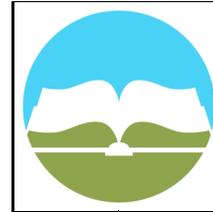


Arts Integrated Lesson Plan



ART FORM:
Music



SUBJECT AREA:
Reading/English Language
Arts

Lesson Title:
Introduction to Ludwig van Beethoven

Grade:
3

Contributor, School:
Kathy Hillock, Mt. Airy Elementary School

Time Frame:
One hour

State Curriculum Content Standards, Indicators, Objectives

Music Content Standard(s)

1.0 Perceiving, Performing, and Responding: Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond.
2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of music as an essential aspect of history and human experience.

Reading/English Language Arts Content Standard(s)

Comprehension of Literary Text
3.0 Students will read, comprehend, interpret, analyze, and evaluate literary text.
Writing
4.0 Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Music Content Indicator(s)

1.1 Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment.
1.2 Experience performance through singing, playing instruments in general, vocal, and instrumental settings, and listening to performances of others.
2.4 Develop knowledge of a wide variety of styles and genres through the study of music history.

Reading/English Language Arts Content Indicator(s)

3.7 Identify and describe the author's use of language.
4.2 Compose oral, written, and visual presentations that express personal ideas, inform, and persuade.

Music Content Objective(s)

1.1.c Read music including dynamics (p,f), tempo (*allegro*, *adagio*), and meter (2/2, 2/4, 4/4, 3/4, and 6/8).
1.2.a Perform accurately simple rhythms at sight from standard notation: whole notes and whole rests, half notes and half rests, quarter notes and quarter rests, two eighth notes connected.
2.4.a Demonstrate an awareness of music history by performing songs, games, and dances representing a variety of composers, styles, genres, and world cultures.

Reading/English Language Arts Content Objective(s)

3.7.a Identify and explain how the use of dialogue contributes to a story.
3.7.b Identify and explain specific words and phrases that contribute to meaning.
4.2.b Describe in prose and poetry by using sensory details and vivid language with action verbs and colorful adjectives.

Objective(s) (Connecting the content areas)

- Students will be make connections among Ludwig van Beethoven’s personality, his life as a composer, and one of his most famous works.
- Students will create an “Ode” poem to creatively describe Mr. Beethoven and make their own assumptions before learning the facts.
- Students will work cooperatively within groups to create a final product.

Key Arts Vocabulary

composer, composition, classical

Key Reading/English Language Arts Vocabulary

ode, descriptive

Prior Knowledge Students Need for This Lesson**Art**

Recorder fingerings and technique—
Students learned how to play “Ode to Joy”
in music class.

Reading/English Language Arts

Students should be able to understand the meaning of a poem.

Materials and Resources**Materials and Resources for the Class**

- Paper
- Pencils
- Clipboards
- Recorders

Materials and Resources for the Teacher

- Beethoven poster
- *Beethoven Lives Upstairs* video
- “Ode to Joy” recording
- Notes on Beethoven
- Recorder music for “Ode to Joy” overhead and accompaniment

Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)

- Students enter and begin to silently practice the warm-up rhythm on the board. (2 min)
- Clap the warm-up rhythm, sing the warm-up scale, and do the echo singing warm-up. (3 min)
- Put the poster of Beethoven on the chalkboard.
- Class discussion (5 minutes)
- Tell students that he is a composer and discuss what a composer does.
- By just looking at this picture, ask students to give you descriptive words to describe the composer they are looking at. Write the words on the board around the poster.
- Ode to the Mystery Composer activity (25 min)
- Explain what the word *ode* means.
- Read “Ode to la Tortilla” by Gary Soto as an example pointing out all of the descriptive words he uses.
- Students will work in groups of four or five to cooperatively write their own ode poems to the mystery composer.
- For the last seven or eight minutes, let each group share its poem with the rest of the class.
- While all of the writing is taking place, have “Ode to Joy” playing softly in the background.
- Beethoven introduction (5 min)
- Reveal Beethoven as the composer and read the biographical notes about him.
- Explain that the piece we have been listening to is “Ode to Joy,” one of his most famous compositions.
- *Beethoven Lives Upstairs* video clips (5 min)
- Show two video clips: one where he is into his music while composing and one where he is having a serious conversation with the boy about his childhood. Discuss *dialog* taking place in the clips and how it would look if it were in a story. Discuss how *dialog* contributes to the story.
- Revisit ode poems (5 min)
- Ask students to revisit their ode poems and circle any descriptive words they used to describe Beethoven that proved to be correct after learning about him.
- Ask for student examples to share with the class.

- Make the point that sometimes appearances can be deceiving and “you can’t always judge a book by its cover.” (character education!)
 - Play “Ode to Joy” on recorders. (10 min)
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Closure/Summary

- Revisit the objectives and answer essential questions: What do students know about Beethoven now that they did not know before?
 - Exit Card: If Beethoven lived upstairs from you, what would you ask him?
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Assessment (Description/Tools)

- The teacher and students will listen to the “ode” poems that the groups created. The teacher and students will do group assessments by allotting the group one check if the group used more than three descriptive words. A second check will be given if the group worked collaboratively, and a third check if the ode was written in the correct format.
 - Students will revisit their odes after learning more about Beethoven. As formative assessment, students will give thumbs up if they made assumptions from the picture that were different from what they learned in the biographical information.
 - Students will be given an opportunity to rewrite their “odes” using more descriptive language, dialog, and information that they have learned about Beethoven in the lesson.
 - Students will perform “Ode to Joy” on their recorders by reading the simple notation, then self-assess their own performance with a “high five” for an excellent performance—no mistakes, a “middle three”—no more than 3 mistakes, or a “low one”—more than 3 mistakes.
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Lesson Extensions

- Ask the class what they found most interesting about Beethoven. What opinion do they have of Beethoven as a composer? Students should support their opinions with facts learned in the composer study.
- Students could conduct the recording of “Ode to Joy” like Beethoven would have—not knowing when to stop due to his hearing loss.