

Appalachian State University's Office of Arts and Cultural Programs presents

# APPlause!

## K-12 Performing Arts Series

Billy Jonas: Who's Gonna Make  
Our Music?!

October 11 - October 25, 2020

RECOMMENDED FOR: PK-5th Grades

CURRICULUM CONNECTIONS: Language Development, Music, Science and Ecology



# Billy Jonas Study Guide

\*This study guide was developed in conjunction with the Savannah Music Festival\*

## "Who's Gonna Make Our Music?!"

~A pre-program guide for teachers, educators and principals~

Contains recommended classroom activities & resources for students and educators to focus on prior to Billy Jonas coming to YOUR school!

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We are thrilled that you have chosen Billy Jonas to perform at your school. Music can compliment school curriculum and demonstrate dynamic relationship between the performing arts and history, literature, world cultures, environmental education and STEAM.

In this document, you will find the links to activities for each particular elementary school grade. We hope this experience will improve your student's creativity, teamwork and self-expression!

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## About the Artist

*"Some ask: "What is the sound of one hand clapping?" Billy Jonas asks: "What is the sound of 600 sets of keys jingling on the downbeat? And how shall we inspire the audience to do it?"*



For 25 years, Billy Jonas, an Asheville, NC-based – musician, performer, singer-songwriter, composer, multi-instrumentalist, and educator -- has perfected the art of the neo-tribal hootenanny\* with audiences around the globe. Billy believes that creating a bright future starts with kids. Using homemade and recyclable "re-percussion" instruments he performs songs that

celebrate community, as well as personal and planetary ecology. Each concert is a soul-spelunking, enthusiastic, joy-filled journey that you will remember long after. Jonas has received numerous honors and awards, including an American Federation of Independent Musicians 1st place/Gold, multiple Parents Choice Golds, and a New York Times "Best" listing.

## Concert Overview

**"Who's Gonna Make our Music?!"** Participation is the name of the game. Concerts include sing-alongs, bang-alongs, and an improvised song with audience suggestions and participation. Instruments include voice, guitar, and recycled "re-percussion." This show proves to each and every participant that they are indeed a musician. Themes include ecological awareness, community connection, personal responsibility, and various curriculum-related songs. **The goal:** to plant musical seeds, that will help grow creative, open-minded, engaged and open-hearted citizens of the world.

# Concert Etiquette

A live music performance can be very exciting. All of the people involved in the production, both cast and crew work very hard to be sure they give a great performance. It is the responsibility of the audience members to help the performers give their best performance possible. The audience can do this by practicing the rules of concert etiquette.

- Follow the directions of your teachers and the M.C. prior to the performance.
- Visit the restroom before the performance begins.
- If you have a cell phone please turn it off. If it must be on, put it on vibrate.
- Pay attention to announcements that are made prior to, and after, the show.
- Don't speak during the performance...whispering is still speaking, so only in an emergency or if the performer asks you to participate.
- Remain in your seat for the entire performance. If you must get up, do so quietly and in a respectful manner.
- No eating or drinking during the performance.
- Don't put or throw anything on the stage.
- Do laugh when the performance is funny.
- Do applaud when it is appropriate during the performance.
- Do applaud when the performance is over...this tells the performers and crew that you appreciate their work.
- Stand and applaud if you really thought the show was great.
- Stay seated until your school is called after the performance.

# General Prep Activities EVERYONE can do!

**TEACHERS AND STAFF:** Below is a list of ideas to prepare students for Billy's arrival, and to aid in making this a memorable, integrative, learning event:

1. Bulletin Board -- create a "Welcome Billy Jonas" bulletin board with posters, pictures and questions about Billy Jonas.
2. Interview -- for the school or class newspaper: have students prepare some questions via email, or for a phone chat.
3. Recyclable Objects Art Projects - let imaginations run wild with:
  - a. Bird Feeders made out of plastic soda bottles
  - b. Musical Instruments from metal/plastic/cardboard objects
  - c. Planters made out of old shoes
  - d. For more ideas see the book "Recycled Crafts for Kids" by Heather Smith and Joe Rhatigan
4. Letters and Pictures (after the concert) -- Billy loves to receive drawings, paintings, and correspondence from classes, reflecting their experience of the songs, the instruments, and the show. You can see some great examples at [www.billyjonas.com](http://www.billyjonas.com) in the gallery. You can send things electronically ([office@billyjonas.com](mailto:office@billyjonas.com)), or by regular mail to P.O. Box 8391 Asheville NC 28814.

## Mp3s for classrooms

Please feel free to listen to these with your students! Also, check out Billy Jonas' website at [www.billyjonas.com](http://www.billyjonas.com). You'll find music you can listen to and much more!

[Hollow Bamboo mp3](#)

[Build It Back Again mp3](#)

[Who's Gonna Make Our Music mp3](#)

[Eyes Wide Open mp3](#)

[Some Houses mp3](#)

[Old St. Helen mp3](#)

[What Kind of Cat Are You?! mp3](#)

[What Kind of Bear are You?! mp3](#)

# Vocabulary

**Byproduct**- something produced in an industrial or biological process.

**Chemical**- a substance obtained from a chemical process or used to get a chemical result.

**Compost** – Decayed organic material used as a plant fertilizer

**Industrial**- used in or developed for use in industry

**Landfill**- a system of trash and garbage disposal in which the waste is buried between layers of earth

**Manufacture**- to make from raw materials by hand or by machinery

**Mechanical**- made or operated by a machine or machinery

**Organic** – relating to or derived from organic matter

**Raw material**- something from which a useful or desirable product can be manufactured or produced.

**Reduce**- to make smaller in size, amount, or number

**Reuse**- to use again especially in a different way

**Recycle**- to process in order to regain materials for human use again

**Sustainable**- able to be maintained at a certain rate or level

**Technology**- the use of science in solving problems.

**Waste**- material left over, rejected, or thrown away

## Internet Resources

Billy Jonas – <https://billyjonas.com/>

Environmental Protection Agency - <https://www.epa.gov/>

Earth 911 - <http://www.earth911.com/>

Recycle Guys - <http://www.recycleguys.org/>

Terracycle - <https://www.terracycle.com/en-US/>

Teacher Vision – <https://www.teachervision.com/green-activities>

Edutopia - <https://www.edutopia.org/topic/environmental-education>

# Grade-Oriented Activities

## 1st & 2nd Grade

### **Activity #1: Who is Coming?**

1. After the teacher has become familiar with the program, the teacher will lead a classroom Q&A session by asking the students the following questions:

a. What does Billy Jonas do?

Billy Jonas is a teacher; a musician; he sings; he plays many different instruments.

b. What kind of instruments will he be playing?

Instruments like his voice; a guitar and instruments made of recycled stuff, bottles; cans; buckets; frying pans; anything!

c. What does he sing about?

He sings songs; stories; poems; things he made up and things you'll make up!

d. What is he going to do at our school?

He will play a concert; lead workshops in instrument making from recyclable stuff that you bring to school, songwriting, and music making.

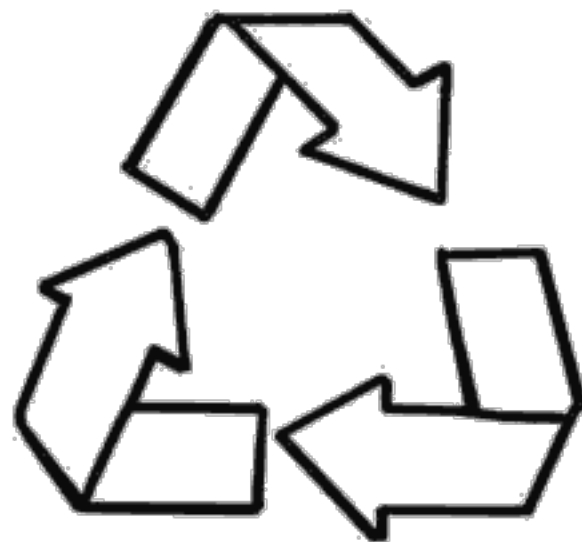
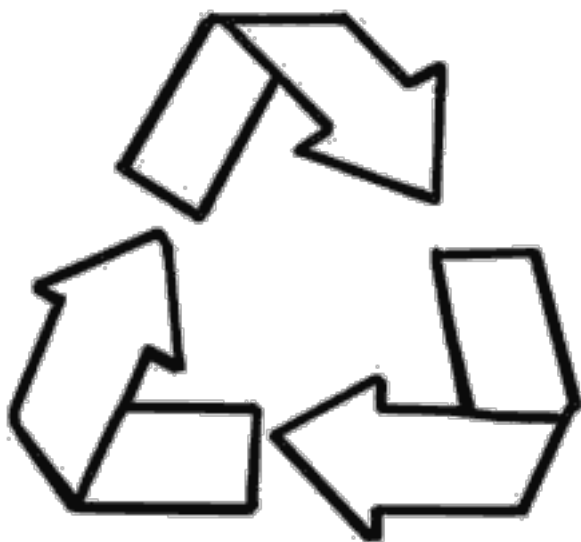
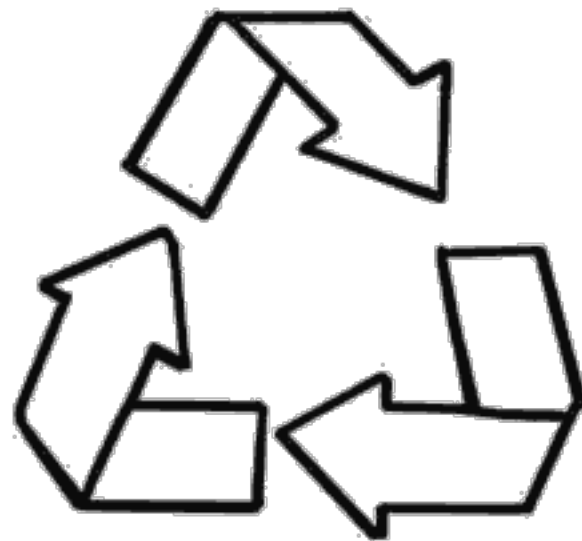
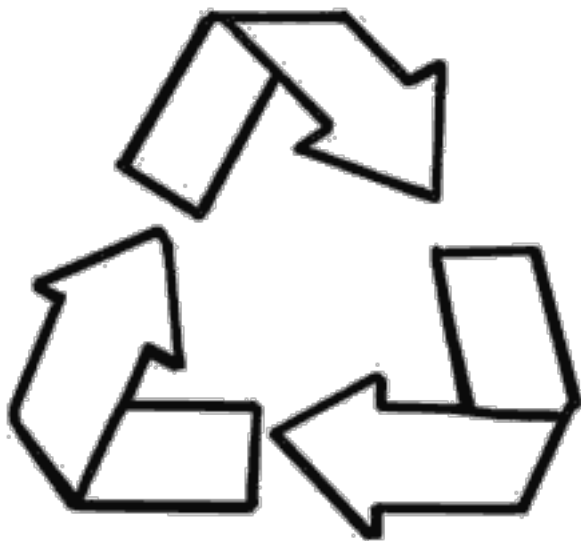
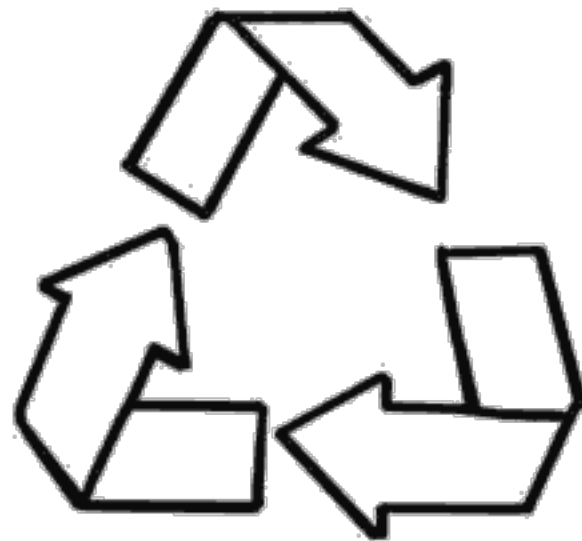
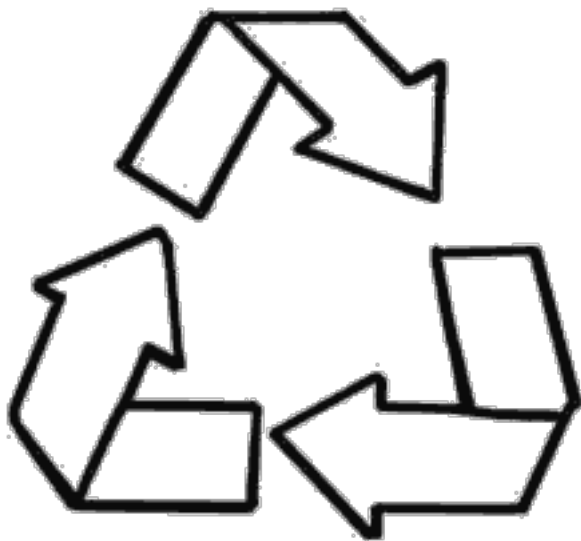
e. How are we going to do all that?

We will start small and keep on going one step at a time

### **Activity #2 Recycling Mobile**

1. Have the students color and cut out each of the Recycle symbols provided in the handout (one sheet per child).
2. Ask the students to come up with different ways they can save the environment and protect the world. (Recycle, plant a tree, turn off water, etc.).
3. Have the students draw or write their ideas on the other side of the Recycle symbol boxes.
4. Have the students gather their cutouts and hole punch each one. Use the string, yarn, or ribbon to put one end through the hole and tie the other end to the hanger.

Assessment: Display mobiles in the classroom. Let several students tell the class about his or her mobile and how they plan on protecting the environment.





### **3rd and 4th Grade:**

#### **Activity #1 What is Stuff Made of?**

Objective: Students will determine what their favorite things are made of and where they come from.

Materials: Pens or pencils; a picture of the student's favorite item, and paper.

Procedure:

1. Instruct students to bring a picture of their favorite thing (Ex. their house, a toy, a favorite marker, etc.).
2. Pair students up that have similar items.
3. Provide students with writing utensils and paper and have them and their partner figure out what their objects are made of.
4. Allow students to investigate and research in order to determine what their objects are made of and where those materials came from.
5. Instruct pairs to come up with ways they can preserve these materials that make up their favorite objects. (Ex. reducing, reusing, recycling).
6. Allow pairs to share with the class their items and what they discovered.

Assessment: Have each student write a brief paragraph on what they learned about their item.

#### **Activity #2 Recycling Vocabulary Word Search Puzzle**

Objective: Students will complete the word search puzzle and discuss definition of vocabulary terms.

Materials: Pens or pencils; Recycling Vocabulary Word Search handout and Vocabulary Definitions sheet (attached in the guide).

Procedure:

1. Distribute a Recycling Vocabulary Word Search sheet to each student.
2. Instruct students on how to complete the word search.
3. After the activity is completed, have a classroom discussion on what each word means, emphasizing the use of the common prefix re-.
4. Answer any questions the student may have on meaning of vocabulary words.

Instructions:

- Find the 14 bold face words in the puzzle
- Circle each word
- Words can be found vertically, horizontally and diagonally

Recycle Word Search



reduce  
sustainable  
landfill  
chemical  
raw material

reuse  
waste  
industrial  
manufacture  
byproduct

recycle  
stream  
mechanical  
technology

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## 5th & 6th Grade:

### **Activity #1 Reduce, Reuse, Recycle!**

Objective: Students will distinguish between the three R's and establish their own plan for enacting the three R's in their life and community.

Materials: Pens or pencils; Paper; and the Reduce, Reuse, Recycle Worksheet (attached in the guide).

Procedure:

1. Divide students into small groups.
2. Explain to the groups the three R's and what they mean.
3. Give each group writing utensils and the three R's worksheet.
4. Have each group complete the worksheet provided to them.
5. Once completed, have each group discuss what they're going to actively do to use the three R's at home and in the community.

Assessment: Check each group's worksheet for specificity and accuracy.

# Reduce, Reuse, Recycle!

Define the following:

REDUCE:

REUSE:

RECYCLE:

1. List as many materials as possible that are reduced, reused, or recycled:
2. What does recycling do for the environment? Is it helpful or a waste of time and energy?
3. What can YOU do to reduce, reuse, and recycle at home or in your community?

## **Activity #2**

### **How Long Does Trash Last?**

**Objective:** Students will work together in groups to formulate their best estimate of how long trash items might last in a landfill and learn about environmental consequences of not recycling.

**Materials:** Pens or pencils; Landfill Waste Student handout; and Landfill Waste answer sheet handout (attached in the guide).

**Procedure:**




1. Divide students into small groups.
2. Give each group a handout and have them discuss how long they think each item takes to decompose in a landfill.
3. After discussion, have the groups rank in order according to how long they think an item might last in a landfill. Have the groups use numbers to show their ranking, with #1 being the item they think will degrade fastest and #12 being the item that will last the longest.
4. Have the groups share their lists with the class. Call on one group to share their answers first. Have them tell you the sequence they decided on. Compare and contrast the differences between groups by keeping track of the sequences on the board.
5. After all groups have presented their lists, provide them with the correct order and the amount of time it takes for each item to decompose. Direct an open discussion on what the data tells you about landfills. Do items continue to degrade and make room for new garbage? Or will those landfills eventually fill up? What does this say about the importance of recycling?

**Assessment:** Have students write a paragraph on what they learned about landfills and what they can do to prevent landfills from filling up.



# Landfill Waste Ranking Sheet

Rank each waste item in order: #1 being the fastest to decompose and #12 the longest to decompose

<b>Waste</b>	<b>Ranking</b>	<b>Waste</b>	<b>Ranking</b>
 Tin can		 Plastic jug	
 Paper bag		 Banana	
 Styrofoam cup		 Aluminum can	
 Cigarette butt		 Wool sock	
 Plastic 6-pack rings		 Glass bottle	
 Cotton rag		 Leather boot	

# Landfill Waste Answer Sheet

(Answers are listed in ranking order)

Banana: 3-4 weeks  
Paper bag: 1 month  
Cotton rag: 5 months  
Wool sock: 1 year  
Cigarette butt: 2-5 years  
Leather boot: 40-50 years  
Tin can: 80-100 years  
Aluminum can: 200-500 years  
Plastic 6-pack rings: 450 years  
Plastic jug: 1 million years  
Styrofoam cup: Unknown? Forever?  
Glass bottle: Unknown? Forever?

# APPlause!

## K-12 Performing Arts Series

Enriching lives, sparking imaginations, and inspiring a love of learning through the arts!

Arts education and outreach programming at Appalachian is committed to connecting university arts resources to a diverse audience of community arts patrons, teachers and learners in the campus community, and in the public, private and home school network across our region. In doing so, the series strives to broaden and deepen arts experiences for audiences of all ages, while ensuring access to the arts for young audiences, building future audiences for the arts, and inspiring a love of learning through the arts.

Every season, affordable music, dance, film, and theatre events are offered to students and their teachers from K-12 classrooms across the region. Students experience everything from high-energy acrobatics and Appalachian music to international dance and literary classics brought to life through theatrical productions. In recent seasons, more than 8,000 students across our region have attended APPlause Series events.

This academic year, the APPlause! Series will be completely virtual and completely free, offering compelling programming to connect to K-12 classrooms, thanks in large part to generous donors who believe in supplying educators with arts programming that will spark creativity and inspire a love of learning.

*Chuck  
and Anna  
Eyler*

**PEAK**  
GROUP.INSURE

*Steve  
and Sue  
Chase*

