

STUDY GUIDE

ELEMENTARY • 4th & 5th GRADE



Black Violin



Study Guides are produced in partnership with Broward County Public Schools.

Meet the Artists



Wil Baptiste (Left) 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 (Right) 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 free time listened to hip hop and rhythm and blues.

Both Wil and Kev graduated from Dillard Performing Arts High school and then 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.

Performance Summary

The name “Black Violin” is inspired by a famous Jazz violinist, Stuff Smith, who changed Wil-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 a unique style of music by combining classical and Hip-Hop music, and with it an incredible opportunity to reach young children.

A few of their accomplishments include receiving the Showtime at the Apollo 2005 Legend title, performing at the official President’s Inaugural Ball for President Obama in 2013, accompanying Alicia Keys at the 2004 Billboard Awards, and performing on the same bill with some of the industry’s biggest artists. In 2020 they were nominated for their first Grammy Award for Best Contemporary Instrumental Album.

In this performance, Wil Baptiste and Kev Marcus collaborate with DJ SPS and drummer Nat Stokes to create their signature multi-genre sound. Embedded in the performance is a message for students and educators about challenging stereotypes and status quo conventions, and that pathways to success require commitment, practice and unwavering dedication. During a pre-recorded question and answer session, Black Violin discusses their personal history, their journey to the stage, and their plans to continue their mission with their non-profit organization, Black Violin Foundation.

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.

Name: _____

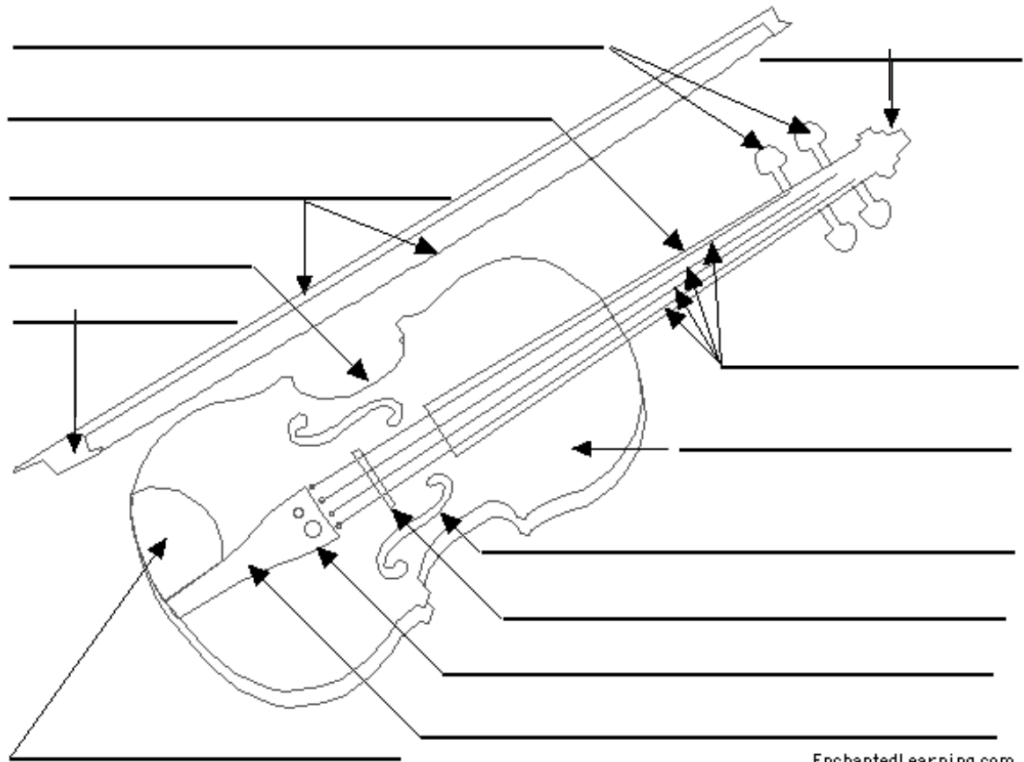
Do your best to identify the various parts of the violin:

(LAFS.4.L.3.6, LAFS.5.L.3.6)

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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In the Q&A, Wil-B and Kev Marcus discuss their personal history, training, and advice for students. Briefly explain one main point they make that stood out to you and explain how they support their point with reasons and evidence. (LAFS.4.SL.1.3, LAFS.5.SL.1.3) (LAFS.4.RI.1.1, LAFS.5.RI.1.1) (LAFS.4.L.1.1, LAFS.5.L.1.1)(MU.4.F.2.1)

Arts Integration

Reflection (MU.4.0.1.1, MU.5.0.1.1)

Have a class discussion about the performance, focusing on the artist's combination of multiple musical genres. Using correct musical vocabulary, compare the musical elements found in Hip Hop and Classical music and then discuss if Black Violin successfully blended the two.

Creation (MU.4.S.1.1., MU.5.S.1.1) (MU.4.S.1.3, MU.5.S.1.3)

Be inspired by Black Violin! These artists speak of breaking stereotypes and doing things in a way no one has ever done before – and now it's your turn. Take a familiar song and rearrange it by combining it with another musical genre. Consider the various aspects of music that can be manipulated, including dynamics, tempo, lyrics, rhythm, and instrumentation. Try using improvisation to explore various rhythmic and melodic options as you create.

Vocabulary

- **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 20th 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 19th 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 18th and 19th 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
- **Melody** – a series of notes that form a distinctive sequence
- **DJ (“Disc Jockey”)** – someone who uses musical performance techniques, selects and plays music to accompany MCs/rappers, singers, or in the case of Black Violin, other musicians
- **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	
Grades 4 & 5	
Writing Standards	
LAFS.4/5.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LAFS.4/5.W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Standards for Speaking and Listening	
LAFS.4.SL.1.3	Identify the reasons and evidence a speaker provides to support particular points.
LAFS.5.SL.1.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LAFS.4.SL.2.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LAFS.5.SL.2.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Language Standards	
LAFS.4/5.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LAFS.4/5.L.3.6	Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts.
Reading Standards for Informational Text	
LAFS.4.RI.1.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.5.RI.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Florida Music Standards	
Grades 4 & 5	
Critical Thinking and Reflection	
MU.4.C.3.1	Describe characteristics that make various musical works appealing.
MU.5.C.3.1	Develop criteria to evaluate an exemplary musical work from a specific period or genre.
Innovation, Technology, and the Future	
MU.4.F.2.1	Describe roles and careers of selected musicians.
Organizational Structure	
MU.4.O.1.1	Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.
MU.5.O.1.1	Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.
Skills, Techniques, and Processes	
MU.4.S.1.1	Improvise phrases, using familiar songs.
MU.5.S.1.1	Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.
MU.4.S.1.3	Arrange a familiar song for voices or instruments by manipulating form.
MU.5.S.1.3	Arrange a familiar song by manipulating specified aspects of music.

Student Work Samples

Teachers:

Thank you for your continued support of the SEAS Program. Using the suggestions and/or activity pages included in this Study Guide, please collect student work samples, and upload them using the link below.

Please click on the link below to upload your student's work samples to their respective show folder:

[Click Here to Upload Student Work Samples](#)

Should you have any questions, please contact Lauri Foster at:

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