



Strand: Music/Dance
Grades: 5 & 6
Content: 45 minute
broadcast +
hands-on activity

Stomp and Holler with Scott Richmond

Overview

Dynamic performer, Scott Richmond will be presenting a series of original and classic songs to get you moving to the music. Students will be engaged in active listening by responding to verbal, musical, and visual cues. Patterns, actions, and compositions will be explored collaboratively through collective dance and vocal expression. In addition to dancing, moving, and singing, students will also act out some songs to help bring the stories to life. Prepare for laughs, confusion and order, like any community dance. Get ready to stomp and holler.

In this program, we are going to do things a little differently. We are encouraging some cross-grade collaboration so invite another class to come join you.

Classroom Setup:

- Students will need room to move around.
- We encourage that you invite the grade 3 or 4 class to join you. Scott has designed a cross grade collaboration.

Materials:

- Smart board
- Speakers (good sound level is important for this lesson)
- Paper and pens/pencils for students

Artist Bio

Scott Richmond is a Saskatchewan-based folk/Americana artist best known for his authentic and original style of songwriting and his dynamic live show. Growing up on a cattle and grain farm near the French-speaking town of Gravelbourg, Saskatchewan, the primary sounds of his youth were French, English, and country radio, setting him on a unique path to becoming the artist he is today.

At 18, Richmond enrolled in the French Education program at the University of Regina, and it was during his time there that he began to write songs and perform publically. With some of his first original songs, he won the 2008 *Gala fransaskois* and the 2008 *Chant'Ouest*, French-language singer-songwriter competitions in Saskatchewan and Western Canada respectively, which earned him a spot at the prestigious *Festival International de la Chanson* in Granby, QC later that year.

Following the completion of his degree, Richmond spent the next two years of his life teaching in Medellin, Colombia and travelling around Latin America. During his time there, he continued writing music and performing regularly in coffee shops, bars and theatres.

Upon his return to North America, Richmond landed in the Southern United States, spending a year in Carrboro, North Carolina, where he worked as an assistant horse trainer and continued to write and perform music. The following year, he headed down the road to Nashville, Tennessee where he met and worked with some of Music City's finest musicians, and eventually recorded his debut album *Come What May* at EastSide Manor Studio with producer/engineer Gabe Masterson.

Eventually, Richmond made his way back North, making a home in Gravelbourg, Saskatchewan and, following the release of the album in 2014, spending the next few years performing in bars, theatres, and festivals throughout parts of Canada and the United States, including showcases at *BreakOut West* and *Folk Alliance International Music Conference*. The album was included in several Top 10 lists for best folk album of the year, and Kerry Doole of Exclaim Magazine described it as "stunningly compelling" and "a perfect vehicle for his literate and gritty folk meets country material."

Since then, Richmond has written dozens of new songs and he is currently set to release his much-anticipated follow-up album, recorded at the famous Sound City Studios in Los Angeles, California with Grammy award winning producer/engineer Kevin Augunas.

Curriculum Goals and Aim:

Aim:

The aim of K-12 Arts Education is to enable students to understand and value arts expressions throughout life.

Creative/Productive:

Students will inquire, create, and communicate through dance, drama, music and visual art.

Critical/Responsive:

Students will respond to artistic expressions of Saskatchewan, Canadian and International artists using critical thinking, research, creativity and collaborative inquiry.

Cultural/Historical:

Students will investigate the content and aesthetics of the arts within cultural, historical, and contemporary contexts, and understand the connection between the arts and human experience.

Creative/Productive

CP5.2 Express own ideas using pop dance forms and styles, and apply the elements of dance including:

- actions (extend repertoire of actions with flexibility and clarity of movement)
 - body (arm and leg gestures that lead toward, away from, and around own bodies)
 - dynamics (acceleration and deceleration)
 - relationships (alone, partner, small groups)
- space (pathways, directions, levels, shape).

CP6.3 Shape dance compositions using various choreographic forms (e.g., ABA).

Critical/Responsive

CP5.5 Demonstrate increased skills and abilities in use of the voice and one or more instruments.

CP6.7 Demonstrate increased skills and abilities in the use of the voice and instruments.

Cultural/ Historical

CH5.3 Analyze and describe how arts and popular culture expressions convey information about the time and place in which they were created.

CH6.1 Investigate how personal, cultural, or regional identity may be reflected in arts expressions.

Broadcast Program (45 minutes)

Teacher Guided Post-Broadcast Activity

Resources

Song List

David Wilcox – Do The Bearcat

<https://www.youtube.com/watch?v=-19MzIQ5OhA>

Steppenwolf – Born To Be Wild

<https://www.youtube.com/watch?v=rMbATaj7II8>

Leo Sayer – Long Tall Glasses

<https://www.youtube.com/watch?v=c44JQWLqrCY>

Harry Belafonte – Jump in the Line

https://www.youtube.com/watch?v=IcxKwQJZ_04

Prepare for the Activity

Split the class into smaller groups (6 - 8 students). The teacher can assign different songs to different groups. Groups can also do the same song if that is preferred since each group will have their own unique choreographed performance. Once the groups have their songs they should listen to it once and then look over the lyrics to begin coming up with a plan for their performance.

Proposed Activity Schedule

1. Identify important words and phrases in your song.
 - a) Circle, in red, six action words that you can act out.
For example: jump, step, dance, fall, drive
 - b) Draw a blue square around 4 nouns that you can impersonate or represent in some way.

For example: cat, tree, saddle, kangaroo

- c) Underline, in green, some important words that you will sing. (Hint: They are probably in the chorus.)
 - d) Draw a squiggly purple line under a few key words that are easy to represent with different gestures
For example: yes, no, I don't know, why, up, down, left, right, come here, go away, okay
2. Listen to the music, the instruments, and the rhythm. Decide what your main action or movement will be for each verse of the song.
 - a) Are certain instruments making you want to move a certain way?
 - b) How can you move along to different parts of the song?
 - c) Can you clap or stop your feet?
 - d) Can you come up with dance steps for a certain part of the song or hand and arm movements?
 - e) Can you pretend to play certain instruments?
 - f) Can you act out a scene?
 3. Think about your audience.
 - a) What can you do in order to get your audience to participate in your performance? Will they sing? Will they clap? Will they move in some other way?
 4. Practice your song at least two or three times before performing it in front of the class. Remember to have fun!
 5. **When the group introduces themselves ask them to prepare a statement about the artist and the song they chose. Instruct them to research when and where this song was written and discuss why they think the artist created it.**