



FEATURE

THE GOSPEL TRUTH

Meets National Core Arts Anchor Standards 7-9, 11

OBJECTIVES

- Perceive and analyze artistic work. (Re7)
- Interpret intent and meaning in artistic work. (Re8)
- Apply criteria to evaluate artistic work. (Re9)
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. (Cn11)

MATERIALS

Music Alive! magazines (Vol.40 No.2)
Computer or mobile device with Internet access

START

Ask your students to read “The Gospel Truth” on pages 6-9. Then, go over the following highlighted words. **[This reinforces comprehension and vocabulary.]**

GOSPEL - popularized form of irhythmic spiritual **music** rooted in the solo and responsive church singing of rural African Americans in the South, central to the development of rhythm and blues and of soul **music**

HYMN - type of song, usually religious, specifically written for the purpose of adoration or prayer

GENRE - conventional category that identifies some pieces of **music** as belonging to a shared tradition or set of conventions

RAGTIME - musical style that enjoyed its peak popularity between 1895 and 1919. Its cardinal trait is its **syncopated** or “ragged” **rhythm**

BLUES - musical art form with it's own distinct musical progressions

JAZZ - a **style of music**, an American culture and distinguished by flexible rhythmic tempo, as a base accompanied with improvisation of solo and ensemble on basic tunes and chord patterns

LYRICS - words that make up a song usually consisting of verses and choruses

CROSSOVER - **musical** works or performers who appeal to different types of audience

URBAN CONTEMPORARY - also known as urban music, musical genre of the 1980s and '90s defined by **recordings by rhythm-and-blues or soul artists with broad crossover appeal**

INFLUENCE - have and **exert influence or effect**

DEVELOP

Ask students about the story:

How did gospel music begin?

Why did slaves sing songs in the field?

How did black gospel music change after Abraham Lincoln emancipated them?

What other musical genres influenced gospel music?

What year is known as “the year gospel music began”?

Who is the “Father of Gospel Music”?

Which Broadway musical was inspired by social inequality and gospel music?

Name some singers who were influenced by gospel music?

Which gospel group took gospel music into mainstream music?

Name some record labels that help to promote gospel music?

Contemporary gospel music can use which instruments?

Are contemporary gospel singers primarily solo artists or in a group?

Which type of gospel is the most well-known?

As a class, listen to the tracks in Hear the Music

“This Train” by Sister Rosetta Tharpe

How are the melodies different from what you hear in music today?

How does this song make you feel? Why?

How many harmony lines do you hear?

“Peace in the Valley” Thomas Dorsey

Do these vocals sound closer to Sister Rosetta Tharpe or to gospel music of today?

How many harmony lines do you hear?

Would this song have a different effect if it only had one vocalist?

“Old Chunk of Coal” The Lewis Family

How is the style of this song different from the first two?

How does this song make you feel? Why?

What similarities can you draw between this song and “Peace in the Valley” by Thomas Dorsey

“Open My Heart” Yolanda Adams

What style of gospel would you call this?

How different are the melodies compared to pop music today?

Is there harmony or is it solo work?

As a class, watch the music video of Kirk Franklin

What style of gospel would you call this?

How different are the melodies compared to pop music today?

How does this compare to music of today?

CLOSE

Why do you think gospel music have lasted so many decades, when the popular genres have changed so much? Do you think vocalists will continue to use these techniques in the future? Why or why not?

ASSESS

Did the students read the article?

Did they review the vocabulary words?

Did they answer the supplemental questions?