



Affiliated with the national Young Audiences Arts for Learning network



Content Standards

English Language Arts

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.

Analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Music

Compare and contrast a variety of live or recorded music performances using appropriate audience etiquette..

Demonstrate and use technology and media arts to create , perform and research music.

Describe ways that technology and the media arts are used to create perform and listen to music.

Blues in the Schools

Educator Guide

Enriching the lives of children and promoting creative learning by uniting arts and education

About the Program



This 45-50 minute program takes students on a lively and entertaining journey through the history of the blues. The blues, a music created out of the southern African-American experience, is one of rock and roll's most important roots as well as a vital music form on its own. **Bob Frank** combines narrative

with live performance and traces the music's evolution from field hollers and work songs of the early 1900s to the rural blues of the 1920s and 1930s to the electrified blues of the post-war period to its impact on rock and roll in the 1960s and beyond. Throughout the program, social and cultural conditions—including the experiences of slaves, the "Great Migration" of African-Americans, and technological innovations such as the phonograph and amplification of instruments—are closely tied to the evolution of the music.

Objectives

1. **Understand** commonalities between various American cultures.
2. **Learn** about the role of African-American culture in blues.
3. **Relate** personally to musical elements and personal messages in blues.

Before the Program

- Discuss how American traditional music is different from the music heard today. How is it the same?
- Discuss what traditional music elements are heard in modern popular music
- Listen to early blues and country music to compare

After the Program

- As a class, listen to and discuss African-American traditional music
- Create a chart comparing modern popular music (i.e. rap, rock, etc.) to African-American traditional music. How are they the same? How are they different?

Vocabulary

Blues: A song often of lamentation characterized by usually 12-bar phrases

Work Song: A usually rhythmical song to accompany repetitive work.

Blues Styles: Delta, Piedmont, Jump and Chicago are examples of blues styles.

About Bob Frank

Bob Frank is a lifelong resident of Cleveland and spent eighteen years as the leader of the Hotfoot Quartet, touring throughout North America and recording several albums. During the day Bob works through the Center for Arts-Inspired Learning, performing traditional American music assembly programs for children. He has done over 3000 of these programs in schools throughout the United States. Bob is also one of the founders of the Cleveland Blues Society. He serves as the director of the educational committee and the historical committee. As well as performing with Blue Lunch, Bob frequently performs as a solo artist. In 2012 he won the Cleveland Blues. Recently, Bob has returned to his longtime interest, coaching baseball. He is currently the assistant varsity baseball coach at Richmond Heights High School. Bob and his wife Ellen have two grown children. They live in Shaker Heights.

Resources

Origin of the Blues:

http://en.wikipedia.org/wiki/Origins_of_the_blues

The World of Blues Radio:

<http://theworldofblues.com/OnlineBluesRadio/>

Overview of Blues Music, Artists, Albums, etc:

<http://www.allmusic.com/genre/blues-ma0000002467>



About the Center for Arts-Inspired Learning

Through a balance of demonstration and audience participation, the Center for Arts-Inspired Learning teaching artist performances and workshops introduce students to an art form, support various curricular areas, and inject excitement and wonder into the school day.

