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

LESSON 1: War of the Romantics
LESSON 2: Music Then and Now
LESSON 3: Censorship in Music
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, 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
Culminating Project
LESSON CONNECTIONS

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 which 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, 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.

CULMINATING PROJECT
The Culminating Project challenges students to experientially demonstrate their learning through collaboration with their peers.
OVERVIEW OF GRADE 6-8 LESSONS

LESSON 1: WAR OF THE ROMANTICS

SUMMARY
In this lesson, students will collaborate with their peers as they hone their research and oral presentation skills through a structured class debate around the controversy between composers from the conservative and progressive circles, several of whom are featured in the Beethoven’s Birthday Bash concert. Through an understanding of historical context, students will develop a deeper appreciation for the perspective of both groups.

LEARNING OBJECTIVE
■ Students will compare and contrast the artistic controversy, known as the War of the Romantics, from both the perspective of the Classical conservatives and the Romantic progressives.
■ Students will conduct research online to inform their argument in defense of either the conservative or progressive circle.
■ 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.

ESSENTIAL QUESTIONS
■ What makes a piece of music timeless?
■ Is music confined within certain limits?
■ How could one’s understanding of and response to a piece of music be informed by historical context? (Consider Leonardo da Vinci’s quote: “Nothing can be loved or hated unless it is first understood.”)

ENDURING UNDERSTANDINGS
■ A timeless piece of music may be interpreted in many different ways, from multiple perspectives, offer new discoveries on each encounter, and may be continuously revisited throughout one’s lifetime without exhausting all it has to communicate.
■ Breaking externally imposed limits on music, including accepted norms in its structure and function, may result in powerful new forms of artistic expression.
■ Historical context informs one’s understanding and appreciation of music.
LESSON 2: MUSIC THEN AND NOW

SUMMARY

In this lesson, students will investigate how and why the musical landscape has simultaneously changed for both the better and the worse. Students will examine how equity in terms of access to music has evolved, in addition to tackling challenging ethical questions addressing the difference between cultural appropriation and cultural exchange, and what defines originality and plagiarism.

LEARNING OBJECTIVE

■ Students will compare and contrast the current musical landscape to that of the Classical and Romantic periods through a critical analysis.
■ Students will demonstrate the ability to listen with attention and purpose to at least two interpretations of the same excerpt from the first movement of Beethoven’s Fifth Symphony before engaging in a whole-class dialogue to articulate the similarities and differences between the excerpts.
■ Students will analyze and unpack a Mark Twain quote.
■ Independent Work Option #1: Students will develop 1-2 discussion questions in response to an 18-minute video about the digital disruption of the music industry.
■ Independent Work Option #2: Students will read a New York Times article explaining the Williams v. Gaye court case and engage in a discourse about cultural appropriation and cultural exchange in relation to this case.

ESSENTIAL QUESTIONS

■ How does music change as society changes?
■ Does originality exist? If so, how is it possible to determine if something is truly original?
■ What is the difference between cultural exchange and cultural appropriation?
■ How has the digital age blurred the lines of originality, inspiration, and plagiarism?

ENDURING UNDERSTANDINGS

■ Music and society influence each other.
■ The existence of originality is dependent upon how it is defined.
■ Cultural exchange and cultural appropriation are distinct phenomena.
■ The lines of originality, plagiarism, and inspiration have become blurred in the digital age.
LESSON 3: CENSORSHIP IN MUSIC

SUMMARY
In this lesson, students will contend with the complexities of the First Amendment issue of musical censorship, which may serve to protect, yet also infringe upon the right to freedom of expression. Students will examine case law to learn how our judicial system has previously dealt with this issue. Additionally, students will investigate how other foreign governments, who are not bound by the First Amendment, have chosen to address this matter.

LEARNING OBJECTIVE
- Students will compare and contrast the motivations and repercussions of censorship on musical expression.
- Students will discuss the implications of the historic Supreme Court decision in Tinker v. Des Moines Independent Community School District on students' freedom of expression on school premises.
- Students will work collaboratively in small groups to research an assigned regime in which music has been, or is currently, censored due to either its anti-establishment themes, or out of fear of its perceived implications.

ESSENTIAL QUESTIONS
- How is (has) music (been) used to raise people's awareness of injustices and a need for social reform?
- How is (has) music (been) censored by people in power? Why?
- Is censorship always a bad thing?
- How is (or has) music (been) used in an effort to persuade and control people's worldview and behavior?
- How is music indelibly connected to social and political life?

ENDURING UNDERSTANDINGS
- Music has been and continues to be used as a vehicle to promote social change and justice.
- People in power have censored music out of fear of noncompliance or unwanted change.
- Depending on the context, censorship may be viewed as either a good or a bad thing.
- Music has been used as a tool to shape people's worldview and control their behavior.
- Music is an inescapable part of social, cultural, and political life.