



# Expressive Brahms

Podcast, Instruction, Activities, Assessment

<p><b>Unit:</b> "Classical Classroom Episode 13"</p>	<p><b>Timothy Hester</b> Professor of Piano, University of Houston <b>Classical Classroom Host: Dacia Clay</b> Houston Public Media</p>	<p><b>Subject:</b> Expressive Brahms</p>	<p><b>Grade:</b> 5-8</p>
<p><b>Essential Question:</b> What musical tools does Brahms use to convey musical emotion? <b>Inter-Disciplinary Connections:</b> World languages used in music; emotions</p>		<p><b>Suggested Listening:</b></p> <ul style="list-style-type: none"> <li>Classical Classroom: Episode 13</li> <li>Brahms <i>Six Pieces for Piano</i>, Opus 118, Intermezzos No.'s 1 &amp; 2</li> </ul>	
<p><b>What's the scoop?</b> What are we going to be learning?</p>	<p><b>National Core Standard(s) by grade level:</b></p> <p><b>5 - MU:Pr4.3.5a Demonstrate</b> and explain how <b>intent</b> is conveyed through interpretive decisions and <b>expressive qualities</b> (such as <b>dynamics, tempo, timbre, and articulation/style</b>).</p> <p><b>6 - MU:Pr4.3.6a Perform</b> a selected piece of music demonstrating how their <b>interpretations</b> of the <b>elements of music</b> and the <b>expressive qualities</b> (such as <b>dynamics, tempo, timbre, articulation/style, and phrasing</b>) convey <b>intent</b>.</p> <p><b>7 - MU:Pr4.3.7a Perform contrasting pieces</b> of music demonstrating their <b>interpretations</b> of the <b>elements of music</b> and <b>expressive qualities</b> (such as <b>dynamics, tempo, timbre, articulation/style, and phrasing</b>) convey <b>intent</b>.</p> <p><b>8 - MU:Pr4.3.8a Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent</b> is conveyed by their <b>interpretations</b> of the <b>elements of music</b> and <b>expressive qualities</b> (such as <b>dynamics, tempo, timbre, articulation/style, and phrasing</b>).</p>		
	<p><b>Objective/Learning Intention:</b> Students will make connections between elements of music, emotions, and intent</p>		
	<p><b>Vocabulary:</b> Piano, keyboard, chamber, collaboration, character piece, intermezzo, capriccio, waltz, nocturne, nuance, voice-leading, harmony, phrase, musical gesture, vulnerable, empathize, counterpoint, opus</p>		
<p><b>INSTRUCTION</b> Suggestions for classroom delivery</p>	<p><b>Lesson:</b></p> <ol style="list-style-type: none"> <li><b>Anticipatory Set:</b> Reflect on the music playing and write or draw about its effect on how it makes you feel; 'If you heard this music in a movie what would be happening or how would you feel?'</li> <li><b>Assess pre-knowledge:</b> Teacher-led class discussion about emotional connections felt when modern music samples are played (ex: sad, happy, angry, scared, love)</li> <li><b>Anchor Chart:</b> Teacher-led class creation of chart of: elements of music terms and expressive qualities</li> <li><b>Classical Classroom Podcast:</b> Students listen to the podcast from 13:19 – 19:33 and from 20:36 – 22:33</li> <li><b>Guided Reflection:</b> Class/groups listen to complete Brahms' Opus 118 no. 1 recording (Johannes Brahms, 1893) in podcast from 10:35 - 13:20. Describe how they feel and use the anchor chart to identify two musical tools Brahms used.</li> <li><b>Independent Reflection:</b> Teacher plays four selections of music. For each selection, the student writes an emotion and two musical tools used to convey that emotion.</li> <li><b>Review Objective/Learning Intention: Class activity</b> - name element of music and demonstrate it with your voice or hand in a conducting style (ex: tempo, dynamic)</li> </ol> <p><b>Formative Assessment:</b> Observed Interactive Class Discussion – discuss elements of music and conveying emotion (example: how many of your students understand tempo, dynamics, intent)</p>		

<p style="text-align: center;"><b>ACTIVE PARTICIPATION ACTIVITIES</b></p>	<p><b>Bloom's Level 1 – Knowledge</b> Spend more time on anchor chart, simple terms, and more examples with familiar music</p> <p><b>Bloom's Level 2 – Understanding</b> Anchor chart is developed with more variety/advanced terms; music pieces are examined for nuance and identification of the use of the advanced terms</p> <p><b>Bloom's Level 3 – Applying</b> 1. What period visual art may convey similar emotions to Opus 118? 2. What classroom instruments would you use to perform in the style of Brahms' Opus 118? 3. Students divide into small groups and decide which classroom instruments would sound good with the piano in order to add appropriate emotion to the piano part. 4. Students practice demonstrating understanding of Brahms' style while accompanying his Opus 118 recordings on classroom instruments and in small groups</p> <p><b>Bloom's Level 4 – Analyzing</b> Teacher guided class review of live performances</p> <p><b>Bloom's Level 5 – Evaluating</b> Students discuss performance evaluation choices</p> <p><b>Bloom's Level 6 – Creating</b> Students take turns performing for each other in small groups and improvising using discussed instruments and techniques for emotional performance</p>
<p style="text-align: center;"><b>MODALITIES OF DIFFERENTIATED INSTRUCTION</b></p>	<p><b>Modalities of Instruction:</b></p> <p><b>Kinesthetic</b> – movement – move in a style consistent with the music being heard; move to demonstrate a specific element of music</p> <p><b>Visual</b> – Search for artwork that matches emotions conveyed in Opus 118</p> <p><b>Aural</b> – listening - to Opus 118 recordings</p> <p><b>Tactile</b> – Playing accompanying instruments</p> <p><b>Summative Assessment:</b> Results of student independent practice</p>