



Young People's Concert 2022

Lesson Guide



This lesson guide is intended to assist music teachers in preparing their students for the Young People's Concert. A variety of lesson activities are provided allowing teachers the flexibility to select which activities are best suited for their students and schedule.

Grade Level	Date
Grade: 4th Grade	Wednesday, February 2 (In person and live streamed)
Nebraska Music Standards	
<p>A. Create: FA 5.4.1.d Connect music to historical and cultural contexts and the arts through creating.</p> <p>B. Perform: FA 5.4.2.a Identify expressive characteristics and components of technique, purpose, and context of selected pieces (e.g., dynamics, tempo).</p> <p>C. Respond: FA 5.4.3.c Examine music performances using elements of music, context, and criteria (e.g., mood, interest) generated by student/teacher.</p> <p>D. Connect: FA 5.4.3.d Connect music to historical and cultural contexts and the arts through responding.</p>	
Theme	
Students will celebrate the 250th birthday of Ludwig van Beethoven by listening to his music and discussing the elements of tempo and dynamics and how they affect emotional responses of the listener. Students will learn about concert etiquette and orchestral instruments. Students will also celebrate grit and determination by learning how musicians persevere despite obstacles.	
Resources	
<ul style="list-style-type: none">● Standard Orff Instruments, Recorders, Ukuleles, etc.● Kahoot app● YouTube Videos● Quaver Music Resources for those schools that are utilizing Quaver	
Unit Vocabulary	

- Emotions (SEL - Social Emotional Learning)
- Major/minor tonalities
- Symphony
- Orchestral Instruments and Families

- Tempo: Adagio, Andante, Moderato, Allegro, Presto
- Dynamics: pp, p, mp, mf, f, ff
- Classical Period
- Theme and Variations

Music Learning Activities

Lesson 1: MEET THE ORCHESTRA!

Objectives:

- Students will demonstrate and describe appropriate etiquette for attending an orchestra concert.
- Students will identify the roles of the different orchestra personnel in addition to standard concert procedure.
- Students will be able to identify instruments from string, brass, woodwind, and percussion families.

Vocabulary: Symphony, Conductor, Musician, Concertmaster, Patron, Concert Etiquette

Activities:

- Discuss with students the different events and locations that have different standards and expectations of behavior. Ask the students to act out or describe appropriate behavior for different locations such as the playground, football stadium, their homes, place of worship, etc.
- Show one or both of the first two videos from the Supplemental Videos list that accompanies this lesson.
- Discuss with students the events that occur before the concert begins and the personnel associated with each event using Lesson 1 Vocabulary,
- Teach students how to conduct.

Pre-Post Performance Quiz:

[Quiz](#)

Concert Etiquette Kahoot! (10 questions)

The questions in this Kahoot! Are specifically geared toward attending a live performance of a symphony orchestra. You may wish to talk with your students about how audience behavior can differ depending on the type of performance one is attending: jazz; rock concert; etc. and how behavior may differ if watching the event via livestream.

<https://create.kahoot.it/share/young-people-s-concert-2021/7db5bcd8-dbc5-46fe-b860-97ae1d0f5947>

Youtube Resources:

“Class Notes: What to do at a Concert” Duration: 5:29

https://www.youtube.com/watch?v=re_SypFujRk “

A short guide to concert etiquette...learn how to attend concerts like a pro!” Duration: 4:22

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

“Class Notes: What does a Conductor do?” Duration: 6:35

https://www.youtube.com/watch?v=x_6cTbyWP88

“Sesame Street: People in Your Neighborhood – Conductor” Duration: 4:03

<https://live.myvrspot.com/iframe?v=fMjl0MDdmOWMxNmRhNGM0ZTFiNzM5ZTdIZWJiOGRIZWY>

Meet the Orchestra

[ARTSEDGE | Perfect Pitch | Take the Field](#)

BBC Meet the Orchestra

https://www.youtube.com/watch?v=MP2_6OLummA&list=PLLIIE84w8WIZ-KKM-jtpEY13aQyY4tshM

[I](#)

Bugs Bunny Conducting

<https://live.myvrspot.com/iframe?v=fYWQ2MzAwNDI1YWlwOTYwNWFKYTQ4MzQxYWE2YjE1ND>

[Y](#)

Quaver Resources:

- Teacher Toolbox ---> Instrument Knowledge ---> Instrument Anatomies and Orchestra
- Student Interactives ---> Instruments and Knowledge ---> Instrument Anatomies
- For review: Quaver 2nd Grade, Lesson 25 (make sure to change grade level on welcome screen)
- For review: Quaver 5th Grade, Lesson 19 and 20 (make sure to change grade level on welcome screen)

Lesson 2: Connecting Tempo and Dynamics to Emotional Responses to Music

Objective: Through Beethoven's music, students will be able to define and discuss tempo and dynamics and how those elements connect to one's emotions while listening to music.

Vocabulary:

- Major/minor. Create an "emotional" vocabulary. Depending upon the grade level, instead of describing these tonalities as happy or sad, consider having students increase the level of vocabulary they use to describe how the music makes them feel. In consideration of the diversity and differing backgrounds of our students, we may discover how music affects people in different ways and creates a variety of emotions for each listener.
- Tempo: Adagio, Moderato, Allegro, Presto, Prestissimo

Activities:

- Have students use or draw emojis to describe how the music makes them feel.
- Have students use musical vocabulary to describe different pieces of Beethoven's music.

Youtube Resources (the timings listed in parentheses indicate the portions of the video that directly correlate to the excerpts being performed by LSO):

- Muppets Ode to Joy:
- <https://live.myvrspot.com/iframe?v=fZTUwOThjZijMTE1YmlxZDM0NjMwYzg0ZDU5Mzl3M2M>
- Food for thought - Relating Beethoven to Hip Hop
- <https://live.myvrspot.com/iframe?v=fMmQ3YzBhMmlzOTI2ZTIhYjA2MThiMzQzMDE4YTYzZDQ>
- 1. Wellington's Victory, op. 91, I. Battle through Marcia: Rule Britannia AND 2. Wellington's Victory, op. 91, I. Marcia Marlboro (:00-3:05)
- <https://live.myvrspot.com/iframe?v=fNDY1NmZkN2EzNTA1OGQ3OGJhNjJkZDIIMTc5ODBkZDA>
- 3./4. Symphony No. 5, I. Allegro con brio – ms. 1-58 (:00-:45)
- <https://live.myvrspot.com/iframe?v=fZTg3ZWYzYmVkJmFIYTZiZjc5ZDFiMTZmNjk2MGVhOTE>
- 5./6. Piano Sonata No. 8 "Pathetique," II. Adagio cantabile – ms. 1-36 (10:10-12:45)
- <https://live.myvrspot.com/iframe?v=fMjAzNTZiMmQ1ZDY4YTc2NDgwOGJhNTQyMGEwMTdmNmQ>
- 12. Piano Sonata No. 14 "Moonlight", I. Adagio sostenuto, ms. 1-15 (:00-1:15)
- <https://live.myvrspot.com/iframe?v=fNDBkZjQ4YTJiNTM5YjdiNmZkMTNkYWEzM2Q4ODhmOTA>
- 12. Piano Sonata No. 14 "Moonlight", I. Adagio sostenuto, ms. 1-15 (:00-1:15) Alicia Keys performing at memorial ceremony for Kobe Bryant (some very slight variations from the original and has an orchestral accompaniment)

- <https://live.myvrspot.com/iframe?v=fZWMwNmFhYjMzOWIxYTE4MTRhMzQzZmU3ZmY0MzU2ZWl>
- 9. Symphony No. 5, IV. Allegro – ms. 1-64 (:00-1:26)
- 7. Symphony No. 5, IV. Allegro – Presto-end (9:00-end of video)
- <https://live.myvrspot.com/iframe?v=fYTg5NTNiYjc5OGM1OTgxMTRiZjkyYjRhYzRINTc1YzA>
- 11. 13. Symphony No. 7, II. Poco allegretto – ms. 1-74
- <https://live.myvrspot.com/iframe?v=fNzI4OTNmYWNkMjRkNGU4NDZINjlzYjkxOWRjMWE0NTg>
- *10,000 sing performance of Choral Movement from Symphony No.9:
- <https://live.myvrspot.com/iframe?v=fMjhlYjkzMWMzOGExNTc0OTdIMzQzZDBiYmE0OTMxNzU>

Quaver Resources:

- Music Makes Me Feel Better (song)
- I Got the Feels (Song)
- Articulation and Tempo Keywords
- Choose a Tempo
- Tempo Keywords
- Train the Brain - Articulation & Tempo
- Train the Brain - Tempo
- Dynamic Definitions
- https://www.quavermusic.com/lessonplanpresenter/?lpGuid=rid_163844 - Recording of Symphony No. 5 Mov. 1
- https://www.quavermusic.com/lessonplanpresenter/?lpGuid=rid_164226 - Recording of Sonata no. 14 (Moonlight) Mvt. 1
- https://www.quavermusic.com/lessonplanpresenter/?lpGuid=rid_163885 - Recording of Symphony No. 6 mvt. 1
- https://www.quavermusic.com/lessonplanpresenter/?lpGuid=rid_163769 - Joyful Joyful excerpt from Symphony No. 9
- https://www.quavermusic.com/lessonplanpresenter/?lpGuid=rid_35126 - Symphony No. 7 Mvt. 2 Allegretto

ABOUT THE COMPOSER - Ludwig Beethoven

Beethoven (1770-1827) grew up in Bonn, Germany in a very unhappy home. His father was often demanding about the time Beethoven spent practicing piano, and could become upset when Beethoven made mistakes. By the time he was twelve, Beethoven was earning a living for his family by playing **organ** and composing. He was eventually known as the greatest **pianist** of his time. One of Beethoven's favorite foods was macaroni and cheese. He also loved strong coffee - exactly 60 coffee beans to one cup.

Beethoven never married; he wasn't very attractive and he had a rather nasty temper. Yet in spite of his unpleasant personality, Beethoven is best defined by his music.

His first two symphonies are very much in the same style and form as those of composers that came before him, most notably **Franz Joseph Haydn**, his teacher. But Beethoven's writing--as seen in his third symphony--had developed beyond that of his teacher. Named *Eroica*, his Third Symphony was so different from the ones that had come before that it changed music forever. Its originality and innovation even inspired others to change the way that they composed. It was originally dedicated to Napoleon Bonaparte. But when Beethoven heard that Napoleon had proclaimed himself Emperor, he went into a rage and destroyed the title page.

Although Beethoven gradually lost his hearing, he continued composing. He composed many of the most famous musical works of all time, including his Ninth Symphony, after he had become totally deaf.



Quaver Resources:

- Beethoven Book Basic/Advanced
- Beethoven's 9th Symphony C-D Treble
- Joyful, Joyful (connect the dots - intervals)
- Beethoven's 9th Chicago Symphony
- Beethoven's 5th
- Piano Sonata No 14 Op 27 Moonlight (Composer Profile)
- Bach's Brain (Beethoven)

Lesson 3: Grit and Perseverance through Music

Objective: Students will be able to connect with musicians who have used grit and perseverance to achieve their musical goals.

Vocabulary: grit, decision making, creativity, perseverance

Youtube Resources:

Evelyn Glennie - Percussionist who lost her hearing at age 12

<https://live.myvrspot.com/iframe?v=fZWI3NzFjZjI2MTc1MGEyODEzYWEwNGVhODM3ZTUyMGU>

Performer/adapts to disability/perseverance/grit/adaptability - how have you had to adapt?

60 Minutes story from February 2020 about Matthew Whitaker, a blind jazz pianist

https://www.cbsnews.com/news/matthew-whitaker-blind-jazz-pianist-18-years-old-60-minutes-2020-07-26/?fbclid=IwAR3BcS70ouOBTOpB-wFxTBWsdKC_EXiXOYleeKuq4PeugFakMiQYYJLVAM

Quaver Resources:

https://www.quavermusic.com/lessonplanpresenter/?lpGuid=rid_170564 - Video about Beethoven overcoming obstacles.

Lesson 4: Instruments, Ensembles, Periods of Music, and Form

Objectives: Students will connect music to historical and cultural contexts during Beethoven's time, learning about instruments, ensembles, periods of music, and form (theme and variations).

Vocabulary: symphony, orchestra, Classical Period, Romantic Period, Theme and Variations

Ensembles/instruments of Beethoven's time. (Brief comparison with other time periods)

Although smaller than the orchestra of today, the orchestra of Beethoven's time was larger than that of earlier composers and it contained strings (violin, viola, cello and bass), woodwinds (flute, oboe, clarinet and bassoon), and brass (trumpet, French horn, and trombone) instruments. It also had percussion instruments including timpani.

Define Symphony

Musical composition for orchestra. The composition is usually made up of three or more distinct sections called movements. The movements will vary in tempo.

Activities:

- Students can play the theme of Joyful Joyful and compose their own variation - https://docs.google.com/presentation/d/1GcTXMRJBV70Wgo7_ocoJHEhtg1rMPdUA15sJfUUuI04/edit#slide=id.p

Youtube Resources:

Orchestral Instruments organized by time period
Must access through Chrome and enable Flash

<http://artsedge.kennedy-center.org/interactives/perfectpitch/>

Welcome to the Orchestra via a Baseball Game
Notice how the orchestra has changed over time

<http://artsedge.kennedy-center.org/interactives/perfectpitch/>

Orchestra Seating Charts in different musical periods:

<https://www.mydso.com/dso-kids/visit-the-symphony/orchestra-seating-chart>

Quaver Resources:

Welcome to the Classical Period - 3rd grade - The Classical Period, Lesson 10
Musical Periods Song
The Classical Period
Classical Book Advanced

Train the Brain - The Classical Period
Making Music in the Romantic Period - 4th grade - The Romantic Period, Lesson 26
Musical Periods lyrics
Seating sanity (ensemble)
Music Periods in History
Musical Periods - Romantic Emotions
Instrument Name Game
Orchestra Seating chart (Baroque, Classical, Romantic)

*Lesson Plans Written by Lincoln Public School Music Teachers
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