

APPlause!

K-12 Performing Arts Series



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

Dan + Claudia Zanes:
Songs of Streets and Sunshine — Brooklyn

September 15 - December 15, 2022

Dan + Claudia Zanes

Presented by



ARTS ENGAGEMENT TITLE

Songs of Streets and Sunshine - Brooklyn

Suggested for
Grades PreK-4

Total length
44 minutes



DESCRIPTION

In their Social Music programs, Dan + Claudia Zanes introduce young people to songs and the stories behind them while providing creative ideas to help everyone find their way inside the music. The videos are uplifting and interactive and part concert, part history lesson, part music class, part campfire sing-along dance party. Dan + Claudia draw from their wide range of musical and cultural knowledge to offer young people of various ability levels a chance to experience music in a way that feels exciting, healing, relevant . . . and totally enjoyable!

LEARNING CONNECTIONS

- **Music** (Melody, Rhythm, Harmony, Singing, Songwriting, Families of Instruments, Performance, Community music making)
- **English Language Arts** (Speaking and Listening, Writing, Poetry, Haitian Kreyol language)
- **Social Studies** (Geography & Cultural Diversity - Brooklyn NY, Coney Island, and Haiti)
- **Social Emotional Learning** (Self-Awareness, Self-Management, Relationship Skills, Social-Awareness)
- **21st Century Skills** (Critical Thinking, Creativity, Collaboration, Communication)

THINGS TO KNOW

- Lessons and lesson components are sequential, but modular, so you may choose which lessons and parts of lessons you will use.
- Activities can be differentiated to make challenge level appropriate to grade level.
- All videos are closed captioned.

SUPPLIES & SPACE NEEDED

- Throughout this Arts Engagement, students will be encouraged to sing, clap or tap a pencil, use hand and arm motions, jump, dance, and move. This can all be done in the space available.
- Students may need drawing materials and writing materials for some suggested activities.

VIDEO 1 – DAN AND CLAUDIA SAY HELLO	Length: 1:12
Meet Dan and Claudia, learn a little about them, and why they love making music.	
VIDEO 2 – LET’S WARM UP OUR VOICES	Length: 3:45
Warm up your voice, move your face and get ready to sing!	
VIDEO 3 – CONEY ISLAND AVENUE	Length: 5:49
Walk down Coney Island Avenue with Dan and Claudia and experience the sights and sound of this part of Brooklyn, New York.	
VIDEO 4 – WONDER WHEEL	Length: 8:54
Sing along as Dan and Claudia share about the Wonder Wheel, the Ferris wheel in the Coney Island amusement park.	
VIDEO 5 – LA SIRENE	Length: 9:08
Claudia shares about her Haitian heritage by teaching a popular song. Learn to sing the chorus in the Haitian Kreyol language.	
VIDEO 6 – JUMP UP	Length: 7:21
How do you greet the day? Dan and Claudia share how they celebrate each new day and all it has to offer.	
VIDEO 7 – SMILE, SMILE, SMILE	Length: 7:38
Dan and Claudia talk about songwriting as they share this song they wrote about smiles.	

GLOSSARY

Dan + Claudia Zanes – Songs of Streets and Sunshine - Brooklyn

Terms from Videos and Lesson Plans for this Arts Engagement Experience

<i>Call and response</i>	A type of musical conversation where one person sings something (the “call”), and another person, or group of people, sing it back (the “response”). Vocal call and response has its roots in traditional West African music. The call and response style is often used when people sing work songs.
<i>Driftwood</i>	A piece of wood that’s been in the ocean long enough to become worn. Dan + Claudia used a piece of driftwood and some bottle caps to make a percussion instrument.
<i>Peninsula</i>	A piece of land projecting out into a body of water.
<i>Rhythm</i>	Sounds and silences that are put together to form musical patterns which are repeated. A rhythm has a steady beat, but it may also have many different kinds of beats. Often certain beats feel stronger than others.
<i>Melody</i>	Often called the tune of a song, a melody is made up of two elements: rhythm and pitch. In simple terms, the melody is the part of the song that we usually sing.
<i>Salaam / Shalom</i>	In Arabic, the word Salaam means “peace.” It can be used to say hello or goodbye. In Hebrew, Shalom also means peace and it too can be used as a greeting or a way to say goodbye.
<i>Chord</i>	Three or more notes that are played at the same time form a chord.
<i>Harmony singing</i>	A harmony occurs when two or more notes are sung or played at the same time. When someone sings a vocal part that’s different than the melody but compliments it musically, that’s harmony singing. Some harmonies are pleasant and some sound a little nutty.
<i>Haiti</i>	A nation on the Island of Hispaniola in the Caribbean Sea. Haiti is known as the first Black republic. The other country on the island is the Dominican Republic.
<i>Haitian Kreyol</i>	The native language of the Haitian people.
<i>La Sirene</i>	Beautiful mermaid goddess of the sea and also a folk song that almost all Haitians know.
<i>La Baleine</i>	The whale that is a friend to La Sirene.
<i>Metaphor</i>	A figure of speech that is used to make a comparison between two things that aren’t alike but do have something in common. They create meaning through imagery. (Example: The snow is a white blanket.)

Lesson Guide

Dan + Claudia Zanes: *Songs of Streets and Sunshine - Brooklyn*

Advance Preparation

Things to Know

- ◆ Videos and lessons are suitable for grades PreK-4.
- ◆ Lessons and lesson components are sequential, but modular, so you may choose which lessons and parts of lessons you will use.
- ◆ Activities can be differentiated to make challenge level appropriate to grade level.
- ◆ Throughout this Arts Engagement, students will be encouraged to sing, clap or tap a pencil, use hand and arm motions, jump, dance, and move. This can all be done in the space available.
- ◆ Students may need drawing materials and writing materials for some suggested activities.

Company Introduction

Dan & Claudia Zanes are passionate believers in the power of music in human experience. Their interactive music-making with young people in theaters, schools, and festivals awakens listeners to the music within them, and how it enhances health and well-being. If you haven't already, we encourage you to review the Company Introduction video.

This folk music duo entertains learners with five beautiful story-telling songs about places, experiences, and the joys of singing and playing music with others. Students will meet instruments from the string, percussion and woodwind families, while experientially learning fundamental music concepts.

Arts Engagement Overview

Joyful interactive performances by Dan and Claudia Zanes are the heart of this five-video arts engagement experience (Videos 3-7, 38:50 min total). Each video features: a new song; the story behind it; a sing-along chorus; an introduction to one or more instruments and glossary terms. Students will also enjoy meeting the artists (Video 1, 1:12 min) and participating in an irresistible vocal warm up (Video 2, 3:45 min).

Learning Connections

- **Music** (Melody, Rhythm, Harmony, Singing, Songwriting, Families of Instruments, Performance, Community music making)
- **English Language Arts** (Speaking and Listening, Writing, Poetry, Haitian Kreyol language)
- **Social Studies** (Geography & Cultural Diversity - Brooklyn NY, Coney Island, and Haiti)
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- **21st Century Skills** (Critical Thinking, Creativity, Collaboration, Communication)

Recommended Advance Preparation for presenting this Arts Engagement:

Review two videos that set up arts engagement lessons.

- 📺 Video 1 – Dan and Claudia Say Hello (1:12)
- 📺 Video 2 –Let’s Warm Up Our Voices (3:45)

Review the five videos at the heart of this Arts Engagement Experience

- 🎧 Video 3 – Sing! Coney Avenue Island (5:49)
- 🎧 Video 4 – Sing! Wonder Wheel (8:54)
- 🎧 Video 5 – Sing! La Sirene (9:08)
- 🎧 Video 6 – Sing! Jump Up (7:21)
- 🎧 Video 7 – Sing! Smile, Smile, Smile (7:38)

Review the Lesson Plans that accompany each Arts Engagement.

Lesson plan activities help teachers introduce each video, help students make meaningful connections between video content, personal lived experience, and academic and arts classroom learning while exercising and developing Social-Emotional competencies and 21st-Century Skills.

Each lesson plan includes:

- 📌 things to know;
- 📌 learning outcomes;
- 📌 warm up to prepare students for the lesson;
- 📌 set up for viewing the video;
- 📌 reflection on the video;
- 📌 post-video activity;
- 📌 reflection on the post-video activity; and
- 📌 closing.

Once you have reviewed all the listed resources, decide how you want to structure this Arts Engagement Experience for your students.

- 🟡 Which videos will you use?
- 🟡 Will you show any video more than once?
- 🟡 Which lesson plans will you use?
- 🟡 What is your time frame for the entire Experience?

Materials created by Leigh S. Jones Consulting.

Lesson Plan 1

Dan + Claudia Zanes: Video 3 - Coney Island Avenue

Things to Know

- Lesson components are flexible. You are free to select which you want to present, and skip parts that you don't have time or materials for;
- Lesson includes a vocal and mental warm up.
- Students will need room to move along with the video.
- Students will "play" a rhythm by clapping or tapping a pencil on their desk (for example).
- Students may need drawing materials and writing materials.

Learning Outcomes

Students will **KNOW**:

- ◆ the song, Coney Island Avenue;
- ◆ Coney Island Avenue is the road to the beach;
- ◆ Coney Island is in the borough of Brooklyn in New York City.

Students will **UNDERSTAND**:

- 🌀 a street may have characteristics that can affect one's mood and movement;
- 🌀 Coney Island is a culturally diverse neighborhood;
- 🌀 an acoustic 6-string guitar may be played with a pick, or with fingers;
- 🌀 it is possible to make one's own rhythm instrument using found objects.

Students **WILL BE ABLE TO**:

- sing along on the chorus of Coney Island Avenue;
- play a percussion rhythm along with the song;
- walk in a way that expresses a good mood or attitude.

Helpful (optional) lesson enhancements to post before you begin -

- 📌 Glossary terms:
Acoustic Guitar; Call and Response; Percussion; Driftwood (a homemade percussion instrument)
- 📌 A map of Brooklyn / Coney Island
- 📌 An image of an acoustic guitar, or a real guitar.

Warm up

Video 1:

- ◆ **Set-up** - Tell Students that today is the beginning of an Arts Engagement Experience. We will be seeing a (video / series of videos) with musicians Dan & Claudia Zanes. Let's meet them now!
- ◆ **Watch - Dan & Claudia Say Hello (1:12 min)**

Video 2:

- ◆ **Set-up** - Just as athletes warm up their muscles before playing a game, singers warm up their voices before singing. Dan & Claudia will get us ready to sing now!
- ◆ **Watch and sing along - Let's Warm Up our Voices (3:45 min)**

Let's warm up our imaginations: (1 min.)

- ◆ Take a few deep breaths stretching your arm and spine muscles. Close your eyes.
- ◆ Think of a favorite city street you like to stroll down. Visualize it in your mind's eye as clearly as you can. What does it look like? Where does it go?
- ◆ In your imagination take a stroll down this street. With all your senses, notice. What do you see along the way? What do you hear? What do you smell? What can you see up ahead? How do you feel?

Set

As we watch this next video, be ready to sing! Pay attention to what the song is about. At the end of the video, I will ask you to answer questions about what you noticed.

Main Activity

- **Watch Video 3 - Coney Island Avenue (5:49 min)**

Post-video Reflection:

- ◆ What street do Dan and Claudia sing about? Where does it go? What do they (see, hear, smell) along the way? What do they compare it to? How do they feel on this street?
- ◆ How do they sing with each other? How do we sing with them? What instruments do they play? How do they use their bodies as they sing?

Post-video arts activity (several options)

- ◆ Draw a picture or a map of your favorite city street, in as much detail as you can.
- ◆ Write a poem or a song about your favorite city street.
- ◆ Play contrasting music selections. Invite students to walk the way the music feels.

Post-activity Reflection

How does it feel to honor your favorite city street in an artful way? If time allows, have partners share and discuss their work with one another.

Lesson Plan created by: Leigh S. Jones Consulting

Lesson Plan 2

Dan + Claudia Zanes: Video 4 - *Wonder Wheel*

Things to Know

- During this lesson, students will sing, do arm movements, and clap, so make sure everyone has enough space to move freely.
- The song in this lesson celebrates a famous Ferris wheel.
- Featured instruments include the 6-string guitar and harmonica.

Learning Outcomes

Students will **KNOW**:

- ◆ the chorus of the song, “Wonder Wheel”;
- ◆ arm gestures that accompany the song;
- ◆ a harmonica holder allows a musician to do two things at once;
- ◆ two or more singers may do harmony singing.

Students will **UNDERSTAND**:

- ☞ a chord is made of different notes being played at the same time;
- ☞ in harmony singing, two or more notes are sung at the same time;
- ☞ musicians inhale and exhale while playing the harmonica;
- ☞ changes in breath affect the harmonica’s sound;
- ☞ Coney Island is a 100-year-old amusement park in Brooklyn, NY.

Students **WILL BE ABLE TO**:

- connect the topic of the song to personal experience;
- sing along on the chorus of “Wonder Wheel”;
- perform arm motions that go with the chorus of the song;
- clap along with the song.

Helpful (optional) lesson enhancements to post before you begin -

- ▀ glossary terms: Chord; Harmonica; Harmony singing;
- ▀ picture of the Wonder Wheel;
- ▀ picture of a harmonica and holder;
- ▀ picture of a line of sheet music including chords.

Warm up

Vocal:

- ◆ **Watch Video 2 and sing along - Let's Warm Up our Voices (3:45 min)**

Imagination:

- ◆ Ask students "how many of you have been to an amusement park?" Brainstorm a list of amusement park rides. When it comes up, ask students "who has ridden a Ferris wheel?". Ask them to describe how it moves, how it feels to ride, what you can see from the top. Invite those who haven't been on a Ferris wheel to imagine what it would feel like.

Set

Let's learn a song about a Ferris Wheel!

Main Activity

- **Watch Video 4 – Wonder Wheel (8:54 min)**

Post-video Reflection:

- ◆ How do Dan & Claudia's arm motions help us imagine the physical feeling of riding a Ferris wheel?
- ◆ If you had a harmonica and holder, what else could you do while you play it?
- ◆ When/where have you experienced people singing in harmony? Do you have any experience singing in harmony?

Post-video arts activity (several options)

- ◆ Draw a picture of a Ferris wheel.
- ◆ Write a poem about what it's like to ride a Ferris wheel.
- ◆ Do internet research about the 100th anniversary of the Wonder Wheel.

Lesson Plan created by: Leigh S. Jones Consulting.

Lesson Plan 3

Dan + Claudia Zanes: Video 5 - *La Sirene*

Things to Know – Dan + Claudia:

- introduce the country Haiti, Haitian culture, and the Haitian Kreyol language;
- introduce electric guitar (from the string family of instruments);
- introduce wood block (from the percussion family of instruments);
- invite students to clap a rhythm, or play it using found percussion (like a pencil on desk);
- encourage students to move with the music.

Contextual Information:

Hispaniola is the most populous and second-largest island in the West Indies, and home to indigenous peoples who had lived there for centuries before the arrival of European explorers. In the early 1490's Columbus founded the first European settlement, the first proper town, and the first permanent settlement in America on Hispaniola. Today it is home to two sovereign nations: Haiti and the Dominican Republic.

Learning Outcomes

Students will **KNOW**:

- ◆ Haiti is an island nation in the Caribbean;
- ◆ native Haitians speak the Haitian Kreyol language;
- ◆ La Sirene is a song all Haitians know;
- ◆ wood blocks are a percussion instrument.

Students will **UNDERSTAND**:

- 🌀 La Sirene is a beautiful mermaid who reigns the sea;
- 🌀 La Baleine (the whale) is a sister/friend to La Sirene;
- 🌀 an electric guitar can suggest the sound of waves.

Students **WILL BE ABLE TO**:

- find Haiti on a map;
- sing the chorus of La Sirene in the Haitian Kreyol language;
- play a percussive rhythm to La Sirene.

Helpful (optional) lesson enhancements to post before you begin -

📖 Glossary terms

- ◆ Haitian Kreyol - the native language of the Haitian people
- ◆ La Sirene (beautiful mermaid goddess of the sea) - a song that all Haitians know
- ◆ La Baleine (the whale) - sister and friend to La Sirene

■ Chorus Lyric

- ◆ Chapo'm tonbe nan lan mer (my hat fell into the sea)

■ Map of the West Indies / Hispaniola / Haiti

Warm up

- 🕒 Let's warm up our bodies:
 - ◆ **Set-up** - Take three deep breaths stretching arms on the inhale, lower them on the exhale. Wake up your body by moving one part at a time in all directions: torso, head, arms, legs.
- 🕒 Video 2:
 - ◆ **Set-up** - Just as athletes warm up their muscles before playing a game, singers warm up their voices before singing. Dan & Claudia will get us ready to sing now!
 - ◆ **Watch and sing along - Let's Warm Up our Voices (3:45 min)**
- 🕒 Let's warm up our imaginations: (1 min.)
 - ◆ Ask learners if any speak another language than English. If so: What country/or countries does this language come from?;
 - ◆ Invite volunteers to say "I would like to visit (insert country)" in that language;

Set

- ◆ Introduce contextual information: how to find Haiti on a map of the West Indies; the significance of Haiti to European settlement of America.
- ◆ Today, Dan and Claudia will teach us how to sing in another language. Be ready to sing and dance!

Main Activity

- **Watch Video 5 - La Sirene (9:08 min)**

Post-video Reflection:

- ◆ What do you know now that you didn't know before this video?
- ◆ What is it like to sing in the Haitian Kreyol language? Why?
- ◆ What other objects could you hit together to play a pleasing rhythm sound?
- ◆ Close your eyes - what do you think La Sirene looks like?

Post-video arts activity (several options)

- ◆ Art - Draw a picture of La Sirene
- ◆ Music - make up a percussion rhythm and teach it to a partner
- ◆ Culture - teach a partner a song that you know from another country
- ◆ Geography - Draw a map that shows where Haiti is on the island of Hispaniola

Closure

Ask your grown up to teach you a folk song. Teach them the chorus to La Sirene.

Lesson Plan created by: Leigh S. Jones Consulting

Lesson Plan 4

Dan + Claudia Zanes: Video 6 - *Jump Up*

Things to Know: Dan + Claudia will:

- celebrate daybreak in song;
- announce that this video includes a surprise;
- play 3 instruments from prior videos (driftwood, guitar, and harmonica);
- add another stringed instrument to the mix - the mandolin;
- encourage students to jump and dance to the music.

Learning Outcomes

Students will **KNOW**:

- ◆ the mandolin is a member of the string family of instruments;
- ◆ mandolins have 8 strings, arranged in 4 sets of 2;
- ◆ the tempo of a song can be regular, slow motion, or super fast;
- ◆ a lot of music is made with 2 voices, guitar, and mandolin.

Students will **UNDERSTAND**:

- 🌀 this song is a joyful embrace of daybreak;
- 🌀 it celebrates the morning sights and sounds of nature;
- 🌀 we can choose to greet each new day with positive energy;
- 🌀 how to keep a rhythm going during a transition from one instrument to another.

Students **WILL BE ABLE TO**:

- jump and dance to the music;
- move in rhythm with the music;
- change the tempo of their movements;
- express the idea of a new day through artmaking.

Helpful (optional) lesson enhancements to post before you begin -

- 📌 Show a mandolin, or an image of one.

Warm up

Does someone in your family have to wake you up in the morning? Why? How do they do it? Invite volunteers to share.

Imagination:

- ◆ Lie down on the floor and close your eyes as if sleeping. Think about how you wake up in the morning. Do you jump right up? Do you roll over, stretch your body, yawn, get out of bed gradually? Once you have thought about it, act it out.
- ◆ You are looking out the window at the very beginning of a new day. In your mind's eye, notice the sky, the clouds, the sun. Can you hear birds singing? Other sounds of nature?

Vocal:

- ◆ **Watch Video 2 and sing along - Let's Warm Up our Voices (3:45 min)**

Set

We are going to hear a morning song. Be ready to move!

Main Activity

- **Watch Video 6 – Jump Up (7:21 min)**

Post-video Reflection:

- ◆ Show me how this song made you feel by moving your whole body. Stop. Let's do that again, but this time I will count 1,2,3, "Freeze!" When you hear "freeze" instantly freeze your movement to become a still statue. Notice the shapes of other people's statues. How are they alike? How are they different?
- ◆ What was the surprise in the video? Of the four instruments Dan and Claudia played today, is there one you'd like to learn? Which one, and why?
- ◆ What other morning/waking up songs do we know?

Post-video arts activity (several options)

- ◆ Create original Art
 - a. Draw a picture of a beautiful morning view.
 - b. Write a poem about how you wake up in the morning.
- ◆ Learn and sing a song about waking up (for exp: Are you sleeping, brother John?)

Lesson Plan created by: Leigh S. Jones Consulting.

Lesson Plan 5

Dan + Claudia Zanes: Video 7 - *Smile, Smile, Smile*

Things to Know: Dan + Claudia will:

- perform an original song (one they wrote together);
- introduce the flute, a member of the woodwind family;
- introduce another instrument from the string family - the 12-string guitar;
- encourage students to write their own songs.

Learning Outcomes

Students will **KNOW**:

- ◆ the 12-string guitar is from the string family of instruments;
- ◆ the guitar's 12 strings are arranged in 6 sets of 2;
- ◆ the flute is a member of the woodwind family of instruments;
- ◆ Dan & Claudia sing music they wrote themselves, as well as traditional folk songs from several cultures.

Students will **UNDERSTAND**:

- ℳ anyone can write a song about anything;
- ℳ smiles are contagious - each one inspires more smiles;
- ℳ metaphors communicate meaning through imagery;
- ℳ about the flute:
 - humans have played it since ancient times;
 - can be made from many materials;
 - can be played with vibrato, or straight.

Students **WILL BE ABLE TO**:

- talk knowledgeably about the music they hear in this performance;
- name the instruments used;
- recognize harmony singing (explored in earlier lessons);
- create a song-writing notebook.

Helpful (optional) lesson enhancements to post before you begin -

- Post Glossary terms:
 - Flute
 - 12-string guitar
 - Metaphor

Warm up

Imagination:

- ◆ What are some instruments that Dan & Claudia have played for us?
- ◆ What are some things that Dan & Claudia sing about?
- ◆ Brainstorm a list of things that make us smile

Vocal:

- ◆ **Watch Video 2 and sing along - Let's Warm Up our Voices (3:45 min)**

Set

Introduce the term metaphor. Ask students to look for a metaphor in this song.

Main Activity

- **Watch Video 7 – Smile, Smile, Smile (7:38 min)**

Post-video Reflection:

- ◆ What metaphors do Dan and Claudia use to represent how smiles are contagious?

Post-video arts activity

Anyone can write a song about anything! Why not you? Fold a few sheets of paper like a book. Write "Songwriting notebook" on the cover. Decorate it. This is your place to write song ideas that truly inspire and excite YOU (instead of what you think would impress others).

Make a list of:

- places you like to go;
- things you like to do;
- people you like to be with;
- dreams for your future.

Play with words:

- jot down words and phrases you like the sound of;
- write some short poems.

Get the feeling in your body:

- make up some dance moves that make you feel good;
- experiment with melody by humming and record ideas you really like;
- find two objects that make a good sound when struck together;
- play with making up rhythms.

Keep these notes and add new ideas whenever they strike you.

Lesson Plan created by: Leigh S. Jones Consulting.

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 offer three virtual performances that are completely free and offer 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.

Thank You to Our Sponsors!

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JAMES G. HANES MEMORIAL FUND

&

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