

Facilitator's Guide

Facilitator:

Date:

Training Title: Price, Perry, Smith-Moore: African American Composers of Symphonic Music

Training Description: This is a 5 week-long Virtual Instructor-Led Training (VILT) to be implemented via Zoom with 5, 90 minute-long sessions. Designed to give learners an overview of a few African American female composers of symphonic music, this course allowed learners to learn the stories and experience the music of composers Florence Price, Undine Smith-Moore, and Julia Perry.

1. Training Objective(s)

After this course, learners will have experienced three African American women's symphonic compositions, learned about how those pieces were influenced by the times and the composers' identities, and reflected on the reception of African American women's symphonic compositions both in the past and the present to the extent that they can produce written or oral reflections about their learning and observations.

2. Sync Session Outline

- Wait 5 minutes for late-comers who had a difficulty finding the room. (5 minutes)
- Greet learners and engage the class in any type of course content-related small talk. (10 Minutes)
- Present Lecture and Slide Presentation (approx. 15 minutes)
- Discuss class reflections to this point (approx. 15 minutes)
- Present Lecture, Slide Presentation, and additional content (approx. 15 minutes)
- Discuss class reflections to this point (approx. 15 minutes)
- Present additional content (approx. 10 minutes)
- Discuss class closing reflections/Q&A (approx. 10 minutes)

3. Materials & Equipment Needed

- Youtube Account (preferably without ads)
- Zoom (preferably with the feature of unlimited meeting time)
- Canva or any other Slide Presentation platform
- Selected excerpts from the book "From Spirituals to Symphonies: African American Women Composers and Their Music" by Helen Walker-Hill

4. Preparation Checklist

- [] Are your slides set up and functioning?
 - [] Are your Youtube Videos queued up?
 - [] Is your lecture content visible?
 - [] Is any additional content available to present?
 - [] Is the internet connection as stable as it can be?
 - [] Do you have some pleasant (preferably symphonic music by one of the composers) to play during wait times?
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5. Lesson Outline & Timing

Note – You can build your facilitator notes in Slide Notes (e.g., PowerPoint) or a Spreadsheet (e.g., Google sheets) for this if you prefer.

Session 1: Introduction and Topic Background

Duration	Slide Number and Topic or Activity Title	Slide Image/ Participant Activity	Facilitator Notes
5 min	Slide 1		- Use the Timer app in Zoom to set a 5 minute countdown - Greet students as they join the Zoom meeting, letting them know that you will begin as the timer goes off.
15 min	Slide 1		- Introduce yourself - Have each member of the class say their name, where they are from, and what their experience of symphonic music or other music within the classical tradition has been
20 min	Slide 2		- Speak and narrate how Czech composer Anton Dvorak came to America inspired by the music here and wanted to create a Symphony using African-American sounds, particularly black American sounds. He can post "Symphony, No. 9: From the New World" quoting the spiritual "Swing Low Sweet Chariot." - Speak and narrate how Dvorak met Harry Burleigh, a young black man who introduced him to spirituals - Share the following Youtube video https://www.youtube.com/watch?v=rjeskgwj78s - Listen to a movement of Dvorak's Symphony No. 9 From the New World on Youtube - Ask each class member to respond with a word or two to describe how listening to a movement of Dvorak's symphony made them feel - Segue into the next slide by saying "Now let's make sure we're all on the same page about what a symphony is. What we have just heard is only the first movement of the symphony, but there are three more. Let's talk about it."

- Lecture ad nauseum from the following talking points:
 - A symphony orchestra is the largest type of orchestra and is composed of strings, brass, woodwinds, and percussion
 - One of the defining characteristics of a symphonic orchestra is how it is divided: by instrument families. This helps the conductor balance the sound of the orchestra.
 - The terms Philharmonic and symphonic are synonymous
 - Traditional Symphonies contain 4 movements (allegro, andante, a minuet and trio of dance suites or scherzo, and a finale) at least one of which uses sonata form.
 - Sonata form is the Exposition (where the initial themes are stated), the Development (variations of the primary and secondary themes), & the Recapitulation (the repeat of the Exposition)
 - Symphonies emerged in Italy during the 1700s and have 4 movements (allegro, andante, a minuet and trio of dance suites or scherzo, and a finale)
 - Symphony comes from the word sinfonia: derived from the Greek sun meaning “together” and “phone meaning “voice or sound”.
 - Joseph Haydn is considered the Father of the symphony as he composed 108 of them as a court composer
 - The symphony has rigid rules, that if ignored, make it so that a piece is not technically a symphony
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 - Beethoven was Mozart’s student and transformed the symphony to replace the minuet with a scherzo; Mozart was all about freedom in his compositions
- Segue into the next slide by saying “I’m sure now that you understand a lot about the history and makeup of symphonic music, you are curious how Dvorak and the female composers we will soon explore managed to incorporate parts of spirituals into symphonic



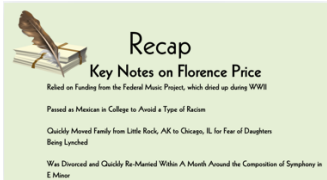
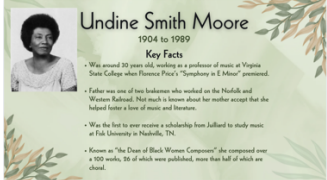
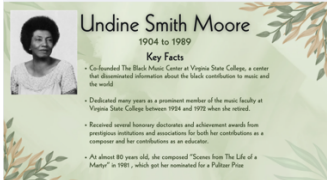
			music. They did so using a thing called a Black Idiom. Let's find out what those are."
20 min	Slide 4	What are Black Idioms in Music? • Musical idioms, in general, are a form of language and can provide history and cultural context • A Black Idiom in Music is a way to recognize the influence of African or African American music on a genre • In this course, we will identify Black Idioms in two categories: • Rhythmic patterns, often playing of melodic accents, interlocking rhythms, multiple main beats, cross, rhythms, sliding notes, rhythms from African American dances, etc. • Melodic scale and chords, alterations, the blue note, the blues scale, pentatonic, scale, solo chords, alterations with octaves, accompaniment, etc.	- Lecture at nauseum to articulate that Musical Idioms generally are a form of language and can provide history cum cultural process. As you expound on the lecture points on the slide itself, have the information from the references fresh in your mind - Allow learners to explore the padlet learning object or explore it with them https://padlet.com/info29144/black-idioms-in-music-am10ji2qepsd0p93 - Take casual reflections and remarks from class students throughout
10 min	Slide 5	Price, Perry, Moore Florence Price - 1897 to 1933 Gladys Smith Moore - 1904 to 1997 Jula Perry - 1904 to 1979	- Introduce the 3 composers who will be explored in this course through examining their stories as they coincide with historical events - Mention the book where you will be getting most of your information about each composer - Mention that in Sessions 4 & 5, we will have an open discussion comparing and contrasting 4 influences in each composer's musical lives - Finally, let your class know that the course will end with a segment dedicated to exploring the future of African American Female Composers of symphonic music currently
10 min	N/A	N/A	Open up the floor to students for either final reflections or Q&A before dismissing them

Session 2: Florence Price – Symphony in E Minor

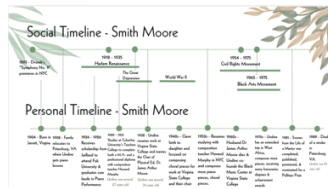
Duration	Slide Number and Topic or Activity Title	Slide Image/ Participant Activity	Facilitator Notes
5 min	Slide 6	Price, Perry, Smith, Moore African American Women Composers of Symphonies Day 2 - Florence Price	- Use the Timer app in Zoom to set a 5 minute countdown - Greet students as they join the Zoom meeting, letting them know that you will begin as the timer goes off. - Provide a brief recap of the key terms and key people we covered the previous session - Ask students to share any insights from self-study on symphonic music, Antonin Dvorak, or any of the Key Definitions and People on this slide
15 min	Slide 7	Recap Key Definitions & People Symphonic Orchestra Antonin Dvorak Symphonic Form Henry Badeligh Black Idioms in Music Symphony No. 9: From the New World	

10 min	Slide 8		- Explain the influences on an artist and the art they make as we will discuss them throughout the course - Ask class members what influences they can think of that aren't on this list, that we won't have time to examine in this course. - Read what is on the slide to express some key facts about Florence Price - Then read the excerpt you selected from the Historical Overview section of the textbook "From Spirituals to Symphonies" (pg 25-27) to go more in depth about her life - Ask class members to share what they found interesting or wonder about related to the reading - Ask learners to make special note of the impact of the Local Social Environment on Price's music (will discuss on Session 3) - Ask learners to make special note of what characterized how audiences received Price's work (will discuss on Session 3)
15 min	Slide 9		- Further go into detail about what you know of Florence Price's life as you talk through this timeline. Your remarks should be sourced from the book excerpt and also from the NYTimes article "As Her Music is Reconsidered, a Composer Turns 135 Again"
10 min	Slide 10		- Ask learners to make special note of the impact the US Social Climate may have had on Price's music (will discuss on Session 3) - Listen to the first movement of Price's infamous Symphony in E Minor - Ask each class member to respond with a word or two to describe how listening to a movement of Price's symphony made them feel - Ask learners to make special note of the Musical Style Florence Price composed in (will discuss on Session 3)
20 min	N/A	N/A	
15 min	N/A	N/A	- Lead the class in an open discussion about what each person has found interesting about Price's story, what they each wonder about her story and take Q&A before dismissing them

Session 3: Undine Smith-Moore – Scenes from the Life of a Martyr

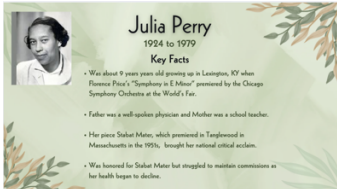
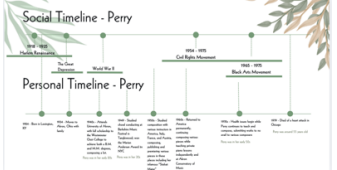
Duration	Slide Number and Topic or Activity Title	Slide Image/ Participant Activity	Facilitator Notes
5 min	Slide 11		- Use the Timer app in Zoom to set a 5 minute countdown - Greet students as they join the Zoom meeting, letting them know that you will begin as the timer goes off. - Remind learners of what was explored in the previous session by reading off the slides - Ask students to share any insights from self-study on Florence Price or any of the Key Definitions, People, or Notes from the course so far. - Read what is on the slide to express some key facts about Undine Smith-Moore - Accepting any class comments throughout, read the excerpt you selected from the Undine Smith-Moore chapter of the textbook "From Spirituals to Symphonies": - o Read pg 55-halfway through 58, summarizing from there to the bottom 3rd of pg 60 where her heavier years of composition are explored - o Read the bottom 3rd of pg 60 - o Read her quote about “the ability of black people,..” on pg 61 - o Read excerpt on pg 63 beginning from “ Moore also had something to say abot the conditioning of gender to the words “other social strata”on pg 65 - Ask class members to share what they found interesting or wonder about related to the reading - Ask learners to make special note of the impact of the Local Social Environment on Smith-Moore’s music (will discuss on Session 3) - Ask learners to make special note of what characterized how audiences received Smith-Moore’s work (will discuss on Session 3)
15 min	Slide 12		
	Slide 13		
20 min	Slide 14		

10 min	Slide 15		- Further go into detail about what you know of Undine Smith-Moore's life as you talk through this timeline. Your remarks should be sourced from the book excerpt and also from the following resources: - o The Richmond-Times Dispatch profile article written by Clark Bustard - o The Choral Journal's November 2004 issue's article by Phillip Brunelle "The Centenary Year of Undine Smith Moore: Dean of Black Women Composers" - o The Black Perspective in Music Journal, Spring 1985, Vol 13, No. 1 pg 79-90 by Carl Harris Jr and Undine Smith-Moore "A Conversation with Undine Smith-Moore"
20 min	N/A	N/A	- Ask learners to make special note of the impact the US Social Climate may have had on Smith-Moore's music (will discuss on Session 3) - Listen to "Scenes from the Life of a Martyr", No 1 – 10 - Ask learners to make special note of the Musical Style Smith-Moore composed in (will discuss on Session 3) - Ask each class member to respond with a word or two to describe how listening to part of Undine Smith-Moore's symphony made them feel - Inquire about what each learner found interesting about Undine Smith-Moore's story, what they each wonder about her story and take Q&A before dismissing them
10 min	N/A	N/A	

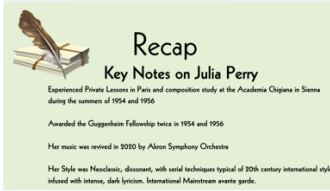
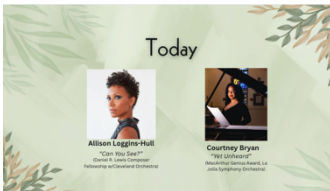


Session 4: Julia Perry – Stabat Mater

5 Min	Slide 16		- Use the Timer app in Zoom to set a 5 minute countdown - Greet students as they join the Zoom meeting, letting them know that you will begin as the timer goes off. - Remind learners of what was explored in the previous session by reading off the slides - Ask students to share any insights from self-study on Undine Smith-Moore or any of the Key Definitions, People, or Notes from the course so far.
10 min	Slide 17		

20 min	Slide 18		- Have the learners reference the notes they had been taking on the topics listed on this slide and facilitate an open conversation that allows learners to either make their own comparisons or highlight some contrasts they've noticed between Price and Smith-Moore musical lives. - Read what is on the slide to express some key facts about Perry. - Accepting any class comments throughout, read the excerpt you selected from the Perry chapter of the textbook "From Spirituals to Symphonies": - o Read pg 97-thirdfway through 101 "powerful mezzo-soprano voice", summarizing from around top of 103 to half of pg 106 - o Read the bottom half of pg 106 through the first third of 108 "so strongly before." - Ask class members to share what they found interesting or wonder about related to the reading - Ask learners to make special note of the impact of the Local Social Environment on Perry's music (will discuss on Session 3) - Ask learners to make special note of what characterized how audiences received Perry's work (will discuss on Session 3) - Further go into detail about what you know of Perry's life as you talk through this timeline. Your remarks should be sourced from the book excerpt.
20 min	Slide 19		- Listen to Perry's "Stabat Mater" on Youtube - Ask learners to make special note of the Musical Style Perry composed in (will discuss on Session 3) - Ask each class member to respond with a word or two to describe how listening to part of Perry's symphony made them feel - Inquire about what each learner found interesting about Perry's story, what they each wonder about her story and take Q&A before dismissing them.
10 minutes	Slide 20		
10 min	N/A	N/A	
10 min	N/A	N/A	

Session 4: The Future of Black Female Symphonic Composer

5 min	Slide 21		- Use the Timer app in Zoom to set a 5 minute countdown - Greet students as they join the Zoom meeting, letting them know that you will begin as the timer goes off.
10 min	Slide 22		- Remind learners of what was explored in the previous session by reading off the slides - Ask students to share any insights from self-study on Julia Perry or any of the Key Definitions, People, or Notes from the course so far.
20 min	Slide 23		- Have the learners reference the notes they had been taking on the topics listed on this slide and facilitate an open conversation that allows learners to either make their own comparisons or highlight some contrasts they've noticed between Price and Smith-Moore musical lives and Julia Perry's musical life. - Briefly introduce both Allison Loggins-Hull and Courtney Bryan as two recent African American Female Symphonic Composers who have received the listed accolades and commissions for their work - Show a Youtube video introducing Loggins-Hull https://youtu.be/vOZVHoyWBbE?si=pYxkyMR18JsKZ5v- - Ask class members to share what they found interesting or wonder about related to the Youtube video - Show a Youtube video introducing Bryan https://youtu.be/PVqrGzR7R0I?si=BdtNQedmwptvqJwm - Ask class members to share what they found interesting or wonder about related to the Youtube video
30 min	Slide 24		- Make some summarizing statements about all that was learned from the beginning of the course until now - Allow the learners to ask any final questions and make remarks about one thing they appreciated learning about in the course - Thank the learners and dismiss them.
	Slide 25		
5 min	Slide 26		