



# Schumann: Beethoven's Biggest Fan

Podcast, Instruction, Activities, Assessment

<p><b>Unit:</b> Classical Classroom Episode #92</p>	<p><b>Jonathan Biss</b> Pianist and MOOC teacher <b>Classical Classroom Host: Dacia Clay</b> Houston Public Media</p>	<p><b>Subject:</b> Schumann, Beethoven</p>	<p><b>Grade:</b> 5-8</p>
<p><b>Essential Question:</b> How does understanding the structure and context of music inform a response?</p> <p><b>Inter-Disciplinary Connections:</b> Psychology, Organization, art</p> <p><b>*** Students encouraged to share their favorite types of music as long as they are school-appropriate</b></p>		<p><b>Suggested Listening:</b></p> <ul style="list-style-type: none"> <li>• Piano Sonata No. 1 in F minor, Op. 2 No. 1 (Allegro and Adagio)</li> <li>• Piano Sonata No. 23 in F minor, Op. 57 "Appassionata" (Allegro assai and Allegro ma non troppo – Presto)</li> <li>• Fantasie in C, Op. 17</li> <li>• Davidsbündlerltänze Op.6</li> </ul>	
<p><b>What's the scoop?</b> What are we going to be learning?</p>	<p><b>Teacher and students talk about what they will learn and do (<i>Learning Intentions</i>)</b></p> <p><b>National Core Standard(s) addressed by grade:</b></p> <p><b>5 - MU:Re7.2.5a Demonstrate</b> and explain, <i>citing evidence</i>, how responses to music are informed by the <b>structure</b>, the use of the <b>elements of music</b>, and <b>context</b> (such as <b>social</b>, <b>cultural</b>, and <b>historical</b>).</p> <p><b>6 - MU:Re7.2.6a</b> Describe how the <b>elements of music</b> and <b>expressive qualities</b> relate to the <b>structure</b> of the pieces.</p> <p><b>7 - MU:Re7.2.7a</b> <i>Classify and explain</i> how the <b>elements of music</b> and <b>expressive qualities</b> relate to the <b>structure</b> of contrasting pieces.</p> <p><b>8 - MU:Re7.2.8a</b> <i>Compare</i> how the <b>elements of music</b> and <b>expressive qualities</b> relate to the <b>structure within programs</b> of music.</p>		
	<p><b>Objective/Learning Intention:</b> Students will understand the expressive nature of music and how Schumann and Beethoven conveyed emotion through music.</p>		
	<p><b>Vocabulary:</b> Piano, "MOOC" – (Massive Open Online Class) through Coursera.org, virtual classroom, Curtis Institute, sonata, symphony, overture, scherzo, finale, composer, Romantic period, quintessential, cyclical, Cleveland Orchestra, depression, Beethoven, Brahms, Chopin, Liszt, Mendelssohn, Schubert, Schumann</p>		
<p><b>INSTRUCTION</b> Suggestions for classroom delivery</p>	<p><b>Lesson:</b></p> <ol style="list-style-type: none"> <li><b>1. Anticipatory Set:</b> Teacher-led class discussion on percussion family of instruments, Romantic style of music and typical characteristics</li> <li><b>2. Assess pre-knowledge:</b> Teacher-led class discussion about differences in periods of music (ex: more complex instrumentation, thicker chordal structures, more dynamics, etc) and emotions</li> <li><b>3. Anchor Chart:</b> Teacher-led class creation of chart of: emotions, musical emotive qualities of Beethoven and Shumann (ex. Happy, sad, scared, angry, love, etc)</li> <li><b>4. Classical Classroom Podcast:</b> Students listen to the podcast from 04:46 – 05:09, and 13:56 – 14:48 to experience examples of emotive Schumann</li> <li><b>5. Guided Reflection:</b> Class/groups listen to You Tube video #1 - (Biss playing Beethoven Sonata No. 1, Op. 2) and discuss emotions that they feel from the music.</li> <li><b>6. Independent Reflection:</b> Teacher plays three selections of music. For each selection, the student writes an emotion they experience or an emotion that either Beethoven or Schumann are attempting to convey. (Youtube vid #2 – Beethoven – Appassionata; vid #3 – Schumann Fantasie; vid #4 – Schumann – Davidsbündlerltänze). (ex. Joy, fear, sadness, etc) play each from beginning.</li> </ol>		

	<p><b>7. Review Objective/Learning Intention: Class activity</b> - name emotion heard and demonstrate it with your voice or hand in a conducting style (ex: small, slow, big, etc)</p> <p><b>Formative Assessment:</b> Observed Interactive Class Discussion – discuss and compare emotions experienced</p>
<b>ACTIVE PARTICIPATION ACTIVITIES</b>	<p><b>Bloom’s Level 1 – Knowledge</b> Begin anchor chart, simple terms, and examples of emotions (ex. Happy, sad, scared, etc.)</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 emotions conveyed by composers</p> <p><b>Bloom’s Level 3 – Applying</b></p> <ol style="list-style-type: none"> <li>1. What period visual art may convey similar emotions to Beethoven’s Appassionata?</li> <li>2. What classroom instruments would you use to perform in the style of Beethoven’s Appassionata?</li> <li>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.</li> <li>4. Students practice demonstrating understanding of Brahms’ style while accompanying Biss’s Beethoven Appassionata recordings on classroom instruments and in small groups</li> </ol> <p><b>Bloom’s Level 4 – Analyzing</b> Teacher guided class review of live accompanying 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 as well as how they may change their style to convey another emotion</p>
<b>MODALITIES OF DIFFERENTIATED INSTRUCTION</b>	<p><b>Differentiated Instruction:</b></p> <p><b>Kinesthetic</b> – movement – students make movements or dance with the music discussed</p> <p><b>Aural</b> – listening – to other students’ musical choices (school appropriate)</p> <p><b>Visual</b> – draw pictures that reflect different moods characterized by different music types</p> <p><b>Summative Assessment:</b> Observed discussion over experimented elements and student involvement in choosing music that best expresses a variety of emotions.</p>