Funny	Energetic

Steps:

1. Have student choose one of the feeling from above as the inspiration for their original song.
2. Have a way for each student to grab 5-10 words at random from a source, it can be a bag, a hat, or anything that the students can draw the word clippings from.
3. Using their words that they chose, have students write song lyrics that help capture the feeling that they originally picked.
4. Students can paste or tape the clippings to their construction paper and then write around the words, forming full sentences and connecting the words they chose at random into a song lyric.
5. Or students can paste or tape the clippings and only use those words as their song lyric to rearrange and make a sentence.



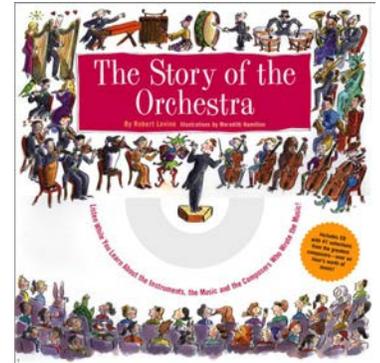
Resources for Students and Adults

Books for Students about Music:

The Story of the Orchestra: Listen While You Learn About the Instruments, the Music and the Composers Who Wrote the Music!, Written by Robert Levine, Illustrated by Meredith Hamilton. Black Dog & Leventhal 2000.

Zin! Zin! Zin! A Violin, Written by Lloyd Moss, Illustrated by Marjorie Priceman. Aladdin 2020.

Ada's Violin: The Story of the Recycled Orchestra of Paraguay, Written by Susan Hood, Illustrated by Sally Wen Comport. Simon & Schuster Books for Young Readers 2016.



Publications for Teachers and Parents:

Music Matters: A Philosophy of Music Education, Written by David J. Elliott and Marissa Silverman. Oxford University Press 2014.

This Is Your Brain on Music: The Science of a Human Obsession, Written by Daniel J. Levitin. Dutton 2006.

Music in Childhood Enhanced: From Preschool through the Elementary Grades, Written by Patricia Shehan Campbell and Carol Scott-Kassner. Cengage Learning 2018

Websites for Teachers and Students:

<https://blackviolin.net/>: This is the official website for Black Violin. You can visit it to learn about their upcoming shows. They also have videos of their performances and links to purchase their albums. Their news section gives their fans updates in a blog style.

<https://www.nammfoundation.org/>: The NAMM foundation works to promote music education throughout the country. They fund music making opportunities, research on the importance of music, and advocate for music education to be easily accessible for all children. On this site, they have resources for educators in the terms of lesson planning and research articles.

<https://www.brainpop.com/artsandmusic/>: Brainpop has its own section on Arts and Music. They have educational videos on the different types of instruments and articles you can print for your students.

<http://interactivesites.weebly.com/music.html>: This site compiled different websites with activities where students can compose music, play music based games, or learn about different instruments.

Victoria Fuse's Local Resource



The Dayton Performing Arts Association (DPAA) is home to the Dayton Philharmonic Orchestra. This orchestra has 83 contracted musicians and performs in the Benjamin and Marian Schuster Performing Arts Center. Dayton Philharmonic Orchestra has been in existence since 1933. During the 2019/2020 Season, you can enjoy the Philharmonic Orchestra perform concerts such as BRASS TRANSIT: THE MUSIC OF CHICAGO, PHILHARMONSTER HALLOWEEN CONCERT, AND SOMETHING WONDERFUL: THE SONGS OF RODGERS AND HAMMERSTEIN. You can learn more about the Dayton Philharmonic Orchestra at <https://daytonperformingarts.org/philharmonic/>.



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OTHER BROADWAY PROGRAMS:

Background on Broadway
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Black Violin is continuing their work throughout America. In order to continue to listen to them, purchase one of their albums like Stereotypes or Classically Trained. Their website also has videos of their tours or music videos for “Dreamer”, “Stranger Things Theme Song Flip”, and many more. You can also plan your next time seeing Black Violin in concert by following their tour dates. All this information can be found at: <https://blackviolin.net/>.

DON'T FORGET

All schools that receive scholarships for a show and/or transportation are asked to create thank-you letters or cards for our sponsors. Please address your students' thank-you notes to:

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138 North Main Street
Dayton, OH 45402

