



HAHN-BIN

Curriculum Connections Lesson Plan

Grades:

- 6-8
- 9-12

Brief Description

Artistic expression through the elements of music and drama in performance

Objectives

Students will:

- Identify elements of music using musical terminology (DOK1).
- Explain how incorporating elements of drama into a music performance enhance its entertainment value for an audience (DOK2).
- Analyze and/or evaluate the effectiveness of varying the elements of music (DOK3).
- Create a fictional character and predict their effectiveness in a real world environment (DOK4).

Materials Needed

Projector, Computer, Speakers, Interview Handout (Included Last Page)





Lesson Plan

Listening

- Review the terms and definitions of the elements of music.
- Black out the projector to avoid students from seeing HAHN-BIN or his performance. Play several clips of HAHN-BIN performances from the website: www.Hahn-Bin.com by selecting the VIDEOS option at the top of the page.
- Open a dialogue with the students by asking for examples of HAHN-BIN's usage of the elements of music. Ask for specific examples of how HAHN-BIN's variation of these elements enhances the music for the listener.

Watching

- Briefly review the elements of drama (technical and performance).
- Turn on the projector. Play several of the same clips where students can see the HAHN-BIN performance.
- Open a dialogue with the students by asking for examples of HAHN-BIN's usage of the elements of drama. Ask for specific examples of how HAHN-BIN's incorporation of these elements enhanced the performance. Did they have a positive or negative effect for the listener?

Responding

HAHN-BIN tells us that he has a new way of playing music to “wake up” listeners that are accustomed to hearing music played a certain way.

- Ask students to explain what HAHN-BIN means by this and why they think HAHN-BIN would want to change the way some people might hear his music played. Follow up by asking if HAHN-BIN was successful in changing their previous way of thinking about the various genres of music he played.

Creating

- Tell students to imagine that they have just become “virtuoso” musicians themselves and that an agent has just booked them for their first big show! Have the students create characters based on themselves as fictional performance musicians. They must choose an instrument, genre of music, and draw/describe at least three specific elements of the arts outside of the elements of music that they would incorporate into their performance (drama, dance, visual art).

Assessment

Explain to students that they must now defend their artistic choices to the public. How would they utilize these elements to help them to express themselves and their music so that others could empathize with their passion even though they might be criticized for doing so? Ask if the students can



name other artists, past or present, who have had to defend their artistic choices to the public (Stravinsky, Mozart, Lady GaGa, Madonna, rappers/hip-hop artists, Michael Jackson, the Beatles, etc.).

Character Interview

- Pair students up. They must alternate being the interviewer and the musician. The interviewer will ask the questions and write answers down on the interview handout as the musician answers verbally.
- When both interviews have concluded, interviewers must then write a summary of their interview using the answers they received followed by a personal opinion of their interview experience with the musician. They must also include a professional prediction of whether or not this fictional musician would be successful in the entertainment world as if writing for a music magazine or newspaper. (This can be turned in for graded assessment.)

Performance Critique

- After watching the live performance of HAHN-BIN, students should write a formal critique of the performance and reflect upon their experience.

National Standards

NA-M.5-8.6	Listening to, Analyzing, and Describing Music
NA-M.5-8.7	Evaluating Music and Music Performances
NA-M.5-8.8	Understanding Relationships Between Music, Other Arts, and Disciplines Outside the Arts

Kentucky Standards

AH-8-SA-U-1	Students will understand that the elements of music, dance, and drama are intentionally applied in creating and performing.
AH-8-HA-U-2	Students will understand that the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.
AH-8-PA-S-Mu4	Students will use knowledge of the elements of music and music terminology to describe and critique the performances of others.
AH-8-PA-S-Mu5	Students will identify and apply criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest).

HAHN-BIN Lesson Plan Prepared By:

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Interview Handout

Name of Interviewer _____

Name of Interviewee _____

Fictional Musician's Name _____

1) What genre(s) of music and which instrument(s) do you play? Why did you choose that?

2) Who inspired you to play this music? How do you feel when you play it?

3) How do you play your music to make it different from others? What do you do to express yourself through your music so your listeners can feel what you do?

4) What other elements of performance do you bring to the show to make it enjoyable? What feedback have you heard from fans?

5) What makes you different from the thousands of other musicians out there that are trying to be successful? What advice do you give them?

6) If you could sum up everything that you want to say to your listeners into one sentence, what would it be?

