

Black Violin



Streaming Performances
for Schools



TEACHER RESOURCE GUIDE

Black Violin

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EDUCATION & COMMUNITY ENGAGEMENT



The lessons and activities in this guide are driven by the Ohio Learning Standards in English Language Arts (2017).

21st-century skills of creativity, critical thinking, and collaboration are embedded in the process of bringing the page to the stage. Seeing live theater encourages students to read, develop critical and creative thinking skills, and to be curious about the world around them.

This Teacher Resource Guide includes background information, questions, and activities that can stand alone or work as building blocks toward the creation of a complete unit of classroom work.

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ABOUT CINCINNATI ARTS ASSOCIATION



Founded in 1992, the Cincinnati Arts Association (CAA) is a not-for-profit organization that oversees the programming and management of two of the Tri-state's finest performing arts venues – the Aronoff Center for the Arts and Music Hall – and is dedicated to supporting performing and visual arts. Each year, CAA presents a diverse schedule of events; serves upwards of 600,000 people in its venues; features the work of talented local, regional, and national artists in the Weston Art Gallery (located in the Aronoff Center); and supports the work of more than one dozen resident companies. Since the inception of its acclaimed arts education programs in 1995, CAA has reached more than 1.8 million students.

CAA is proud to be a member of Ohio Citizens for the Arts, Cincinnati USA Regional Chamber, Greater Cincinnati Convention & Visitors Bureau, Greater Cincinnati & Northern Kentucky African American Chamber of Commerce, Hispanic Chamber of Commerce, Over-the-Rhine Chamber of Commerce, and Performing Arts Center Consortium.

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ABOUT THE SHOW

Black Violin is the Grammy®-nominated band led by classically-trained string players Wil B. (viola) and Kev Marcus (violin). Joining them onstage are DJ SPS and drummer Nat Stokes. The band uses their unique blend of classical and hip-hop music to overcome stereotypes while encouraging people of all ages, races and economic backgrounds to join together to break down cultural barriers. In the past year alone, the band has performed for over 100,000 students in the US and Europe and has partnered with Yamaha and NAMM (National Association of Music Manufacturers) to continue supporting music education.

Audiences will recognize elements of songs by artists from Puccini to the Temptations, from Imagine Dragons to Johann Sebastian Bach. DJs like DJ SPS cut and loop beats to recreate music. They also pause, scratch, backspin, speed up or slow down, and/or delay the music. In its simplest form, cutting would involve cutting a few bars of the beat and looping it to create a continuous sound.

ABOUT THE ARTISTS

Wil Baptiste (viola) immigrated to the United States from the Bahamas with his family at the age of 11. He hoped to join the school band to play saxophone but accidentally was placed in the string program. He grew to love the viola and mastered it as well as the trumpet, drums and bass guitar.

Kev Marcus (violin) began playing violin at age 9 with the encouragement of his mother. He and Wil Baptiste met while attending the famed Dillard High School of the Performing Arts in Fort Lauderdale, Florida, where they were trained in the classical tradition. During their class and practice time, they developed firm classic techniques and, in their free time, listened to hip-hop and rhythm and blues.

DJ SPS (DJ) is an American turntablist/DJ/producer who was raised abroad and now calls Orlando home. He is known for his intricate fast cuts, stylish juggles, and complex beat manipulation on wax. Never afraid to show his skills, SPS has entered numerous DJ battles where he has gained notoriety as a fierce competitor who shows no mercy. With a variety of titles under his belt including the 2008 DMC USA Supremacy Championship title, he has gone on multiple tours across the United States and Europe showcasing his live skill set to wow audiences and fans alike. With extensive knowledge of years of

music, it only seems logical that he would produce multiple albums and remixes. To see him, Party Rock is a musical journey that will be sure to take you from old school to obscure, from new to rare and beyond. SPS is the epitome of a real live DJ, guaranteed to heighten any entertainment experience.

Nat Stokes (drummer) was born in Brooklyn, New York. At the age of three, he started drumming on pots and pans in his parents' home and by seven he was playing regularly at Beulah Church of Nazarene in Brooklyn, New York (where his late grandfather, Rev. Stanley Moore, was the Senior Pastor). In 1999, Nat's family relocated to Daytona Beach, Florida. Nat quickly landed on the drum stool for his middle and high school jazz bands, and later, along with his Bachelor degree in Jazz Studies at the University of North Florida, he was awarded Outstanding Senior Musician. In 2012, Nat received his Master's degree in Jazz Performance from the University of Miami. Nat regularly performs with original music acts and cover bands, and does drum recordings for studio sessions. On the side, he also works on composing and arranging in different genres.

ABOUT THE BAND

Black Violin was born when Marcus heard the music of violinist Stuff Smith, considered to be the first violinist to use electrical amplification techniques on a violin. His professor sat him down at a lesson and told him to listen. Marcus said Smith's music was "unbelievable," saying "classical violin with soul and fire. I loved it." He passed the music on to Wil Baptiste, and together they decided to form a band, calling it Black Violin, named after Smith's eponymous soulful solo album. Inspired by Smith's music, the two realized that they could synthesize all the styles they loved: classical, jazz, R&B, hip-hop, and even reggae and gypsy music.

Along with their DJ, DJ SPS, and drummer, Nat Stokes, Kev, and Wil have created the ultimate synergy between classical and hip-hop music, and through it, an incredible opportunity to reach young children. Among their achievements Black Violin clinched the *Showtime at the Apollo* 2005 Legend title, performed on the same bill with some of the industry's biggest artists and performed at the official President's Inaugural Ball in

2013. In addition, Black Violin has composed for a major FOX Television original *Pitch*, and has been featured by ESPN as the official artist of the 2017 US Open (tennis) and 2016 & 2017 Heisman Trophy Award ceremonies. They have been featured on *The Tonight Show*, *The Today Show*, *Ellen*, *The Wendy William's Show*, NPR, and more. The two are also avid producers and writers and have released four albums of original music: *Black Violin* (2007), *Classically Trained* (2013), *Stereotypes* (2015), and *Take the Stairs* (2019). Their debut holiday album, *Give Thanks*, was just released November 20, 2020.

Black Violin has recently joined with Turnaround Arts, alongside artists such as Yo-Yo Ma and Elton John, to bring arts education to struggling schools in underserved communities. Turnaround Arts is a program of the John F. Kennedy Center for Performing Arts founded by President Obama's Committee on the Arts and the Humanities.



■ PRE-SHOW ACTIVITIES

The Man with the Violin (Grades: K-3)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:
CCR.RL.K.3, CCR.RL.1.3, CCR.RL.2.3, CCR.RL.3.3

Pre-reading: Show your students a picture of a violin and ask them to tell you what they know about a violin. Let them know that it is okay if they do not know that much about the instrument. Explain to your students that they will listen to a story about a man who played the violin. The structure of this read aloud is different from most read alouds that they are familiar with because they will hear a violin playing in the background.

Reading: Show the read aloud for “The Man with the Violin” to your students (see resource page). In addition to paying attention to the story, ask them to listen to the music as well.

TIP: Play the read aloud twice. The first time, ask the students to pay attention to the characters, setting, and plot. After discussing the characters, setting and plot, replay the read aloud. This time draw your students’ attention to the music.



Post-reading:

1. Discuss the characters, setting, and plot with your students. You can use the graphic organizer on the following page to help students organize their thoughts.
2. Hold a discussion about the music that they heard during the read aloud. Ask students to describe the music and to share their opinions.

The Man with the Violin Graphic Organizer

Characters

Setting

Beginning

Middle

End

“Impossible is Possible” (Grades: K-5)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

CCR.SL.K.2, CCR.SL.1.2, CCR.SL.2.2, CCR.SL.3.2, CCR.SL.4.2, CCR.SL.5.2

CCR.W.K.2, CCR.W.1.2, CCR.W.2.2, CCR.W.3.2, CCR.W.4.2, CCR.W.5.2

Preparing for Black Violin: Explain that your class will watch a music performance of two violinists in the coming days. To prepare for that performance, you are going to show them a music video of the group. Play the music video, "Impossible is Possible," for your students (see resource page). Begin your discussion by asking your students to share their thoughts about the video. Did anything surprise them? How was the music in the video like the music that they heard during the read aloud? How was it different? How did it make them feel as they listened to the music? What did they like about it? Was there anything that they didn't like?

Next, have students discuss the characters, setting, and plot behind the video. You can use the graphic organizer on the following page to help organize their thoughts.

Writing Prompt: The music video showed a young boy's dream of becoming a runner, but that seemed impossible despite his passion. The video shows the encouragement that he received from his parents, and it ends with him making it to the Olympics. Have your students discuss, draw, or write about a dream that they have that might seem impossible.



“Impossible is Possible” Graphic Organizer

Characters

Setting

Beginning

Middle

End

Because Black Violin... (Grades: 3-5)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:
CCR.RI.3.1, CCR.RI.4.1, CCR.RI.5.1 and CCR.RI.3.3, CCR.RI.4.3, CCR.RI.5.3
CCR.W.3.3, CCR.W.4.3, CCR.W.5.3

Wil Baptiste and Kev Marcus are the two members who make up **Black Violin**. Over the course of their lives, several events happened that changed the trajectory of their paths. Had these events not occurred, there is a good chance **Black Violin** would not exist. This activity begins with reading the book *Because* by Mo Willems. After reading the book, students will read the information on Wil Baptiste and Kev Marcus. Then, taking the events from Will Baptiste's and Kev Marcus' lives, students will write a book titled "Because **Black Violin**..."

Note: Older students might be turned off by having a children's book read to them. Address this prior to reading the book and let them know that you realize that this book is generally used for younger students. However, the reason why they are reading this book is because they will write a similar book about the Black Violin artists. If students want, they can share their stories with younger kids.

Begin by telling your students that they will watch a performance of two men who combine classical music with hip-hop. Like most people, your students might have puzzled looks on their faces because we typically do not think about combining these two genres of music. That's okay! Explain that this activity will help them to learn about the events that took place that led to this unique, beautiful, and powerful style of music.

Read (or show the YouTube read aloud) the story *Because* by Mo Willems (See resource page). As you read, students should pay attention to the events that happen and the changes that take place. You will review these events after reading the book. Reassure your students that it is okay if they do not write down every event as you will review the events together as a whole class. After you are done reading the story, give your students some time to recount some of the events that took place and the impact that it had. Feel free to pass out the graphic organizer on the following page so students can record

their thoughts. Next, have the students create a class list of events and the changes that occurred.

Next, explain that they are going to read about Wil Baptiste and Kev Marcus, the two guys who make up the band **Black Violin**. As they read the story, have them underline events that took place in blue and the changes that happened in green. For example, students would underline the statement "because Kev got into trouble" in blue and the statement "his mother took him to Saturday morning violin class" in green. After students have finished identifying the cause (events) and effects (changes), have them write their own story titled "Because Black Violin..." that tells how the band came together to create such wonderful music. Students can illustrate their stories if they wish.



About Will Baptiste and Kev Marcus

Wil Baptiste was born in the Bahamas and moved to the United States with his family when he was 11. He hoped to join the school band to play saxophone, but accidentally was placed in the string program. Instead of playing the saxophone, he ended up playing the viola. He grew to love the viola and mastered it as well as the trumpet, drums, and bass guitar.

Kev Marcus began playing violin at age 9, with the encouragement of his mother. According to Kev, in the fifth grade: "I didn't want to be the violinist in my neighborhood. I got into a little trouble... and my mom said she needed me to get into something, so she took me to Saturday morning violin class."

Kev Marcus and Wil Baptiste met each other during high school in Florida. During their class and practice time, they learned classical music, and in their free time, they listened to hip-hop and rhythm and blues.

Both Baptiste and Marcus worked really hard and they were able to attend college on full music scholarships. This means that they did not need to pay to go to college. However, they went to two different schools.

One of Marcus' violin teachers was named **Stuff Smith**. Most violins are acoustic, meaning they do not have an amplification system like an electric guitar has. Stuff Smith was the first person to connect an amplification system to a violin.

One day, Stuff Smith sat Marcus down and played his music for Marcus to hear. This was the first time that Marcus heard Stuff Smith's music. Marcus described Stuff Smith's music as "unbelievable" and said it was "classical violin with soul and fire. I loved it."

Marcus told Wil Baptiste about the music. They were both inspired by Stuff Smith's music and realized that they could combine all the styles of music that they loved: classical, jazz, R&B, hip-hop, and even reggae and gypsy music. They decided to form a band, calling it **Black Violin**. They named their band after their role model's soulful solo album.



Stereotypes... (Grades: 6-12)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:
CCR.SL.6.2, CCR.SL.7.2, CCR.SL.8.2, CCR.SL.9-10.2, CCR.SL.11-12.2

Part I: Begin by showing students the Black Violin album cover *Stereotypes*. Do not tell them that this image is an album cover, and refrain from telling your students anything about the band or the performance that they will see in a few days. Simply show the cover to the class and give students several minutes to look at it silently. Next, have them write their reactions to the cover. Students can describe what they see, ask questions that they might have, explain how the image makes them feel, or offer potential explanations for the image. After they have had enough time to write their reactions and thoughts, allow them to discuss the image as a class.



Part II: Once the class discussion has come to an end, play the music video, "The Impossible is Possible" (see resource page). First, play the video with only the audio. As the song is playing, encourage students to listen to it with their eyes closed. This will help to block out other stimuli that can distract from the song. After the song is finished, have students silently write their reactions to it. What did they like? What didn't they like? Describe the emotions that they experienced as the song played. Describe if the music was happy, upbeat, sad, slow, excited, agitated, etc... Was there anything surprising? What do they think the song is about? You may decide to play the song a couple of times, so the students are able to become familiar with it. Allow students to share their reactions with a partner or with the entire class. Next, play the song one last time, but this time show the actual footage for the video. Allow them to share their reactions with the class. Did anything surprise them? Allow them to discuss the music. Could they identify different styles of music within the video? Finally, ask your students why the name of the album is called "stereotypes." What significance do you think this has for the musicians?

Part III: Conclude the activity by explaining that they will see a performance by Black Violin soon. The band consists of two black men who play the viola and the violin. Explain that the music that they play combines classical music and hip-hop as well as other musical genres such as jazz, reggae, and gypsy.

Black Violin Documentary (Grades: 6-12)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:
CCR.SL.6.1, CCR.SL.7.1, CCR.SL.8.1, CCR.SL.9-10.1, CCR.SL.11-12.1

Prior to the show, allow your students to get to know the musicians from **Black Violin**. Show them the *Black Violin Documentary* (see resource page). **The video is approximately 10 minutes in length. Please note, around the 1:29 mark; there is mild adult language.**

This short documentary allows students to hear the musicians talk about how they were introduced to the violin and viola, as well as how the band formed. The musicians themselves share these stories, which adds a personal element for the students.

After watching the documentary, ask students the following questions:

1. Was there anything that they talked about that surprised you?
2. Could you relate to the musicians?
3. Describe the key people and events that took place in their lives that influenced their decision to form Black Violin.
4. Describe their personalities. How are the musicians similar, and how are they different?



■ POST-SHOW ACTIVITIES

Explore the Violin (Grades: K-8)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

CCR.W.K.7, CCR.W.1.7, CCR.W.2.7, CCR.W.3.7, CCR.W.4.7, CCR.W.5.7, CCR.W.6.7, CCR.W.7.7, CCR.W.8.7

The members of **Black Violin** fell in love with the violin instrument as young performers. In this activity, students will work in groups to learn more about this classic yet highly, versatile instrument. They will then choose a creative medium to present their findings to the class.

1. Divide students into small groups.
2. Assign each group a topic to research:
 - The history of the violin
 - An explanation of how violins are made
 - An explanation of how violins produce sounds
 - An explanation of how the violin is played
 - Why antique violins are desirable and/or why Stradivarius instruments are highly valued
 - The importance of varnish on acoustic violins
 - Acoustic violins versus electric violins
3. Invite students to present their findings the class. Challenge them to present their findings in a creative way, such as creating a poster, video, or other artistic expression.

Follow-up Questions:

1. What did you know about the violin prior to your research?
2. What is the most interesting thing you learned researching your topic?
3. What is the most interesting thing you learned from another group's presentation?
4. Which presentation stood out to you the most? Why?



Influences (Grades: 1-5)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

CCR.SL.1.1, CCR.SL.2.1, CCR.SL.3.1, CCR.SL.4.1, CCR.SL.5.1

CCR.W.1.2, CCR.W.2.2, CCR.W.3.2, CCR.W.4.2, CCR.W.5.2

Wil B and Kev chose to name their group after Stuff Smith, a jazz violinist from the swing era. Smith's final and most soulful album was titled "Black Violin." His work inspired Wil B and Kev so much that they decided to name their group in honor of him. In this activity, students will think about someone who influences or inspires.

Before having students discuss who influences or inspires them, hold a class discussion and answer the following questions:

1. What qualities make someone admirable?
2. What can we learn from those who inspire us?
3. Why is it good to have someone you look up to that inspires you?
4. Are our influences always positive?
5. What can you do to make sure that you choose people to admire who have a positive impact on your life?

Next, share the Influences One-Pager provided on the following page. Ask students to think about someone who influences or inspires them. Have them write this person's name in the center of the page. Then, let your students know that they will be answering a series of questions about this person. They will record their thoughts in the separate quadrants on their paper. Students can use a mixture of drawings or text to answer the questions.





Name of Person

What do you admire about this person?

In what ways does this person influence or inspire you? Be specific.

Do you feel that you and this person have similar goals? If so, what are they?

What are some things you could do to achieve these goals?

Black Violin Music Review (Grades: 6-12)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:
CCR.W.6.4, CCR.W.7.4, CCR.W.8.4, CCR.W.9-10.4, CCR.W.11-12.4

Paragraph 1 – The Basics

Include the answers to the Five W's:

- Who (the name of the band)
- What (title of the performance)
- Where (the location where you saw the performance)
- When (the date that you saw the performance)
- Why (in a few sentences, state the basic theme of the performance)

Paragraph 2 – The Music

Describe the music that you heard:

- What is the genre (classical, pop, hip-hop, country, rock, etc...)?
- What was the theme of the performance?
- Use the element sheet on the following page to help you describe the musical elements of the performance.

Paragraph 3 – Your Reaction

What is the performance's effect on you?

- Which songs did you like best and why?
- Describe some of the lyrics that stood out to you and explain why they stood out.
- Which songs did you like the least and why?

Paragraph 4 – The Audience's Reaction

What is the performance's effect on the audience?

- Was the audience attentive?
- Was the audience interested?
- What is your overall impression of the performance as a whole?

Remember to:

- Back up all your opinions with valid reasons.
- Be objective, fair, and sincere.
- Evaluate the entire production.
- Be constructive. Indicate good points along with those you felt needed improvement.
- Enjoy the show- don't go to be overly critical.



Element	Questions to consider	What you heard
Rhythm	Was there a steady beat? Are the notes fast, slow, some of each? Is the rhythm even or uneven?	
Melody	Does the melody move mostly by large skips or by steps? Which direction does it move in? Does it sound like a major, minor, pentatonic, modal, or 12-tone melody?	
Texture	How many lines of music can you hear at a time: one or two (thin texture) or many (thick)? Does the music go into a round at any point? Do you hear any ostinatos?	
Harmony	Does the music use consonant harmonies or discords or a combination of the two? Does there seem to be a traditional tonal center to the music (major or minor)?	
Form	Are there like and unlike sections that form a pattern such as ABA, ABC, etc.? Could the music be described as a theme and variations?	
Dynamics/ Tempo	What pattern of loud and soft, slow and fast does the music feature?	
Style	Does the music remind you of any other music you know of or a particular musical style (classical, jazz, hip-hop, ect.)?	
Tone	What instruments or voices were used? Were any unusual or hard to identify?	

Discussion Questions (Grades: 6-12)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:
CCR.SL.6.1, CCR.SL.7.1, CCR.SL.8.1, CCR.SL.9-10.1, CCR.SL.11-12.1

After the performance, hold a discussion with your class about **Black Violin**. Below are some sample questions that you can use to initiate the discussion. Encourage students to reference the performance as they answer the questions.

1. Were there any songs that you recognized during the performance (both pop/hip-hop and classical)? What did you think of the changes that **Black Violin** made to the songs that you recognized? What did you like or not like?
2. What did you think of the music? Did the different styles mesh effectively and sound harmonious, or was it more jarring and discordant? Did anything surprise you about the music?
3. If you have been to a traditional classical music concert and/or hip-hop concert, how did this compare? What were the differences? What were the similarities?
4. What do you think **Black Violin's** mission is with their performances? Another way to ask this question is what do they want you to think about after seeing them perform?
5. **Black Violin** named their group after an album by Stuff Smith, a jazz violinist from the swing era. If you had to give the group a different name, what would it be and why?
6. What did you notice about the different instruments that were played? Were any of the instruments new to you? Were they played in a way that you had never experienced before?



RESOURCES

READING



Stinson, K. (2016). The man with the violin. (D. an Petricic, Illus.; J. Bell, afterword). *Annick Press*. Available on Amazon (paperback and Kindle)

Willems, M. (2019). *Because*. (A. Ren, Illus.) *Hyperion Books for Children*. Available on Amazon (Hardcover) see Web Resources for read aloud

ADDITIONAL READING (list courtesy of the Alaska Junior Theater)

Picture Books :

This Jazz Man by Karen Erhardt
Lift Every Voice and Sing by James Weldon Johnson
Across the Alley by Richard Michelson
Charlie Parker Played Be Bop by Christopher Raschka
Sweet Music in Harlem by Debbie A. Taylor

Chapter Books:

Yolonda's Genius by Carol Fenner
Second Fiddle, or, How to Tell a Blackbird from a Sausage by Siobhàn Parkinson
The Minstrel's Melody by Eleanora E. Tate

Teen Fiction:

Harlem Hustle by Janet McDonald
The Mozart Season by Virginia Euwer Wolff
Sky: A Novel in 3 Sets and an Encore by Roderick Townley
Good Enough by Paula Yoo

Non-Fiction on African Americans in Music: :

Music by Angela Medearis
I See the Rhythm by Toyomi Igus
The Louis Armstrong You Never Knew by James Lincoln Collier
Hush Songs: African American Lullabies
Slave Spirituals and the Jubilee Singers by Michael L. Cooper
Lift Every Voice and Sing: A Pictorial Tribute to the Negro National Anthem by James Weldon Johnson
Walk Together Children: Black American Spirituals by Ashley Bryan
Ellington Was Not a Street by Ntozake Shange

Duke Ellington: The Piano Prince and His Orchestra by Andrea Davis Pinkney
Tupac Shakur by Nathan Olson
Bessie Smith by Alexandria Manera

Non-Fiction on Violins:

Music by Neil Ardley
The Violin; An Introduction to the Instrument by Bill Ballantine
The Violin Book by Melvin Berger
The Violin Close Up by Peter Schaaf
The Master Violin Maker by Paul Fleisher

WEB



Black Violin. (2019) "Impossible is Possible" *Take the Stairs* . https://youtu.be/EcS_Kjcypl

DSEA Literacy Channel. (2020). *Because* by Mo Willems (read by Von Morgan, Richardson Park Elementary School). *DSEA Literacy Channel*. <https://www.youtube.com/watch?v=0sZiYaS0gGs>

Heard, B. (2020). The man with the violin read aloud. *Brian Heard*. <https://www.youtube.com/watch?v=wCdZ8crFuA0>

Wiley. (2003). *Black Violin Documentary*. *Wiley*. <https://vimeo.com/45099378>

CURRICULUM STANDARDS INDEX

Standard	Description	Grade	Activity	Page
CCR.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	K	<i>The Man with the Violin</i>	6
CCR.SL.K.2	Confirm understanding of a text read aloud or information presented in various media and other formats by asking and answering questions about key details and requesting clarification if something is not understood.	K	"Impossible is Possible"	8
CCR.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.	K	"Impossible is Possible"	8
CCR.W.K.7	Participate in shared research and writing projects.	K	Explore the Violin	16
CCR.RL.1.3	Describe characters, settings, and major events in a story, using key details.	1	<i>The Man with the Violin</i>	6
CCR.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented in various media and other formats.	1	"Impossible is Possible"	8
CCR.W.1.2	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.	1	"Impossible is Possible", Influences	8 17
CCR.SL.1.1	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.	1	Influences	17
CCR.W.1.7	Participate in shared research and writing projects.	1	Explore the Violin	16
CCR.RL.2.3	Describe how characters in a story respond to major events and challenges.	2	<i>The Man with the Violin</i>	6
CCR.SL.2.2	Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats.	2	"Impossible is Possible"	8
CCR.W.2.2	Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	2	"Impossible is Possible", Influences	8 17
CCR.SL.2.1	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.	2	Influences	17

CCR.W.2.7	Participate in shared research and writing projects.	2	Explore the Violin	16
CCR.RL.3.3	Describe the characters in a story and explain how their actions contribute to the sequence of events.	3	<i>The Man with the Violin</i>	6
CCR.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	3	"Impossible is Possible"	8
CCR.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	3	"Impossible is Possible" , Influences	8 17
CCR.RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3	Because Black Violin...	10
CCR.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	3	Because Black Violin...	10
CCR.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	3	Because Black Violin...	10
CCR.W.3.7	Conduct short research projects that build knowledge about a topic.	3	Explore the Violin	16
CCR.SL.3.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	3	Influences	17
CCR.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally	4	"Impossible is Possible"	8
CCR.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	4	"Impossible is Possible", Influences	8 17
CCR.RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4	Because Black Violin...	10
CCR.RI.4.3	Explain events, procedures, ideas or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	4	Because Black Violin...	10

CCR.W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	4	Because Black Violin...	10
CCR.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	4	Explore the Violin	16
CCR.SL.4.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	4	Influences	17
CCR.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	5	"Impossible is Possible"	8
CCR.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	5	"Impossible is Possible" , Influences	8 17
CCR.RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	5	Because Black Violin...	10
CCR.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	5	Because Black Violin...	10
CCR.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	5	Because Black Violin...	10
CCR.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	5	Explore the Violin	16
CCR.SL.5.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	5	Influences	17
CCR.SL.6.2	Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.	6	Stereotypes	14

CCR.SL.6.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	6	Black Violin Documentary, Discussion Questions	15 21
CCR.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	6	Explore the Violin	16
CCR.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	6	Black Violin Music Review	19
CCR.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.	7	Stereotypes	14
CCR.SL.7.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	7	Black Violin Documentary, Discussion Questions	15 21
CCR.W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	7	Explore the Violin	16
CCR.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	7	Black Violin Music Review	19
CCR.SL.8.2	Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.	8	Stereotypes	14
CCR.SL.8.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	8	Black Violin Documentary, Discussion Questions	15 21
CCR.W.8.7	Conduct short research projects to answer a question drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	8	Explore the Violin	16

CCR.W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	8	Black Violin Music Review	19
CCR.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.	9-10	Stereotypes	14
CCR.SL.9-10.1	Initiate and participate in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	9-10	Black Violin Documentary, Discussion Questions	15 21
CCR.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	9-10	Black Violin Music Review	19
CCR.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting discrepancies among the data.	11-12	Stereotypes	14
CCR.SL.11-12.1	Initiate and participate in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	11-12	Black Violin Documentary, Discussion Questions	15 21
CCR.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	11-12	Black Violin Music Review	19

Sources used: Alaska Junior Theater, Overture Center for the Arts, Des Moines Performing Arts, Carnegie Music, Victoria Theatre Association

