



Classical Classroom

Episode #177: Sharon Isbin on Spanish Art Song, TM and Everything Else Teacher pre-prep

Essential Question:

How does understanding the structure and context of music inform a response?

Inter-Disciplinary Connections:

History, politics, war, expression

Suggested Listening:

Tarrega, Lara, Granados, Rodrigo, Isbin.

*The playlist can be found on the episode webpage - <https://classicalclassroomshow.com/classical-classroom-episode-177-sharon-isbin-on-spanish-art-song-tm-and-everything-else/>

- Listen to **Classical Classroom Show #177** on the Classical Classroom webpage:
<https://classicalclassroomshow.com/classical-classroom-episode-177-sharon-isbin-on-spanish-art-song-tm-and-everything-else/>
- Study vocabulary in preparation for student questions.
- Familiarize with information about the composers and pieces mentioned in the show:
 - Francisco Tarrega, Federico Garcia Lorca, Agustin Lara, Enrique Granados, Joaquin Rodrigo, Howard Shore, Isaac Albeniz.
 - The pieces mentioned can be found on Classical Classroom's Spotify playlist located on the episode webpage.
- Use this guide, lesson plan, playlist and episode in creation of your lesson, class specific appropriate pre-questions, vocabulary study, music journal entry, etc.
- Review Bloom's Theory of Taxonomy and it's application to music criticism.

Focus on Objectives:

Students will understand how response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Vocabulary:

Transcendental meditation, creative process, mantra, stamina, expressive, post-traumatic stress, collaborate, flamenco, Franco, opera, collaboration, Folk music, arrangements.