

# **TIES** 2003

**Teachers in Industry for Educational Support**

## **Teacher's Notes Young People's & High School Concerts**

### **Composers and their Music**

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**Teacher's Notes  
Composers and their Music**

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## **Teacher's Notes Composers & their Music Curriculum Unit Overview**

### **Summary**

The Teacher's Notes are about Music Awareness it contains a written statement and study of the individual composer's lives, their music and individual style.

Grade levels 3 – 12 will have an appreciation for music, composers, their perseverance how they overcame health issues, poverty and rejection to create masterpieces. Performances are scheduled so students can experience live musicians performing the music of composers in its authentic style. This unit is designed for Teachers to develop student interest in the Dayton Philharmonic Young People's and High School Concerts. In relation to various types of music ,mainly classical in this lesson. Students will be able to develop a discipline for critical thinking involving the arts and life itself. This requires a 2 – 3 week time period.

### **Big Picture**

Students will be able to enhance their skills by researching ideas that pertain to a particular subject, (especially music) This project was most valuable because it is presented as a motivational vehicle; for students to see the effect of determination, and how it may apply to their everyday lives.

### **Preparation for the Unit**

Coordinate with the Dayton Philharmonic Orchestra's Director, DPO Education Department, musicians, gaffers, stage crew and teachers.

Set up dates for performances (concerts) develop brochures, flyers, and teacher packets. A document is written to recording companies requesting permission to use excerpts on a gratis basis, from various recordings of compositions to be played on the concerts, and use in the classroom.

- Secure dates for performance with musicians
- Research information on computers about composers
- Setup music stands and chairs for concerts
- Auditorium stage or gym will be used for performance

### **Overview**

Lessons focus on the composer's style as reflected in the recorded excerpts.

**(Teacher's Notes)**  
**Curriculum Unit Summary**

| Section one: <b>Composers</b>  | Section two: <b>Compositions</b>  | Section three:<br><b>Concerts/Performance</b>   |
|--|---|---|
| <b>ALT 1 – Research</b><br>Gather information using computers/visit websites.<br>Work in teams, communicate,<br>Invent, use imagination, build self - esteem   | <b>ALT 1 - Research</b><br>Gather information using computers/visit websites.<br>Work in teams, communicate,<br>Invent, use imagination, build self - esteem          | <b>ALT 1 – Research</b><br>Gather information using computers/visit websites.<br>Work in teams, communicate,<br>Invent, use imagination, build self - esteem          |
| <b>ALT 2 – Knowledge</b><br>Use creative thinking<br>Students will know the composers and the titles of well known classical, jazz & contemporary music by listening.  | <b>ALT 2 – Knowledge</b><br>use creative thinking<br>Students will know the composers and the titles of well known classical, jazz & contemporary music by listening. | <b>ALT 2 – Knowledge</b><br>use creative thinking<br>Students will know the composers and the titles of well known classical, jazz & contemporary music by listening. |
| <b>ALT 3 - Concepts</b><br>Students will learn visual art terms e. g. anthem, concerto, movement, balance, blend & others.   | <b>ALT 3 - Concepts</b><br>Students will learn visual art terms e. g. anthem, concerto, movement, balance, blend & others.  | <b>ALT 3 – Concepts</b><br>Students will learn visual art terms e. g. anthem, concerto, movement, balance, blend & others.  |
| <p><b>Transfer or Culminating Activity</b></p> <p>Students learn to collect data for useful purposes of application.<br/>           Students listen to a composition; they try to find connections between what they have heard and what they have been taught recently, about the composer's music, life and experiences.</p> |   |   |

## **Section One: (Composers)**

### **ALT One: Research**

#### **Summary**

Students will learn and collect their own information as they come across various resources.

#### **Competencies**

#### **Level of Performance**

- |                                |                               |
|--------------------------------|-------------------------------|
| 1. Computer literacy           | Beg./ intermediate/advanced   |
| 2. Critical /creative Thinking | Beg./ intermediate / advanced |
| 3. Research                    | Intermediate                  |
| 4. Communication               | Intermediate                  |

#### **Time**

25 – 30 minutes (per day as needed)

#### **Materials**

Computer, paper, pencils, CD's, tapes, videos, books, encyclopedias, dictionaries & attend actual concerts.

#### **Instructions**

1. Get a computer
2. Look up information on websites (google, ask jeeves, amazon & more)
3. Listen to recordings
4. Analyze material
5. Write down important facts about material collected

#### **Evaluation/Assessment of Student's Competency**

Students will answer questions about important events each composer dealt with and how their life experiences were reflected in their music.

Use paper and pencil to complete.

#### **Closure**

Write a short paragraph about your concert experiences, and what you thought the composers were trying to convey.

**Section One: Composers  
ALT One: Research  
Handout One**

**Music and Language Arts (writing proficiencies Strand I and IV)**

**Rimsky – Korsakoff’s “Flight of the Bumblebee” shows that the composer can create music that produced an animal sound in nature.**

**1. Have students listen to the recording, identify and discuss the sound they believe to be heard.**

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**2. Write a short poem about a bumblebee.**

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**3. Write a short summary about the composition**

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## **Section Two: (Compositions)**

### **Alt Two: Knowledge**

#### **Summary**

Students will listen to various recordings and be able to make a distinct difference in the recordings by recognition of sound. Students will know the compositions by listening to them repetitively.

#### **Competencies**

1. Expand knowledge of material
2. Build listening skills

#### **Level of Performance**

- Beg - Advanced  
Beg – Advanced

#### **Time**

25 – 30 minutes (per day)

#### **Materials**

Computer, paper, pencils, CD's tapes, videos (audio players), books, encyclopedias & a dictionary will be used.

#### **Instructions**

1. Listen to recordings
2. Analyze material
3. Use creative thinking skills

#### **Evaluation/Assessment of Student's Competency**

The students' knowledge will be assessed by their ability to recognize various recordings and also by using an informative chart. (Enclosed)

#### **Closure**

Students will listen to recordings of composers and be able to recognize and influence the development of a higher order of thinking associated with music.

**Section Two: Compositions**  
**ALT One: Research Handout One**

**Informative Assessment Chart**

**50 points total**

|  | <b>Excellent</b> | <b>Good</b>    | <b>Needs Help</b> |
|--|------------------|----------------|-------------------|
| <b>Used a variety of audio sources</b>                       | <b>10 9 8</b>    | <b>7 6 5 4</b> | <b>3 2 1</b>      |
| <b>Clearly made an effort to get good information</b>        | <b>10 9 8</b>    | <b>7 6 5 4</b> | <b>3 2 1</b>      |
| <b>Notes are written by student not copied word for word</b> | <b>10 9 8</b>    | <b>7 6 5 4</b> | <b>3 2 1</b>      |
| <b>Used the internet to gather Information</b>               | <b>10 9 8</b>    | <b>7 6 5 4</b> | <b>3 2 1</b>      |
| <b>Appropriate music chosen for listening</b>                | <b>10 9 8</b>    | <b>7 6 5 4</b> | <b>3 2 1</b>      |

### **Section Three: (Concerts/Performance)**

#### **ALT Three: Concepts**

##### **Summary**

Students will attend concerts, be able to identify music literature and create an awareness/appreciation through the study of multicultural music. This includes learning musical terms necessary to understand a composition. Also to Build self esteem by individual performances.

##### **Competencies**

##### **Level of Performance**

- |  |                 |
|--|-----------------|
| 1. Listening skills  | Beg. - Advanced |
| 2. Using the imagination try and understand what mood the composer is trying to convey in their music e.g.(love, anger, humor, sadness & others) | Beg. - Advanced |
| 3. Learn concepts  | Beg.            |

##### **Time**

25 – 30 minutes (per day)

##### **Instructions**

1. Listen to recordings
2. Analyze Material
3. Identify various instrumental sounds
4. Notate each composers individual style

##### **Evaluation / Assessment of Students Competency**

Students will be asked questions about various compositions they heard. Use paper and pencil to complete.

##### **Closure**

Students will critique a musical performance they attended and express their likes and dislikes.

**Section Three - Concerts/ Performances**  
**Alt Three: Concept**  
**Listen Up Handout**

**After attending a concert here are some questions to discuss.**

- 1. What did you like about the overall performance?**
- 2. Can music tell a story without any words?**
- 3. How does a jazz musician know what to play without written music?**
- 4. Was the music happy, sad, lively, or slow?**
- 5. Which instrumental group made the most impression on you?**

## Transfer Activity

**Use the same research ideas from the curriculum unit summary to find out about buying cars, or things of other interest to you.**

**Critical thinking should be applied to any task that you undertake and certainly as it pertains to your profession.**

**Use of assembling facts and information is also a trait that should be one's conscious approach to problem solving.**

**Students are individually motivated by many different factors some are more common to all:**

- A desire to learn - a survival instinct fused into our brains
- Eager to assume adult roles – having their opinions respected
- Creative activities - creating something that is one's own
- Relevant tasks - tasks that merit value
- Authentic tasks – real – life tasks that are important outside of school

### **Materials**

- Computer
- Pencils
- Paper
- Notepads
- Dictionaries (music Groves, Harvard etc;)
- Calculator
- Recordings (CD's, tapes, records, videos & film)
- Sheet music

**Appendix  
Additional references**

**Teacher's Notes**

**Dayton Philharmonic Orchestra Association**

**Dayton Philharmonic Orchestra**

**World of Music** publishers Silver Burdett & Ginn 1991 Edition

**Music An Appreciation** by Roger Kamien Fourth Edition

**People and Music** publishers Allyn and Bacon Inc.1966 Edition

**Groves Dictionary of Music**

**Harvard Dictionary of Music** by Willie Apel

**Webster's Concise Dictionary**

**Music Connection** publishers Silver Burdett & Ginn 1998 Edition  
(books & recordings)

**Norton Scores**  
(books & recordings)

**Dayton Public Library**

**Borders**

**Books and Company**

**Websites:**

**Google**

**Amazon**

**Yahoo**

**Ebay**

**Barnes and Noble**

**Classics.com**

**Ask Jeeves**





## **Appendix One: ()**