



Classical Classroom

Episode #178: Anne Akiko Meyers on Working with Superheroes

Podcast, Instruction, Activities, Assessment

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| <p>Unit: Episode #178</p> | <p>Anne Akiko Meyers Violinist Classical Classroom Host: Dacia Clay KING - FM</p> | <p>Subject: Music Performance, Composition and Collaboration</p> | <p>Grade: 5-8</p> |
| <p>Essential Question: How do musicians make creative decisions?</p> <p>Inter-Disciplinary Connections: Popular music, Psychology, Organization, vocabulary</p> | | <p>This episode's Spotify playlist includes music by: <i>Einojuhani Rautavaara, John Gorigliano, Antonio Vivaldi, Mason Bates, Arvo Pärt.</i></p> <p>*The playlist can be found on the episode webpage - https://classicalclassroomshow.com/classical-classroom-episode-178-anne-akiko-meyers-on-working-with-superheroes/</p> | |
| <p>What's the scoop? What are we going to be learning?</p> | <p>Teacher and students talk about what they will learn and do (<i>Learning Intentions</i>)</p> <p>National Core Standard(s) addressed by grade:</p> <p>5 - MU:Cr2.1.5a Demonstrate selected and <i>developed</i> musical ideas for improvisations, <i>arrangements</i>, or <i>compositions</i> to express intent, and explain connection to purpose and context.</p> <p>6 - MU:Cr2.1.6a Select, organize, construct, and document personal musical ideas for <i>arrangements and compositions</i> within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.</p> <p>7 - MU:Cr7.1.7a Select, organize, develop and document personal musical ideas for <i>arrangements, songs</i>, and compositions within AB, ABA, or <i>theme and variation</i> forms that demonstrate <i>unity and variety</i> and convey expressive intent.</p> <p>8 - MU:Cr7.1.8a Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate <i>tension and release</i>, unity and variety, <i>balance</i>, and convey expressive intent.</p> | | |
| | <p>Objective/Learning Intention: Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> | | |
| | <p>Vocabulary: Collaborate, commission, curiosity, composer, repertoire, cadenza, concerto, guinea pig, lullaby, techniques, poetry, storytelling, fascinating, Fantasia, Cantus Arcticus, fax machine, bowings, phrasing, admire, metronome, tendonitis, reverence, tempo.</p> | | |
| <p>INSTRUCTION Suggestions for classroom delivery</p> | <p>Lesson:</p> <ol style="list-style-type: none"> 1. Anticipatory Set: Teacher-led class discussion on spontaneous creativity. 2. Assess pre-knowledge: Teacher-led class discussion about student identification of styles of creative choices such as tempos, dynamics, texture, sound colors. 3. Anchor Chart: Teacher-led class creation of chart of: rich, descriptive words (ex. Poetry, dynamics, etc) 4. Guided Reflection: Teacher discusses creative choices and collaboration. Class/groups briefly sample music from CC's Spotify listening list and discuss ways for performers and composers to collaborate. 5. Classical Classroom Podcast: Students listen to the podcast from 06:09 – 07:28 to gain an understanding of the ways that modern collaboration has made Anne Akiko Meyers' traditional interpretation richer. Listen to the entire podcast to see AAM's development into a musical poet. 6. Independent Reflection: Students further explore the pieces of music on CC's Spotify list and draw from personal experiences to develop a more informed and complex assessment of the music. 7. Review Objective/Learning Intention: Class activity – Students independently write about music in a journal. Students then share their new insights on music with the class. | | |

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| | <p>Formative Assessment: Observed Interactive Class Discussion – discuss and compare class critiques using specific examples from the Spotify listening list.</p> |
| <p>ACTIVE PARTICIPATION ACTIVITIES</p> | <p>Bloom’s Level 1 – Knowledge Begin anchor chart, simple terms, and examples of rich, productive, observation language aimed at collaboration or creation (ex. Emotional, insightful, etc.)</p> <p>Bloom’s Level 2 – Understanding Anchor chart is developed with more variety/advanced terms; music pieces are examined for nuance and application to collaboration, creation and composition.</p> <p>Bloom’s Level 3 – Applying 1. Could you hear AAM’s range of musical tastes from the tunes experienced on the Spotify listening list? 2. What types of playing do you like to hear on violin? Lyrical? Staccato? 3. How could you collaborate with others to create a variety of sounds and styles? 4. Students break into small groups and work together to identify styles of music that could draw attributes from other styles. 5. Students present their opinions of paired examples of music that may enhance each other through class discussion.</p> <p>Bloom’s Level 4 – Analyzing Teacher guided class review of paired music samples.</p> <p>Bloom’s Level 5 – Evaluating Students discuss performance evaluation choices and offer opinions of how other styles could enhance the same pairings.</p> <p>Bloom’s Level 6 – Creating Students draw on personal experience of appropriate music to develop opinions of how different styles may be paired to create a new style or how the collection of contrasting sounds could benefit from the pairing.</p> |
| <p>MODALITIES OF DIFFERENTIATED INSTRUCTION</p> | <p>Differentiated Instruction:</p> <p>Kinesthetic – movement – students move freeform or conduct along with the music discussed Aural – listening – to CC’s Spotify list and other appropriate selections from personal experience Visual – draw pictures that reflect understanding of the style differences</p> <p>Summative Assessment: Observed discussion over personal experience music choice pairings and the potential result of the pairings.</p> |