

Sample Lesson Plan

<p>Objective: To connect a famous work of art to a famous piece of musical literature and have the students interact with both in creative and responsive ways.</p>	<p>Assessment: In addition to sharing their artwork, students will write a small paragraph about the musical elements of the piece that they found interesting (melody, rhythm, texture, form) and how these elements connect to the painting by Seurat.</p>
<p>Pacing: Step 1: 3 minutes Step 2: 2 minutes Step 3: 5 minutes (would be longer, maybe 12 minutes, in a real classroom setting) Step 4: 10 minutes Step 5: 3 minutes Step 6: 10 minutes</p>	
<p>Materials: Students: Blank paper to use as a “canvas,” pencils Teacher: Computer with projection capabilities</p>	
<p>Class Background: Music Education students at Westminster Choir College. This situation shows extenuating circumstances in which the students will pick up information much more readily than actual middle schoolers.</p>	
<p>Sequence: Step 1: Prepare Have the students come into the classroom while playing some music by Debussy, then explain the cultural context of the French Impressionist era in terms of music and art. Use storytelling as a medium for evoking interest from the students to explain the concept of motifs. What are they and how are they relevant to music and art? Step 2: Listen and Identify Without displaying the video, play from 1:10-3:30 of “Sunday” by Sondheim and ask students to identify the texture and any motifs of the piece and ask what they really liked or found peculiar. Have them write this information down. Step 3: Participate/Process Ask the students to share their insight from the identify step. Project the image of the recurring motif and have the students figure out the melody on solfege syllables. Reveal correct solfege. Sing as a class (give an F major chord and have them sing an arpeggio first). Play the piece and have the students raise their hands whenever they hear it in the piece. Evaluate how many students responded and then play the piece again to aim for more participation. Step 4: Question/Response/Information Ask about student responses to the clip now that they’ve seen it a few times. Give background for the musical <i>Sunday in the Park with George</i>. Step 5: Listen Again This time, have the students sing along with the little theme that they’ve just learned. Cue them when to enter. Step 6: Connect The students will draw their own visual depictions of the song, then share them with the class (if comfortable), then teacher shows the famous Seurat painting on which the musical is based.</p>	

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NAfME Standards	<i>Elaborate on the standard that you implemented in your lesson.</i>
Create	Students created their own works of visual art to accompany the piece played.
Perform	Students sang the solfege of the main theme along with the recording.
Respond	Students were given the opportunity to identify musical elements of the piece and then were asked to respond with their own creations.
Connect	Students connected their artwork to that of Seurat and were able to perform on their own in the context of the piece.

NOTES

- French Impressionist era
 - Spanned about 50 years from 1870 to about 1920
 - A movement among various composers in Western classical music whose music focuses on suggestion and atmosphere, "conveying the moods and emotions aroused by the subject rather than a detailed tone-picture"
 - "Impressionism" is a philosophical and aesthetic term borrowed from late 19th century French painting after Monet's *Impression, Sunrise*
 - Debussy, Ravel
 - Monet, Van Gogh, Henri Edmund Cross, Renoir, Degas, Seurat
 - **MOTIFS**
 - Art
 - Busy city and quiet countryside, capturing a split second of life
 - Music
 - a short musical idea, a salient recurring figure, musical fragment or succession of notes that has some special importance in or is characteristic of a composition
- "Sunday" (Sondheim) - 1:10-3:30
 - Based on Georges-Pierre Seurat "Un dimanche après-midi à l'Île de la Grande Jatte (A Sunday Afternoon on the Isle of Grand Jatte)"
 - Pointillism, an offshoot of Impressionism
 - <https://www.youtube.com/watch?v=9C2qLiCafZw>