



Classical Classroom

Episode #175: The Unsolved Mysteries of Women Composers

Podcast, Instruction, Activities, Assessment

<p>Unit: Episode #175</p>	<p>Angela Draghicescu Pianist Classical Classroom Host: Dacia Clay KING - FM</p>	<p>Subject: Women Composers</p>	<p>Grade: 5-8</p>
<p>Essential Question: <i>Can YOU tell the difference between music written by a man or a woman?</i></p> <p>Inter-Disciplinary Connections: So many</p>		<p>This episode's Spotify playlist includes music by: <i>Louise Farrenc, Rebecca Clarke, Amy Beach, Clara Schumann.</i></p> <p>*The playlist can be found on the episode webpage - https://classicalclassroomshow.com/classical-classroom-episode-175-the-unsolved-mysteries-of-women-composers-with-angela-draghicescu/</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>) National Core Standard(s) addressed by grade:</p> <p>*There are no national music standards addressing the contributions of women composers and the obstacles they experienced in development of their craft. This lesson plan is meant to make use of available resources that add to the conversation in which it behooves all music teachers and musicians to participate.</p>		
	<p>Objective/Learning Intention: Students will understand some of the obstacles overcome by pioneering women composers.</p>		
	<p>Vocabulary: Composer, pianist, chamber musician, collaborative, detective, investigate, quintet, prolific, pre-nup, sculptor, roles, scrutiny, violist, violinist, music des salons, elephant-in-the-room, sonata, Ableton, Romance, Carnegie Hall, virtuoso, caliber, suppressed, ingenuity.</p>		
<p>INSTRUCTION Suggestions for classroom delivery</p>	<p>Lesson:</p> <ol style="list-style-type: none"> Anticipatory Set: Teacher led discussion on the potential differences between music written by women and men. Assess pre-knowledge: Teacher-led class discussion on how the ration of pieces performed men to women. (Less than 5% of concerts worldwide in the 2017/18 concert season included a piece by a woman composer.) Anchor Chart: Teacher-led class creation of chart of resources and learning styles, training, and music academies available throughout historical music periods. Guided Reflection: Class/groups briefly sample music from CC's Spotify listening list and other classical music and discuss initial qualities they notice in the music. Can they guess whether the pieces were written by a man or a woman? Classical Classroom Podcast: Angela Draghicescu takes Dacia on a walk through music history. Listen to the entire podcast as a whole for context. 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. 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. <p>Formative Assessment: Observed Interactive Class Discussion – discuss and compare class observation of differences in music composed by women or men. Perhaps a drop-the-needle quiz.</p>		

<p style="text-align: center;">ACTIVE PARTICIPATION ACTIVITIES</p>	<p>Bloom's Level 1 – Knowledge Begin anchor chart, simple terms, and list of examples of various pieces of music by women and men.</p> <p>Bloom's Level 2 – Understanding Anchor chart is developed with more variety/advanced terms; music pieces are examined for nuance and identification of the use of terms.</p> <p>Bloom's Level 3 – Applying 1. What music did you like? 2. Why? 2. What classroom instruments or materials could be used to imitate the music that your chose as favorite or were best able to define and critique? 3. Students divide into small groups and decide which classroom instruments or materials could be used to imitate one or more of the pieces? 4. Students work together to practice demonstration of understanding the music experienced.</p> <p>Bloom's Level 4 – Analyzing Teacher guided class review of live accompanying performances and guess which pieces were written by the boys or the girls.</p> <p>Bloom's Level 5 – Evaluating Students discuss performance evaluation choices, reveal which pieces were written by which students and discuss compositional differences and choices that students make.</p> <p>Bloom's Level 6 – Creating Students take turns performing for each other in small groups and are invited to improvise using discussed instruments and techniques for performance as directed by the composers.</p>
<p style="text-align: center;">MODALITIES OF DIFFERENTIATED INSTRUCTION</p>	<p>Differentiated Instruction: Kinesthetic – movement – students perform on a variety of classroom instruments Aural – listening – to CC's Spotify list, other classical composers, and other students' performances Visual – draw pictures that reflect understanding of the different music types, and visual representations of fellow classmates' pieces</p> <p>Summative Assessment: Observed discussion over experimented elements and student involvement in choosing instruments to convey applicable characteristics that are parts of all music.</p>