American Sheet Music Published in America, 1870-1885

Lesson Overview

Overview: Using primary source information, the students will learn about American Sheet Music from the years 1870-1885. The students will view examples of how printed music was produced as well as see the copies of that music from the time period. Students will analyze the differences in publishing styles by visual recognition. Audio samples from the time period will also be used to help students understand how music was being performed in the time period.

Grade Range: 9-12

Objective: After completing this activity students will be able to:
- Recognize a particular work as early American Sheet Music.
- Recognize differences in how that music was produced/written/copied/recorded.
- Be able to compare it to present day methods and be able to discuss what visually is different about sheet music production of today.

Time Required: Four class periods of 40 minutes.

Discipline/Subject: High School Music Theory

Topic/Subject: Performing Arts, Music

Era: Rise of Industrial America, 1876-1900

Standards

Illinois Learning Standards:

Common Core Standards:

5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
9. Understanding music in relation to history and culture.

Materials

Analysis Tools: American Sheet Music Analysis Worksheet

Rubric: American Sheet Music Analysis Grading Rubric

PowerPoint Slides:
• Your objective in this section is the following:

- Research one of the selected collections of Music Published in America, 1870-1885 and do an analysis of three pieces.
- Complete a song profile of three piece of your choice from that collection.
- Present your findings to the class

Objectives

Friends of Stephen Foster
Presentation Sample
Henry C. Work, Sezdelius Winner, and George Cooper

Grandfather’s Clock
Henry Clay Work
New York: C.M. Cady-Publisher
1876
Written for Piano and Voice

Song Profile of Henry Clay Work
(1832-1884)

Present Day Music
- All verses are between the treble and bass clefs.
- The chorus is written in the song and repeats D.C. or S.D. are used to go back to the verses.
- Music and pictures are printed by machine not by hand or typecase.
- Notes even in vocal parts are barred based on the time signature for the most part.

Differences from then til now

Stephen Foster (1826-1864)
Composer of many popular songs during the Civil War Era

Many of the composers in that period modeled their work after Foster

These composers were popular from the early Civil War period through the late 1870’s

Friends of Stephen Foster
Background

This song contains:
Cover page
2 Pages of verse (4 verses total)
Back page which shows other works published by C.M. Cady

Henry C. Work profile continued

Grandfather’s Clock and Present Day Music
- Music has a front and back cover
- Words are written in English
- Music uses time and key signatures that we use today.
- Music was and still is dedicated to people that are important in the life of the composer.
**Library of Congress Items:**

- **Title of Source:** Music for a Nation Introduction
  - **URL of Source:** http://memory.loc.gov/ammem/smhtml/smessay0a.html
- **Title of Source:** Friends from the Stephen Foster Era
  - **URL of Source:** http://memory.loc.gov/ammem/smhtml/smessay0c.html

**Other:** Smart Board or LCD Projector

<table>
<thead>
<tr>
<th>Procedures</th>
<th>Resource or Material Used</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Procedure Step #</strong></td>
<td></td>
</tr>
<tr>
<td>1. Present the PowerPoint presentation that discusses the history of the Library of Congress Music Section.</td>
<td>Library of Congress Item Power Point</td>
</tr>
<tr>
<td>2. Present students with guidelines for the analysis project. Information is contained in the Power Point presentation.</td>
<td>Analysis Tool Power Point</td>
</tr>
<tr>
<td>3. Present the Friends of Stephen Foster Sample presentation. Sample presentation only includes history and one song analysis. You may choose to complete more samples if you desire.</td>
<td>Library of Congress Items</td>
</tr>
<tr>
<td>4. Allow students to work on project in class for as long as you deem necessary to complete the project.</td>
<td></td>
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<tr>
<td>5. Student’s present their findings to the class.</td>
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<tr>
<td>6. Assess the student’s quality of work with the included assessment rubric.</td>
<td>Rubric</td>
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**Evaluation**

Student learning will be evaluated by completion of the presentation in class by the guidelines outlined in the grading rubric.

**Author Credits:**

R. Krapf  
Sullivan Middle & High School
Select a collection of American Sheet Music from the website above from the Music Published from 1870-1885 as in the example presented in class. Produce a brief power point presentation that includes the following:

- A brief background of your selected collection (2-3 slides)

- Complete the following song profile for three pieces of your choice from the collection that you researched (1-3 slides per profile):
  A. Name of the Song/Piece
  B. Composer
  C. Publisher
  D. Year Published
  E. Instrument/Voices Used
  F. In 4-6 bullet points describe what you think the songs/pieces purpose was. (what/who was it written for, what is it about etc)

- Discuss any similarities or differences in publishing techniques used back then to today’s music. Anything that you can find to describe the publishing techniques. (1-2 Slides)
### American Sheet Music Analysis Grading Rubric

<table>
<thead>
<tr>
<th>Structural Rubric</th>
<th>6 points</th>
<th>8 points</th>
<th>10 points</th>
<th>12 points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background Presentation of Selected Collection</strong></td>
<td>Student supplied limited information. Background information was unorganized and vague</td>
<td>Student supplied below average information. Background information only contained a few details and was only slightly organized.</td>
<td>Student supplied above average information. Background information was detailed and well presented, however lacked some organization.</td>
<td>Student supplied excellent information. Background information was very detailed and was highly organized.</td>
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</tr>
<tr>
<td><strong>Song Profile Number 1</strong></td>
<td>Student supplied limited information. Information presented was minimal and did not give the reader a clear picture of the piece</td>
<td>Student supplied below average information. Information presented was below average and gave the reader a vague picture of what the piece was about</td>
<td>Student supplied above average information. Information presented was above average and gave the reader a clear picture of what the piece was about but still lacked in minor areas</td>
<td>Student supplied excellent information. Information presented was excellent and provided the reader with an excellent overview of the piece</td>
<td></td>
</tr>
<tr>
<td><strong>Song Profile Number 2</strong></td>
<td>Student supplied limited information. Information presented was minimal and did not give the reader a clear picture of the piece</td>
<td>Student supplied below average information. Information presented was below average and gave the reader a vague picture of what the piece was about</td>
<td>Student supplied above average information. Information presented was above average and gave the reader a clear picture of what the piece was about but still lacked in minor areas</td>
<td>Student supplied excellent information. Information presented was excellent and provided the reader with an excellent overview of the piece</td>
<td></td>
</tr>
<tr>
<td><strong>Song Profile Number 3</strong></td>
<td>Student supplied limited information. Information presented was minimal and did not give the reader a clear picture of the piece</td>
<td>Student supplied below average information. Information presented was below average and gave the reader a vague picture of what the piece was about</td>
<td>Student supplied above average information. Information presented was above average and gave the reader a clear picture of what the piece was about but still lacked in minor areas</td>
<td>Student supplied excellent information. Information presented was excellent and provided the reader with an excellent overview of the piece</td>
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<tr>
<td><strong>Comparison of Publishing Techniques</strong></td>
<td>Student supplied limited critique and really did not show an understanding of the publishing techniques presented. Student was not successful in comparing the works to today’s techniques.</td>
<td>Student supplied below average critique and showed limited understanding of the publishing techniques presented. Student was only partially successful in comparing the works to today’s techniques.</td>
<td>Student supplied above average critique and showed an understanding of the publishing techniques, but still lacked in understanding in minor areas. Student did successfully compare the works to today’s techniques.</td>
<td>Student supplied excellent critique and showed an excellent understanding of the publishing techniques used. Student successfully compared the works to today’s techniques.</td>
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