Unit Plan: Program Music

*The Firebird*

By: Igor Stravinsky

Grade Level: First

Time: Four weeks at forty minutes per lesson

Standards Addressed:

#4- Composing and arranging  
#6-Listening, analyzing and describing  
#8- Understanding relationships between music, the other arts, and other disciplines

Christopher Roberts  
March 19, 2010
# LESSON PLAN

**Teacher Candidate:** Christopher Roberts  
**Date and Time of Lesson plan submission:**  
**School:** Union Sanborn  
**Coop Teacher:** Brian Winslow  
**Date of Lesson:**  
**Grade Level:** First  
**Enrollment:** 19  
**Time and length of the Lesson:** 40 minutes  
**Standards Being Addressed:** 6, 8

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<th>#10 Identify the range of careers in music</th>
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<td>C. sing from memory</td>
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<td>D. sing ostinatos, partner songs and rounds</td>
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**#6 Listening, analyzing & describing**  
A. identify simple music forms  
B. demonstrate perceptual skills by moving  
C. use terminology in explaining music  
D. identify sounds of instruments and voices  
E. respond through movement while listening

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**#7 Evaluating music and performances**  
A. devise criteria for evaluating performances  
B. explain using terminology personal preferences

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**#8 Understanding relationships between music and other arts and disciplines**  
A. identify similarities and differences  
B. identify ways in which other disciplines are interrelated with those of music

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**#9 Understanding music in relation to history and culture**  
A. understand music in relation to history and culture  
B. describing how elements in music are used in music examples from various cultures  
C. identify various uses of music in daily experiences  
D. identify and describe roles of musicians  
E. demonstrate appropriate audience behavior

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**#10 Identify the range of careers in music**  
A. identify occupations  
B. identify local resources where people can take part  
C. identify professions where arranging and composing skills are used  
D. recognize that people evaluate music and performances
Concept/Main Focus: Understand what programmatic music is and that it is able to tell stories without words.

Student Objectives:
- Identify relationship between music from *The Firebird* (specifically *The Capture of the Firebird*) and “The Story of Prince Ivan, The Firebird, and the Gray Wolf.” Like with written stories, they will understand that composers, sometimes, try to tell stories by using instrumental music.
- Understand proper listening procedure.

Assessment: Students will discuss how the music shows the story.

Pre-requisite knowledge needed:
- Proper listening procedure.
- What a firebird is (Phoenix-Fawkes from Harry Potter)
- What program music is.

Key Points/Vocabulary:
- Suite: a collection of shorter pieces that have a common theme which are most often performed as a single piece of music.
- Program Music—music that tells a story.

THE PLAN:
**Greeting/Sharing of Objectives:**
- Greet the students, pick a classroom helper and have them shut the doors, then take attendance.
- Question of the day: “Can music without words tell a story?”
- Go over proper listening etiquette (manners)
- Tell them how Igor Stravinsky, a Russian composer from the early 20th century wrote a piece of music based on this story called *The Firebird*.
  - play Mvt. 5—*Ivan-Tsarevich Captures The Firebird*
- Tell them that this particular piece is when Prince Ivan captures the Firebird. Play it again while looking at the listening map.
- Have them explain how the music relates to that part in the story.
- Talk about how much the music helped to amplify the experience of picturing capturing the Firebird

Review (if applicable):

New Material:
- Proper listening procedure
- We CAN hear a story in music

Application/Practice:

Closing/Review of Objectives (maybe a hint about what will happen next time):
LESSON PLAN

-Go back to the question: “We CAN hear a story in the music!”
-Next week we’ll learn some more about this story!

Set-up & Materials Needed:
-CD Player
-CD of *The Firebird*-Track 5
-*Capture of the Firebird* listening map.

Accommodations: None currently needed.

Reflection:
1. Did the students meet the objectives?
2. What gives you the evidence to know if they met or did not meet the objectives?
3. Did you choose an appropriate assessment that provided you with evidence for all students?
4. Were the students engaged?
5. Were there any classroom management issues? If so, how did you handle them?
6. Is there anything you would do differently if you were to teach this lesson again?
7. Anything else to share…
# LESSON PLAN

Teacher Candidate: Christopher Roberts  
Date and Time of lesson plan submission:  
School: Union Sanborn  
Coop Teacher: Brian Winslow  
Date of Lesson:  
Grade Level: First  
Enrollment: 19  
Time and length of the Lesson: 40 minutes  
Standards Being Addressed: 6, 8

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B. sing expressively  
C. sing from memory  
D. sing ostinatos, partner songs and rounds  
E. sing in groups, responding to conductor | A. perform on pitch, in rhythm, maintain a steady tempo  
B. perform rhythmic, melodic and chordal patterns  
C. perform expressively representing diverse genres and styles  
D. echo short rhythms and melodic patterns  
E. perform in groups, responding to conductor  
F. perform independent instrumental parts while others sing or play contrasting parts | A. improvise “answers” to rhythmic and melodic phrases  
B. improvise simple rhythmic and melodic ostinato accompaniments  
C. improvise rhythmic variations and melodic embellishments  
D. improvise short songs and instrumental pieces using variety of sound sources | A. create & arrange to accompany readings  
B. create & arrange short songs  
C. use variety of sound sources | A. read note values and meter signatures  
B. use system to read pitch notation in treble clef  
C. identify symbols and terms for dynamics, tempo and articulation and interpret  
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| A. identify simple music forms  
B. demonstrate perceptual skills by moving  
C. use terminology in explaining music  
D. identify sounds of instruments and voices  
E. respond through movement while listening | A. devise criteria for evaluating performances  
B. explain using terminology personal preferences | A. identify similarities and differences  
B. identify ways in which other disciplines are interrelated with those of music | A. understanding music in relation to history and culture  
B. describing how elements in music are used in music examples from various cultures  
C. identify various uses of music in daily experiences  
D. identify and describe roles of musicians  
E. demonstrate appropriate audience behavior | A. identify occupations  
B. identify local resources where people can take part  
C. identify professions where arranging and composing skills are used  
D. recognize that people evaluate music and performances |
Concept/Main Focus: Understand what programmatic music is and that it is able to tell stories without words.

Student Objectives: The student will be able to further understand the idea of telling a story through use of program music.

Assessment: Observe the students’ ability to follow the music and physically react to it.

Pre-requisite knowledge needed:
- Story of “The Firebird” up through Prince Ivan’s capture of the Firebird.
- What program music is.

Key Points/Vocabulary:

THE PLAN:
Greeting/Sharing of Objectives:
- Welcome class and have them meet on the stage
- Select a class helper to read the rules and shut the doors. Ask if they want their name read first in attendance
- Take attendance
- Ask question of the day: “Can we remember what Prince Ivan was doing with the Firebird?”
- Have them move onto the floor.
- Ask the class helper if they would like to be the firebird or if they would like to pick somebody to be the firebird.
- Have the firebird stand in the center of a big circle of everybody else.
- When the music has them creep in, they take a bunch of little steps in.
- When the music has the firebird sneak away, everybody takes steps back.
- When the firebird is caught, everybody pulls on invisible ropes.
- Have them sit back down and tell them the rest of “The Story of Prince Ivan, The Firebird, and the Gray Wolf.”

Review (if applicable):


Application/Practice:

Closing/Review of Objectives (maybe a hint about what will happen next time):
- Go back to the question: “We were able to remember what Prince Ivan was doing!”
- Next week, we’ll be composers just like Igor Stravinsky!

Set-up & Materials Needed:
- CD Player
- CD of The Firebird-Track 5

Accommodations: N/A
Reflection:
  8. Did the students meet the objectives?
  9. What gives you the evidence to know if they met or did not meet the objectives?
 10. Did you choose an appropriate assessment that provided you with evidence for all students?
 11. Were the students engaged?
 12. Were there any classroom management issues? If so, how did you handle them?
 13. Is there anything you would do differently if you were to teach this lesson again?
 14. Anything else to share…
**Teacher Candidate:** Chris Roberts  
**Date and Time of lesson plan submission:**  
**School:** Union Sanborn  
**Coop Teacher:** Brian Winslow  
**Date of Lesson:**  
**Grade Level:** First  
**Enrollment:** 19  
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**Concept/Main Focus:** Through the reading of notated music, further students’ understanding of telling stories through programmatic music. Also, work on the students’ understanding of the musical staff.

**Student Objectives:**
- Students will have a further understanding of how to tell a story using music through the reading of notation to accompany the story.
- Students will understand proper care and respect of instruments and how to hold mallets properly for bells.

**Assessment:** Listening to and observing students play the sounds represented by the different key characters in the story.

**Pre-requisite knowledge needed:**
- What programmatic music is.
- How to play basic instruments had in the class room.

**Key Points/Vocabulary:**

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**THE PLAN:**

**Greeting/Sharing of Objectives:**
- Pick class helper and have them shut door and read classroom rules
- Take attendance
- Have the students move to the floor area.
- Discuss how to take proper care of the instruments and go over proper procedure (when Mr. Roberts is talking, we’re not playing)
- Allow them to “experiment” with instrument keeping in mind how to treat the instruments with respect for about 30 seconds.
- When Mr. Roberts hits the “quiet cowbell”, we stop playing and put our mallets down on our laps.
- Introduce a three lined staff (Do-Mi-Sol)
- Introduce a glissando (practice before concept)
- Have a legend on a chart (Prince Ivan=Do-Mi-Sol)
  (King Kastchei=Do-Me-Sol)
  (Firebird=Gliss.)
- Read from chart version of story and, when we get to each part, listen for them to play the part that corresponds to that particular part in the story.

**Review (if applicable):**
- What is programmatic music?
- How to properly handle instruments.
- Proper listening procedure

**New Material:**
- Parts of a simplified staff.

**Application/Practice:**

**Closing/Review of Objectives (maybe a hint about what will happen next time):**
LESSON PLAN

-We’re almost done learning about *The Firebird*! Next week, we’ll go over one more song called the *Infernal Dance*!

**Set-up & Materials Needed:**
- Classroom instruments including drums, boom-whackers, triangles, and tambourines.

**Accommodations:** N/A

**Reflection:**

15. Did the students meet the objectives?
   a. No

16. What gives you the evidence to know if they met or did not meet the objectives?
   a. Because of discipline problems, we were unable to get through any of the lesson.

17. Did you choose an appropriate assessment that provided you with evidence for all students?
   a. When reviewing in a follow-up lesson, it was clear they retained none of the lesson on the staff.

18. Were the students engaged?
   a. No. They were unfocused on the task at hand and could only think about playing.

19. Were there any classroom management issues? If so, how did you handle them?
   a. Yes. There were endless classroom management issues. I ended up resorting to giving out two color changes and having to make two students put their bell sets away.

20. Is there anything you would do differently if you were to teach this lesson again?
   a. I need to figured out a better approach to having students playing instruments in the classroom.

21. Anything else to share…
   a. I am afraid to have students play bells in the classroom.
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E. sing in groups, responding to conductor | **#2 Performing on instruments**  
A. perform on pitch, in rhythm, maintain a steady tempo  
B. perform rhythmic, melodic and chordal patterns  
C. perform expressively representing diverse genres and styles.  
D. echo short rhythms and melodic patterns  
E. perform in groups, responding to conductor  
F. perform independent instrumental parts while others sing or play contrasting parts.  

| **#3 Improvising melodies, variations and accompaniments**  
A. improvise “answers” to rhythmic and melodic phrases.  
B. improvise simple rhythmic and melodic ostinato accompaniments  
C. improvise rhythmic variations and melodic embellishments.  
D. improvise short songs and instrumental pieces using variety of sound sources.  

| **#4 Composing and arranging music**  
A. create & arrange to accompany readings  
B. create & arrange short songs  
C. use variety of sound sources | **#5 Reading and notating music**  
A. read note values and meter signatures  
B. use system to read pitch notation in treble clef  
C. identify symbols and terms for dynamics, tempo and articulation and interpret  
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| **#6 Listening, analyzing & describing**  
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| **#10 Identify the range of careers in music**  
A. identify occupations  
B. identify local resources where people can take part  
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Concept/Main Focus: Discuss that all of the music we’ve listened to so far are actually for a ballet and talk about how much music affects how people move. We will discuss this through obvious examples from the Firebird (strongly contrasting).

Student Objectives: Students will further understand the concept of story telling through instrumental music and become familiar with the most famous movement of *The Firebird*.

Assessment: Observer students’ movement in relation to song

Pre-requisite knowledge needed:
- “The Story of Prince Ivan…”

Key Points/Vocabulary:
-Ballet:

THE PLAN:
Greeting/Sharing of Objectives:
- Pick class helper and have them close doors and read school rules
- Take attendance
- Move the students down to the floor
- Review the story and talk about how Igor Stravinsky actually wrote this music for a ballet
- Discuss how we can use the music to understand how to move to!
- Ask the students how the firebird would move and then demonstrate the opposite of what they describe. Ask one of them to show you.
- Play “Dance of the Firebird” for them and have them listen.
- Have them stand up and move to the “Dance of the Firebird”
- Have them sit back down and ask them what kind of emotions/feelings that kind of music felt like.
- Next, ask them how one of King Kastchei’s monsters might move. Demonstrate opposite then have a student demonstrate proper way.
- Play through the introduction of the Firebird
- Have them move to the firebird introduction
- Discuss what emotions/feelings they thought it felt like moving like that.
- If time is left, put on the Infernal Dance and have them pretend to be King Kastchei’s subjects who can never stop dancing (just for fun)-possible motivator?

Review (if applicable):
- “The Story of Prince Ivan…”

New Material:
-Ballet-how music related to movement and how that movement can help to tell the story.

Application/Practice:

Closing/Review of Objectives (maybe a hint about what will happen next time):
-Great job! We’re worked on so much and I really hope you all listen to pieces like this some more!
LESSON PLAN

Set-up & Materials Needed:
-CD player
-CD of *The Firebird* - Track

Accommodations: N/A

Reflection:
22. Did the students meet the objectives?
23. What gives you the evidence to know if they met or did not meet the objectives?
24. Did you choose an appropriate assessment that provided you with evidence for all students?
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