Study Guide

Billy Jonas Trio

Did you know? This performance is a public service of the Sampson CenterStage Performing Arts Series and the County of Sampson and is totally funded and underwritten through the financial contributions of many businesses, corporations, civic organizations, and individuals from across Sampson County and is provided **FREE** to students from Clinton City Schools and Sampson County Schools.

Many thanks to all Class Acts-Sampson CenterStage for Students Sponsors...On the day of the performance a complete list of Class Acts Sponsors will be distributed to each teacher.

How you can help! Please take a moment to have YOUR students write a note of appreciation to our sponsors...without them Class Acts performances would not be possible.

This study guide was prepared and provided as a courtesy of the *Class Acts-Sampson CenterStage for Students* series and is designed to aid in preparing students for an exciting performance...We encourage you to make use of this valuable resource designed to not only enhance each student's theatergoing experience; but to also complement their total educational experience.

Sampson CenterStage
PERFORMING ARTS SERIES

Class Acts-Sampson CenterStage for Students

For additional information, contact Ray Jordan at 910.592.6451.
www.sampsoncenterstage.com

GOING TO THE THEATRE (101)

Watching a live performance is very different than watching television or going to the movies. When you see a live performance you play a part too! Your role is an audience member. As an audience member you should obey the following instructions:

When you arrive, follow an usher to your seat. Your group may be assigned to specific areas or seats in the theatre. Please stay in the seat that you are given until the show is over.

Most theaters do not allow cameras, cellular telephones or recording devices. Please leave these at home or in your classroom.

Food, drink, candy and chewing gum are not allowed in the theatre.

Book bags and/or oversized handbags are not allowed in the theatre.

When the theater lights dim, it means the show is about to begin…Please be quiet.

Listen and watch carefully. Talking and making noise disturbs the performers on stage and your fellow audience members. Please hold your comments until after the performance. Of course when something is funny you may laugh. You may even cry when something is sad.

Show your appreciation by clapping when the performance is over and when the performers take a bow.

Stay seated after the show and an usher or your teacher will lead you out of the theater.

SPECIAL NOTE

This show will have a question and answer period following the performance. Please stay seated after the curtain call. If you have a question, raise your hand. Speak loudly and clearly when you are called upon.

Theatre Collaborators

When we see a show, we often think of only the performers on stage. However, many people come together to make a performance happen. Read the list of theatre collaborators and answer the discussion questions with a partner.

Musical Arranger - a musician who adapts a composition for particular voices or instruments or for another style of performance

Director - helps the performers understand their roles and tells them where to move on stage. The director also collaborates with designers to create the entire picture you see on stage.

Costume Designer - imagines and designs the clothing and other items worn by the performers on stage.

Lighting Designer - imagines and creates the lights of a performance to enhance the mood and the setting.

Sound Designer - imagines and creates the music and other sound effects which help tell the story of a play

Set Designer - makes a map of each set and its changes

Props - items held or used by the actors on stage that help tell the story

Gels - pieces of plastic that are used in stage lights to change their color

THINK ABOUT IT!

Why is changing the color of lights important for the mood in a scene?

If you were a character in a play, what color gel would you choose for your spotlight? Why?

DISCUSSION QUESTIONS…

1. If you were to work in the theater business, which theater collaborator would you rather be?

2. Which job seems most challenging? Why?

MUSIC FROM ANYTHING!
WITH BILLY JONAS

TEACHING GUIDE and CURRICULUM SUPPLEMENT

Teachers the concert you and your students will attend is a concert of fun, educational, and participatory songs presented by the Billy Jonas. Billy is an Asheville, NC-based musician and he will perform Music from Anything! an interdisciplinary program in making music and musical instruments from found, foraged and recyclable objects. Sing-a-longs, banga-longs, and homemade instruments are just a few of Jonas's ideas to get the audience involved.

For more than two decades, Billy Jonas has made a career out of creative and interactive performances for all ages. Jonas is a founding member of "The Billys," and is well known for his unique use of random objects to make music. He strives to allow every audience member to participate by discovering music with common items.

DISCIPLINES COVERED:

- **Music**—vocal, instrumental, percussion, ensemble, composing, performing, and improvising
- **English—**language arts, creative writing, vocabulary
- **Art**—instrument design, construction and decoration; sonic sculpture
- **Environmental Studies—**ecology, recycling, natural resources, relationship and responsibility of individual to the natural world
- **Physics—**sound waves, sound generation, acoustics

SKILLS AND ABILITIES DEVELOPED (using "Gardener's Theory of Multiple Intelligences"):

- **Logical/Mathematical—**rhythm, rhyme schemes, pattern recognition and manipulation
- **Verbal/Linguistic—**songwriting, verbal improvising, new vocabulary, enunciation
- **Visual/Spatial—**instrument design and construction, creation of visual" musical scores"
- **Bodily/Kinesthetic—**rhythm and movement coordination, hands-on building of instruments
- **Musical—**singing, playing, composing, performing, improvising
- **Interpersonal—**ensemble playing, group songwriting, cooperative building of instruments
- **Intrapersonal—**conception and implementation of song and instrument ideas, creative self-expression

INSIDE THIS GUIDE:

I. INTRODUCTION

1. GOALS: The goal of this performance/program is to encourage any child's natural creative inclinations; to inspire creative exploration, self-expression, and cooperative group participation. When these areas are explored the doors of possibility can be thrown open wide.

2. FORMAT: "Music from Anything!" is an interdisciplinary educational program adaptable to any children in grades K-12. It involves a highly interactive concert. Optional activities are available in making instruments from recyclable objects, songwriting, and playing music. In addition to music, students learn about recycling and ecology. "Music from Anything!" is presented by Billy Jonas, a composer, songwriter and multi-instrumentalist from Asheville, North Carolina.

3. PRINCIPLES: "Music from Anything!" is based on the idea that *MUSIC IS POSSIBLE ANYWHERE, ANYTIME, WITH ANYTHING AND ANYONE CAN PARTICIPATE.* It is assumed that *EVERYONE IS A MUSICIAN,* regardless of training, experience, age and ability.

Each component of the program (interactive concert, activities, or workshops) strives to create a balance between a cognitive/analytic approach (question and answer time; planning time) and a hands-on/experiential approach (implementing plans; experimenting and creating).

"Music from Anything!" strives to stimulate and celebrate each of the seven modes delineated in "Gardner's Theory of Multiple Intelligences." This way each child's unique strengths and abilities are challenged and honored.

Gardner's theory includes the following modes of learning and areas of natural affinity:

1. logical/mathematical
2. verbal/linguistic
3. visual/spatial
4. bodily kinesthetic
5. musical
6. interpersonal
7. intrapersonal

II. BEFORE THE PROGRAM: PREPARATORY MATERIALS

1. WHO IS COMING?

In setting the stage for a successful program, it is helpful to discuss the upcoming concert and workshops with students. The items below should provide some answers to student's queries, or can be a guideline for a game of "Twenty Questions."

"SOMEONE'S COMING…. A SPECIAL VISITOR…SEE IF YOU CAN GUESS WHO IT IS AND WHAT THEY DO:

The person is…a teacher; a musician; he sings; he plays many different instruments.

WHAT KIND OF INSTRUMENTS?

Instruments like his voice; a guitar…. And instruments made of recycled stuff, bottles; cans; buckets; frying pans; garden hoses; anything!

WHAT DOES HE SING?

He sings… songs; stories; poems; things he made up; things you'll make up!

WHAT'S HE GONNA DO HERE?

He will… play a concert using instruments made from recyclable items…he will discuss songwriting, and music making.

2. REDUCE * REUSE * RECYCLE (A preparatory discussion)

These are three keys to creating a healthy, sustainable society and planet. See if your students can differentiate between them, and generate examples of both the problems and potential solutions.

- **REDUCE**: Cutting down on the number of things we buy and use; identifying things we buy or use that we don't really need (like extensive packaging) and cutting back on wasteful practices.

- **REUSE**: Keeping things from entering the "waste stream" by finding new and creative uses for old stuff; make a planter from and old shoe; make collages from magazines etc.

- **RECYCLE**: Both "reducing" and "reusing" are forms of recycling. But it is important to distinguish the process of "industrial recycling," or the process of mechanically and chemically breaking down used materials into a raw form, so that they can be remanufactured. Examples: turning old newspapers back into new newspapers; turning old bottles and cans into new ones.

- **VOCABULARY WORDS**: (Assist students by using and defining the words below)

    1. Byproduct- something produced in an industrial or biological process.
    2. Chemical- a substance obtained from a chemical process or used to get a chemical result.
    3. Industrial- used in or developed for use in industry.

4. Landfill- a system of trash and garbage disposal in which the waste is buried between layers of earth.
5. Manufacture- to make from raw materials by hand or by machinery.
6. Mechanical- made or operated by a machine or machinery.
7. Raw material- something from which a useful or desirable product can be manufactured or produced.
8. Reduce- to make smaller in size, amount, or number.
9. Reuse- to use again especially in a different way.
10. Recycle- to process in order to regain materials for human use again.
11. Stream- a body of running water (as a river or brook) flowing on the earth.
12. Sustainable- able to be maintained at a certain rate or level.
13. Technology- the use of science in solving problems.
14. Waste- material left over, rejected, or thrown away.

3. WHERE DO THINGS COME FROM?

All the different materials used to make nearly all objects we use daily ultimately come from the same place – the ground!

Encourage students to discuss the origins of or used in the manufacture of the following materials: plastic, cardboard, wood, metal, glass and cloth. (And any others that your students can think of!).

EXERCISE(S):

A. For younger students, generate a list of the materials that our homes, houses, clothes and other possessions are made of.
B. For older students, create a "Resource Tree" – a flow chart of where our materials come from and the stages involved in getting them to their present state.

For example: PLASTIC materials come from…stores, which get them from a truck/train/boat/plane, which got them from a factory, which got them from chemists, who got them from petrochemicals, which come from oil, which come from oil wells (in Texas, Alaska, Saudi Arabia, etc.), which come from decomposed dinosaurs, which come from THE GROUND!

VOCABULARY: (Assist students by using and defining the words below)

1. Natural Resources- industrial materials and capacities (such as mineral deposits and waterpower) supplied by nature
2. Petrochemicals- a chemical isolated or derived from petroleum or natural gas
3. Petroleum- an oily flammable bituminous liquid that may vary from almost colorless to black, occurs in many places in the upper strata of the earth, is a complex mixture of hydrocarbons with small amounts of other substances, and is prepared for use as gasoline, naphtha, or other products by various refining processes
4. Refinery- a building and equipment for refining or processing something (such as oil or sugar)
5. Iron Ore- a native compound of iron (as hematite, limonite, magnetite, siderite, goethite, and the bog and clay iron ores) from which the metal may be profitably extracted
6. Decompose- to break down through chemical change
7. Erosion- the action or process of eroding

8. Compost- a mixture largely of decayed matter of once living things (as grass) or their products (as coffee grinds) and used for fertilizing and conditioning land
9. Silicon- a nonmetallic element that occurs combined as the most abundant element after oxygen in the earth's crust and is used especially in alloys and electronic devices
10. Fiber- a thread or a structure or object resembling a thread: as **a :** a slender root (as of a grass) **b :** a long tapering thick-walled plant cell especially of vascular tissue **c :** a muscle cell **d : AXON, DENDRITE e :** a slender and very long natural or synthetic unit of material (as wool, cotton, asbestos, gold, glass, or rayon) usually able to be spun into yarn **f :** mostly indigestible material in food that stimulates the intestine to move its contents along -- called also *bulk, roughage*
11. Mines- A hole or tunnel dug into the earth from which ore or minerals are extracted.
12. Miners- One whose work or business it is to extract ore or minerals from the earth.
13. Extract- to get out by pressing, distilling, or by a chemical process
14. Process- a continuous operation or treatment especially in manufacture
15. Technology- the use of science in solving problems (as in industry or engineering)
16. Technique- a method of accomplishing a desired aim
17. Invention- something invented; *especially* **:** an original device or process
18. Innovation- a new idea, method, or device
19. Invent- to produce (something, such as a useful device or process) for the first time through the use of the imagination or of ingenious thinking and experiment
20. Create- to make or bring something new into existence

Note: Vocabulary and Exercises listed above will be touched on during the program.

4. CREATE SOMETHING NEW: Work with and instruct your students on how to make something new from common recyclable objects. Work with your students to make a musical instrument. Let your students invent and make their own original instrument out of plastic, metal, or cardboard containers that they bring to class.

Examples could include:
(1) Use varying sizes of cans and/or cardboard boxes to create a unique drum set;
(2) Use plastic containers and rice to create a musical instrument by filling various size containers with varying amounts of rice that will allow each "instrument" to have its own unique sound;

(See the "Things to Bring" list below for suggested materials.)

OR…(3) Discuss options and let your student's creativity come out by working to design and create a unique musical instrument of their own from any type of recyclable items.

Encourage students to bring at least three (3) recyclable containers from home. These items could include:

- 3 METAL CANS (RINSED)
- 3 PLASTIC CONTAINERS (MILK JUG, SODA BOTTLE, MEDICINE BOTTLES, ETC. RINSED WITH LIDS, WITH PREFERABLY SCREW ON TOPS)
- SMALL BAGS OF RICE OR SMALL STONES FOR MAKING SHAKERS.
- NO GLASS ITEMS OR CONTAINERS ARE RECOMMENDED FOR SAFETY PURPOSES.

Students may also bring any additional items that have any musical or sonic potential.

ADDITIONAL ITEMS that are good to have:

- rubber bands
- pencils, newspapers/magazines (can be used to make “drum sticks”.
- masking tape
- decorating materials (crayons, markers, scissors, construction paper)
- “duck” tape

Activity #1
3rd and 4th Grade: What is Stuff Made of?

Performance Standards covered:
Grade 3: Students will recognize the effects of pollution and humans on the environment and identify ways to protect the environment.

Grade 4: Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works. Teachers, please ask for the reasons of their findings and ask that they consider the reasons suggested by others.

Objective: Students will determine what their favorite things are made of and where they came from.

Materials Needed: Pens or pencils; a picture of the student's favorite item, and paper.

Procedure:
1. Instruct students to bring a picture of their favorite thing (Ex. their house, a toy, a favorite marker, etc.).
2. Pair students up that have similar items.
3. Provide students with writing utensils and paper and have them and their partner figure out what their objects are made of.
4. Allow students to investigate and research in order to determine what their objects are made of and where those materials came from.
5. Instruct pairs to come up with ways they can preserve these materials that make up their favorite objects. (Ex. reducing, reusing, recycling).
6. Allow pairs to share with the class their items and what they discovered.

Assessment: Have each student write a brief paragraph on what they learned about their item.

Activity #2
3rd & 4th Grade: Recycling Vocabulary Word Search Puzzle

Performance Standards covered:
Grade 3: From this exercise the student should acquire and use grade-level words to communicate effectively. The student should identify and infers meaning from common root words, common prefixes (e.g., un-, re-, dis-, in-), and common suffixes (e.g., -tion, -ous, -ly).

From this exercise students will recognize the effects of pollution and humans on the environment and identify ways to protect the environment

The student should also understand and acquire new vocabulary and use it correctly in reading and writing. The student will determines the meaning of unknown words using their context and identify the meaning of common prefixes (e.g., un-, re-, dis-).

Objective: Students will complete the word search puzzle and discuss definition of vocabulary terms.

Materials: Pens or pencils; Recycling Vocabulary Word Search handout and Vocabulary Definitions sheet (attached in the guide).

Procedure:

1. Distribute a Recycling Vocabulary Word Search sheet to each student.
2. Instruct students on how to complete the word search.
3. After the activity is completed, have a classroom discussion on what each word means, emphasizing the use of the common prefix re-.
4. Answer any questions the student may have on meaning of vocabulary words.

Assessment: Check each word search puzzle for completeness and accuracy.

NAME: _____ DATE:_____

Instructions:

- Find the 14 bold face words in the puzzle
- Circle each word
- Words can be found vertically, horizontally and diagonally

Recycle Word Search

I Y G O L O N H C E T L D I
L E N L E C U D E R O U E A
M E N L D R E L A U E I R C
I B G I C E A A H T H W N E
C P N F E U L I I C N E C R
A I N D U S T R I A L F H M
R A R N I E E E S F M A E L
E L B A N I A T S U S T M O
C U H L E A R A A N S C I R
Y B N E D E R M S A L C C O
C N Y A A N N W W M B U A E
L T S M E C H A N I C A L A
E R M E B Y P R O D U C T O
R L C C E A N S D L T M M W

reduce
reuse
recycle
sustainable
waste
stream
landfill
industrial
mechanical
chemical
manufacture
technology
raw material
byproduct

Activity #3
How Long Does Trash Last?

Performance Standards covered:
Students will become aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

Students will describe various sources of energy, and with their uses, and conservation. Teachers discuss with students and identify renewable and nonrenewable resources

Objective: To have students will work together in groups to formulate their best estimate of how long trash items might last in a landfill and learn about environmental consequences of not recycling.

Materials Needed: Pens or pencils; Landfill Waste Student handout; and Landfill Waste answer sheet handout (attached in the guide).

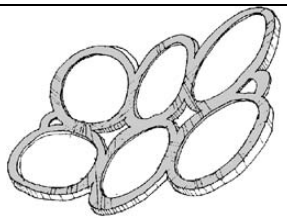
Procedure:

1. Divide students into small groups.
2. Give each group a handout and have them discuss how long they think each item takes to decompose in a landfill.
3. After discussion, have the groups rank in order according to how long they think an item might last in a landfill. Have the groups use numbers to show their ranking, with #1 being the item they think will degrade fastest and #12 being the item that will last the longest.
4. Have the groups share their lists with the class. Call on one group to share their answers first. Have them tell you the sequence they decided on. Compare and contrast the differences between groups by keeping track of the sequences on the board.
5. After all groups have presented their lists, provide them with the correct order and the amount of time it takes for each item to decompose. Direct an open discussion on what the data tells you about landfills. Do items continue to degrade and make room for new garbage? Or will those landfills eventually fill up? What does this say about the importance of recycling?

Assessment: Have students write a paragraph on what they learned about landfills and what they can do to prevent landfills from filling up.

Landfill Waste Ranking Sheet

Rank each waste item in order: #1 being the fastest to decompose and #12 taking the longest to decompose.

Waste	Ranking	Waste	Ranking
 Tin can		 Plastic jug	
 Paper bag		 Banana	
 Styrofoam cup		 Aluminum can	
 Cigarette butt		 Wool sock	
 Plastic 6-pack rings		 Glass bottle	
 Cotton rag		 Leather boot	

Landfill Waste Answer Sheet

(Answers are listed in ranking order)

Banana: 3-4 weeks
Paper bag: 1 month
Cotton rag: 5 months
Wool sock: 1 year
Cigarette butt: 2-5 years
Leather boot: 40-50 years
Tin can: 80-100 years
Aluminum can: 200-500 years
Plastic 6-pack rings: 450 years
Plastic jug: 1 million years
Styrofoam cup: Unknown? Forever?
Glass bottle: Unknown? Forever?

III. PERFORMANCE/PROGRAM OVERVIEW

THE CONCERT: What to Expect!

During the live interactive performance PARTICIPATION is the name of the game!

There will be sing-a-longs and bang-a-longs, at the direction of the artists on stage every audience member will be invited to become part of an audience orchestra.

Simple hand signals will be used to "tune–up" and conduct the audience members.

Themes throughout the performance will include planet-care, recycling, creativity, self-discovery, music, and FUN!!!

Other Resources and Websites to Visit:

Bill Jonas
http://www.billyjonas.com

Environmental Protection Agency
http://www.epa.gov/

Earth 911
http://www.earth911.com/

AT HOME

Dear Parents,

Recently, your student attended a performance by the Billy Jonas Trio. Billy believes that creating a bright future starts with kids. Using homemade and recyclable "re-percussion" instruments, songs that celebrate community, as well as personal and planetary ecology, his think-outside-the-box educational performance helped to plant musical seeds, designed to help grow creative, open-minded, engaged and open-hearted students.

Prior to attendance, teachers reviewed proper theatre etiquette with students and provided background information about the performance. Aside from the many benefits for students of simply experiencing theater, the material addressed in this performance supported many goals in the North Carolina Standard Course of Study.

As a parent, you are your child's best teacher. They can also teach you through their experiences. Ask your student about the performance they attended and read through this booklet. This is a wonderful opportunity to talk with your child about the performance they experienced.

Thank you for your participation in the arts.

DO IT!

A reviewer writes an opinion of the actors, sets, and director for a newspaper or magazine. Write your review of the performance for your family.

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