

Lesson 2: History & Musical Aesthetics

Purpose:

The purpose of the second lesson is to make connections between the primary sources discussed in the previous lesson to the music content they have previously learned.

Context:

This is the second lesson in the learning segment.

Objectives:

- understand the history of school songs nationally, regionally, and locally
- be able to identify musical elements that characterize a typical school song (tempo, meter, rhythm, dynamic, etc.)
- be able to identify inter-disciplinary applications of music via its connections to literacy (identifying and learning vocabulary words in the lyrics), and history

Materials:

- Recordings of school songs either past and/or present
- Media player or other means of playing recordings
- White board and markers or document camera
- Computer and Projector
- Power Point presentation for “What do you hear?” game¹
- Digital copy of one of the scores discussed in the previous lesson (optional). If a digital copy is unavailable, use one of the original documents and use a document camera to display.
- Pictures of bands, crowds, students, etc. playing or singing their school songs. (Digitized if possible.)
- Lined paper—one sheet for every student
- Pencils—one for every student
- Desks or books for students to write on
- Flash cards for academic language²

Classroom Set-Up:

The classroom should be set up in a manner that facilitates discussion. Student chairs or spots should be in a semi-circle, facing the front of the room (where the document camera will project). It may be necessary to create multiple rows of semi-circles; however arrange seating so that all students can view the front of the room. Pull out the media player so that it can be heard throughout the room. All instruments should be safely stored.

¹ See Supplemental Materials Pg. 2

² See Supplemental Materials Pg. 3

Activities:

- Introduction and Procedures
- Listening and Free-Write
- Discussion of musical aesthetics
- “What do you hear?” game
- Closure

Procedure:

1. Follow standardized procedure for entering the classroom. Students should enter the classroom and sit quietly in their seats until the teacher begins.
2. Pass out paper and pencils to each student.
3. Provide instructions on beginning (entrance) activity:
 - a. Play an example of a school song or fight song. It can be a modern or historical. Have students complete a free write about what they hear. A worksheet can be made to help facilitate this activity if working with a younger class. The free write will focus on musical aesthetics (loud, soft, fast, slow, staccato, legato, etc.) and provide an opportunity for students to use their imagination, allowing them to describe what the song reminds them or what they visualize upon hearing the recording.
4. Facilitate a classroom discussion about musical aesthetics of school songs. Create a visual list of student responses.
 - a. Ask students to share their free writes. After allowing a few students to share, ask students to identify some of the characteristics they heard in the song. Look for adjectives about the music (i.e. quiet, fast, etc). Assign each characteristic with their respective musical term if applicable. For example, if a student recognizes the song as loud, teach the class the word "forte" and its accompanying symbol. These should be displayed visually for students to see and to aid internalization of the academic language.
5. Pull up a digitized copy of one of the primary scores used in the previous lesson.
 - a. Identify the aesthetics in the primary score. Look for symbols that indicate how the performer should perform the piece. (Note: given that the documents are manuscripts, it is likely that not all symbols or aesthetics will be marked accordingly. It is helpful to identify a score that has a number of these markings; however, a published copy of the music may also serve as a tool in helping students identify the musical aesthetics in a score.
6. Begin the "What do you hear?" game
 - a. Establish three stations in the room. Ideally these will be in a relatively straight line (one station to the left, one in the center, and one on the right). Each station corresponds with a direction on the power point.
 - b. Provide instructions to students on the game. (See Supplemental Materials pg. 2 for an example Power Point)
 - i. Each station corresponds to the direction on the power point screen. For example, on the left of the screen the words "piano/soft" will

appear; the phrase "I don't know" will appear in the center of the screen; finally, the words "forte/loud" will appear on the right of the screen. Upon hearing the question, students are to move to the station that corresponds with the answer on the screen. For example, if the student thinks the answer to the question is "piano/soft", they should move to the station on the left. If students are unsure of which station to move to, they are to remain in the center station and the class will figure it out together. Note that the academic language chosen should reflect the knowledge of the class.

ii. The questions will ask students to identify the following aesthetics:

1. Dynamics
2. Tempos
3. Styles
4. Time signature or beat

c. Play the game checking for student understanding of academic language.

7. Following the completion of all of the questions, clear up any misunderstandings observed throughout the game.
8. Transition into a brief history about school songs. This can be done pulling examples from the student free write. For example, refer to Student A's sentence that talked about the song being played at a football game.
9. Engage students in this history, asking them to describe instances in which they have heard such songs.
10. Pull up or pass around pictures that show settings in which school songs are played.
11. Exit ticket

Exit Ticket (Closing):

Upon exiting the classroom, have students identify the academic language and their symbols via a flashcard. For example, the word "forte" will be written on a flashcard and the student will whisper in the teacher's ear "forte means loud." Provide an example before students exit individually. (See Supplemental Materials pg. 3 for an example of flashcards)

Assessment:

Students will be assessed informally in both the "What do you hear?" game and in the exit ticket. Whereas the game provides a general classroom assessment, the exit ticket allows for more individualized assessment.

