



# CLIBURN IN THE CLASSROOM

## CURRICULUM GUIDE: DIZZY FINGERS

Ragtime's influence on American culture

	<b>Lesson 1: Humoresque</b>	<b>Lesson 2: Life and Times of Nathaniel Dett</b>	<b>Lesson 3: Animal Dances</b>	<b>Lesson 4: Digital Piano Roll</b>	
<b>TEKS Objective</b>					
<b>Elicit/Warm-Up</b> TEKS 6.A, 6.D, 6.E	Teacher introduces the movement for each section of music as shown on provided slides, students repeat.	Students are allowed independent research time to read the provided, elementary-friendly biographies of Nathaniel Dett.	Students research and print pictures of the animals named in various dances of the early 1900s to create a bulletin board.	Students watch "Player Piano Rolls - How it's Made."	
<b>Foundations: Music Literacy</b> TEKS 1.B, 1.C, 1.D, 2.A, 2.C, 6.B, 6.E	Form, phrasing, and beats are reinforced using a series of movements represented by symbols.	Rhythms are reinforced using a series of slaps known as "patting Juba."	Rhythms are reinforced through dance.	Better understanding of music production and technology through the use of Chrome Music Lab.	
<b>Movement based</b> TEKS 3.C, 3.D, 5.A, 6.D	Students pat, shuffle, and march in time with the music and in sequence with the form.	Students learn to pat Juba, now more commonly referred to as "The Hambone."	Students learn the basic steps to the Foxtrot and Grizzly Bear, and practice the moves with a partner.		
<b>Creative Expression</b> TEKS 3.A, 3.B, 3.D, 4.A	Students create their own series of movements to the opening of "Desecration Rag."		Students decorate a bulletin board with pictures of animals and descriptions of the dances.	Students create their own unique digital piano roll using recorded sounds or by uploading mp3s and mixing, rearranging, or altering the sounds.	
<b>Historical and Cultural Relevance, Critical Evaluation and Response</b> TEKS 5.A, 5.B, 5.C, 5.D, 6.B, 6.E, 6.F	Compare and contrast the styles of all of the pieces referenced in "Desecration Rag" to their originals.	Students learn about Nathaniel Dett, who paved the way for other classical musicians of color. Students also learn about a dance utilized by enslaved people and its use in classical music.	Research the animal dances of the early 1900s and include extra musical items such as clothing style, places these would be danced, and music that would be played.	Students explore the Interlude website (link provided) with examples of pieces of classical music that were recorded onto piano rolls.	