



**LESSON PLAN: MANSION MUSIC – presented by the Howey Mansion Music Series**

Lesson Plan Title	Mansion Music – A Virtual Tour Thru American Classical Music
Lesson Plan Created by	Arisa Kusumi Sullivan, Executive and Artistic Director of the Howey Mansion Music Series <a href="http://www.howeymusicseries.org">www.howeymusicseries.org</a>
Grades	2 – 6 (complexity can increase with age)
Subject	American Classical Music
Goals	Students will get a glimpse into the Howey Mansion and its history, as well as getting a comprehensive overview of how various facets of historical American culture contributed to the forming of American classical music.
Objectives	Students will learn to <ul style="list-style-type: none"> <li>• sing and clap a beat,</li> <li>• learn some of the reasons why music was important to society (dancing, emotion, news, salon music)</li> <li>• learn various elements of American and European culture that contributed to the forming of American classical music</li> <li>• be able to identify four key American composers</li> </ul>
Materials	The school will need: <ul style="list-style-type: none"> <li>• a laptop of computer with internet access</li> <li>• a projector and screen/smart board</li> <li>• a large room in which students can sing, dance, and clap</li> </ul>
Introduction	Big Idea <b>Organizational Structure</b> - Enduring Understanding 1 MU.4.O.1 <i>Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</i> <ul style="list-style-type: none"> <li>• The teacher will give a short introduction about what classical music is and how it originated in Europe</li> <li>• What is acoustic playing/singing?</li> <li>• What are some types of instruments used in classical music?</li> <li>• Discuss time period when classical music originated.</li> </ul>
Development	Big Idea <b>Skills, Techniques, and Processes</b> - Enduring Understanding 1 MU.4.S.1: <i>The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</i> <ul style="list-style-type: none"> <li>• Students will view the video, and engage in clapping, singing, and dancing along with the video.</li> </ul>
Practice	Big idea <b>Skills, Techniques, and Processes</b> – Enduring Understanding 2 MU.4.S.2: <i>Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</i> <ul style="list-style-type: none"> <li>• Teacher can practice finding and clapping the beat in other pieces of music.</li> </ul>

	<p><b>Big Idea Critical Thinking and Reflection –</b> Enduring Understanding MU.4.C.2: <i>Assessing our own and others’ artistic work, using critical thinking, problem solving, and decision-making skills is central to artistic growth.</i></p> <p>Enduring Understanding 3 MU.4.C.3: <i>The process of critiquing works of art lead to development of critical thinking skills transferrable to other contexts.</i></p> <ul style="list-style-type: none"> <li>• Teachers can introduce how African-American culture and negro spirituals had an impact on American music, particularly in the theme of “New World Symphony,” and its inspiration from the hymn “Going Home.” Listening: <a href="https://youtu.be/M9smSP1dq-A">https://youtu.be/M9smSP1dq-A</a></li> <li>• Teachers can play other works by the composers mentioned in the program and critique/discuss.</li> <li>• Students can learn more in depth details about classical instruments and what instruments were available to American populations, e.g.the Shakers, slaves, and classical musicians from the 19<sup>th</sup> vs 20<sup>th</sup> Centuries.</li> <li>• Students can discuss the salon music culture of the 19<sup>th</sup> and early 20<sup>th</sup> C. in the US. (what is chamber music?)</li> <li>• Students can do online research to learn more about a favorite aspect of the program (e.g., a composer, the Shakers, folk music, musical theater)</li> </ul>
Accommodations	If there is a hearing-impaired student, a sign language translator can be provided, and student may want to sit near the speakers to feel vibrations.
Checking for Understanding	Worksheets are included to test comprehension.
Closure	<p>Big idea <b>Critical Thinking and Reflection</b> - Enduring Understanding 3 MU.C.4.3: <i>Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</i></p> <ul style="list-style-type: none"> <li>• After the program, the teacher can lead a discussion of the students’ favorite composer or composition and why to personalize the experience and process the information.</li> </ul>
Evaluation	Worksheets should be completed – can be used as a quiz

**MANSION MUSIC – A VIRTUAL TOUR THRU AMERICAN CLASSICAL MUSIC**

**WORKSHEET**

1. What are the instruments that Ms. Abby and Ms. Heather are playing?



2. How is classical music different from pop music?

3. Who were some of the composers that they mentioned in the video?



4. What are some of the reasons that people began playing or singing music?

5. Which piece left the biggest impression on you and why?