



BROWARD  
CENTER  
— for the —  
PERFORMING ARTS



# STUDY GUIDE

## HIGH SCHOOL



Turnaround Arts Artists

## **Performance Summary**

The name 'Black Violin' is derived from the influence of a famous Jazz violinist, Stuff Smith, who changed Wi-B and Kev Marcus' perspectives on what the violin is really capable of. Six months before Smith's death, he recorded his most soulful solo album entitled Black Violin. His life's work was so moving that the duo decided to name their group after the most inspiring violinist they had ever heard. These two gentlemen, Kev Marcus and Wil-B along with their DJ TK have created the ultimate synergy between classical and Hip-Hop music, and with it an incredible opportunity to reach young children. 'Black Violin' captivated the audience in Harlem and clinched the Showtime at the Apollo 2005 Legend title. Black Violin's notoriety has risen with their amazing performance accompanying Alicia Keys at the 2004 Billboard Awards, and by performing on the same bill with some of the industry's biggest artists. Such artists include Aerosmith, The Eagles, Stevie Nicks, Linkin Park, 50 Cent, Lloyd Banks, Kanye West, Nas, Fabolous, Ciara, Fat Joe, Lil Wayne, and Tony Touch.

The duo also are avid producers and writers, which is demonstrated on their debut self-titled album that gives the listener pop music from the Violins' point-of-view. Black Violin's enthusiasm for music and neo-classical, innovative, urban style of violin mixtures, vocals, and funk has exploded onto the music scene with the consistency of listeners wanting more and more. They have been given an award by the Brooklyn Center for Performing Arts for their Outstanding Contributions to Middle & High School Performing Arts Students. Kev Marcus, and Wil B, both graduates of Dillard Performing Arts High School, used their musical talents to earn full scholarships to college. Now Black Violin wants to make sure that America's young people get the same exposure to the arts, and therefore the same opportunity that they did.

## Theatre Etiquette

(Before the Show)

It is often helpful to remind students of appropriate audience etiquette by explaining and discussing **why** these rules of behavior are important.

Audience members should:

- listen carefully to the ushers, your teachers – this gets everyone to their seats quickly and ensures a pleasant experience
- walk single-file and hold hand-rails as you use steps – this also keeps everyone safe
- listen carefully to the performers – they are working hard to entertain and inform you with lots of clues about the story
- refrain from talking – this allows everyone to enjoy the performance without being distracted
- laugh if something is funny, but not too loudly – you don't want to miss any dialogue
- pay attention to the lighting, scenery, costumes, and music – all of these elements help provide more details to tell the story in an interesting way
- applaud at the end – this shows the performers that you respect and appreciate their work

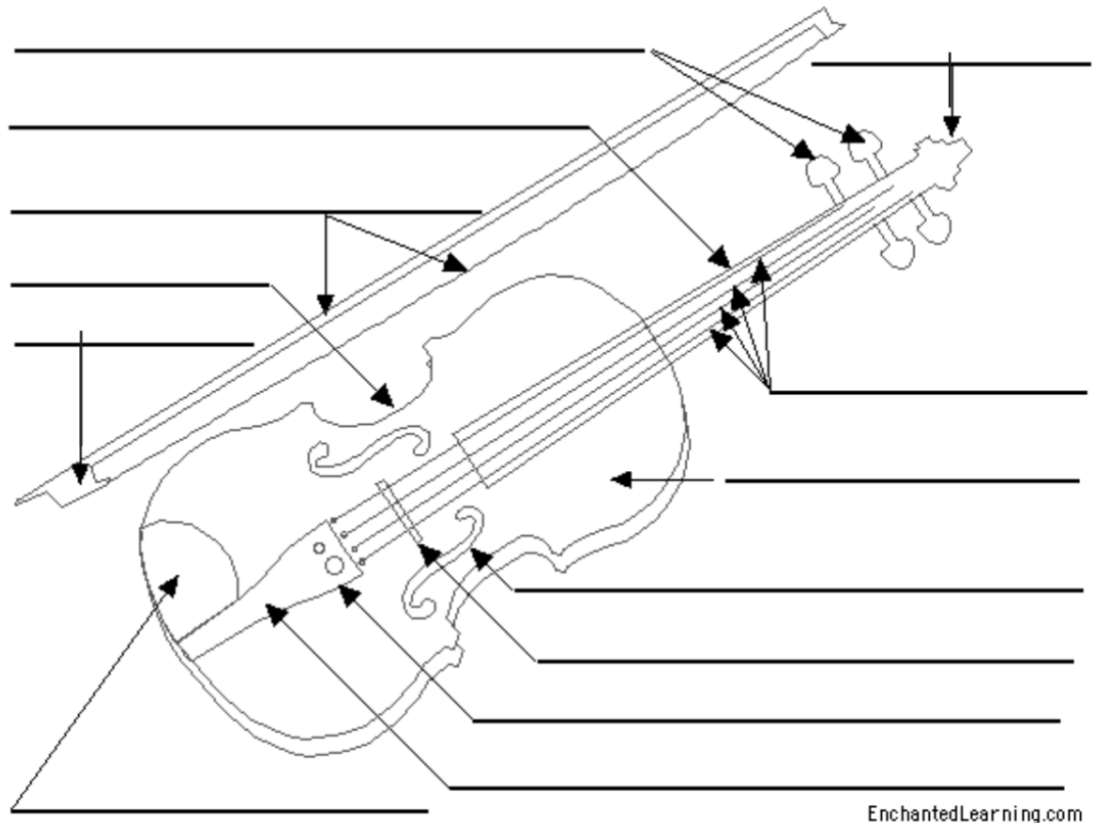
**Teacher Instructions** (After the Show) – *Choose from the activities listed on the following pages to extend student learning.*

**Do your best to identify the various parts of the violin:**

### The Anatomy of the Violin

#### Word Bank

bridge  
body  
bow  
chin rest  
F-hole  
fine tuners  
fingerboard  
four strings  
frog  
scroll  
tail piece  
tuning pegs  
waist



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Wi-B and Kev Marcus are professional musicians. Briefly explain their training, commitment, and focus to achieve success. Use your notes for a class discussion (MU.912.F.2) (LAFS.910.SL.1.1)

## **Write a Review**

In the space below give future audience members a sense of what to expect. Address the cultural influence of the various genres performed. Explain aspects that were effective and Identify areas of improvement. (LAFS.910.SL.1.2) (LAFS.910.RL.1.2 ) (LAFS.910.W.1.3) (MU.912.H.1)


Name: \_\_\_\_\_

## Vocabulary

- **Genre** – a category of artistic composition, as in music or literature, characterized by similarities in form, style, or subject matter
- **Hip-hop** - a musical genre that began in the South Bronx of New York City in the 1970's. It is defined by four central stylistic elements: rapping, DJ-ing, sampling, and beatboxing.
- **Jazz** – a musical art form characterized by blue notes, syncopation, swing, call and response, polyrhythms, and improvisation. Originating in African-American communities in the early 20<sup>th</sup> century, jazz has been called the “first original art form” to develop in the United States.
- **Blues** – a musical form created primarily within the African-American communities in the Deep South of the United States at the end of the 19<sup>th</sup> century from spirituals, work songs, field hollers, narrative ballads, shout, and chants. The genre is characterized by specific chord progressions – most commonly a 12-bar progression.
- **Classical** – Music, usually European and from the 18<sup>th</sup> and 19<sup>th</sup> centuries, following western music traditions such as fugue and counterpoint.
- **Theme** – a melody around which a musical composition is based
- **Fugue** – a composition tool in which one instrument plays a short melody then another instrument echoes the piece, then another echoes, and so on so that all parts interweave with each other
- **Counterpoint** – the relationship between two melodies in a piece of music that fit together harmoniously, but have different rhythms
- **Composer** – a person who writes music
- **Canon**- a type of structure where a theme or melody is introduced, and later the same melody or a variation, is layered on top
- **Review** – writing that gives the audience a sense of what to expect at the performance – may include positive and negative feedback

**Standards Alignment:** The activities in this study guide are aligned with the standards listed below. When teachers incorporate the arts, they increase student engagement, offer multiple points for students to access the curriculum, and provide alternative means for students to demonstrate what they know.

Language Arts Florida Standards	
Grade 9-10	
Speaking and Listening	
LAFS.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LAFS.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
Language	
LAFS.910.L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Writing	
LAFS.910.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Reading	
LAFS.910.RL.1.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Florida Music Standards	
Grades 9-12	
Innovation, Technology and the Future	
MU.912.F.2.Su.a	Connect employment and leisure opportunities in or relating to music with the necessary skills, training, or prerequisites.
Historical and Global Connections	
MU.912.H.1.Pa.a	Associate a selected culture’s tradition with a piece of music.

# Cover Sheet

Please collect student work samples and attach it to this cover sheet. Pony all work samples to:

**KCW – 3<sup>rd</sup> floor.**

**Attention: Lauri Foster**

School Name: \_\_\_\_\_

SEAS Show: Black Violin

Grade: \_\_\_\_\_