RAISING THE VOLUME
with Marcus Amaker & Charlton Singleton

Raising the Volume
Episode XII
Marcus Amaker and Charlton Singleton talk about music, joy, and memory.

Sixth Grade and Up
Mastery of core subjects and 21st century themes is essential for all students in the 21st century. Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history and government, and civics. In addition to these subjects, schools must move forward to include not only a focus on mastery of core subjects, but also an understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects.

**Global Awareness**
1. Use 21st century skills to understand and address global issues.
2. Learn from and work collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts.

**Civic Literacy**
1. Participate effectively in civic life through knowing how to stay informed and understanding governmental processes.
2. Exercise the rights and obligations of citizenship at local, state, national, and global levels.
3. Understand the local and global implications of civic decisions.

**Work Creatively with Others**
1. Develop, implement, and communicate new ideas to others effectively.
2. Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.
3. Demonstrate originality and inventiveness in work, and understand the real world limits to adopting new ideas.
4. View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.
5. Implement innovations.
6. Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.
OVERVIEW

**Everyone has a story. It’s our place to take a moment to listen.** Once you listen, your eyes open. You can put yourself in someone else’s shoes and try to comprehend their experiences. You may be inspired, you may come away with more knowledge, or you may find a bit of yourself in someone else.

Raising the Volume is a series of Black stories. Stories about Black entrepreneurs, judges, authors, artists, and leaders in our community. Stories that need to be heard. Led by the Gaillard Center’s Artists-in-Residence, Charlton Singleton and Marcus Amaker, Raising the Volume gives a platform to Black community members and opens us all up to honest discussion.

As you introduce this series to your students, follow the bullet points below for discussion. Your students will find that they are challenged to think about uncomfortable things. Those conversations are what will help us change our world. In the words of Judge McFarland, “To break down racial barriers, start where you are.” Let's start where we are and see what change we can bring to our community.

For each lesson, split your class into small groups for discussion or discuss as a whole. Choose the model that is the most comfortable for your students so they feel free to discuss opinions openly.

**Teachers, if you are interested in scheduling a cross-school discussion on Raising the Volume Episode XII, please email Sterling deVries at sdevries@gaillardcenter.org. Through cross-school Zoom calls, we can offer students from one school a different perspective on the video with students from a second school. We will schedule class-to-class meetings where whole groups can discuss various topics covered in Episode XII.**
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(CLICK THE IMAGE TO WATCH EPISODE XII)
Marcus and Charlton discuss various albums and songs from their past. Music represents time periods and events throughout our lives. According to the Neural Nostalgia article, *Why do we love the music we heard as teenagers* by Mark Stern:

“Researchers at the University of Leeds proposed one enticing explanation in 2008 [...] The period between 12 and 22 [...] is the time when you become you. It makes sense, then, that the memories that contribute to this process become uncommonly important throughout the rest of your life. They didn’t just contribute to the development of your self-image; they became part of your self-image—an integral part of your sense of self...researchers have uncovered evidence that suggests our brains bind us to the music we heard as teenagers more tightly than anything we’ll hear as adults—a connection that doesn’t weaken as we age.”

What is your playlist? What music from your childhood/teenage years will forever be bound to your memory? Make a list of five to ten songs that have meaning to you and why. Discuss with your group why these songs are important.

At one point in the discussion, Marcus states, “There was a narrative that rock music doesn’t belong to Black folks.”

*Are there genres of music that belong to certain races? Why or why not?*

This interview is a discussion on how music influences us or defines who we are at a certain period in our lives. *What music do you feel defines your generation?*
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Marcus Amaker was named Charleston, SC’s first Poet Laureate in 2016. He’s also an award-winning graphic designer, an accomplished electronic musician, the creator of a poetry festival, and a mentor to hundreds of students. His poetry has been featured by PBS Newshour, SC Public Radio, Huffington Post, A&E Network, *Charleston Magazine*, and more. In 2019, he won a Governor’s Arts award. His poetry has been studied in classrooms across the country and has been interpreted for ballet, jazz, modern dance, opera and theater. Marcus has recorded three albums with Grammy Award-winning drummer and producer, Quentin E. Baxter. His latest book is *The Birth of All Things* (Free Verse Press).
ABOUT CHARLTON SINGLETON

A native of Awendaw, SC, Charlton Singleton began his musical studies at the age of three on the piano. He would then go on to study the organ, violin, cello, and the trumpet throughout elementary, middle and high school. In 1994, he received a Bachelor of Arts in Music Performance from South Carolina State University. Since that time, he has taught music at the elementary, middle, and high school levels, as well as being an adjunct faculty member at the College of Charleston. In 2008 he co-founded and became the Artistic Director and Conductor of the Charleston Jazz Orchestra: an 18-piece jazz ensemble of some of the finest professional musicians in the Southeast and the resident big band in Charleston, SC. Mr. Singleton is also the organist and choir director at St. Patrick Catholic Church in Charleston, SC. In November of 2016 he was named the inaugural Artist-in-Residence at the recently renovated Gaillard Center in downtown Charleston. He remained in this position until July 2019; at that point he was named Artist-in-Residence Emeritus.

In this position he continues to lead the Summer Youth Jazz Orchestra Camp as well as lead the “Jazz Through the Ages” assembly, which attracts a capacity crowd of students at the Gaillard Center.

As a performer, Charlton leads his own ensembles that vary in size and style. He has performed in France, Great Britain, Scotland, Spain, Germany, Austria, Italy, Switzerland, Norway, Canada, the Netherlands, as well as many great cities throughout the United States. He is a founding member of a new ensemble called Ranky Tanky. The group is a quintet that interprets the sounds of Gullah from the Southeast Coast of the United States. In 2017 Ranky Tanky reached the top of the Billboard, iTunes, and Amazon Contemporary Jazz charts with their self-titled debut recording. In 2019 they accomplished the same feat with the release of their sophomore effort, “Good Time”, which recently won the 2020 Grammy Award for “Best Regional Roots Music Album”.

In addition to performing, he is in demand as a speaker, clinician, composer, and arranger. He has also shared the stage with and/or worked with some of most talented entertainers in the world, including Bobby McFerrin, Jimmy Heath, Slide Hampton, Houston Person, Darius Rucker, Fred Wesley, and Cyrus Chestnut to name a few. Outside of music and entertainment, he and his wife, MaryJo, are the proud parents of Shalamar and D’Marcus, as well as their pets...Sassy, Jango, Mojo, Kota Bear, Pumpkin, and Ginger.
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CITATIONS