



Unsung *Heroes*



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Welcome to the 2021-2022 Midweek Concerts!

On behalf of the BSO Assistant Conductor Jonathan Rush, the members of the Baltimore Symphony Orchestra, and the BSO Education Department, we are delighted to welcome you to our 2021-2022 Midweek Concerts. With the BSO's Midweek Concert series as the longest running education initiative at the BSO (running since February 16, 1924), and the first regular educational concert series of any orchestra in the country, we are thrilled to have you join us for these concerts online!

About This Guide

On the next pages you will find the Young Listener's Guide for the Unsung Heroes Concert Program, written by a highly skilled group of Maryland educators with specialism in Music, Drama, Science, English/Language Arts, and Visual Arts, led by award-winning curriculum writer and editor, Richard McCready.

At the start of the guide is a "Snapshot" of your concert experience. This will give you a sense of what to expect in the concert, along with some thoughts about the various curricular connections, and music we suggest you listen to in the classroom, or at home.

Beyond the Snapshot pages you will find a variety of activities, called "Actions" to signify the various directions that you can explore in conjunction with this concert. Each Action may be used in any order you wish. We have also highlighted the various cross-curricular links that align with each Action so that you may jump to areas that are of particular interest to you and your students. We hope that your students try at least one activity prior to viewing the concert so they can make the most of their viewing experience.

Each activity is written to encourage students' natural sense of creativity and exploration. They will be able to read the activity pages, or you can read the activities with them. Some of the activities are scientific, some are movement games, some employ and encourage art skills, and some involve storytelling and role-play. You best know your students, their capabilities, and their interests. You should encourage students to try the activities that you feel most appropriate for them.



These guides are designed and intended as a mere starting point for exploration, with the essential piece being the work that is created by the student, for the student. Our ultimate goal is to facilitate a strong connection between the music performed by the BSO and the everyday lives of your students, so that they may continue to take music with them wherever they go.

Please feel free to share your students' work with us at the BSO—we love to see where the ideas from these activities might take your students and all the inspired, arts-integrated work they will produce in the classroom. If you wish to share any materials with us at the BSO, please send them to education@bsomusic.org.

We hope you enjoy this guide, your explorations that are yet to come, the concert experience, and sharing your creative work with us.

Warmly,

A handwritten signature in blue ink that reads "Carole Wysocki".

Carole Wysocki
Director of Education & LifeLong Learning
Baltimore Symphony Orchestra

A handwritten signature in black ink that reads "Micca Page".

Micca Page
Education Programs Coordinator
Baltimore Symphony Orchestra



Unsung Heroes Snapshot for Teachers and Students

The Unsung Heroes concert program was created to show that heroes come in all shapes and sizes and from all walks of life! These lesser-known and underrepresented composers are given center stage in this concert, as their achievements are celebrated and recognized. This concert features works about brave historical figures like Rosa Parks, to fictional superheroes like Rey from *Star Wars: The Force Awakens*. These pieces remind us of the tough and courageous people in our own lives and throughout history. In addition to showcasing these heroes, the heroic characteristics of perseverance and innovation are evident in the lives of these composers. Our first selection, **James P. Johnson's Victory Stride**, spotlights the unrepresented 'King of Jazz Piano' of the 1920s, with catchy brass rhythms and swelling chromatic slides from the strings. After our jazzy introduction, the mood changes with the reverent and somber variation **Nimrod** from English composer **Edward Elgar's Enigma Variations**. This work is dedicated to those everyday unsung heroes in our lives who have demonstrated remarkable resilience in the face of the COVID-19 pandemic. Our next work is also dedicated to one specific figure—Rosa Parks, the 'First Lady of Social Justice.' **BSO Artistic Partner Wordsmith** provides commentary in honor of Parks' legacy (page 7). Then, we hear **Daniel Bernard Roumain's Klap Ur Handz**, from his *String Quartet No. 5*, arranged for orchestra. This work grounds a funky melodic violin groove in repetitive bass rhythms and continued clapping, achieving an improvisatory (free) style. For something completely different, we then move to **Rey's Theme** by **John Williams** from *Star Wars: The Force Awakens*. Fans of the classic story and the new films will be sure to recognize the soaring heroic melody and grandeur of the horn section in this work! Finally, we end with a staple of the classical canon: Ludwig van Beethoven's **Scherzo** from Symphony No. 3 '*Eroica*.' This movement of the huge and sweeping work builds from the chattering and mischievous quick-tempo in the violins and oboe, to unified melodic repetition and a call-and-answer style throughout the quick and jubilant work. Listeners will come away with a sense of reverence, an introduction to new compositions and artists, and hopefully be inspired by the unsung heroes in their own families, schools, and communities!



Unsung Heroes Concert Program

Below is the list of pieces that will be performed. Please take some time to listen to these pieces.

❖ JAMES JOHNSON
(arr. Hersh)

Victory Stride

❖ EDWARD ELGAR

Nimrod from Variations on an Original Theme,
op. 36, "Enigma Variations"

Commentary by Wordsmith

❖ DANIEL BERNARD ROUMAIN

String Quartet No. 5, *Rosa Parks*

I. "Klap Ur Handz"

❖ JOHN WILLIAMS

Rey's Theme

❖ LUDWIG VAN BEETHOVEN

Symphony No. 3 in E-Flat Major, op. 55, "Eroica"

III. Scherzo



UNSUNG HEROES: ROSA PARKS
Written and Performed by Wordsmith

Rosa Parks will forever be remembered for refusing to give up her seat to a white man on a Montgomery, Alabama, bus in 1955. Fact is, Rosa was being groomed over the years to take a stand and make a statement when it meant the most.

Born on February 4th, 1913, in Tuskegee, Alabama, Rosa moved to the city of Montgomery at 11 years old. Her mother was a teacher, and her father was a carpenter. Both became so respected in their community; they could co-exist with white people in a city run by Jim Crow Laws.

Rosa's parents earned a voice through hard work and respect, so she set out to do the same in 1943. Joining the Montgomery NAACP, Rosa was elected secretary and instantly became active in the civil rights movement. Believe me, the infamous incident on the bus years later was a blatant slap in the face to a woman who had devoted tireless hours of her life to equal rights!

You know your actions are making noise and inspiring the right people when the resulting effect was a Montgomery Bus Boycott led by a young Martin Luther King Jr. 381 days later the U.S. Supreme Court ruled that bus segregation was unconstitutional.

It took one person and one voice to spark a chain of events that ended up blessing so many. It was an early victory in what would be a 14 year wait for justice and equality for African Americans.

Rosa Parks story is one of courage and a symbol of what we all must do to push society forward. We have to speak up, persevere, and stay consistent in our pursuit for change

The terms "the first lady of civil rights" and "the mother of the freedom movement" fit Rosa Parks well as she continues to influence our way of thinking in the present...and certainly in the future!



About the Conductor



Assistant Conductor of the BSO, and winner of the Respighi Prize in Conducting, **Jonathan Taylor Rush** brings passion, unique interpretation, and refreshing energy to the orchestral experience. Mr. Rush is known for bringing the music he conducts to life, as he spends time with every detail in the score and clearly communicates these details to those under his baton. As a conductor, he has served as Music Director of the Buckeye Philharmonic Orchestra, an orchestra on the campus of The Ohio State University. In 2017, he became the conducting fellow for the Baltimore Symphony Youth Orchestra and in 2018, Rush was also named a Project Inclusion Conducting Fellow with the Chicago Sinfonietta, which was followed by an appointment to Assistant Conductor in 2019. As Assistant Conductor of the Chicago Sinfonietta, he worked alongside music professionals and fellow conductors to help, “redefine classical music,” by changing its face, and encouraging diversity in orchestras across the United States. You can read more about Mr. Rush at his website, www.jonathanrush.com.



About the Artist



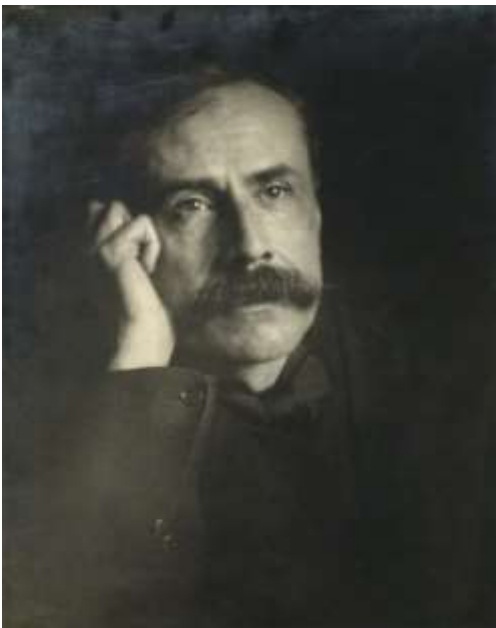
Anthony Parker, better known as **“Wordsmith,”** is a Baltimore-based rapper, musician, and entrepreneur. His mission is to entertain and educate through a message of purpose while providing clean, quality Music for the Masses. Philanthropy has always been a major part of Wordsmith’s core values and his partnerships with Project Plase Homeless Shelter in Baltimore and Kids Connection Haiti keeps his purpose alive and well. As of July 2020, Wordsmith officially opened his nonprofit “Rise with a Purpose, Inc.” Wordsmith has released 5 albums over his career, became a Grammy Voting Member and earned winner of Best Rap/Hip-Hop Album for Perspective Jukebox at the 16th Independent Music Awards. 2019 brought prominent features in the hit shows Russian Doll (Netflix), Unbreakable Kimmy Schmidt (Netflix), Preacher (AMC) and Skam France (UK TV). Wordsmith has collaborated with notable acts Chubb Rock, Skyzoo, Camp Lo, Sadat X, Jaz-O, Ruste Juxx, Grand Daddy I.U. & his cousin Roc Marciano over the years. Read more about Wordsmith [here](#).



About the Composers



James P. Johnson (1894-1955) was an American composer and pianist. He was proficient in 'stride piano,' which eventually morphed into what was known as 'ragtime,' creating the foundations for our modern-day jazz music. Johnson is most well-known for composing 'The Charleston,' the hit dance that is instantly recognizable as the quintessential dance tune of the 1920s. Johnson was considered the greatest of the New York Jazz pianists throughout the 1930s.



Edward Elgar (1857-1934) was a largely self-taught English composer. As a Catholic living in Protestant Britain, and in overwhelmingly academic composition circles, he remained an outsider in his field for most of his life. His *Enigma Variations* were his first popular work in Britain. He was mainly known in England until the 1960s, when new recordings of his works became widely available. Elgar was one of the first composers to record his works acoustically so that they could be played on the gramophone (an old-fashioned record player).



Daniel Bernard Roumain (DBR) is a living composer of color; in addition to his compositions, he is a violinist and a professor of practice at Arizona State University. He produces site-specific musical experiences that are genre-bending and influenced by electronic and African-American musical styles. From chamber compositions to pocket operas and a collaboration with ESPN, Roumain's work is focused on social justice and the Black experience.



John Williams is one of America's most accomplished and successful composers of film music. He has served as music director and laureate conductor of one of the country's most treasured musical institutions, the Boston Pops Orchestra. Mr. Williams has composed for more than 100 films. His 40-year artistic partnership with director Steven Spielberg has resulted in many of Hollywood's most successful films, including *Schindler's List*, *E.T.*, *Jaws*, and *Jurassic Park*.



Regarded as one of the greatest composers of all time, **Ludwig van Beethoven's** (1770-1827) works are the most often performed in the Western classical repertoire. His works bridge the transition between the Classical era and the Romantic era of classical music. Born to a musical family, his talent was obvious from an early age, and he moved to Vienna at 21 to study with composer Joseph Haydn. Beethoven began losing his hearing during the middle of his life, and it is after he had gone deaf (in what is regarded as his 'late' period) that he composed some of his most beloved works, such as *Missa Solemnis*, and his Ninth Symphony.



Action One: Curate a Museum of Heroes



["National Cinema Museum interior 2"](#) by [edmundyeo](#) is licensed under [CC BY-NC-SA 2.0](#)

INTRODUCTION

Who's been left out? Help create a new museum of Unsung American Heroes and Activists by researching a hero or activist that is new to you and presenting information about them in a creative way.



ACTIVITY

Congratulations! You have been hired to help create a new Museum of American Heroes and Activists. Your job is to add to the existing exhibitions with information and material about people who aren't usually represented in our museums and books today, and to present information about them in an exciting and interesting way so that more people can know about their lives! After all, we want as many people to come to this museum as possible!

In order to do your job well as a exhibitions creator, please follow the following steps:

- **Identify** an American activist or hero you are excited about. Use the resources below to help you find unsung heroes to research.
- **Research** your activist and **answer the following questions:**
 - **What is the Issue or Injustice?:** What is the problem they are working to change? What is the subject they are exploring? When and why did this problem start or why is the subject important to humanity? What does the problem/subject look like at the time they are working to change it?
 - **Personal Background:** How did your activist or hero get involved in this issue? What about their identity connected them to this issue and why did they choose to get involved?
 - **Methods:** What were their methods and strategies, and how did they directly fight against the injustice? How were their methods innovative? What new things did they try or what obstacles did they have to overcome? How did their methods fit into the movement working on this issue?
 - **Impact:** What changed, or didn't change, as a result of your activist's methods? What was their impact?



- **Choose a creative way to share this with the public!** You may choose from the options below or pick one of your own!
 - Create a symbolic sculpture and an artist's statement that explains how your symbol represents your hero and their work and achievements
 - Paint or craft a portrait (or large mural) celebrating your activist/hero.
 - Create a biographical comic book/graphic short story, drawn by hand or created digitally.
 - Write and illustrate a biographical children's book. Video yourself presenting it as if for a young audience.
 - Craft a poem or compose a song about your activist. Record yourself performing it.
 - Make a short informative movie celebrating your activist using software like iMovie or Movavi Clips or any other film editing software.
 - Create a podcast-style audio documentary celebrating your activist.
 - Build a website or digital exhibit educating your audience and celebrating your activist.

Extensions: Combine your exhibition with those from other students and friends and throw a gala party to open your museum! Dress up and invite other students and adults to your opening and invite them to tour the museum. Give a gallery talk to your visitors in which you explain more about your heroes and activists and allow the public to ask you questions!



RESOURCES

- ["Americans Who Tell the Truth "- Activist Portraits](#)
- [Britannica.com - Biographies of Activists](#)
(Note: Filter your search by nationality. Choose "American.")
- [19 Influential Civil Rights Leaders of Today](#)
- [Activists for Social Change List](#)
(Note: Not all are from the U.S.)
- [Activism in the US -- Digital Exhibit by DPLA](#)
- [Biography.com's List of Civil Rights Activists](#)
- [Most Influential Social Activists in Sports History](#)
- [A Young Organizer's Guide to Asian American Activists](#)
- [National Women's History Museum - Biographies](#)
- [Newsela's Collection of Courageous Women](#)
- [PBS.org's American Experience -- Notable People: Activists, Writers and Educators](#)
- [Excellent List of Awesome Activists](#)

Arranged by Activism Categories

- [Activists throughout History: Mini Bios](#)
- [Women Activists Throughout History: Mini-Bios](#)
- [Women in Chemistry](#)
- [Female Science Heroes](#)
- [Unsung African American Heroes You May Not Know](#)
- [Unsung Black Female Heroes of the Pandemic](#)



NATIONAL CORE ARTS STANDARDS

❖ Connecting

- 1: Generate and conceptualize artistic ideas and work
- 2: Organize and develop artistic ideas and work
- 3: Refine and complete artistic work

❖ Presenting:

- 4: Select, analyze and interpret artistic work for presentation
- 5: Develop and refine artistic techniques and work for presentation
- 6: Convey meaning through the presentation of artistic work

❖ Responding

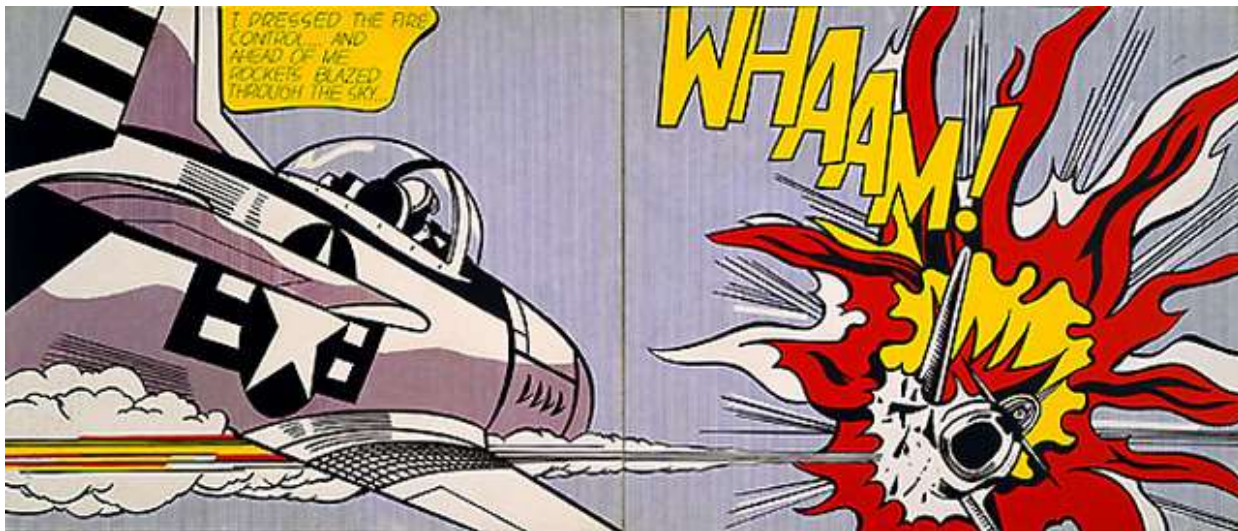
- 8: Interpret intent and meaning in artistic work

❖ Connecting

- 10: Synthesize and relate knowledge and personal experiences to make art
- 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding



Action Two: Onomatopoeia? A Word or a Sound?



Roy Lichtenstein, Whaam, 1963

INTRODUCTION

Wham, Boing, Rustle, Bop, Bam, Bloop, Splash, Sprinkle, Gurgle, Grunt, Growl, Clang, Click, Thud, Whoosh, Arf, Cluck, Moo, Buzz, Plop, Fizz, Splat, Honk, Swoosh, Ding!

Have you ever seen those text boxes and speech bubbles with crazy outlines in cartoons and superhero comics? Those words are called onomatopoeia. Onomatopoeia is a word that is made from a sound that it represents. Like every instrument has a unique sound, each person has a voice. The sounds of the symphony you have listened to can be bigger than life. Now it's your turn to be bigger than life! Think about yourself as the unsung hero from the concert. What kind of hero are you? Give yourself a voice. Think of a sound that describes you as a superhero. What word describes your sound?



ACTIVITY



Look at the picture above. What word dominates the picture? Now it's your turn to make a piece of word art that emphasizes your sound. Your artwork can be in any font style. Think about computer fonts, graffiti, calligraphy and cartooning to get started. Use line, pattern, shape and color to create a piece of word art that shows off who you really are as a hero. Once you are done create a text box or a speech bubble around your word. Now think of someone who is a hero to you and create a piece of word art that represents that person.



RESOURCES

[Click here to learn more about onomatopoeia](#)

[Click here to learn more about Roy Lichtenstein](#)

[Click here to learn more about graffiti](#)

<https://www.tate.org.uk/kids/games-quizzes/street-art>

[Click here to learn more about calligraphy](#)

[Click here to learn more about cartooning](#)



NATIONAL CORE ARTS STANDARDS

❖ **Creating**

- 1: Generate and conceptualize artistic ideas and work
- 2: Organize and develop artistic ideas and work

❖ **Presenting**

- 4: Select, analyze and interpret artistic work for presentation

❖ **Responding**

- 7: Perceive and analyze artistic work

❖ **Connecting**

- 10: Synthesize and relate knowledge and personal experiences to make art
- 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding



Action Three: Faith Ringgold Story Quilts



"Tar Beach" by [BarbaraLN](#) is licensed under [CC BY-SA 2.0](#)

"Tar Beach (2) PMA (9)" by [ryerc](#) is licensed under [CC BY 2.0](#)

INTRODUCTION

Who are the heroes of your story? The people who are important to your life, that make a difference in the things you say and do? Maybe it is you, yourself. Maybe a teacher, a sibling, a parent, an adult, or a kid. Maybe it is someone you don't even know but admire what they stand for and do.

Heroes aren't just heroes because of giant changes they make or for fighting crime. Some heroes are about the small victories. Maybe you're a hero because you help with chores around your house. Pick a hero in your life and get ready to draw and add color to a story quilt about that person, as influenced by the art of Faith Ringgold.



ACTIVITY

Materials: paper, ruler, pencil, markers/crayons/colored pencils

Artists use art to tell their stories and the stories of people around them. Faith Ringgold is an African American artist and storyteller. You can listen to her read her story Tar Beach here: [Faith Ringgold reads her 1991 children's book Tar Beach.](#)

Faith Ringgold was born in Manhattan, New York in 1930. Her most famous artworks are her Story Quilts. These were a combination of sewing fabric and painting stories of her life! She is also an award-winning Author and Illustrator! Learn more about her here: [Who I Am.](#)

Now it's your turn!

Who is your hero story about? What kind of a story would you like to use for your illustration? Is it a memory, a fantasy, a prompt given? What details will you include to support your story? How will you present your story? How will you incorporate text into your artwork?



Step 1. Create a border inspired by Faith Ringgold's story quilt art.

- Use a ruler to draw lines about two inches from the edge on all 4 sides of your paper.
- Using lines placed about 2 inches apart, draw lines to form squares around your paper.
- Create patterns in each square.
- Add color.

Step 2. Think...What will you draw?

- What is your superpower? For example, if you could fly, where would you fly to? What would you fly over?
- Illustrate a favorite memory of one of your small victories for example the first time you made your own lunch.
- Illustrate a cover for a book about one of your personal heroes.
- Come up with your own hero idea.

Step 3. Illustrate

- With pencil draw a picture representing the story you have selected to tell.
- Add color to your illustration.



RESOURCES

[Learn more about Faith Ringgold in her own words](#)

[Listen to Faith Ringgold explain how she makes her story quilts](#)

[Watch and listen to Faith Ringgold share her book Tar Beach](#)



NATIONAL CORE ARTS STANDARDS

❖ **Creating**

- 1: Generate and conceptualize artistic ideas and work
- 2: Organize and develop artistic ideas and work

❖ **Presenting**

- 6: Convey meaning through the presentation of artistic work

❖ **Responding**

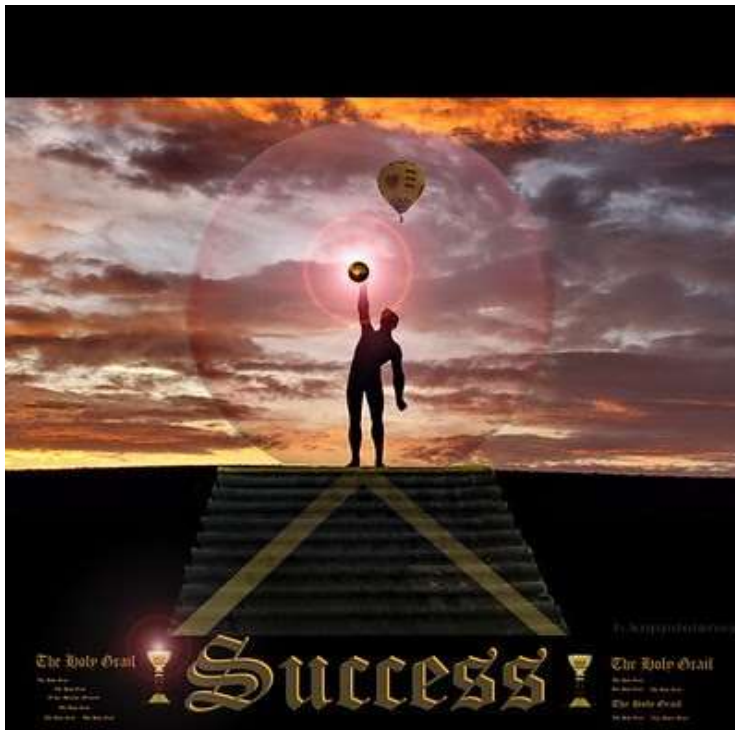
- 8: Interpret intent and meaning in artistic work

❖ **Connecting**

- 10: Synthesize and relate knowledge and personal experiences to make art
- 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding



Action Four: Our Victory Moves



"Success" by [h.koppdelaney](#) is licensed under [CC BY-ND 2.0](#)

INTRODUCTION

Do you have a victory dance when you do something well? Have you noticed in sports the athletes seem to have a special way to celebrate when something goes really well? In football, many teams even have a special song they play when they score! Let's create our own victory celebration for our group!



ACTIVITY

You have probably seen football and soccer teams do a group celebration after a score. That is what you are going to create.

What kind of moves would you like to have in your victory celebration? You can use Google to find images of many different victory poses. Share your favorite moves with some friends.

How can you put the moves together for a group celebration? Is there a group of sounds that you want to include?

Now that you have your special group move, when can you use it? Does it have to be something major? Can it be used anytime you experience success?

How about a big celebration move and then a smaller one when you don't have enough space for your big group one? How would that look?

Make a list of times you should use your celebration. Does it have to be big? How about using it when someone has a small success?

Practice it and make it yours.

Extension:

Find a place to show when you use our move so that when you need a reminder, we can look back at your successes, both group and individual.

Is there a current song or piece of music that could be used to represent your celebration? What would that be?



RESOURCES

- [Secrets of the Fossil Hall](#)
Natural History Museum in Washington, DC
- [Maryland FOSSIL TREASURE...Megaladons and Whale Bones](#)
Calvert Cliffs



NATIONAL CORE ARTS STANDARDS

- ❖ **Connecting**
 - 10: Synthesize and relate knowledge and personal experiences to make art
 - 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding



Action Five: Slam Your MadLib



"backing singer" by [Paul Stevenson](#) is licensed under [CC BY 2.0](#)

INTRODUCTION

Speaking your truth can be a challenge. Try this MadLib to get your parts of speech juices flowing!



ACTIVITY

Writing poetry might be a challenge for you, or you may already be filled to the brim with things to get out of your head and down on the page. For some, poetry can be “the bottle cap blown off of contents that have been bubbling for years”, as Chan’nel Howard, local spoken word poet and Fine Arts Coordinator for Baltimore City Schools, puts it. If that’s the case, stop right now, open up a notebook or computer, and start writing! Spoken word poetry is the car and *your passion* is the gas in its engine. Drive your message home! But if you aren’t already bubbling with ideas, it can be difficult to know where to begin. Maybe slam poet Adam Gottlieb can get you to relax and take a breath. What do you think?

- [Poet, Breathe Now](#)

Now it is your turn! Try some of the following techniques to get your creativity flowing:

1. Look at and hear some models.

A site that has consistently high-quality videos of excellent performers is the [Button Poetry YouTube Channel](#). This link is for videos that are classroom friendly, but there is also new content posted daily on their home page, too.

Listen to as many as you can and take notes on which poems you liked best and what words, phrases, techniques (like repetition or rhyme or alliteration) gave you a good impression.

2. Practice Using Juicy Words

Why say “dog” when you can say “scrappy, steel-haired, slovenly, mongrel, drooling in puddles?” The second option just feels so much better on the voice. Try completing the Spoken Word Mad Lib below with the juiciest words you can find. Read it back and you have a poem!



Spoken Word Mad Libs – “I’m Not What You Want.”

You want me like a _____ (noun, perhaps with a few adjectives, too!)

Something that’s _____ (adjective)

And _____ (adjective)

And really, really _____ (adjective)

But I’m a(n) _____, _____ (adjective, adjective)
_____ (noun)

I’m _____ (adjective)

And completely, totally _____ (adjective)

Watch me _____ (verb)

Watch me _____ (verb)

I _____ (verb) like the best _____ (noun)

You ever saw.

Try this version of a MadLib for yourself, written in the style of Slam Poetry.
Have fun with it and see where the words lead you!



1. Extension: Pick a Subject: Write from your Life

In all of world history there has never been anyone like you before and there will never be anyone like you again. That means that everything you notice or feel has value; you can use it as the basis for a wonderful poem. Try responding to this list and see if any of your answers can lead you to the subject of a spoken word piece.

Write down:

- A taste you love
- A taste you hate
- A place you love or feel the most comfortable
- A place you hate or feel the least comfortable
- A song you love
- A song you hate
- Piece of clothing you love
- Piece of clothing you hate
- Smell you love
- Smell you hate
- Noise you love
- Noise you hate
- The one thing you wish every adult knew
- The one thing you wish everyone your age knew
- The best change that's ever happened to you



RESOURCES

- [Adam Gottlieb, Poet, Speak Now](#)
- [Button Poetry](#)



NATIONAL CORE ARTS STANDARDS

- ❖ **Creating**
 - 2: Organize and develop artistic ideas and work
- ❖ **Performing**
 - 6: Convey meaning through the presentation of artistic work
- ❖ **Connecting**
 - 10: Synthesize and relate knowledge and personal experiences to make art



Action Six: Sing Their Praises



"Music Note Bokeh" by [all that improbable blue](#) is licensed under [CC BY-NC-SA 2.0](#)

INTRODUCTION

There are many unsung heroes in the world. These are the people doing so much good for others, but who get little to no recognition for their efforts. Think about people in your daily life that may do wonderful things for others. Imagine how it would make them feel to recognize and thank them. You can “sing their praises” right now by giving them a call, writing a letter, sending a text message or an e-mail!



ACTIVITY

Another way to honor unsung heroes is to dedicate songs or write songs in their honor.

The job of a **music scorer** is to select music for films that are appropriate for the setting and the tone of each scene.

The job of a **lyricist** is to write the lyrics of a song. Sometimes lyricists create parodies; for example the music artist Weird Al Yankovic writes funny new words to songs that many people already know. He changed Michael Jackson's "Beat It" to "Eat It" and Queen's "Another One Bites The Dust" to "Another One Rides The Bus".

Create an album of song choices *or* write new lyrics to a song that can honor an unsung hero of your choice. This person may be someone from history that is not well known or even someone from your life that does so much and could use the recognition.

DEDICATIONS ALBUM EXAMPLES:

To nurses who help those who are sick and/or hurt - "Heal the World" by Michael Jackson

To a friend going through a tough time - "Brave" by Sara Bareilles

To Lois Mailou Jones (1905-1998), highly regarded black artist and teacher - "Have it All" by Jason Mraz



RESOURCES

- Click here to learn more about [Lois Mailou Jones \(1905-1998\)](#)
- Click here to learn about [18 Black History Heroes You May Never Have Heard Of](#)



NATIONAL CORE ARTS STANDARDS

- ❖ **Performing**
 - 4: Select, analyze and interpret artistic work for presentation
- ❖ **Responding**
 - 8: Interpret intent and meaning in artistic work
- ❖ **Connecting**
 - 10: Synthesize and relate knowledge and personal experiences to make art
 - 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding



Action Seven: Success Stories



"Success Story" by [Shahid Abdullah](#) is marked with [CC PDM 1.0](#)

INTRODUCTION

The key to a great story is to discover the ups and downs that characters experience and to learn about/from their personal journey. Life can be stressful and overwhelming, am I right?! Note the small successes throughout the day and add them to shift your mindset to a POSITIVE outlook!



ACTIVITY

Find an empty jar or box. This is where you will keep your personal Success Story! No matter how small or how big, write down the successful things that happen throughout your day and place it in the jar. Use this as a reminder that when times get tough, there is so much going good for you. Small successes add up to become huge gains and build momentum toward achieving your personal goals.

Examples:

- Woke up and actually got myself out of bed!
- Ate breakfast
- Helped with a chore my caregiver usually does around the house
- Took a short walk
- *OTHER*
- *AWESOME*
- *THINGS*
- *I*
- *TOTALLY*
- *ROCKED*
- *TODAY!*





EXTENSIONS:

1. Consider making a jar or a box to collect the highlights of each day. This is an easy form of journaling that you can reflect on at the end of a year or the end of a month to see how much you have achieved and how many positive things are going right for you this year.
2. Use your journaling skills to turn those successes into song lyrics and write a song about your day!



RESOURCES

Click here to listen to [Positive Pop Songs](#) while you write about your awesomeness or reflect on a day full of small successes!



NATIONAL CORE ARTS STANDARDS

❖ **Connecting**

- 10: Synthesize and relate knowledge and personal experiences to make art



Action Eight: Songs of Power, Protest and Societal Change



Courage is Contagious by [John Englart \(Takver\)](#) is licensed under [CC BY-SA 2.0](#)

INTRODUCTION

For centuries, music and art have been reflective of the time periods from which they came. Whether it is through chants, poems, spoken word or songs, artists have found ways to have their voices and experiences heard. These songs of protest and power have been used as a rallying cry to inspire, enrage, and evoke emotions and actions in others through lyricism and movement. We can look to them as a story of what was happening in the world and how the world reacted to that moment in time, good, bad, or indifferent. Today, you will be investigating songs of power, protest, and societal change and using your voice to advocate your cause to inspire and educate your peers through lyricism and music.



ACTIVITY

As an artist in society, the visionary aspect of telling a story through lyricism has been a catalyst for awareness, action, and change. Many subject matters are “taboo” due to cultural norms until an artist or musician pushes the agenda, inspiring insightful conversations. We have been reached through music for centuries with vivid messages of protest as the rhythms enchant us, empowering us to use our voices to speak against injustice, compliance, and ignorance.

The Oxford dictionary defines empowerment as the process of becoming stronger and more confident, especially in controlling one’s life and claiming one’s rights. Society often coaches us to compare ourselves to one another, which greatly affects our self-esteem and self-worth. Songs of power reclaim ownership of one’s thoughts and feelings about a subject matter, acting as the catalyst to a movement of self-love, authority, and acceptance.

1. Think of a subject that inspires you to speak your truth and brainstorm ways of making your voice heard and understood. Be sure to think of the following:
 - A. Is it a song of power or protest?
 - B. What is the societal change you would like to see?
 - C. Who is your audience/who are you writing this for?
 - D. How will you ignite your audience to rally behind your cause for societal change?



1. Research songs of power and protest and listen to how the artist used lyricism, rhythm, and movement to evoke emotion and change (check resources for examples).
2. Next, write a series of catchy words or phrases (hook) that would be universally accepted and understood by your audience. Think of how you can manipulate the words and syllables to match the feeling that you wish to convey.
3. Organize sounds that match the overarching message in Chrome Music Lab Song Maker. Choose an instrument and experiment with high and low sounds.
4. Apply your lyrics to your song. Once you have rehearsed it in a way that tells your story of power or protest, record yourself performing the completed masterpiece.

| What's your brainstorm topic? | Brainstorm Area | My Favorite Ideas |
|---|--|---|
|  | <p>1 Song of Power or Song of Protest?</p> <p>2 Write words, phrases or lyrics that go with your topic</p> | <p>3 Circle or highlight any promising ideas.</p> |



RESOURCES

- [Chrome Music Lab- Song Maker](#)

Songs of Power Examples

- [Andra Day - Rise Up \(Lyrics\)](#)
- [I'm Still Standing - Elton John \(Lyrics\) 🎵 Gloria Gaynor - I Will Survive \[Official Video\] 1978 \[Audio iTunes Plus AAC M4A\]](#)
- [I Am Not My Hair](#)
- [Nas - I Can \(Official HD Video\)](#)
- [Kirk Franklin - "Lift Every Voice And Sing" with Lyrics](#)

Song of Protest Examples

- [Billie Holiday Strange Fruit with Lyrics on Screen](#)
- [We're Not Gonna Take It \(2016 Remaster\)](#)
- [Bob Marley - Get Up Stand Up \(LYRICS\) Remastered](#)
- [Glory \(From the Motion Picture Selma\)](#)
- [Freedom - Beyoncé \(Clean Version\)](#)



NATIONAL CORE ARTS STANDARDS

❖ **Creating**

- 1: Generate and conceptualize artistic ideas and work
- 2: Organize and develop artistic ideas and work
- 3: Refine and complete artistic work

❖ **Presenting**

- 6: Convey meaning through the presentation of artistic work

❖ **Responding**

- 7: Perceive and analyze artistic work
- 8: Interpret intent and meaning in artistic work

❖ **Connecting**

- 10: Synthesize and relate knowledge and personal experiences to make art
- 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding

For additional educational materials and opportunities, subscribe to the [BSO Families Facebook Page!](#) All graphics except where otherwise noted were obtained from creativecommons.org.



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