

Program 2 Setting

KENTUCKY CORE CONTENT FOR ASSESSMENT ADDRESSED

Music

AH-E.1.1.31	Rhythm: triple time
AH-E.1.1.32	Tempo
AH-E.1.1.33	Melody: shape
AH-E.1.1.34	Harmony: unison
AH-E.1.1.36	Timbre: instrument families
AH-E.1.1.37	Dynamics: piano, forte
AH-E.1.1.39	Instrument families: string, woodwinds, brass, percussion
AH-E.1.1.24	Evaluate own musical performance or composition by citing appropriate musical elements.



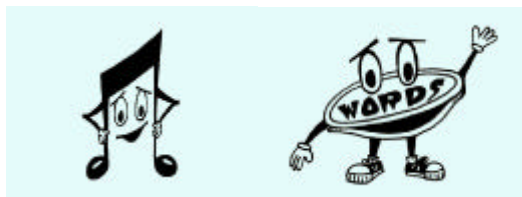
Writing

WR-E-1.1	Reflective Writing
WR-E-1.2	Personal Writing
WR-E-1.3	Literary Writing

Program Objectives

Students will be able to:

- Define setting
- Identify questions that can be used to develop setting
- Identify and describe elements of music
- Identify two ways in which composers create setting in music
- Revise writing pieces to show more detailed setting
- Write original pieces with improved character and setting development
- Analyze music using the elements of music



Program Outline

All Times Approx.

- 00:00 **PART I:** Host Robert Franz introduces the program on setting and talks with students about settings they have created for stories they've written
- 03:40 Author George Ella Lyon talks about how she comes up with settings for her stories and describes in particular the setting she developed for her book *Here and Then*
- 04:40 George Ella reads an excerpt from *Here and Then* illustrating setting
- 07:45 Robert and the students discuss what they learned about the setting of *Here and Then*
- 10:00 **PART II:** Robert and composer Lawrence Dillon talk about how setting is achieved in music
- 11:00 George Ella and Lawrence compare the development of setting in music and writing
- 13:00 Robert introduces *Sunrise* from the Peer Gynt Suite by Edvard Grieg
- 14:00 The Central Kentucky Youth Orchestra performs *Sunrise*
- 17:40 Robert wraps up the program
- 18:10 Meet the young musicians
- | | | |
|---------------------|---------|-------|
| Total Running Time: | Part 1 | 10:00 |
| | Part 2 | 10:00 |
| | Program | 20:00 |

Setting: Part I (10 minutes)

You become active in a special way when you're working on a piece because you're searching, and listening, and discovering...

—George Ella Lyon, author

...and the piece itself seems to come alive and have a will of its own...

—Lawrence Dillon, composer

For me, I feel like I sort of pretend for a living.

—George Ella Lyon, author



Before You Watch

- **Writing:** Ask students what interesting settings they've read about in classroom literature. Discuss some students' works that involve setting. **Using Handout B**, generate a list with students of the kinds of questions they ask when writing or revising stories for setting.

Watch

- **WATCH** Part I. Writer George Ella Lyon, composer Lawrence Dillon, and Maestro Robert Franz talk about how setting is created in writing and in music. George Ella reads an excerpt from her book *Here and Then* to describe setting.

During the Program

- **Before George Ella reads from her book:**
 - *Use Handout B:* Have students add to the lists of Questions/Techniques those that author George Ella Lyon and composer Lawrence Dillon ask themselves when creating settings.
 - What sense (vision, hearing, taste, touch, smell) did George Ella say we tend to write from?
 - What is a floor plan? How does George Ella use one to help her write setting?
- **As George Ella reads from her book...**
 - Write down or think about specific things she included in her setting—sounds, colors, feelings, etc. After she finishes, stop the tape and ask your students to discuss what they heard in her setting. Then watch as Robert and the students discuss what *they* heard.

Setting: Part II (10 minutes)



The Central Kentucky Youth Orchestra,
conducted by William Briggs, perform *Sunrise*

Before You Watch

- **Music:** Review with students the **Elements of Music**. How would you use these elements—especially **tempo and dynamics**—to compose music that is scary? Sad? Happy? Angry? (e.g. happy music would be quick and loud)

Listening Guide: Edvard Grieg's Sunrise

Review elements of music before listening. Ask your students to listen for the following. For reinforcement of these KERA music core content terms, listen with students more than one time!

- The music begins with a **woodwind instrument**: a **flute** solo. Listen to the **melody (tune)** moving up and down. Notice it is in **triple time** (count it in groups of three). The tempo is medium. Following the flute, a different woodwind, the **oboe**, repeats the same melody. Notice the different **timbres** (sound quality) of

the two instruments. Listen as they call back and forth with the string instruments playing shifting chords in **harmony** underneath. What is the mood of this beginning? What part of the sunrise would you say it is? What is the **tempo** and **dynamic level**? (medium tempo and soft dynamic level, or **piano**)

- The whole orchestra plays the **melody in unison** (together!) at a loud dynamic level, or **forte**. It produces a full, lush sound. It's as if the sun has burst over the horizon! Listen throughout the piece for when the loudness increases (**crescendos**) or decreases (**decrescendos**).



The flute and oboe are featured in *Sunrise*.

- Listen as different instruments take up the melody. Toward the end, the **clarinet** play a solo with a **trill** (a bird-like fluttering) before passing the melody back to the flute.
- The music ends quietly, or **piano**. The last chord is sustained and is happy as the sunrise finishes!

Watch

- **WATCH** Part II. Maestro Franz discusses setting in music with composer Lawrence Dillon. Then, the **Central Kentucky Youth Orchestra** performs Edvard Grieg's *Sunrise* from the Peer Gynt Suite to describe the setting of a sunrise.

During the Program

- **STOP** the tape after the orchestra plays *Sunrise*. Discuss:
 - What two elements of music does Lawrence say are almost always used to create a musical setting or mood? [Ans: tempo (speed) and dynamics (volume)]
 - What is the overall mood of this piece?
 - Which instrumental soloists that you heard played **high pitches**? [Ans: flute] **Medium pitches**? [Ans: oboe, clarinet] **Low pitches**? [cellos, basses]

Follow-up Activities

- **Writing:** Have students return to **Handout B**. In a discussion, ask them to compare their questions with those of the composer and author. Are their questions similar? Can they add new questions to improve their lists? Ask students to revisit the writing pieces they brought out before the program and revise them using this list of questions as a guide.

- **Write** a descriptive piece about a memory you have of a favorite place you go during your summer vacation; use *all five senses* in describing the setting. Consider using this as piece of personal writing for a portfolio entry!
- **Music:** Review again the **elements of music** with your students. Have them listen to the Grieg's *Sunrise* with the listening guide in front of them and ask them how he used various elements of music to describe the sunset. Ask them what points in the listening guide they were able to hear.



Student Worksheet

Fun Follow-up!

Figure out what words the clues represent. Then find the words in the grid. Words can go horizontally, vertically and diagonally in all eight directions.

B	L	D	M	J	O	N	E	T	R	O	F
N	G	X	O	P	T	H	B	Z	H	G	P
H	N	G	M	N	C	F	Y	C	R	V	S
B	I	E	C	T	A	B	L	I	B	L	C
N	T	N	I	R	F	I	E	U	K	P	I
F	T	P	O	K	E	G	P	M	T	T	M
B	E	J	B	N	M	S	H	Q	T	E	A
N	S	W	O	M	X	Z	C	M	P	Z	N
N	V	V	E	K	K	W	N	E	F	R	Y
K	Z	H	J	H	A	R	M	O	N	Y	D
W	M	N	T	D	M	D	L	R	C	D	K
X	D	E	C	R	E	S	C	E	N	D	O

CLUES:

- 1) Focus of KET's Program 2: _ _ _ _ _
- 2) When music grows gradually louder: _ _ _ _ _
- 3) When music grows gradually softer: _ _ _ _ _
- 4) Volume markings in music: _ _ _ _ _
- 5) Non-reed woodwind instrument featured in *Sunrise*: _ _ _ _ _
- 6) Dynamic marking meaning "loud": _ _ _ _ _
- 7) Composer of *Sunrise*: _ _ _ _ _
- 8) Music played with the melody but different from it: _ _ _ _ _
- 9) Reeded instrument featured at beginning of *Sunrise*: _ _ _ _ _
- 10) Dynamic marking meaning "soft": _ _ _ _ _
- 11) How high or low the notes are: _ _ _ _ _

Teacher Answer Sheet

ANSWERS:

1. Focus of KET's Program 2: **SETTING**
2. When music grows gradually louder: **CRESCENDO**
3. When music grows gradually softer: **DECRESCENDO**
4. Volume markings in music: **DYNAMICS**
5. Non-reed woodwind instrument featured in *Sunrise*: **FLUTE**
6. Dynamic marking meaning "loud": **FORTE**
7. Composer of *Sunrise*: **GRIEG**
8. Music played with the melody but different from it: **HARMONY**
9. Reeded instrument featured at beginning of *Sunrise*: **OBOE**
10. Dynamic marking meaning "soft": **PIANO**
11. How high or low the notes are: **PITCH**