

Featuring Zuill Bailey: *Cello (Piano Accompaniment)*

Study Guide: Music

Objective: Students will explore the ways music reflects contemporary society by focusing on popular music of the 19th and early 20th centuries—orchestral music of the Romantic era. After students conduct research online about musical instruments, they will create an advertisement about a musical instrument.

Standard: Grades 3-5 FL Music Standards: Identify instruments and their families (groups) MUD122; Understands historical events in world music MUC123

Time: two to three 45 min. periods

Materials: Pencil, Paper, computer, speakers, construction paper, glue, scissors, crayons, markers

Activity:

1. Teacher will explain that students will learn about the Romantic period in music history (1815-1910). Three out of the four pieces that will be played in the Bailey concert are from the Romantic period (composers Beethoven, Mendelssohn, Brahms). They will research the orchestra instruments that made their debut, or became more prominent, during the period and make an advertisement for a specific instrument.
2. Play an excerpt from Mendelssohn's *Variations Concertantes in D Major Op. 17* for students to hear an example of a piece played during the Romantic period. Try to identify some of the instruments in the pieces as well (link is listed below in Resources).
3. Ask students what their favorite bands and musicians are. Ask them to describe the music and explain why they like it. Then ask students to describe the music that their parents or guardians listen to and describe it. Do they like the music that their parents' listen to? Why or why not? Foster a discussion about the ways the popular music of the day reflects the ideas and attitudes of the people who primarily listen to it.
4. Explain to students that, before there was Hip Hop or rock or techno music, there was orchestral music. Tell them to keep in mind that music that seems completely old-fashioned to them was the popular music of the day. In a computer lab, allow students to explore the "Meet the Players" section of [Perfect Pitch](#) on their own or with a partner. Give each student or student pair a set of headphones so that they can listen to each instrument's sound. Allow students a few minutes to browse through the site without specific directions so they can gain a sense of the site's format.

5. Next ask students to put the eight (8) instruments that became popular during the Romantic Era into a timeline based on the description of each instrument. They can do this on the computer using the Microsoft Word application or a piece of paper.
6. Inform students that they will be focusing on the Romantic era of music and will discuss how the music of the day was shaped by ideas and values that were prevalent during 19th– and early 20th-century European history. Explain to students that, in the 18th century, much of European life was centered around aristocrats, wealthy people who lived in lavish homes that were often subsidized by the government. But with the French Revolution of 1789-1799, Europe saw the downfall of aristocracy, the rise of the middle class, and the rise of democratic values. Just as France was becoming democratized, so was music. With the downfall of aristocracy, many court orchestras disbanded. By the 19th century, a number of municipal concert orchestras were established. Theatrical and symphonic music filled public spaces, necessitating more and larger music halls and luring the "common man."
7. Ask students how larger music halls might affect the music that is performed in them. Perhaps students have experienced a concert in a large space and can compare the sound of the music with that being performed in a small space. Explain to students that today we have amplifiers and microphones to help carry sounds to a large audience. But such technologies weren't yet invented in the 19th century. So orchestras grew considerably during the Romantic era. This was also due, in part, to advances in technology and innovations in musical instruments.
8. Tell students to visit the "Meet the Players" section of *Perfect Pitch* again. Instruct them to look at all of the new instruments in the Romantic section. Have students work in pairs and pick an instrument in its "rookie year" to research and find information on. They will design an ad for their instrument as if they are the inventor of that instrument and they want to sell the instrument to orchestras and individual musicians. What makes the sound unique? What does the instrument do that other instruments already in the orchestra cannot do? What technological advances improved the instrument's sound (i.e., introduction of valves on woodwinds and brass instruments? Students should come up with a slogan for their instrument and five bullet points that convey aspects of their instrument that would encourage people to buy it.
9. Give students construction paper, scissors, glue, crayons, etc. to make an advertisement with a partner.
10. Students will share their advertisement with the class. After everyone has shared their work, the students will vote on what instrument was the most convincing to purchase.

Assessment: Creating a timeline of orchestra instruments in the Romantic period.
Creating an advertisement of an instrument in groups.

Resources: <http://artsedge.kennedy-center.org/perfectpitch/>
<http://artsedge.kennedy-center.org/content/3955/>
<http://www.classicsonline.com/catalogue/product.aspx?pid=2205>
Mendelssohn Variations Concertantes in D Major Op. 17