

Elk Grove Unified School District
Visual and Performing Arts Resources
Music

Grade Five: Lesson 2

Title: Meet the Composers—Leonard Bernstein: An American Composer

Standards Addressed

Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

- 1.4 Analyze the use of music elements in aural examples from various genres and cultures.
- 1.6 Identify and describe music forms, including theme and variations, and twelve-bar blues.

Historical and Cultural Context

Understanding the Historical Contributions and Cultural Dimensions of Music

- 3.2 Identify different or similar uses of musical elements in music from diverse cultures.
- 3.5 Describe the influences of various cultures on music of the United States.

Aesthetic Valuing

Responding to, Analyzing, and Making Judgments About Works in Music

- 4.2 Develop and apply appropriate criteria to support personal preferences for specific musical works.

Connections, Relationships, Applications

Connecting and Applying What is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

- 5.1 Explain the role of music in community events.

Time: 20 minutes

Floor Plan: Regular classroom setting.

Materials Needed:

- Silver Burdett Ginn, *The Music Connection—Fifth Grade*, Teacher’s Manual
- Silver Burdett Ginn, *The Music Connection—Fifth Grade*
- CD player
- CD 3 #23 or VAPA CD #2

Purpose:

- To learn about Bernstein, his music, and listen to one of his selections.
- To recognize the use of various cultural styles to create this work.

Background:

The students may benefit from doing the “Sing a Song” lesson first as Bernstein’s musical selection incorporates that style. Some teachers have found it helpful to do Lesson 4 prior to Lesson 2.

Key Questions:

- Who is Leonard Bernstein?
- Why is he important?
- What makes this musical selection unique?

Vocabulary:

- * *Composer*—one who creates musical or literary works.
- * *Call and response*—a follow-the-leader process in which a melody is introduced by one voice or instrument and then immediately answered by other voices or instruments.
- * *Rhythm or meter in five*—a composition with five beats per measure.

<u>Steps of the Lesson</u>	<u>Thoughts for the Teacher</u>
1 Set up purpose/goals “Today we are going to learn about a very important and famous American composer and conductor. His name is Leonard Bernstein. We will also be listening to one of his selections called <i>Gloria Tibi</i> .”	How are you making your purpose clear to the students? Have the students turn to page 81 (or see attachment), in their music textbooks. Read the <i>Meet the Composer</i> selection orally. See the <i>Spotlight On</i> section in the teacher’s manual for more information on the composer and the JFK Center.
2 Engage students Draw the students’ attention to page 80 (or see attachment), read page 81(or see attachment) together, and then play the selection <i>Gloria Tibi</i> (CD 3 #23 or VAPA CD #2).	How can I effectively get the students interested in the content of the lesson? The English translation is in the teacher’s manual, page 81, if you wish to share it (or see attachment).
3 Learning Sequence <ul style="list-style-type: none">▪ The rhythm in <i>Gloria Tibi</i> is in 5, which is a very unusual time. It means that each measure has 5 beats.▪ The soloist and the chorus use the call and response style, which means the soloist sings alone and then the chorus sings. It is also called solo/chorus.▪ Have the students raise their hand when they hear the chorus sing.▪ Have them try to clap the rhythm at the top of page 81 (or see attachment).	What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present? The students will clap the rhythm and realize the meter in five.
4 Assessment Have the students respond to these questions: <ul style="list-style-type: none">▪ Who is Leonard Bernstein?▪ What is he famous for?▪ What is unique about this musical selection?	How will you allow your students to deepen their understanding of content presented? (Reflect, revise, retell, refine, practice) The students may have seen some of his other works (the movie <i>West Side Story</i>). It is interesting to note that a Jewish composer has written a Latin Mass selection with the influence of African American rhythm and form. Ask the students if they know any songs or musical compositions that have a call and response.

“GLORIA TIBI” from MASS

By Leonard Bernstein

For Two-Part Chorus of Treble voices with Tenor Solo

Text from the Liturgy of the Roman Mass:

“Gloria tibi,
Gloria Patri,
Gloria Filio,
Et Spiritui Sancto,
Laudamus te,
Adoramus te,
Glorificamus te,
Benedicimus te.
Gloria Patri,
et Filio,
et Spiritui Sancto.
Gloria!”

Translation:

“Glory to Thee,
Glory to the Father,
Glory to the Son,
and to the Holy Spirit,
We praise Thee,
we adore Thee,
we glorify Thee,
we bless Thee.
Glory to the Father,
and the Son,
and to the Holy Spirit.
Glory!”