

# Ragtime with Reginald

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<b>Lesson Overview</b>	<b>Details</b>
Gain an understanding of the importance of ragtime and the road it paved for music of today.	Students will learn through research of ragtime music and participate in performing songs from the classic ragtime era.
<b>Objectives</b>	*Learn about ragtime and its place in American music history. *Students will study Chicago composer and pianist Reginald Robinson. *Students will listen to and analyze ragtime music.
<b>Time Required</b> <b>Grade Level(s)</b>	As much time as needed for students to gain a clear understanding on the importance of ragtime.  Grades 6-8
<b>Topic(s)</b>	Study of ragtime history Syncopation Study of Reginald Robinson Analyzing ragtime musical composition Playing Keyboard Ragtime Music
<b>Era/ Time Period (if applicable)</b>	1896-1917
<b>Format(s) of primary sources used</b>	Various primary sources, for example from the loc.gov website topic: <i>Ragtime</i> (see below).
<b>Standards Addressed</b>	25a3c Identify and expressive elements and expressive qualities in music.  26a3c Describe the process involved in performing and composing.

	<p>26b3c Play with expression and accuracy a variety of music representing diverse cultures and styles.</p> <p>26a3d Read and interpret traditional music notation.</p> <p>27B3 Know and describe how artist and their works shape culture and increase understanding of societies, past and present.</p>
<p><b>Preparation</b></p> <p><b>-Materials Used</b></p> <p><b>-Resources Used</b></p>	<p>Ragtime music            Various Internet websites            CD player            Books on ragtime            Music books of ragtime            Keyboards            Claves</p> <p><a href="http://lcweb2.loc.gov/diglib/ihas/html/ragtime/ragtime-home.html">http://lcweb2.loc.gov/diglib/ihas/html/ragtime/ragtime-home.html</a></p> <p>Reginald Robinson website <a href="http://www.reginaldrobinson.com">www.reginaldrobinson.com</a></p>
<p><b>Procedure (Activity/s)</b></p>	<ol style="list-style-type: none"> <li>1. Students will be given an introduction to the history of Ragtime.</li> <li>2. Play selections of ragtime music and syncopated music for students.</li> <li>3. Students will learn the meaning of syncopation through hands on activities which will include instruments such as the claves.</li> <li>4. Students will use the internet (www.loc.gov) to do research and analyze ragtime music.</li> <li>5. Students will have an assignment of a specific composition in which they will have to discuss in detail what made that tune the most famous. (Maple Leaf Rag)</li> <li>6. Students will use the internet (www.loc.gov) to gather facts about artist Reginald Robinson and have a class discussion.</li> <li>7. Reginald Robinson gives a lesson on how to play ragtime music.</li> <li>8. Students will use the proper technique learned to demonstrate how to play ragtime on the keyboard.</li> <li>9. Students will do an assembly with artist Reginald Robinson in which they play a famous ragtime theme as he accompanies.</li> <li>10. Students will attend a concert of ragtime music.</li> </ol>

<b>Evaluation (Rubric/s)</b>	<ol style="list-style-type: none"> <li>1. Students will discuss ragtime music and composers.</li> <li>2. Students will individually play syncopated rhythms on claves to demonstrate ragtime style.</li> <li>3. Students will report specific characteristics of ragtime music.</li> <li>4. Students will have to interview Reginald Robinson using facts from their internet research.</li> <li>5. Students will individually have a keyboard test on the ragtime theme used in the assembly.</li> <li>6. Students will play with Reginald in an assembly.</li> <li>7. Students will write and discuss an evaluation of the concert. They will discuss why they believe ragtime music has been forgotten.</li> </ol>
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**\*Do a cross curricular lesson with classroom teacher studying information during the same time in history. Have students discuss their opinion of that time period.**

**\*Have students watch a movie from that time era. Have them listen and identify various ragtime pieces in the film. Have students discuss how the music added to the film.**

**\*Students will listen to a composition of ragtime music and draw their own cover to the sheet music.**



<http://lcweb2.loc.gov/diglib/ahas/loc.natlib.ahas.200033228/>