ELA Lesson Plan 1

**Compare/Contrast Composers**

1. Read each quote on the composer bio pages and pick one. Can you put it in your own words?
2. Read through the composer biographies (life information). Pick two composers to study in depth. What do they have in common? (From the same country, came from musical families) How are they different? (From different countries, lived at different times.)

**Research Activity**
Construct a timeline for each composer. Draw a horizontal line across a blank sheet of paper. On one side, research events that occurred in composer’s life. On the other you can fill it in with any events that occurred in US History, New York State History or even mark inventions. See below for an example.

**Gershwin’s Life**

![Timeline of Gershwin's Life]

- **Born in 1898**
  - 1912 Titanic sinks
  - 1914 WW1 breaks out in Europe
  - 1914 writes songs for Tin Pan Alley publisher

- **1924 Rhapsody in Blue**
- **1928 An American in Paris**
- **1932 Cuban Overture**
- **1935 Porgy and Bess**
- **From 1931** Begins to write film scores
- **1931 The Empire State Building opens**
- **1929 Black Tuesday**
- **1927 Babe Ruth’s 60th home run**

- **Died in 1937**

**Historical Events**

- **1914 WW1 breaks out in Europe**
- **1924 writes songs for Tin Pan Alley publisher**
- **1928 An American in Paris**
- **1932 Cuban Overture**
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**U.S Presidents during Gershwin’s Life**

<table>
<thead>
<tr>
<th>Presidency</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>McKinley</td>
<td>1897-1901</td>
</tr>
<tr>
<td>T. Roosevelt</td>
<td>1901-09</td>
</tr>
<tr>
<td>Taft</td>
<td>1909-13</td>
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<tr>
<td>Wilson</td>
<td>1913-21</td>
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<tr>
<td>Harding</td>
<td>1921-23</td>
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<tr>
<td>Coolidge</td>
<td>1923-29</td>
</tr>
<tr>
<td>Hoover</td>
<td>1929-33</td>
</tr>
<tr>
<td>F. Roosevelt</td>
<td>1933-45</td>
</tr>
</tbody>
</table>

- Link up to get information about the American history!
  - [http://www.fofweb.com/onfiles/Ama/amamastertimeline2.htm](http://www.fofweb.com/onfiles/Ama/amamastertimeline2.htm)
ELA Lesson Plan 2

Be a Music Critic!

Listening Journal/Creative Writing

These writing activities will help your students to think about the concert and put this experience in the context of their lives. Attending concerts is an art in itself. Some people make a living going to concerts and reviewing what they saw and heard. Who knows? Your students may grow up to be professional music critics!!

Preparatory Activities: Thinking about the music.

Before listening to individual pieces, ask your students the following questions. Have them answer out loud. Then have your students answer the questions on a separate sheet of paper using complete sentences.
- Have you ever been to an orchestra concert before? When?
- What other types of concerts have you attended?
- What kind of music was played?
- What instruments did you see?
- What do you think you will see at the Rochester Philharmonic Orchestra Intermediate Concerts?
- How many musicians will you see on stage?
- What will the concert hall (Eastman Theatre) look like?

Learning Activities: Listening to the music.

After listening to individual pieces and doing some of the lesson plans, write answers to the following questions on a separate sheet of paper.
- Are any of the pieces familiar to you now that you have heard them?
- Where have you heard them before?
- How did the music make you feel?
- Do you have a favorite piece?
- Which activities did you enjoy?

Following up: Writing about the music.

After attending the concert, write answers to the following questions on a separate sheet of paper.
- Did the music sound the same live as it did in your classroom (on cd)?
- How did the concert hall look? Was there one thing that stood out to you as special?
- Did you enjoy going to the concert or would you rather stay at home and listen to a CD?
- What did you like about seeing the musicians?
- How many different kinds of instruments did you see?
- Did the conductor do anything that you didn’t expect?
- Was there anything that surprised you during your concert experience?

Link up to learn more about music critics!

Teachers can read the article in this link. It’s somewhat lengthy but parts of it could be read aloud in class.

www.newcriterion.com/archive/22/feb04/Nov6.htm
Standards Addressed: Music Intermediate Standard II, ELA I & II, SS II

Performance Indicators:
Students will:
- Use language for information and understanding in reading, writing, listening, and speaking by:
  1. Collecting facts, dates, and ideas
  2. Discovering relationships, concepts, and generalizations, and
- Use knowledge generated from oral, written, and electronically produced texts.
- Use language for literary response and expression in reading, writing, listening, and speaking by:
  1. Developing an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- Establish time frames and focusing on important turning points in world story to help organize the study of world cultures and civilizations.
- Use print and electronic media to gather and report information on music and musicians.

Objectives:
Write a short history of the development of an instrument that you play or will hear at the concert.

Materials:
- Research materials
- Array of books about orchestral instruments
- Paper/pencil

Procedures:
Students will:
- Select an instrument from one of the four families of instruments (woodwind, string, brass or percussion) that they are learning to play or that they will see and hear at the concert.
- Write a brief history of the development of that instrument.
- Explain why the instrument was chosen by the student and why the student likes that particular instrument.

Indicators of Success:
- Students writes a paper at least four paragraphs long.
- The paper will be based upon the research of the history of an instrument of the brass, string, woodwind or percussion family.
- A drawing of the instrument may be included.
- The paper will be written neatly with correct spelling in the format outlined by the teacher.
Follow-up:
• Students may read papers to the rest of the class.
• Student may include a time line with the paper.
• Student may perform on that instrument for the class.
• Compose a piece of music for the chosen instrument.
• Bring recordings to class that demonstrate the solo qualities of the instrument.

Prior Knowledge:

Students:
• Demonstrate how to research a given topic.

* This lesson is designed for the classroom teacher. The lesson might follow the introduction of the music to the students by the music teacher. However, if desired, the plan may be used by the music teacher as an extra activity or for extra credit.