

LIVE Arts

TEACHER GUIDE

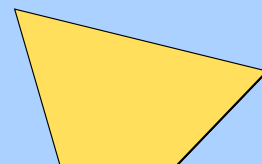
WORKSHOP NAME

With: Wura Sol

Date: October 7th

Grade: 1-3

Artistic Discipline: Music



OVERVIEW

Join Wura Sol for an exploration of melody and rhythm from the perspective of a Soul & RnB artist. Your students will experiment with melody and lyric writing create a chorus that stays with you.

MATERIALS

- A White Board
- A good speaker connected to the broadcasting laptop



CLASSROOM SETUP

As long as the students can see the broadcast clearly and can hear it clearly, any permutation works.

ARTIST BIOGRAPHY

Wura Sol is an R&B/soul singer-songwriter who leans fully into soulful melodies and descriptive storytelling. Her mission is to create powerful emotional connection with her listeners. Through her performances and growing catalog, she continues shaping a sound rooted in honesty, depth, and heartfelt expression.

Curriculum Outcomes & Indicators

GRADE 1

CREATIVE PRODUCTIVE

CP1.5 Create music expressions and contribute to decisions about ideas, sounds, instruments, and order (e.g., loud/soft, fast/slow, high/low).

a. Experiment with the voice and instruments by creating and imitating sounds.

CREATIVE PRODUCTIVE

CP1.6 Demonstrate understanding of patterns and the elements of music.

d. Imitate, create, and respond to simple rhythmic and melodic patterns (i.e., ostinati).

CRITICAL RESPONSIVE

CR1.1 Demonstrate understanding that the arts are a way of expressing ideas.

d. Discuss how arts expressions can represent feelings and ideas.

GRADE 2

CREATIVE PRODUCTIVE

CP2.5 Create sound compositions using communities as inspiration.

d. Sing and create songs and chants using ideas sourced from the students' communities (e.g., songs about farms, cities, or the environment) and from various cultural communities, controlling breathing, pitch, rhythm, and dynamics.

CREATIVE PRODUCTIVE

CP2.6 Create and perform music that demonstrates understanding of: form, beat, rhythm, tempo etc.

e. Perform and create various grade-appropriate melodic and rhythmic osintati (patterns) using repetition and contrast.

CULTURAL HISTORICAL

CH2.1 Identify key features of arts and cultural traditions in own community.

b. Respond to a variety of arts expressions (e.g., contemporary, historical, cultural, and popular) in own communities (i.e., local, geographic, cultural).

GRADE 3

CREATIVE PRODUCTIVE

CP3.5 Demonstrate basic skills in use of voice and a variety of sound objects and instruments (traditional and/or homemade) using the environment (e.g., natural, constructed, imagined) as inspiration.

c. Match pitch, and sing grade-appropriate songs with accurate rhythm and expression.

CREATIVE PRODUCTIVE

CP3.5 Demonstrate basic skills in use of voice and a variety of sound objects and instruments (traditional and/or homemade) using the environment (e.g., natural, constructed, imagined) as inspiration.

f. Improvise melodic phrases to represent different ideas about the environment.

CRITICAL RESPONSIVE

CR3.2 Respond to arts expressions that use the environment (natural, constructed, imagined) as inspiration.

d. Create an arts expression in response to, or in the same style as, a professional artist and identify connections to the original work.

Workshop Vocabulary

R & B

A type of music called 'Rhythm & Blues' that mixes a whole bunch of other types of music like Jazz, Blues, Gospel and Swing.

Blues

A type of music that started in Black communities in America. This kind of music focuses on talking about hard emotions through their songs.

Head Voice

The Head Voice is the voice we use that comes from singing higher sounds that vibrate through our head.

Chest Voice

The voice that we often use in our everyday speaking voices where the Sound vibrates more through our chest.

Pitch

Pitch tells us how high (like a eagle call) or low (like a cow mooing) a sound is.

Diaphragm

A big muscle that sits just below the lungs and helps support breathing.

Pre-Workshop Activity

Duration:

1 Hour

Materials:

- Internet
- A Laptop
- A Good Speaker

EXERCISE 1 - Life Songs

- Singing is so natural to us, especially when we're young. Ask your children to try out the age old practice of 'singing what you're doing' while they're at home.
- Ask each child to just try singing while they do a task around the house. Ask them to do that for at least 3 things.
- Ask the children to try and remember what one of their 'life songs' sounded like so they can come and show it off the next day.

EXERCISE 2 - Big Ol' Sing Along

- What better way to get young kids involved in singing than the classic Sing Along!
- Ask your students if there are any movies they've watch recently with songs in them. See if there are any Disney songs or appropriate radio songs that they want to sing along to
- Instead of singing to this next one, have your kids hum along to it and focus on just the melody
- Now teach them a song through call and response. You can start with just the humming and then add in lyrics. Use the chorus from a simple song they now.

EXERCISE 3 - Higher & Lower

- Introduce your students to the concepts of high and low pitches.
- Ask them what sort of things in nature have high pitches (bird calls, telephone ringing etc) and low pitches (Dryer sounds, stomach rumbling etc).
- Show them the following video and ask them to identify which sounds are higher or lower:
<https://www.youtube.com/watch?v=tjkYS6szkBY>
- As your student's abilities mature, you can start to use resources like the following website to start training them on identifying specific notes or repeating back the right pitch:
<https://checkyourpitch.com/>

EXERCISE 4 - Curwen Hand Signs

- Curwen Hand Signs were created in the 19th century to help provide an embodied action along with each note to help the learning process.
- Watch the following video with your students to teach them the hand signs:
<https://www.youtube.com/watch?v=Ny2nx3nInv4>
- You can practice them by using them in the following video as your students try and guess the song:
<https://www.youtube.com/watch?v=HdRkFFdkhm4>

Broadcast Program

00:00 - 00:05:

- Artist Bio Video + Introduction

00:05 - 00:10:

- Introductions & Workshop Explanation

00:10 - 00:15:

- Body Language Exercise with a Nursery Rhyme

00:15 - 00:20:

- Humming along to the melody // Call & Response
- High/Low Pitch Exercise

00:20 - 00:25:

- Singing Charades

00:25-00:30

- Utilize melody with different vocal tones and learn projection

00:30-00:35

- Put it all together, return to the nursery rhyme

00:35-00:40

- Performance

00:40-00:45

- Melody improv/Write your own exercise

00:40-00:45

- Online Q & A

Post-Workshop Activity

Duration:
30 Minutes

Materials:

- Internet
- A Laptop
- A Good Speaker

EXERCISE 1 - Beat VS Rhythm

- Start to develop your student's understanding of beat vs rhythm
- Listen to the song 'I Feel Good'. Have the students clap along to the beat of the song, on each snare hit that lands on the 1 and 3 of each 4 count.
- Explain to the students that this is the beat of the song, ask them if they can guess what the rhythm might be if it's different than the beat.
- Play one section of the song for the students and ask them what instruments feel like they have the strongest sense of rhythm. Ask the students to clap along to just the bass, or just the guitar and experiment with what that rhythm sounds like.
- Try the exercise again with 'I Heard It Through The Grapevine'. Have the students lead this by first discovering the beat to clap along to. Then ask the students to listen (especially to the chorus) to try and identify what the rhythms might be.

EXERCISE 2 - Rhythm & Melody

- Now that your students have a bit of an understanding of melody, return to a similar exercise that was done during the broadcast. Put on a loop of RnB Guitar or Piano that you can find on Youtube. Feel free to use the one below as an example:
https://www.youtube.com/watch?v=8wxqfsuahXg&list=RD8wxqfsuahXg&start_radio=1
- Ask your students to freely hum along to it and play around with what a melody could sound like.
- Then have your students find the beat and then the rhythm of the instrumental as well.
- Once they've found that, ask your students to try humming a melody again (or do this as a whole class) and create a melody that follows the rhythm of the instrumental itself.
- If you'd like to take this one step further, take the time write some lyrics as a class about a topic that is geographically local. Take a walk as a class and write about what they saw. Think about the name of your neighborhood/city/town, what could you write about what that name means? Think about the land around your community/outside your city, what does that geography look like? How does it make you feel?

Additional Information

Upcoming Workshops

NOVEMBER 18: Wizwon - Graffiti Scribble Sketches

JANUARY 13: Nathan Coppens – Neurodivergence and Creativity in Theatre

FEBRUARY 24-25: Randy Morin & Jonathan Pickrell – Theatre Across Languages

MARCH 17: Rena – Azerbaijani Folk Dance

APRIL 14: Miguel Fenrich – Journalism 101

MAY 12-13: Anne Brochu Lambert – Potato Print Making

More Art By The Artist

Find out more about Wura on her Instagram:

<https://www.instagram.com/wurababyy/>

