

# Study Guide For Teachers

## Dave Fry In Fryed Folk Songs

presented by

Young Audiences

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### ABOUT THE PROGRAM

A true virtuoso on guitar and mandolin, Dave Fry turns folk music into a true adventure for the imagination. Both with the more traditional tunes and those adapts (or makes up!), he will surprise and delight any audience.

### LEARNING GOALS

Students will:

- Listen to music and stories springing from the folk tradition
- Learn the building blocks of creating a strong story and how a tune and melody can enhance storytelling
- Participate through music and movement.

### ARTIST INFORMATION

Dave Fry has been performing for over 30 years, as a soloist and with bands. He has played in jug bands, Celtic, rock 'n roll, Texas swing, and bluegrass bands as well as in street theater and as a children's performer. Dave also founded Godfrey Daniels – a not for profit folk club - in 1976.

Dave continues to perform solo as a family folk musician at major festivals and clubs on the East Coast. Dave has won awards for his kids' album "I Like Peanut Butter" on the Children's Music Web, and he also won several Best Acoustic Guitarist awards in the Lehigh Valley Music Awards.

Dave has recently released "Play Guitar with Dave Fry", an introduction to acoustic guitar, on PBS-TV in March of 2004. He currently lives in Madison, Connecticut with his minister wife, Kim and their two children.

### BACKGROUND INFORMATION FOR STUDENTS

Folk music is music originating among the common people of a nation or region and spread about or passed down orally, often with considerable variation.

Folk music has a communal heritage; it comprises songs that everyone can enjoy singing. In all cultures, it is music created and performed by many people; some are classically trained musicians, but many are not. Therefore, it is a special experience to have a folk artist in your school. Students may immediately participate in the art, and the artist not only enjoys performing for an audience, but better yet, WITH the audience!

Folk music is not limited to old songs, it can include popular songs that can be easily sung by many people. For instance, *Do Re Mi* from *The Sound of Music*.

Folk songs reflect the emotions of the person performing and are meant to inspire similar emotions in the listener.

## **BEFORE THE PROGRAM**

1. Get the music teacher involved! Ask your students if they know the song *Do Re Mi* from *The Sound of Music*. This is an example of a modern song which became a folk song by being passed down as folk songs are, by word of mouth. Almost everyone you know, most likely, knows the words. Enjoy the fun of sharing a song everyone knows, sing it together!
2. Ask students if there are any songs that they sing with their families. If these are songs that they have learned simply by listening to family members sing and joining in when they learned the words and melody, the songs may very well be considered folk songs. Have interested students share a song, and choose at least one for the class to learn and sing together.
3. Have students listen to various folk songs. Certainly relate the selection to cultural studies currently going on in your classroom. Get the visual arts teacher involved! Have students explore visual folk art from similar countries/regions and discuss similarities and differences between the visual art and the song. Is there a story being told? Are the materials used in the folk art and the instruments used in the folk song common to a certain country or region?

## **VOCABULARY WORDS**

**FOLK MUSIC** - music that has endured and been passed down through oral tradition.

**GUITAR** - a stringed musical instrument with a long, fretted neck, a flat, somewhat violin-like body, and typically six strings, which are plucked with the fingers or with a plectrum.

**MANDOLIN** - A small lute-like instrument with a typically pear-shaped body and a straight fretted neck, having usually four sets of paired strings tuned in unison or octaves, usually played with a plectrum.

**PLECTRUM** - a small piece of plastic, metal, ivory, etc., for plucking the strings of a guitar, lyre, mandolin, etc.

## **AFTER THE PROGRAM**

1. You probably heard the song "Watermelon" during Dave Fry's performance. Can you hear how the sound (slurp) creates the illusion of eating a watermelon? What other sounds can you use for wind, fire, sleep, etc. Listen to how a sound moves. Can you visualize the movement? Can you physically create the movement line, like when you do "the wave" at a ball game?
2. Songs can tell stories, and introduce interesting characters. Do you remember the song "The Cat Came Back"? What other famous cats are there in stories and songs? The Cat In The Hat, Puss in Boots. What happens when animals seem to do human things? Humanizing animals is a common technique used in stories to spark the imagination.
3. Have students create their own animal character. Get the music teacher involved! Have the students create verse for a story based on their animal character and use a melody they know to compose their own folk song.
4. Get the visual arts teacher involved! Have students create art based in folk tradition to represent their story. For example, students could sculpt characters or create a simple quilt from art class materials depicting the story.

## **RESOURCES**

[http://www.aw-wrdsmt.com/scuttlebutt/types\\_of\\_folk\\_music.html](http://www.aw-wrdsmt.com/scuttlebutt/types_of_folk_music.html)

Krull, Kathleen and Garns, Allen. *I Hear America Singing: Folk Songs for American Families*. Alfred A. Knopf, 2003.

Cohen, Norm. *Folk Music: A Regional Exploration*. Greenwood Publishing Group, Inc. 2005