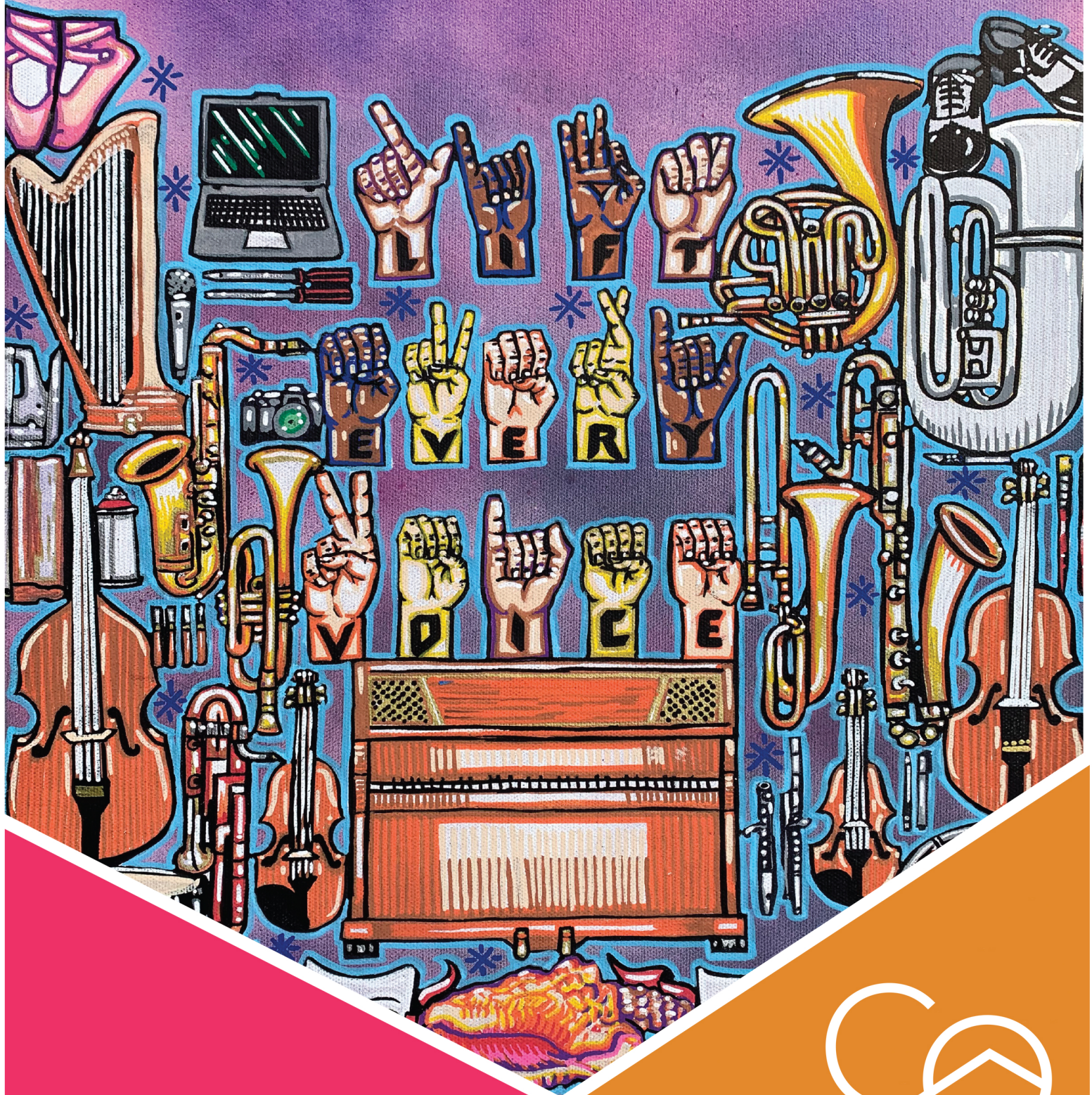


2021-2022



music**curious**

EDUCATION PROGRAMS OF THE COLORADO SYMPHONY



SYMPHONY



Lesson 1: **Bold Voices**

SUMMARY

Throughout history, artists have been making bold statements through their art. In this lesson, we will explore how artists drew on their backgrounds to create, and then look to our own experiences to see what inspires us to be bold. Then, we will learn how to describe personal preference and assert our opinions to people with opposing views.

ESSENTIAL QUESTIONS

What does it mean to be bold?

LEARNING OBJECTIVES

Students will be able to:

- Identify artists of different time periods and relate how they used factors such as their culture, place of living, and identities to create and express themselves.
- Describe their own musical preferences and engage in respectful discussions with people of differing opinions.
- Reflect on their own backgrounds to describe what inspires them to be bold and write their own autobiography.

MATERIALS NEEDED*

- **Biographies** of composers
- Device for watching **contemporary artist videos**
- Device for listening to **featured repertoire playlist**
- **Listening Guide** for analyzing excerpts
- **Autobiography Instructions**
- Medium for writing biographies (digital or written out)

**All bolded items can be found in the Colorado Symphony Remote Access Folders*

FEATURED REPERTOIRE

Mozart: *Eine Kleine Nachtmusik*

Beethoven: *Ode to Joy*

Ellington: *It Don't Mean a Thing*

Price: *Symphony No. 1, Movement 3: Juba Dance*

Lecuona: *Andalucia Suite*

Moncayo: *Huapango*

Thomas: *Of Our New Day Begun*

Clyne: *Restless Oceans*



Colorado State Standards

GRADE 3

Colorado Academic Standards in Music

Standard 4. Aesthetic Valuation of Music

Grade Level Expectation:

2. Identify differences and commonalities in music from various cultures

Colorado Academic Standards in Reading, Writing, and Communicating

Standard 3. Writing and Composition

Grade Level Expectation:

3. Write opinion pieces on topics or texts, supporting a point of view with reasons

GRADE 4

Colorado Academic Standards in Music

Standard 4. Aesthetic Valuation of Music

Grade Level Expectation:

2. Articulate contributions of various cultures to music from American historical periods

Colorado Academic Standards in Reading, Writing, and Communicating

Standard 3. Writing and Composition

Grade Level Expectation:

3. Write opinion pieces on topics or texts, supporting a point of view with reasons

GRADE 5

Colorado Academic Standards in Music

Standard 4. Aesthetic Valuation of Music

Grade Level Expectation:

2. Identify differences and commonalities in music from different historical periods and different cultures

Colorado Academic Standards in Reading, Writing, and Communicating

Standard 3. Writing and Composition

Grade Level Expectation:

3. Write opinion pieces on topics or texts, supporting a point of view with reasons



Putting The Lesson Into Practice

ACTIVITY 1

1. Discuss the focus question: what does it mean to be bold?
 - What are synonyms to the word bold?
 - Can you describe a time you witnessed someone being bold?
 - Is there anyone in your life that inspires you to be bold?
 - How can art be bold?
2. Read biographies of historical composers.
 - What were things the composers had to overcome to create?
 - Describe the time period the composers lived in. What kind of actions would have been considered bold for that time?
3. Watch videos of contemporary artists.
4. Reflect on the backgrounds of each of the artists. Identify similarities and differences between you and the artists.
 - Who do you most relate to? Why?
 - Does one of the artists inspire you to be bold? How?
5. Create your own autobiography (written or video).
 - Describe the time period and place that you live in now.
 - Who are some important people in your life? How have they inspired you to be bold?
 - What are some things that you are passionate about?
6. Present your bio to the class (virtually or in person).
 - Virtual Modification: Bios could be posted on a discussion forum and students could leave comments for one another.

Vocabulary Building

Preteach the word **synonym**

What are words like bold?



Lesson Connections

SERVICE LEARNING & SELF EXTENSIONS

- Send your bio to a local nursing home or veteran's association. Ask for bios back that describe how they lived bold lives.
- Share your biography with your family.
 - Ask them about their own life and have them make a bio.
 - Create a family tree using everyone's bios.



Putting The Lesson Into Practice

ACTIVITY 2

1. Using the Listening Guide, compare and contrast the selected pieces.
 - Identify the different musical elements in each piece.
2. Choose which of the two pieces you prefer.
 - Describe why you prefer that piece.
 - Across the listening guide, are there certain musical elements that are the same in the ones you like?
3. Pair with a classmate and compare listening guides.
 - Did you like the same or different pieces?
 - Are the musical elements you prefer same or different from your partners?
4. Practice asserting your opinion in a respectful way, even if it is different from your partner.
 - "I respectfully disagree with you. I actually preferred _____ song because of _____ reason."
 - "I like that song too, but because of _____."
 - "The thing I don't like about that song is _____, but I can see why you like it."



Lesson Connections

LISTENING EXTENSION

1. Choose your favorite piece from the Featured Repertoire list and your current favorite song.
2. Using the Listening Guide, compare and contrast the pieces together.
 - Are there examples of music you listen to today that is bold? How do pop musicians use their platform to make bold statements?
3. Make a playlist around the theme of "Boldness."
 - Think of songs that have a bold message or songs that inspire you to act boldly.
 - For more detailed instructions, check out last year's curriculum packet on how to make a playlist.
4. Swap playlists with a classmate.
 - Listen to their playlist and reflect on the similarities and differences to your playlist.

Teacher Example

Create a BOLD playlist
and share with your
students!

MINDFULNESS & MOVEMENT EXTENSION

1. Download the free app, "Breathing App" to practice resonance breathing.
2. Watch a video modeling how to breathe (Click on the i in the upper corner and choose Quick Start Video).
 - Focus on inhaling and exhaling exclusively through the nose, creating a soft sound, without strain. It sounds like a subdued Darth Vader.
3. Using the Breathing App, set the timer in the app to breathe for 1 minute.
4. Imagine a scenario where you may be nervous to act boldly (speaking up to a classmate or bully, speaking in front of a class, doing something new, singing in front of people, etc.).
 - How does your body feel? What sensations do you feel?
5. While imaging this scenario, try slowing your breathing (as practiced with the app) focusing on "stress areas."
 - Think "softness in the face". Relax the eyes, the jaw, the neck, the shoulders, etc.
6. Reflect. How did you feel when you were imagining acting boldly? How did you feel after performing the breathing exercise?



Lesson 2:

Find Your Voice

SUMMARY

People can be inspired by many things: their backgrounds, their environments, their communities, other artists or art. On top of that, people can express their ideas in a variety of ways such as through music performance, music composition, poetry, visual art, and dance. In this lesson, we will reflect on what in our life inspires us and then begin exploring the variety of mediums we can use to express ourselves.

ESSENTIAL QUESTIONS

What inspires you? What does it mean for something to be inspirational?

LEARNING OBJECTIVES

Students will be able to

- Identify points of inspiration that can be used as a foundation for creation
- Create across a variety of mediums based on different prompts and theme

MATERIALS NEEDED*

- Device for watching **collaborator videos**
- Device for listening to **musical excerpts**
- Instruments or Instrument Materials with **building instructions**
- **Inspiration Cards**
- Materials for composing
- Device for Chrome Music Lab, Garage Band, Noteflight, etc.
- Art Materials

***All bolded items can be found in the Colorado Symphony Remote Access Folders**

FEATURED REPERTOIRE

Beethoven: Symphony 7

Beethoven: Ode to Joy

Moncayo: *Huapango*

Ellington: *It Don't Mean a Thing*



Colorado State Standards

GRADE 3**Colorado Academic Standards in Music**

Standard 2. Creation of Music

Grade Level Expectation:

2. Compose, improvise, and arrange in known musical forms using rhythm and/or pitch.

Colorado Academic Standards in Reading, Writing, and Communicating

Standard 1. Oral Expression and Listening

Grade Level Expectation:

1. Participate cooperatively in group activities.

GRADE 4**Colorado Academic Standards in Music**

Standard 2. Creation of Music

Grade Level Expectation:

2. Compose, improvise, and arrange melody using rhythm and pitch.

Colorado Academic Standards in Reading, Writing, and Communicating

Standard 1. Oral Expression and Listening

Grade Level Expectation:

1. Pose thoughtful questions after actively listening to others.

GRADE 5**Colorado Academic Standards in Music**

Standard 4. Aesthetic Valuation of Music

Grade Level Expectation:

2. Compose, improvise, and arrange melody with rhythmic accompaniment.

Colorado Academic Standards in Reading, Writing, and Communicating

Standard 1. Oral Expression and Listening

Grade Level Expectation:

1. Collaborate in discussions that serve various purposes and address various situations.



Putting The Lesson Into Practice

INTENTIONS AND ADAPTATIONS

The following activities are intended to be presented as station activities. In-person, each of these activities can be done with as few as 2 students per station at a time. Stations can be omitted depending on size of class and availability of materials. Alternatively, a whole day can be devoted to one activity that the class can do in small groups. Remotely, teachers can utilize the Online Resource Folder and upload all resources onto their learning platforms for students to access many of the materials needed. Students can then collaborate in a virtual meeting or post their creations on a forum to give and receive feedback.

MUSIC COMPOSITION ACTIVITY

1. Watch Omar Thomas talk about what inspiration is to him and what inspires his music making process.

2. Choose an inspiration for a song based on the option cards

- Music Related

- A favorite song
- A favorite genre
- A favorite artist

- Emotion Related

- An emotion (Happiness, sadness, anger, etc.)
- A place or idea (A calming river, gentle snow falling, a raging storm, etc.).

3. Identify musical qualities to incorporate into your song based on your inspiration.

- Ex. What kind of instruments are used in a song that you like?
- Ex. What kind of tempo would you use to evoke happiness? Sadness? Anger?

4. Create your own original song or a variation of our examples using either Chrome Music Lab or GarageBand.

5. Share with a classmate.

6. Give feedback to at least 1 other classmate's project.

No Technology? No Problem!

Use **Iconic Music Notation** and have students create a song on paper using three lines that represent high, middle, and low (do, mi, sol).

SPOKEN WORD/POETRY ACTIVITY

1. Watch Frankie LeTroy talk about what inspiration is to him and how he puts poetry to music.

2. Listen to an excerpt of Beethoven Symphony 7.

3. Choose one of the Word Cards that best fits how you felt while listening to be the inspiration for your poem.

4. Create either an acrostic poem or original free verse poem using your Word Card as inspiration

- An acrostic is a poem in which the first letter of each line spells out a word or message.
- Example:

My head is full of rhythm

Until I can barely sit still.

See me move to the beat?

It does the same for others

Can you feel the magic of music?

5. Share with a classmate.

6. Give feedback to at least 1 other classmate's project.



Putting The Lesson Into Practice

MUSIC PERFORMANCE ACTIVITY

1. Watch Yumi talk about what inspired her to become a musician and what inspires her to perform.
2. Discuss how it feels to play the Orff instruments, recorders, drums, and other classroom instruments with group.
 - Do you get excited when [teacher] brings out the class instruments? Why?
3. Watch performance examples of Ode to Joy. Discuss the differences in the performance.
 - What kind of emotions does watching the performance create? How might it have been different if there were no visuals?
 - What do you think performing in a concert hall feels like? What about a living room?
4. Using whatever instruments are available (Orff, recorders, drum sets, Boomwhackers, etc.), perform Ode to Joy.
5. Reflect on the performance experience.
 - What did you enjoy about performing?
 - Do you think that you did a good job of performing? How can you tell when a performance is good or bad?

Online Modification

1. Watch Water Adagio and Landfill Orchestra.
2. Discuss what it takes for something to become an instrument.
3. Choose an instrument to make using the Instrument Making Guide.
4. Perform your own version of Ode to Joy using your instruments (or play along with the Colorado Symphony Ode to Joy).
5. Share your video with the class and give feedback to other performances.

DANCE ACTIVITY

1. Watch Cleo Parker Robinson talk about what inspiration is to them and how they are inspired to dance.
2. Discuss with students their prior knowledge of the Jazz Age.
 - What do you know about jazz? How would you describe jazz music?
 - What is the relationship of jazz dance to jazz music?
3. Show students videos of different Jazz Dances such as the Charleston or Lindy Hop.
4. Identify movements of these dances.
5. Practice dancing by isolating body parts.
 - E.g.: Move head side to side or up and down.
 - Shoulders up and down
 - Rib cage forward and back
 - Hips side to side
6. Listen to Ellington's *Don't Mean a Thing*.
7. Dance in a jazz style while listening.

Latin Dance Resources

Replace "Jazz" with "Flamenco" throughout this activity to adapt this activity for a Latin focus. Check out the Online Resource Folder to watch the Fiesta Colorado Dance Company video and other resources!



Putting The Lesson Into Practice

VISUAL ART ACTIVITY

1. Watch Javier Flores talk about what inspires him to make visual art.
2. Using the Visual Art and Music: Inspiring Each Other resource, explore the relationship between visual art and music.
 - Listen to a musical excerpt that inspired a piece of art. What kind of art do you imagine? Is it close to what was actually inspired?
 - Look at a piece of art that was inspired by music. What kind of music do you imagine? Is it close to what was actually inspired?
3. Listen to an excerpt of *Huapango* and write 6 words that come to mind while listening (feelings, sights, memories, colors, shapes, etc.).
4. Using the words you wrote down, decide whether you want to create a scene (concrete art) or colors/shapes/lines that are inspired by the words.
5. Listen to the piece again and begin creating.
6. Write an explanation of how the visual art represents the music.
 - I saw/visualized/imagined the music as _____
 - I used colors/shapes/lines like _____ to show/because _____
7. Share with a classmate.
8. Give feedback to at least one other classmate's project.

Teacher Example

Share your favorite music video with students.
Discuss how the visuals add to the music.



Lesson Connections

MINDFULNESS AND MOVEMENT EXTENSION: GUIDED VISUALIZATIONS

1. Download the free app, "Breathing App," to practice resonance breathing
2. Watch a video modeling how to breathe (Click on the "i" in the upper corner and choose Quick Start Video)
 - Focus on inhaling and exhaling exclusively through the nose, creating a soft sound, without strain. It sounds like a subdued Darth Vader.
3. Using the Breathing App, set the timer in the app to breathe for 1 minute.
4. Imagine a scenario where you may be nervous to act boldly (speaking up to a classmate or bully, speaking in front of a class, doing something new, etc.).
 - How does your body feel? What sensations do you feel?
5. While imaging this scenario, try slowing your breathing (as practiced with the app) focusing on "stress areas."
 - Think "softness in the face". Relax the eyes, the jaw, the neck, the shoulders, etc.
6. Reflect. How did you feel when you were imagining acting boldly? How did you feel after performing the breathing exercise?

GIVING FEEDBACK

Use the following sentence stems as inspiration for giving feedback.

- I like _____ part of your project.
- Your project makes me feel _____.
- Your project reminds me of _____.



Lesson 3:

Lift Every Voice

SUMMARY

In order to truly Lift Every Voice and Sing, artists need to be their authentic selves creating spaces that are welcoming for a diverse range of people. Themes like unity and hope are made stronger through authentic artists and interdisciplinary collaboration. In this lesson, students will learn how *Lift Every Voice and Sing* was written and made stronger through the collaboration of two brothers and compare it to Omar Thomas's *Of Our New Day Begun*. Students will then work together to create their own version of *Lift Every Voice and Sing* to celebrate diversity in the arts.

ESSENTIAL QUESTIONS

What inspires you? What does it mean for something to be inspirational?

LEARNING OBJECTIVES

Students will be able to

- Describe the historical importance of *Lift Every Voice and Sing*, its influence on other art forms, and its relationship to Omar Thomas's *Of Our New Day Begun*.
- Contribute to a group project by creating (or performing) a selection of *Lift Every Voice* in their preferred art medium.

MATERIALS NEEDED*

- Device for **watching collaborator videos and performance examples**
- Device for capturing creations (videos of performances, scanning art, etc.)
- **Lyrics to *Lift Every Voice and Sing*.**
- **Readings about *Lift Every Voice and Sing*.**
- **Examples of art inspired by *Lift Every Voice and Sing*.**
- Materials for composing
- Instruments
- Art Materials

**All bolded items can be found in the Colorado Symphony Remote Access Folders*

FEATURED REPERTOIRE

Thomas: *Of Our New Day Begun*



COLORADO STATE STANDARDS

GRADE 3

Colorado Academic Standards in Music

Standard 1. Expression of Music

Grade Level Expectation:

1. Perform phrases demonstrating learned rhythmic, melodic, and chordal accompaniment components
2. Perform notated songs with accurate pitch, rhythm, tone, harmony, and expressive elements

Colorado Academic Standards in Reading, Writing, and Communicating

Standard 4. Research Inquiry and Design

Grade Level Expectation:

1. Gather, interpret, and communicate information discovered during short research projects

GRADE 4

Colorado Academic Standards in Music:

Standard 1. Expression of Music

Grade Level Expectation:

1. Perform sections of songs that demonstrate learned rhythmic, melodic, and introductory chordal accompaniment components.
2. Perform complex notated songs with accurate pitch, rhythm, tone, harmony, and expressive elements.

Colorado Academic Standards in Reading, Writing, and Communicating

Standard 4. Research Inquiry and Design

Grade Level Expectation:

1. Gather, interpret, and communicate information discovered during short research projects.

GRADE 5

Colorado Academic Standards in Music:

Standard 1. Expression of Music

Grade Level Expectation:

1. Perform sections of songs that demonstrate learned rhythmic, melodic, and chordal accompaniment components.
2. Perform extended notated songs with accurate pitch, rhythm, tone, harmony, and expressive elements

Colorado Academic Standards in Reading, Writing, and Communicating

Standard 4. Research Inquiry and Design

Grade Level Expectation:

1. Use a variety of resources to build and communicate knowledge related to open-ended research questions



Putting The Lesson Into Practice

ACTIVITY 1

1. Read the lyrics of *Lift Every Voice and Sing*.
 - What kind of themes come across? What words/emotions could be used to describe the tone of the poem?
2. Watch the different performances of *Lift Every Voice and Sing*.
 - What kind of words/emotions could be used to describe the tone of the music?
 - How do the music and lyrics together create a stronger message? How did the instrumental version still get across the themes of the poem?
 - Which performance did you like most? Why?
3. Research the historical context of *Lift Every Voice and Sing*.
 - What kind of messages do you think the brothers were trying to get across from this piece?
 - Why do you think this piece has remained popular and been referenced throughout history?
4. Listen to an excerpt of *Of Our New Day Begun*.
 - Identify when the *Lift Every Voice and Sing* is and how it has been changed
 - Why do think Omar Thomas chose to use *Lift Every Voice and Sing* as inspiration?
 - What emotional journey occurs throughout the piece?
5. Research other pieces of art that have been inspired by *Lift Every Voice and Sing*:
 - Books/Poetry
 - Visual Art/Sculpture
 - Dance
6. Create a [digital] collage of art inspired by *Lift Every Voice and Sing* such as *Of Our New Day Begun* and other example art forms
7. Present your research findings to the class about the history of *Lift Every Voice and Sing* and how art has been influenced by it throughout history alongside your collage.

ACTIVITY 2

1. Split into discipline groups:
 - Music Composition
 - Music Performance
 - Visual Art
 - Spoken Word/Poetry
 - Dance
2. As a group, watch the corresponding collaborator video.
 - Ex: Music Composition group watches the composer (Omar Thomas & Anna Clyne) videos.
3. As a group, discuss what it means to create authentically?
 - What does the word authentic mean?
 - Why does being authentic matter when making something? What are examples of times you have been authentic or inauthentic?
4. Within the group, have each person choose a section of *Lift Every Voice and Sing* to perform or alter.
 - Composition: Adapt the melody of *Lift Every Voice and Sing* OR finish the phrase.
 - Performance: Sing your section or perform reduced part on available instruments.
 - Spoken Word: Recite the lyrics OR alter the words to create a new poem and read.
 - Visual Art: Create a visual art piece that is inspired by the musical section.
 - Dance: Create a dance or movement that is inspired by the musical section.
5. Present the entire piece as a group.
6. Reflect on the process.
 - How does it feel to see your contribution as part of a whole unified piece?
 - How did you interpret the theme of the piece and turn it into something else? What ideas did you hope to get across?
 - How were you inspired by the other people in your group? People in other groups? How do you hope to inspire others?

Adaptation Options

There are many ways this activity can be adapted! See two possibilities on the next page or contact Education Coordinator, Breanna McCaughey at bmccaughey@coloradosymphony.org for more ideas.



Putting The Lesson Into Practice

ONLINE MODIFICATION

1. Choose a discipline group and a section of *Lift Every Voice and Sing*.
2. Watch corresponding collaborator video.
3. Discuss with classmates (in a virtual meeting or on a discussion forum) what it means to create authentically.
4. Record or submit your individual part.
5. Discipline group submissions are edited together to create full piece.
 - All completed group submissions could be edited together into multi-discipline digital installation.
6. Reflect on the process.
 - How does it feel to see your contribution as part of a whole unified piece?
 - How did you interpret the theme of the piece and turn it into something else? What ideas did you hope to get across?
 - How were you inspired by the other people in your group? People in other groups? How do you hope to inspire others?

INDEPENDENT ACTIVITY ADAPTATION

This adaptation is for situations in which group projects prove too difficult.

1. Choose 3 different mediums that you are interested in.
 - Music Composition
 - Music Performance
 - Spoken Word
 - Visual Art
 - Dance
2. Perform or create variations in your chosen mediums for the first section of *Lift Every Voice and Sing* (see above).
3. Create a presentation that incorporates your bio and creations and how they represent you.
4. Present to the class.



Lesson Connections

MINDFULNESS AND MOVEMENT EXTENSION: CREATE A PERSONAL AFFIRMATION

1. Discuss what an affirmation is:
 - I am funny
 - I am good at math
 - I am helpful and kind
2. Go around the group and have one person at a time receive affirmations
 - Take turns saying something nice about the chosen student
 - I like your smile
 - You are a fast drummer
3. Reflect on how it felt to give and receive compliments
 - How did it feel to receive compliments? Imagine giving yourself compliments, how would that feel?
 - How did it feel to give compliments? How can you incorporate giving compliments into your life more?
4. Create a personal affirmation you can tell yourself to lift your spirits.
 - What compliments did you enjoy hearing most?
 - What are things about yourself that you are proud about?