A Child’s Requiem

Lesson 1

Music and Emotions

By Katherine Young

Core Music Standards:

7.1: Responding: Select: Choose music appropriate for a specific purpose or context.

7.2 Responding: Analyze: Analyze how the structure and context of varied musical works inform the

response.

8.1 Responding: Interpret: Support interpretations of musical works that reflect

creators’/performers’ expressive intent.

9.1 Responding: Evaluate: Support evaluations of musical works and performances based on

analysis, interpretation, and established criteria.

10.0 Connecting: Connect #10: Synthesize and relate knowledge and personal experiences to make

music.

11.0 Connecting: Connect #11: Relate musical ideas and works with varied context to deepen

understanding.

PA Standards:

9.1.A Production, Performance and Exhibition of Dance,

Music, Theatre and Visual Arts: Elements and Principal in each Art Form

9.1.B Production, Performance and Exhibition of Dance,

Music, Theatre and Visual Arts: Demonstration of Dance, Music, Theater and Visual Arts

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Music, Theatre and Visual Arts: Vocabulary within each Art Form

9.1.D Production, Performance and Exhibition of Dance,

Music, Theatre and Visual Arts: Styles in Production, Performance, and Exhibition

9.1.E Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts:

Themes in Art Forms

9.2.E Historical and Cultural Contexts: Historical and Cultural Impact on Works in the

Arts

9.2.L Historical and Cultural Contexts: Common Themes in Works in the Arts.

9.3.C Critical Response: Classifications

9.3.D Critical Response: Vocabulary for Criticism

9.3.E Critical Response: Types of Analysis

9.3.F Critical Response: Comparisons

Concept:

Emotions are conveyed through music.

Objective/Outcome:

1. Students will be able to articulate how a picture of an object can be similar to music, in order to relate how music and art both describe emotions.
2. Students will be able to verbalize how lyric and non-lyrical music coveys emotions, in order to distinguish between various examples of music.
3. Students will be able to express emotions through art drawings in order to convey how emotions are felt in musical compositions.

Materials:

1. Computer/Music Playing device
2. Speakers
3. Lined Paper
4. Drawing Paper
5. Blackboard/Smart Board

Fundamental Vocabulary:

Saxophone, Emotions, Lyrics

Sequence:

1. Teacher puts the picture of the Saxophone on the projector and students answer the following questions on lined paper.
   1. What do you first see when you look at this picture? (2 items)
   2. What reaction do you get when you see this picture?
   3. Why might this piece of artwork have been created?
   4. How are music and war the same?
   5. Discuss students’ thoughts.
2. Give the students this scenario: You are driving in the car and a song you love comes over the radio. The next thing you notice, a tear is flowing down your cheek and you don’t understand why. Why do you think this happens? Discuss and then continue with:
   1. What are some emotions you have felt while listening to music?
   2. What songs have high emotional feeling for you?
   3. If you were going to draw a picture to represent the sounds for each of your favorite songs, would all of the pictures look the same? Why/why not?
   4. The answer should come out that songs have different emotions, therefore the pictures would not look the same, use the same colors, or have the same type of shapes.
3. Teacher connects the experience using songs of students. Students bring in/suggest a classroom-appropriate song in which they have an emotional attachment to and plays it for the class. Afterwards, that student describes how it affects him/her. (I personally give each student extra credit that shares, since most students are not comfortable with sharing their feelings)
4. Musical Examples
   1. Teacher plays four songs with words of teacher’s choice and students answer three questions about those songs:
      1. What feeling is the song trying to get across
      2. How does the composer create that feeling
      3. Would removing the words to this song create a different feeling?
         1. Phantom of the Opera: Wishing You Were Somehow Here Again
            1. <https://www.youtube.com/watch?v=74S7EMUAKFs>
         2. Lois Armstrong: What a Wonderful World
            1. <https://www.youtube.com/watch?v=A3yCcXgbKrE>
         3. National Anthem: Mormon Tabernacle Choir
            1. <https://www.youtube.com/watch?v=k6k0micCIkI>
         4. Peter Pan: I Won’t Grow Up
            1. <https://www.youtube.com/watch?v=_MsWY1ijFq8>
      4. Pose the question; can music express emotion if it does not have text?
   2. Teacher plays four songs of various styles without words (4 examples you can utilize). Students draw a picture for each regarding the emotion and how the song makes them feel, not the story of the music or text. Fold a blank piece of paper into 4 rectangles.
      * 1. Rossini: William Tell Overture
           1. <https://www.youtube.com/watch?v=c7O91GDWGPU>
        2. Grieg: Peer Gynt Suite No. 1: Morning Mood
           1. <https://www.youtube.com/watch?v=-rh8gMvzPw0>
        3. Brahms: Lullaby
           1. <https://www.youtube.com/watch?v=XJuVrr_B--k>
        4. Star Wars: Imperial March
           1. <https://www.youtube.com/watch?v=-bzWSJG93P8>
      1. Students present their pictures and discuss the differences between each song and if they liked feeling those emotions.

Questions/Closure:

How do music with words and music without words both convey emotions?

Evaluation/Assessment:

Share-out or write 2 sentences on an index card about how music conveys emotions.

Extension:

In small groups, research a famous painting online and discuss how the music would be composed to

fit the theme.

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Lesson 2

Tragedies Influence Music

By Katherine Young

Core Music Standards:

1.1 Creating: Imagine: Generate musical ideas for various purposes and contexts.

7.1: Responding: Select: Choose music appropriate for a specific purpose or context.

7.2 Responding: Analyze: Analyze how the structure and context of varied musical works inform the

response.

8.1 Responding: Interpret: Support interpretations of musical works that reflect

creators’/performers’ expressive intent.

9.1 Responding: Evaluate: Support evaluations of musical works and performances based on

analysis, interpretation, and established criteria.

10.0 Connecting: Connect #10: Synthesize and relate knowledge and personal experiences to make

music.

11.0 Connecting: Connect #11: Relate musical ideas and works with varied context to deepen

understanding.

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9.3.D Critical Response: Vocabulary for Criticism

9.3.E Critical Response: Types of Analysis

9.3.F Critical Response: Comparisons

Concept:

Music has been around since the first humans and has been a means of expression. Through world events and tragedies, music has evolved to take on different concepts in order to express different worldly views.

Objective/Outcome:

1. Students will be able to connect various tragic events with emotions in order to examine how music and events relate to each other.
2. Students will be able to articulate how various musical examples reflect the mood of tragic historical events.

Materials:

1. Computer/Music Playing device
2. Speakers
3. Lined Paper
4. Blackboard/Smart Board

Fundamental Vocabulary:

Tragedy, Tempo, Dissonance, Consonance, Dynamics, Lyrics, Instrumentation, Singer

Sequence:

1. Teacher poses this question to students, “When a tragedy in life happens, is music affected?”.
   1. Teacher observes the students have a conversation with their peers and guides the discussion to lead to a deeper understanding.
   2. Teacher might ask students which tragedies they remember in life or about any music they can recall that has been written about these tragedies. List the tragedies on the board.
   3. Final question, “How would a tragedy affect music” or, in other words, “How would the music from all of the tragedies on the board sound similarly/differently”? List the answers on the board.
2. Teacher states that all music was written because of an event, it could be a war, a death, a marriage, or a school assignment.
   1. Read the Poem When He Shall Die by William Shakespeare, from *Romeo and Juliet* and discuss in partners how the students think the song will sound – instruments, singers, tempo, dissonance/consonance
      1. “When he shall die,

Take him and cut him out in little stars,

And he will make the face of heaven so fine

That all the world will be in love with night

And pay no worship to the garish sun.”

* 1. Listen to the song, *On the Death of a Friend*
     1. <https://www.youtube.com/watch?v=N8n7Yt9F-sI> (youtube, Princeton Singers)
     2. As a class, discuss the topic of the song and how the composer establishes the mood.
     3. Examples of student answers: death - slow, dissonance (clashing notes), the text
  2. Discuss if the student predictions were accurate – what were the differences?

1. As a class, listen to 5 examples of songs that were created because of a specific event.
   1. With the answers from the board guiding the thoughts of events, the students try to pin-point which event is the songs’ theme.
   2. Once they decide on an event, the students answer the question, “how did the music and text get the point of the event or the emotion across”? (i.e. specific words, instrumentation, tempo, the gender of singer)
   3. Suggested song list: (If you as the teacher has a different event/song that is personal to yourself, please feel free to utilize it – but do not show videos or lyrics).
      1. Where Were You by Alan Jackson:

<https://www.youtube.com/watch?v=gPHnadJ-0hE>

* + 1. Rwandan Genocide: Hearthbreak by The Fray

<https://www.youtube.com/watch?v=IWnXSV6uZps>

* + 1. Vietnam: Happy Xmas by John Lennon

<https://www.youtube.com/watch?v=S84RLgnz7Rs>

* + 1. Slavery: Wade in the Water performed by Sweet Honey in the Rock: <https://www.youtube.com/watch?v=RRpzEnq14Hs>
    2. Columbine: Hero by Superchick:

<https://www.youtube.com/watch?v=aNlZz3RQxos>

* 1. Students share out their findings with the class.

Questions/Closure:

How does music evolve when tragedies happen?

Evaluation/Assessment:

1. Students choose a personal event – something that happened in their own lives that was overwhelming. Not every student will have experienced a death, and different topics should be encouraged.
   1. Students reflect upon what they have discovered about music and how it’s molded with different events.
   2. Students list their topic/event and describe 5 different ways in which they could get their point/emotion across.
   3. (Encourage the students to share, but do not force students to share if they are not comfortable)

Extension:

Students choose 3 songs they love and find out why that song was created and the meaning behind the song. Once the students establish the meaning, they write about how the composer/lyricist was able to accomplish the effect. (If they can’t find a purpose for the song, they should choose a different example).

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Lesson 3

Chant Composition

By Katherine Young (in memory of Eileen Hower)

Core Music Standards:

1.1 Creating: Imagine: Generate musical ideas for various purposes and contexts.

2.1 Creating: Plan and Make: Select and develop musical ideas for defined purposes and contexts

3.1 Creating: Evaluate and Refine: Evaluate and refine selected musical ideas to create musical

work(s) that meet appropriate criteria.

3.2. Creating: Present: Share creative musical work that conveys intent, demonstrates craftsmanship,

and exhibits originality.

4.1 Performing: Select: Select varied musical works to present based on interest, knowledge,

technical skill, and context.

4. 2 Performing: Analyze: Analyze the structure and context of varied musical works and their

implications for performance.

4.3 Performing: Interpret: Develop personal interpretations that consider creators’ intent.

5.1 Performing: Rehearse, Evaluate, and Refine: Evaluate and refine personal and ensemble

performances, individually or in collaboration with others.

6.1 Performing: Present: Perform expressively, with appropriate interpretation and technical

accuracy, and in a manner appropriate to the audience and context.

7.1: Responding: Select: Choose music appropriate for a specific purpose or context.

7.2 Responding: Analyze: Analyze how the structure and context of varied musical works inform the

response.

8.1 Responding: Interpret: Support interpretations of musical works that reflect

creators’/performers’ expressive intent.

9.1 Responding: Evaluate: Support evaluations of musical works and performances based on

analysis, interpretation, and established criteria.

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Concept:

Composing chants that represent different emotions.

Objective/Outcome:

1. Students will be able to state the different types of notes and how many beats each get in order to comprehend how they can be combined to compose a rhythm.
2. Students will be able to organize notes into groups of four in order to compose 4 measure chants.
3. Students will be able to perform 4 measure chants with dynamics and instruments in order to show how music conveys different emotions.

Materials:

1. Blank Paper
2. Lined Paper
3. Blackboard
4. Rhythmic Instruments

Fundamental Vocabulary:

Composer, Composition, Whole note, Dotted ½ note, ½ note, ¼ note, 8th note, 16th note, rests,

Rhythm, Chant, Beats, Lyrics, Instrumentation, Performance

Sequence:

1. What is the person called who writes music? (Composer)
2. How do they write music?
   1. Make a list on the board
   2. Choose a topic, Write a rhythm, Add text, Add music
   3. Before composing, we must learn each note and how long it lasts
3. Teacher and students create a rhythm together (If the students know the notes and their values well, the skip to the Class Rhythm Paper)
   1. Musical Dictionary - Teacher writes everything on the board and the students copy it down.
      1. Set up paper
         1. Fold paper in half hotdog way – hold it with the folded line running vertically
         2. Write name on paper
         3. Title it Musical Dictionary
         4. On left hand side write “notes” and On right hand side write “rests”
            1. Notes are certain amount of time when have sounds
            2. Rests are a certain amount of time when have silence
   2. Musical Dictionary
      1. Teachers ask the following questions and then write the notes and length on the left side of the board (students on their paper) and the same with the rests on the right.
      2. What is the note that has the longest amount of time? (4, whole)
         1. How do we draw it? Color it in? Have a stick?
         2. What do we call it? (fou-ou-ou-our)
         3. How many beats? (4)
         4. Draw what rest looks like
      3. What note gets the next largest amount of beats? (dotted-half)
         1. How do we draw it? Color it in? Have a stick?
         2. What do we call it? (three-ee-ee)
         3. How many beats? (3)
         4. Draw what rest looks like
      4. What note gets 2 beats? (half)
         1. How do we draw it? Color it in? Have a stick?
         2. What do we call it? (two-oo)
         3. How many beats? (2)
         4. Draw what rest looks like
      5. What note gets 1 beat?
         1. How do we draw it? Color it in? Have a stick?
         2. What do we call it? (tah)
         3. How many beats? (1)
         4. Draw what rest looks like
      6. What note gets ½ beat?
         1. How do we draw it? Color it in? Have a stick?
         2. What do we call it? (ti)
         3. How many beats? (1/2)
         4. Draw what rest looks like
      7. What note gets ¼ beat?
         1. How do we draw it? Color it in? Have a stick?
         2. What do we call it? (ka)
         3. How many beats? (1/4)
         4. Draw what rest looks like
   3. Class Rhythm Paper
      1. Paper set-up
         1. Fold paper in half hotdog way
         2. Turn paper sideways so crease is going left to right
         3. Write name in top right hand corner
         4. Title it “Our (Homeroom Number) Rhythm” (in the upper center with small writing)
            1. What is rhythm? (Notes put together that have varying length)
            2. Our dictionary tells us how long each note lasts
      2. Need to have rules to write our rhythm-write under the fold (my suggestions for beginners)
         1. 4 beats/measure – What note gets one beat? Figure out from Dictionary
         2. 4=(Draw quarter note)=1 beat
         3. 4 measures long
         4. Rhythms can use-tah, ti-ti, ti-ka-ti-ka, ti-ka-ti, ti-ti-ka
         5. End every measure with a tah
      3. Compose class rhythm
         1. Who ever adds onto class rhythm get a point
         2. Each chunk of notes equals what? (1 beat)
         3. Ask each student - What rhythm would you like? How do you draw it?
         4. Each student chooses one beat until the piece is completed.
            1. Add in measure lines after groupings of 4 beats
            2. Add double bar line at the end to show it is finished
         5. Clap and Say rhythm from board with teacher pointing to the rhythm
      4. Group rhythm paper
         1. Get into groups (1-8 random choosing)
         2. Turn paper to back
         3. Title “Our Group (the number they were assigned)\_\_\_ Rhythm”
         4. Put name on top
         5. Write group rhythm the same way as the class by taking turns and with same rule
            1. Stand when all have it completed and checked by peers in group
            2. Teacher walks around room and checks
            3. 5 points if all correct – Assessment
         6. Students practice clapping and saying the rhythm
         7. Performances – students grade their performance
            1. Kept steady beat whole time = 10
            2. 1-2 mistakes = 9
            3. 3-4 mistakes = 8
            4. 5-6 mistakes = 7
            5. 6-7 mistakes = 6
            6. Unrecognizable = 5
   4. Adding Lyrics
      1. Based upon the pervious units with events and emotions, the class chooses a topic for the class rhythm.
         1. Explain to the students about syllables and how each note head gets one syllable. Make up sentences about the topic to fit the rhythm.
         2. Practice chanting the rhythm as a class and then in small groups.
         3. Students return to their small groups to choose a different topic and then compose their lyrics.
         4. When completed, teacher checks that syllables match the rhythm.
         5. Students practice chanting.
         6. Performances – students grade their performance
            1. Kept steady beat whole time = 10
            2. 1-2 mistakes = 9
            3. 10=A, 9=B, 8=C, 7=D, 6=F
   5. Adding Dynamics and Instrumentation
      1. Teacher and students discuss the instruments and dynamics that could be utilized for varying emotions and texts.
         1. Some instruments all the time while others only a few times
         2. Loud/Soft/Crescendo/Decrescendo
         3. Ways of using the speaking voice for conveying emotions
      2. Students choose a couple of different ways to perform the Class Chant and see how they like each version.
      3. Students get back into groups and based upon the emotion and text that was chosen, they discuss the instruments and dynamics that could be utilized in their composition.
         1. Students practice the chant with the instruments
         2. Performances – students grade their performance
            1. Kept steady beat whole time = 10
            2. 1-2 mistakes = 9
            3. 10=A, 9=B, 8=C, 7=D, 6=F

Evaluation/Assessment:

When each group performs for the class, students in the other groups write down which emotion that

they perceive the composition is reflecting.

Questions/Closure:

How did the chanting, text, and instruments change the way the piece of music sounded?

Extension:

Add in ostinatos, melodic instruments, and melodies to the chant composition