

# OPENING NIGHTS IN CLASS

## BLACK VIOLIN RESOURCE PACKET



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## MISSION STATEMENT

*The mission of Opening Nights at Florida State University is to present compelling and distinguished artists who provide extraordinary experiences that educate, inspire and connect diverse audiences on and off campus.*

## OPENING NIGHTS IN CLASS K-12 RESOURCE COMMITTEE

The Opening Nights in Class K-12 Resource Committee was formed in 2020 to provide expert support, specialized knowledge, input and feedback in collaboration with Opening Nights and visiting artists to ensure high-quality delivery of educational programs for a K-12 audience. Using Florida Standards, the Committee aids in the development of curricular-based educational materials and resources for Opening Nights in Class educational programs, focusing on crafting activities that produce meaningful outcomes.

## COMMITTEE MEMBERS

Emily Smith – Arts Integration Teaching Artist  
Mary Register – Music Teacher and Chair of Music for LCS  
Nathan Archer – Florida Center for Reading and Research (FCRR)  
Shane Syfrett – LCS Director of Professional Learning  
Dr. Christopher Small – 2020 Arts Advocate Award Winner  
Tasha Weinstein – WFSU Education and Engagement Manager  
Dr. Brooke Hobbs – FAMU K-12 School  
Calla MacNamara – Opening Nights Education and Engagement Manager  
Emma Calabrese – FSU Graduate Student at School of Theatre  
Amanda Cole - FSU Multimedia Design Specialist

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Dear Educators,

I am Dr. Christopher Small, recipient of the 2020 Florida State University Opening Nights Arts Advocate Award. On behalf of the newly formed committee, I am excited to announce the deployment of a resource packet that has been strategically developed for our educators and students at large to gain exposure to not only to the art of music education, but to the world of possibility when students find their personal voice and self-expression within the world around them.

Expression through music has a long history of making connections to various generations of people that crosses cultural and demographic backgrounds. We hold the ability as educators to open the gateway to a vast array of opportunities for our students to be inspired to not only learn about traditional forms of artistic expression, but to be inspired to learn about traditional forms of artistic expression and build their own innovative avenues for pushing the boundaries of relating practical lived experiences to the world around them through the arts.

To keep the arts alive in the classroom, safely and effectively, Black Violin joined forces with the Broward Center for the Performing Arts in their hometown of Fort Lauderdale to create an unforgettable concert experience with a student and teacher audience in mind. Once again, this talented duo took measures to overcome what seemed like an impossible situation. The most beautiful element of the arts is it knows no limits and the only limits in your life are the ones you set yourself. Black Violin is indeed a shining example of this sentiment.

I hope that you will take the time to review the virtual video and supplemental resource packet included. I invite you to share your experiences with the materials as you embark on a powerful journey with your students about perseverance and overcoming life's challenges and setbacks. I promise that you won't be disappointed with the artistic expression of this amazing duo and we look forward to bringing more amazing resources to your local classrooms in the seasons to come.



Sincerely,



Dr. Christopher L. Small  
2020 Opening Nights Arts Advocate Winner





# ABOUT BLACK VIOLIN

Black Violin is an American hip-hop duo from Fort Lauderdale, Florida, comprising two classically-trained string instrumentalists, Kevin Sylvester and Wilner Baptiste, who go by the stage names Kev Marcus and Wil B. Kev Marcus plays the violin, and Wil B. plays the viola.

To learn more about Black Violin review their study guide found on the Opening Nights in Class website here:

[openingnights.fsu.edu/education/black-violin](https://openingnights.fsu.edu/education/black-violin)

Visit the official website here: [blackviolin.net](https://blackviolin.net)

## ABOUT THE BLACK VIOLIN STUDENT CONCERT VIDEO

During this special performance, Black Violin enters the student virtual space with an all-new, high-energy performance that takes their unique blend of classical music, hip-hop, jazz and pop to new heights. Recorded at the Broward Center for the Performing Arts, this engaging, high definition multi-camera video covers themes of perseverance, exploration and unity with songs like "Rise," "Unbreakable," "Believer," "Dreamer" and "Impossible is Possible." 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.

Black Violin recently released a music video that is an excellent example of storytelling. Please feel free to share this with your students to help start a dialogue before the show. "Impossible is Possible": [bit.ly/3bIWk24](https://bit.ly/3bIWk24)

Black Violin uses their music to address stereotypes on PBS Learning Media: [bit.ly/3bI0USj](https://bit.ly/3bI0USj)

# SET LIST

Rise  
Unbreakable  
SPAZ  
A-Flat

Believer  
Thinking Out Loud  
Dreamer  
Stereotypes  
Mozart's 40<sup>th</sup> symphony

Brandenburg  
One Step  
Virtuoso  
Impossible is Possible

## "IMPOSSIBLE IS POSSIBLE" LYRICS

There's a moment when you realize  
All the things they said were lies  
It's time to open up your eyes  
Cause we were made to fly  
We can do anything

We'll shine like the sun, the moon, the stars  
We can go anywhere  
They'll see us no matter where we are

Cause we got the fire  
We got the fire  
Show the world the impossible is possible  
Show the world the impossible is possible

There's a moment when you understand  
You don't gotta follow all their plans  
It's time to open up your hands  
Don't leave it up to chance  
We can do anything

We'll shine like the sun, the moon, the stars  
We can go anywhere  
They'll see us no matter where we are

Cause we got the fire  
We got the fire  
Show the world the impossible is possible  
Show the world the impossible is possible  
Show the world the impossible is possible  
Show the world the impossible is possible

We could do anything  
We'll shine like the sun, the moon, the stars  
We can go anywhere  
They'll see us no matter where we are

Cause we got the fire  
We got the fire

# VENN DIAGRAM ACTIVITY

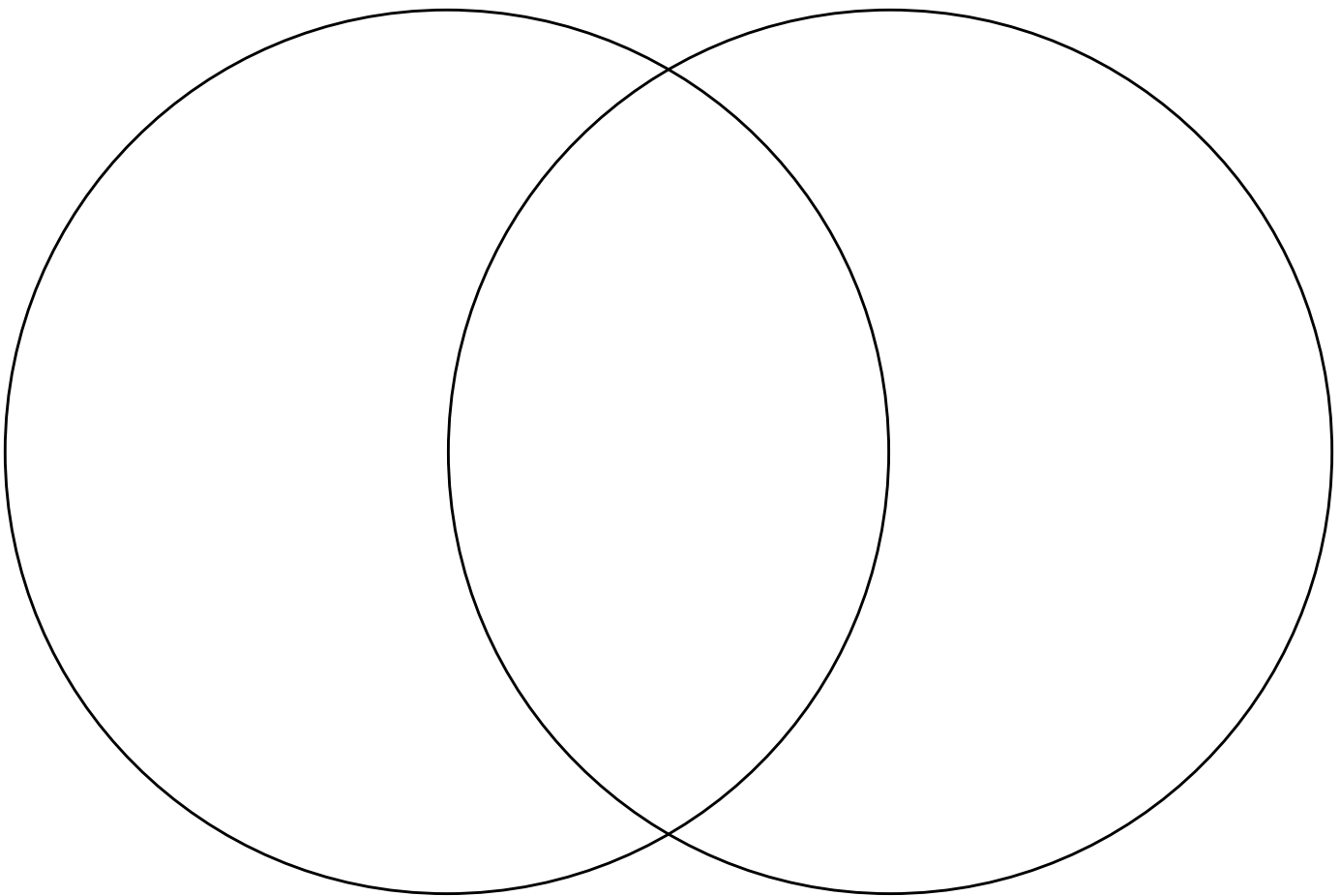
During Black Violin's performance, they played a hip-hop version of Mozart's 40<sup>th</sup> symphony.

With your class, listen to a recording of the original version of the first movement of Mozart's 40<sup>th</sup> symphony. After listening, have your students complete the Venn diagram below to compare and contrast the two versions of the same piece. Try to use as much of the music vocabulary from the performance as you can! Please see the M.U.K.C section on the Florida Standards Index on Page 11.

Original version of Mozart's 40<sup>th</sup> symphony

[bit.ly/3bC8sC9](https://bit.ly/3bC8sC9)

Black Violin's version of  
Mozart's 40<sup>th</sup> symphony



# PERFORMANCE CRITIQUE

Review your class's impressions and lasting thoughts about the performance they just experienced. As your students contribute to the class discussion, ask more questions to facilitate deeper conversation and understanding. Use the questions below to get your students' reviews started. Please see the M.U.K.H. and LAFS sections on the Florida Standards Index on Page 11.

**When you learned we'd be watching a performance today, what did you expect to see/hear?**

**What was your impression after the performance?**

**Were you surprised by anything you saw/heard? Why/Why not?**

**What is something from the performance that you think you will remember the most? Why?**

**Did this performance change the way you think about classical music or violin music?**

**What about the performance makes you say that?**

**Submit your students' reviews to [ON-IN-Class@fsu.edu](mailto:ON-IN-Class@fsu.edu) to receive feedback.  
We will select the best reviews to share with Black Violin themselves!**

# VIOLIN COLORING ACTIVITY

## OPENING NIGHTS IN CLASS





# WORD SEARCH

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

**NECK**

**VIOLIN**

**THEME**

**BOW**

**CONCERTO**

**STRINGS**

**COMPOSER**

**TAILPIECE**

**SCROLL**

**COUNTERPOINT**

**BOUT**

**JAZZ**

**BLUES**

**MELODY**

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READING RESEARCH

The Florida Center for Reading Research (FCRR) is a multidisciplinary research center at Florida State University. FCRR explores all aspects of reading research—basic research into literacy-related skills for typically developing readers and those who struggle, studies of effective prevention and intervention, and psychometric work on formative assessment.

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# MORE ON MOZART

## VIDEO RESOURCES

### 1. Mozart – Classics for Students:

[youtube.com/watch?v=nbbVZWbMhQw](https://www.youtube.com/watch?v=nbbVZWbMhQw)

An educational video that visual catalogs Mozart's life from childhood to adulthood. It explores Mozart's musical work through compelling artistic visuals and easy to follow dialogue that is appropriate for all ages.

### 2. Mini Bio – Mozart:

[youtube.com/watch?v=BCZQPOPetNU](https://www.youtube.com/watch?v=BCZQPOPetNU)

A short video biography of Mozart designed specifically for the youngest of music lovers that showcasing Mozart's work through an engaging cartoon format.

## ACTIVITIES

### 1. Let's Go Mozart! – Arts Alive Teacher Resource Guide: [artsalive.ca/pdf/mus/mozart\\_en.pdf](https://artsalive.ca/pdf/mus/mozart_en.pdf)

The National Arts Center presents Let's Go Mozart!: a teacher resource kit to help elementary school teachers introduce their students to Wolfgang Amadeus Mozart. This unique kit will help teachers and students discover Mozart's life, times, travel and music, meet experts in the classical music industry, hear Mozart's incredible canon of work and engage in fun activities.

### 2. Mozart – Activity Village:

[activityvillage.co.uk/mozart](https://activityvillage.co.uk/mozart)

Activity Village strives to make learning fun and teach creative expression. Their Mozart pages contain many printable at-home or in-the-classroom activities, including learning how to draw Mozart, coloring pages, a Mozart story paper, printable quote posters and more.

### 3. Pick the Parts – Mozart Edition: [insidetheorchestra.org/2020/04/01/pick-the-parts-mozart-edition](https://insidetheorchestra.org/2020/04/01/pick-the-parts-mozart-edition)

An activity that allows students to understand how musicians work in concert together through the music of Mozart. Using this online platform, students can listen to each instrument alone and then combine them in any combination to hear how they complement and elevate each other.

## ARTICLES

### 1. Hey Students, Meet Wolfgang Amadeus Mozart – Composer Biography:

[makingmusicfun.net/html/f\\_mmf\\_music\\_library/hey-kids-meet-wolfgang-amadeus-mozart.php](https://makingmusicfun.net/html/f_mmf_music_library/hey-kids-meet-wolfgang-amadeus-mozart.php)

Making Music Fun focuses on introducing young students to classical composers through engaging visuals, educational videos, free sheet music, musical instrument lesson plans and easy to follow biographies. This engaging website is sure to spark excitement in any young mind.

### 2. Britannica for Students – Mozart:

[kids.britannica.com/kids/article/Wolfgang-Amadeus-Mozart/353500](https://kids.britannica.com/kids/article/Wolfgang-Amadeus-Mozart/353500)

The Encyclopedia Britannica is a powerful and useful resource that provides informational pages specially designed for kids, middle school/high school students and scholars. With just the click of a button, the page adapts to suit the appropriate age group, allowing it to serve as an easy educational tool across many classrooms. The Mozart pages provide biographical information as well as many videos and images.

### 3. Classical Students Music Lessons – Mostly Mozart:

[classicalmpr.org/story/2020/06/22/classical-kids-music-lessons-mostly-mozart](https://classicalmpr.org/story/2020/06/22/classical-kids-music-lessons-mostly-mozart)

This website seeks to dispel the barriers between young students and classical music. Designed to function as a lesson plan for at-home musical fun for kids K-6, this site presents Mozart's biography and history alongside his most famous musical pieces. It is an engaging and informative page that is sure to engage young students.

### 4. Wolfgang Amadeus Mozart – A Music Lesson for Students:

[pianolessons4children.com/composers/mozart.php](https://pianolessons4children.com/composers/mozart.php)

This site provides an easy to follow at-home music lesson regarding Mozart for parents and kids to enjoy as they explore the world of classical music together!

# FLORIDA STANDARDS INDEX

The descriptions shown in the threads listed below are for the Kindergarten level and are consistent throughout all grades. Apply your students' grade level to the standards below to accompany the activities on pages 6 and 7 by replacing the K with the grade level number. For example, "LAFS.K.W.1.1" would be represented as "LAFS.3.W.1.1" for grade 3.

## **BIG IDEA MUSIC M.U.K.C. CRITICAL THINKING AND REFLECTION**

### **Enduring Understanding 1 M.U.K.C.1**

Cognition and reflection are required to appreciate, interpret and create with artistic intent.

### **Enduring Understanding 2 M.U.K.C.2**

Assessing our own and others' artistic work, using critical-thinking, problem-solving and decision-making skills, is central to artistic growth.

### **Enduring Understanding 3 M.U.K.C.3**

The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

## **BIG IDEA MUSIC M.U.K.H. HISTORICAL AND GLOBAL CONNECTIONS**

### **Enduring Understanding 2 M.U.K.H.2**

The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

## **LANGUAGE ARTS STANDARDS LAFS WRITING**

### **LAFS.K.W.1.1**

Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the song they are writing about and state an opinion or preference about the topic or song (e.g., My favorite song is...).

### **LAFS.K.W.1.2**

Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

### **LAFS.K.W.1.3**

Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**Search Florida Standards here: [cpalms.org/Public/search/Standard](https://cpalms.org/Public/search/Standard)**



[openingnights.fsu.edu](https://openingnights.fsu.edu)

