

CLASSICAL TIMELINE/MAP

LESSON/ACTIVITY PLAN

OBJECTIVES:

1. Students will understand the breadth and depth of the term “classical music.”
2. Students will understand the historical and geographical origins of a wide variety of musical selections.

ACTIVITIES:

1. Select a diverse collection of classical repertoire (broadly defined) from various countries and eras. Below is a suggested list. Feel free to alter or modify based on the needs of your classroom.

PIECE	COMPOSER	ERA/TIME PERIOD	LOCALE/COUNTRY OF ORIGIN
<i>Spiritus Sanctus</i>	Hildegard von Bingen	1098-1179	Germany
<i>Concerto for Mandolin in C Major</i>	Antonio Vivaldi	1678-1741	Italy
<i>In the Hall of the Mountain King</i>	Edvard Grieg	1843-1947	Norway
<i>Juba</i>	R. Nathaniel Dett	1883-1943	Canada
<i>Sinfonía India</i>	Carlos Chávez	1899-1978	Mexico
<i>Concret PH</i>	Iannis Xenakis	1922-2001	Greece/France
<i>From me flows what you call Time</i>	Toru Takemitsu	1930-1996	Japan
<i>Tibetan Tunes</i>	Chen Yi	1953- present	China
<i>Omaramor</i>	Osvaldo Golijov	1960- present	Argentina
<i>Concertino for bassoon and chamber players</i>	Augusta Read Thomas	1964- present	USA

2. Begin with a grid that has only the first two columns—piece and composer—filled out.

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<i>Omaramor</i>	Osvaldo Golijov		
<i>Concertino for bassoon and chamber players</i>	Augusta Read Thomas		

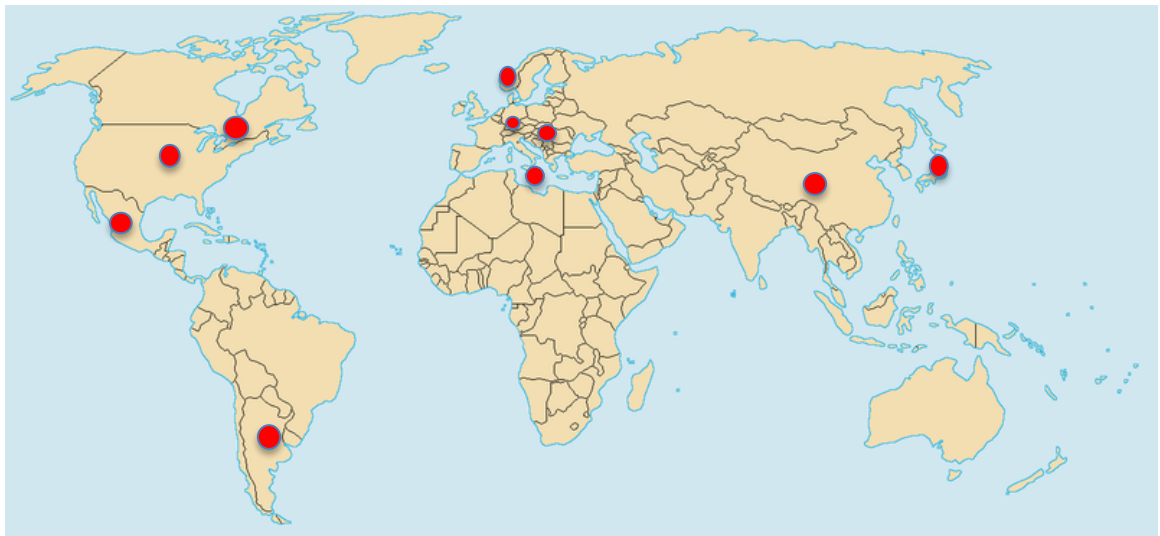
Listen to a short excerpt of each piece and ask students to guess the era and the country of origin. After they've guessed, go back and listen again, this time supplying them with the correct answers.

A few recommended performances/videos of the pieces above, with some notes/suggestions:

- Takemitsu: It's a long piece, but it's fun and interesting to see the performers play this piece. It uses a lot of interesting percussion and many traditional instruments play in slightly unconventional ways. <https://www.youtube.com/watch?v=kWipy3Q6gAl>.
- Vivaldi: <https://www.youtube.com/watch?v=-utT-BD0obk>

- Read Thomas: Great way to showcase and feature the sometimes overlooked bassoon.
<https://www.youtube.com/watch?v=98b1KRm3hys>.
- Dett: A short piece that is easily listened to in its entirety.
<https://www.youtube.com/watch?v=0BLHNQK8V7E>
- Golijov: <https://www.youtube.com/watch?v=l4Yjm0uuzWg>
- Grieg: https://www.youtube.com/watch?v=kLp_Hh6DKWc or with live musicians: <https://www.youtube.com/watch?v=dRpzxKsSEZg>
- Yi: https://www.youtube.com/watch?v=rVFZLubE_tU
- Chávez: <https://www.youtube.com/watch?v=cEJ40Ullweo>
- Xenakis: <https://www.youtube.com/watch?v=UDP8H5IK5nw>
- von Bingen: <https://www.youtube.com/watch?v=BFwxnWWjleU>

1. Find a world map and map each composer's country of origin.



2. Create a timeline of chronology of the composers' lives. Use pictures from the internet to accompany each composer's name.
3. Add a column to the listening chart that asks for thoughts, descriptions, or characteristics of the works.
4. Extend the activity by asking students to select one composer to research in depth.

STANDARDS:

1. Grades 4–5. 1. Artistic Foundations. 3. Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas. Music. 4.1.3.3.1. Describe the cultural and historical traditions of music including the contributions of Minnesota American Indian tribes and communities.
2. Grades 4–5. 4. Artistic Process: Respond or Critique.1. Respond to or critique a variety of creations and performances using the artistic foundations. Music. 4.4.1.3.1. Justify personal interpretations and reactions to a variety of musical works or performances.



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