YOUTH CONCERT TEACHER CURRICULUM GUIDE

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Bringing the youth concert experience and the story of Beethoven’s life through real-world topics

LESSON 1: Creating a playlist
LESSON 2: What is your musical preference?
LESSON 3: Do Labels matter? Why or why not?
Welcome To The Colorado Symphony Musicurious Youth Concert

BEETHOVEN’S BIRTHDAY

The Colorado Symphony knows you value the Musicurious Youth Concert experience for your students and that you want it to be positive and inspirational for them. Your students will hear music from some of the greatest composers of the past and present. Critical listening, investigative and analytical skills will come into play during the time you prepare your students, and at Boettcher Concert Hall, as well.

ABOUT THE CURRICULUM

The following youth concert lessons have been created for students with the intention of providing exposure to and enthusiasm for live symphonic music. As students work towards discovering how this timeless music connects to their interests and learning — both inside and outside of school — we hope to spark student interest in symphonic music and create a cultural experience they will never forget. Although many of the composers on the program for Beethoven’s Birthday concert lived well over 200 years ago, their struggles, insights, and music remain remarkably relevant today.

This guide provides teachers with three engaging and flexible lesson plans that dive into 21st Century topics around music. These lessons hope to engage students in current day topics that draw connections to the youth concert experience and the life of Beethoven and his impact on music over the years.

These lessons are flexible in that they may be truncated and taught in a single class period, or over several consecutive sessions. If timing does not permit the lesson to be taught in full, the Guiding and Extension Questions provided in each lesson may serve to spark thoughtful class discussions and/or student written responses. These questions may also be expounded upon and fleshed out into a full standalone lesson.

HOW ARE THE LESSON PLANS STRUCTURED?

Each lesson plan contains two components to help guide teachers in delivering the lesson(s). They include: lesson connections and the instructional framework which will provide teachers with flexible options to deliver the lesson. See page 3 for additional descriptions.

**LESSON CONNECTIONS**

- Standards
- Learning Objective
- Essential Questions
- Enduring Understandings
- Vocabulary
- Materials & Resources
- Guiding & Extension Questions

**INSTRUCTIONAL FRAMEWORK: PUTTING THE LESSON INTO PRACTICE**

- Connection
- Teach
- Demonstration
- Active Engagement
- Independent or Small Group Work
- Share
- Link
- English Language Learner Tips
- Additional Resources
- Home Practice
- Optional Extensions
STANDARDS
Each lesson is aligned to the Colorado Academic Standards in Music and the 2020 Colorado Academic Standards in literacy.

LEARNING OBJECTIVE
The learning objective defines the lesson’s measurable goal or expected learning outcome. It explicitly states the specific skill(s) and/or knowledge that students should master by the completion of the lesson.

ESSENTIAL QUESTIONS
The purpose of Essential Questions is to provoke inquiry and serve as a catalyst for more questions. There is not one correct and final answer. They are a vehicle to push students thinking and help them make sense of complex ideas and concepts. These questions may be revisited many times throughout students’ learning.

ENDURING UNDERSTANDINGS
Enduring Understandings are statements that capture the core essence of important ideas, concepts, and fundamental processes. These statements help synthesize and summarize what students should understand at the end of a lesson or unit of study.

VOCABULARY
The Vocabulary included in each lesson are words that students will likely encounter during the lesson.

MATERIALS & RESOURCES
These Materials and Resources are required to successfully teach the lesson.

GUIDING & EXTENSION QUESTIONS
These questions may either be integrated into the lesson, or presented during separate class periods to prompt small-group or whole-class discussions. Alternatively, they may serve as prompts for written responses that may be completed inside or outside of class.

CONNECTION
The Connection piece connects the learning objective to students’ prior knowledge or experience, thereby providing context for the lesson. It also may include a motivational hook to generate enthusiasm for the lesson.

TEACH
The Teach section is when students are informed what they will be learning. It is also an opportunity to provide necessary content knowledge.

DEMONSTRATION
The Demonstration is when teachers model what is expected of students to complete the assigned task. Teachers may take the students through a guided practice, conduct a think-aloud so students see and hear one possible approach to tackle the assignment, or provide an example coupled with an explanation.

ACTIVE ENGAGEMENT
This is when students are given a few minutes to either practice what has just been taught, or to share observations about the demonstration, to facilitate their ability to work independently or collaboratively in small groups.

INDEPENDENT OR SMALL GROUP WORK
This is when students work independently or collaboratively to complete the assignment.

SHARE
This time is reserved for either a couple of students to share their work with the class or for students to share their work in small groups.

LINK
The Link is an opportunity for teachers to briefly reiterate what students have learned and/or its application to other domains.

ENGLISH LANGUAGE LEARNER TIPS
These tips are intended to build upon teachers’ repertoire of strategies for encouraging English Language Learners’ sense of self-efficacy and success.

ADDITIONAL RESOURCES
Although these resources are not required to teach the lesson, they provide additional information that may be helpful to expand teachers’ background knowledge in preparation for the lesson.

HOME PRACTICE
The Home Practice is an assignment for students to complete at home to reinforce and extend their learning.

OPTIONAL EXTENSION
The Optional Extensions are opportunities to delve deeper into the content and expound upon student learning.
OVERVIEW OF GRADE 3-5 LESSONS

LESSON 1: CREATING A PLAYLIST

SUMMARY
In this lesson, students will experiment with different approaches for curating a playlist using free online technology tools. Students will examine the connection between creating playlists and the development of concert programs, such as the program for Beethoven's Birthday Bash. Students will also reflect upon how the ways in which we consume music has evolved since Beethoven's lifetime and its societal impacts.

LEARNING OBJECTIVE
Students will use one of the free online platforms to curate a playlist, which will include a minimum of 15 pieces selected for a specific purpose (e.g. for an event or activity, to evoke a particular emotion, to create a certain atmosphere, or to communicate a message).

ESSENTIAL QUESTIONS
- How has the way we listen to music changed?
- What is the difference between actively and passively listening to music?

ENDURING UNDERSTANDINGS
- Since online streaming of playlists has become the dominant format for listening to music, there has been a shift from content-based listening to context-based listening.
- Listening is a process in which the listener may either be active and intellectually engaged, or passive and intellectually disengaged.

LESSON 2: WHAT IS YOUR MUSICAL PREFERENCE?

SUMMARY
In this lesson, students will grapple with how several factors, including culture, identity, biology, and neuroplasticity, inexplicably interact to shape distinct musical preferences. Students will also consider the possible benefits of expanding their musical palate, such as providing opportunities to communicate and connect with others in different, yet meaningful ways. Music will be explored as a tool that has the potential to unite and heal both individuals and communities, but also possess the power to divide and exclude people.

LEARNING OBJECTIVE
- Students will consult current scientific research to gain a better understanding of why it is difficult to establish musical preferences across cultures.
- Students will examine the relationships between musical preferences, culture, identity, biology, and neuroplasticity.
- Students will aurally discriminate the difference between consonant and dissonant sounds and listen to examples of “rough” sounds (i.e. major and minor second intervals).
- Students will compare and contrast their musical preferences to those of their classmates.

ESSENTIAL QUESTIONS
- In what ways does music serve as a system of communication?
- What are the connections between musical preferences, culture, identity, and neuroplasticity?
- How does music create and shape community?
- How can music be both inclusive and exclusive?

ENDURING UNDERSTANDINGS
- Music making is a system of communication.
- Musical preferences seem to be both cultural and biological in origin, and are subject to change as a result of neuroplasticity.
- Music is connected to one’s individual and collective identity.
- Music influences the development of a community, just as community influences the development of music.
- Music can be a uniting or divisive force among people.
LESSON 3: DO LABELS MATTER? WHY OR WHY NOT?

SUMMARY
In this lesson, students will scrutinize the potential benefits and drawbacks of labeling genres in the music industry, in addition to examining both how and why this practice has changed over the past several decades. Taking a transdisciplinary approach, students will extend their thinking around labeling to investigate how this practice can be both helpful and harmful to individuals and communities.

LEARNING OBJECTIVE
■ Students will conduct research online to inform their argument, either in defense of or in opposition to categorizing music into genres.
■ Students will critically analyze, synthesize, and evaluate the information gathered from their online research in preparation for the debate.
■ Students will methodically follow the outlined steps to prepare for the debate.
■ How can labeling genres make it easier to communicate with one another about music?

ESSENTIAL QUESTIONS
■ How can labeling be a form of musical segregation?
■ How can labels encourage stereotypes and biases?

ENDURING UNDERSTANDINGS
■ Genre labels can unintentionally segregate music by misrepresenting artists’ work.
■ Although it is an imperfect system, categorizing music by labeling genres can make it easier to communicate with others about music.
■ Labels can promote stereotypes and biases.