

njpac
arts
education

**schooltime
performance
series**



***paige hernandez's
liner notes***

music of the movement
teacher resource guide

about the performance

Paige Hernandez's *Liner Notes: Music of the Movement* is a multi-generational and interactive musical journey to a critical time in our nation's history. Despite an abundance of conflict during the 1950s and 1960s, creator Paige Hernandez fosters an atmosphere of celebration, empathy and unity through some of the most impactful songs of the time. Featuring a jazz quintet, vocalists and lyricists, Hernandez describes the program as "A live musical journey through hip hop's many intersections."

Paige Hernandez boasts many titles, including performer, director, choreographer, playwright and educator. She created and runs her company B-FLY Entertainment, which produces and performs her original hip hop-rooted works, including *Liner Notes: Music of the Movement*.



cultural connections

Liner Notes: Music of the Movement is an installment of Hernandez's larger *Liner Notes* collection. The performance digs deep into the trouble and triumph of the Civil Rights Movement, a nationwide movement for equal rights for African Americans and for an end to racial segregation and exclusion during the 1950s and 1960s. Various actions amongst participants eventually resulted in policy change and significant steps toward racial equality; however, the road was strewn with often violent opposition.

Music's role in the Civil Rights Movement was purposeful — far from mere entertainment. Music stood as a means of nonviolent protest, unification and strength for those fighting for equality. *Liner Notes: Music of the Movement* features many significant songs from the Civil Rights Movement, including John Coltrane's "Alabama." Coltrane's song was inspired by the death of four African American girls in a church in Birmingham, Alabama. The church was a known civil rights meeting location and was bombed by members of the Ku Klux Klan on September 15, 1963, resulting in the girls' deaths. Dr. Martin Luther King, Jr. delivered the eulogy at the girls' funeral, which has since become known as "Eulogy for the Martyred Children." Upon hearing King's moving words, Coltrane composed "Alabama" based only on the tone, rhythm and mood of the speech. Lyricless, "Alabama" is just one example of music's lasting impact during the Civil Rights Movement.

vocabulary

Activist

A person who campaigns to bring about political or social change

Aesthetic

Relating to the enjoyment or study of beauty

Civil Rights Movement

A nationwide movement for equal rights for African Americans and for an end to racial segregation and exclusion

Folk Music

Music that emerges from the traditions and lived experiences of a community. Folk music is commonly passed down through oral tradition, evolving over time, and is frequently created by unknown or collective authors rather than a single recognized composer

Genre

A category of artistic composition, as in music or literature, characterized by similarities in form, style or subject matter

Improvisation

The spontaneous creation of new melodies, or accompaniment, over a song's underlying chord structure

Jazz Trio

Three musicians playing jazz music; typically a piano, bass and drums

Jim Crow Laws

Statutes and ordinances established between 1874 and 1975 to separate the white and Black races in the American South

Liner Notes

Comments or explanatory notes about a recording printed on the jacket or an insert of an album

Lyricist

A writer who specializes in crafting the words, or lyrics, for songs

Message Music

Music that is meant to communicate universality and bring about healing



Multimedia

A technique (such as the combining of sound, video and text) for expressing ideas (as in communication, entertainment or art) in which several media are employed

Protest Music

A form of activism that is created to express dissent, advocate for social or political change, and highlight injustices

Segregation

The separation or isolation of a race, class or ethnic group

"We Shall Overcome"

The anthem of the Civil Rights Movement

inspired learning for the classroom

Teacher Focus		Student Activity	NJ Student Learning Standards	
P	Prepare	Begin the lesson by checking in with your students by spending two or three minutes in silence, allowing students to breathe deeply, consider how they feel today and regulate their mind and body. Once the time is up, let students share a one-word answer to a prompt about how they feel (eg, If you were a texture, what texture would you be? If you could swap lives with a character, who would it be? What food would you be today?). Introduce students to their field trip by discussing what they already know about this art form, topic or type of performance. Then explain what they will see at the theater. This can be accomplished by sharing images, vocabulary, videos or context that might help them appreciate the performance.	Explain and define liner notes, with which students are likely unfamiliar. Parallel their informative nature with their ability to communicate a song’s message. Then, facilitate a class discussion surrounding a song’s aesthetics (melody, beat, instrumentation, etc.) versus its meaning. Ask students which of the considerations they value more. Provide students with the link to the video of Paige Hernandez introducing <i>Liner Notes: Music of the Movement</i>. Inform students that the performance will likely be enjoyable musically to them, but is also meant to reveal the music’s beneath-the-surface inspiration and intentions. Paige Hernandez talking about <i>Liner Notes</i> The Largest Library of Liner Notes in the World	SEL Competencies & Sub-Competencies Self-Awareness, Social Awareness Visual & Performing Arts Anchor Standard 7, 8
E	Experience	For some students, this may be their first time in a theater. Review audience etiquette and go over expectations for arrival and departure from the theater. Before watching the show, provide discussion questions for them to consider during the performance.	As students watch the performance, ask them to consider the following discussion questions: 1. How do Paige Hernandez and the musicians pay tribute to the music of the Civil Rights Movement? 2. What artistic means are used to convey a message (i.e., poetry, dance, music, multimedia)? 3. What modern songs do you know that convey a social justice message?	SEL Competencies & Sub-Competencies Self-Management, Social Awareness Visual & Performing Arts Anchor Standard 8, 10, 11
R	Reflect	As a class, discuss the prompts from the previous section. Then have students reflect on the skill set of the performers they saw in the show. Go around the class and have each student fill in the following statement: “I can already _____ like the performers did, but I can’t _____ yet.” Their response can be about the performers themselves, the characters they represented or another element they appreciated from the trip. After everyone is done, remind them that with enough time and practice, they can accomplish anything they set their minds to. After reflecting together, give students the chance to reflect privately by free-form writing or responding to a prompt.	Discuss the following quote from Paige Hernandez: “I have learned about the music of the movement that it doesn’t all have to be set in trauma or in some somber tone that looks at the pain and struggle. But it can also be something that’s set in the joy and the energizing of it, and its hope in its ability to help folks heal.” Invite students to volunteer a modern song that exemplifies Hernandez’s description in the quote and parallel the songs to those included in <i>Liner Notes: Music of the Movement</i>. Performance Video: Paige Hernandez’s <i>Liner Notes — Beyond the Stage</i>	English Language Arts RL.CT.9–10.8. SEL Competencies & Sub-Competencies Self-Awareness Visual & Performing Arts Anchor Standard 8, 9, 11
F	Focus	Have students conduct research and complete Activity Sheets based on the history and significance of this type of artwork.	Define the terms protest music and message music and identify their occurrences within the performance. What are the similarities and differences? If time allows, watch the TEDx Talk, “How ‘Message Music’ Inspires Social Change.” Introduce Sam Cooke’s 1964 song, “A Change Is Gonna Come” by playing the lyric video and completing Activity Sheet 1. If time allows, watch the clip “The Evolution of American Protest Music” and complete Activity Sheet 2.	English Language Arts L.VI.9–10.4, RI.PP.9-10.5 SEL Competencies & Sub-Competencies Social Awareness Social Studies 6.1.12.HistorySE.14.a Visual & Performing Arts Anchor Standard 8, 9, 10, 11
O	Originate	Have students create a work of art using the same form they saw in the performance about any topic of their choice.		SEL Competencies & Sub-Competencies Self-Awareness, Social Awareness Visual & Performing Arts Anchor Standard 1, 2, 10, 11
R	Rehearse	Give students time to continue developing their creation. If time allows, let them develop their projects on their own, then break the class out into small groups to discuss their ideas and receive additional ideas from peers. As they are working, use this time to walk around and ask them each about their project, the materials they are using and what inspired them.		SEL Competencies & Sub-Competencies Self-Awareness, Self-Management Social Awareness, Relationship Skills Visual & Performing Arts Anchor Standard 2, 5, 7
M	Mix it all together!	Once everyone is done, come to an agreement as a class on how it would be best to share what everyone’s been working on. Allow each student to present their work, discussing their research and what inspired them. Remind students to be respectful of one another. Between presentations, allow two or three students to describe their reactions to the work that was presented. Encourage them to use phrases like “It reminded me of _____” or “It made me feel _____” rather than describing the project as good or bad.		SEL Competencies & Sub-Competencies Social Awareness, Relationship Skills Responsible Decision-Making Visual & Performing Arts Anchor Standard 5, 6, 7, 8

curriculum standards

English Language Arts
RL.CT.9–10.8.
Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

L.VI.9–10.4.
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

RI.PP.9–10.5.
Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

Social Emotional Learning Competencies & Sub-Competencies
Self-Awareness
Recognize one’s feelings and thoughts

Social Awareness
Recognize and identify the thoughts, feelings, and perspectives of others

Self-Management
Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors

Relationship Skills
Utilize positive communication and social skills to interact effectively with others

Responsible Decision-Making
Identify the consequences associated with one’s actions in order to make constructive choices.

Social Studies
6.1.12.HistorySE.14.a
Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

Visual & Performing Arts
Anchor Standard 1
Conceptualizing and generating ideas

Anchor Standard 2
Organizing and developing ideas

Anchor Standard 5
Develop and refine artistic techniques and work for presentation

Anchor Standard 6
Convey meaning through presentation of artistic work

Anchor Standard 7
Perceiving and analyzing products

Anchor Standard 8
Applying criteria to evaluate products

Anchor Standard 9
Interpret intent and meaning

Anchor Standard 10
Synthesizing and relating knowledge and personal experiences to create products

Anchor Standard 11
Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding

additional resources

NJPAC
About NJPAC
njpac.org/about

NJPAC’s Arts Education programs
njpac.org/arts-education

NJPAC’s David G. Berger Master Class Series
njpac.org/berger

Paige Hernandez’s Liner Notes:
Music of the Movement Activity Sheets
njpac.org/wp-content/uploads/2025/11/PaigeHernandez_activity.pdf

Websites
Paige Hernandez Website
paigehernandez.com

Paige Hernandez Facebook
facebook.com/PAIGEINFULL

Music in the Civil Rights Movement
loc.gov/collections/civil-rights-history-project/articles-and-essays/music-in-the-civil-rights-movement

Music’s Voice in the American Civil Rights Movement
thesongbook.org/about/news-media/the-songbook-blog-items/musics-voice-in-the-american-civil-rights-movement

PBS | Music in the Civil Rights Movement
pbs.org/wgbh/americanexperience/features/eyesontheprize-music-civil-rights-movement

John Coltrane + Alabama: Meet the artist through one of their most important works
kenedy-center.org/education/resources-for-educators/classroom-resources/media-and-interactives/media/music/john-coltrane--alabama

Sam Cooke And The Song That ‘Almost Scared Him’
npr.org/2014/02/01/268995033/sam-cooke-and-the-song-that-almost-scared-him

A Brief History of the Protest Song (in the USA)
thenonviolenceproject.wisc.edu/2024/02/04/a-brief-history-of-the-protest-song-in-the-usa

Politics and Protest
si.edu/spotlight/american-folk-music/politics-and-american-folk-music

Voices of Struggle:
The Civil Rights movement, 1945 to 1965
folkways.si.edu/voices-struggle-civil-rights-movement-1945-1965/african-american-spoken-word-protest/article/smithsonian

Songs Of The Civil Rights Movement
npr.org/2010/01/18/99315652/songs-of-the-civil-rights-movement

B-FLY ENTERTAINMENT
youtube.com/@PAIGEINFULL

‘Liner Notes’ Uses Hip-Hop To Bridge Generational Gaps
wglit.org/show/wglits-sound-ideas/2019-03-22/liner-notes-uses-hip-hop-to-bridge-generational-gaps

Videos
Sam Cooke - A Change Is Gonna Come (Official Lyric Video)
youtu.be/wEBlaMOmKV4?si=sZhNAM4Y6_p2cEjA

The evolution of American protest music
youtube.com/watch?v=qLc5QJsMgvw

How “Message Music” Inspires Social Change
youtube.com/watch?v=M2mpE6Nwh2g

Music of the Movement:
Protest Music Has Long Been a Messenger of Resistance
youtube.com/watch?v=nUCGefm30XY

Paige Hernandez talking about Liner Notes
vimeo.com/341440167?share=copy

Sam Cooke: The Story Behind A Change Is Gonna Come
youtube.com/watch?v=x_Z5fmnfdpQ

Readings
“Eulogy for the Martyred Children”
by Martin Luther King, Jr., 1963.

bring the arts to your school

In-School Residencies

NJPAC teaching artists come right to your school to teach the performing arts to your students. Our super-flexible in-person residencies are designed to meet your needs and you'll have a dedicated program manager to help you every step of the way. It's the perfect program to keep your students creating, connecting and expressing themselves through the magic of the arts.

Professional Development

Calling all educators! Expand your teaching skills, deepen your curriculum and give yourself a creative boost in NJPAC's forward-thinking professional development workshops. Our virtual PD programs are for teachers all the way from pre-K to high school and include hip hop, dance, storytelling, theater, music and more. Not only will you learn something... you'll also have fun and be inspired.

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+ deceased