



CONNECTS SECONDARY

VSO Connects: Speaking of Music

Overview: This module sets up an independent musical exploration, connecting the context of a piece with the experience of listening to it. Students will practice deep perceptive listening and basic research, and use their findings to inform a presentation/video that employs communication skills.

***Note -** For the first lesson of this module, teachers may choose to hire a VSO Connects Post-Secondary Music Student (PSMS) to present the “Prelude” portion of this module over video-conference with your class. Please contact the Vancouver Symphony Education Department at education@vancouversymphony.ca for more information.

Audience

This module is recommended for students at home or in school in grades 8-12, as well as for inquiring minds of any age!

Students work independently or in small groups (2-4) to create (video) presentations about an orchestral work.

The audience for the presentations is fellow students. Teachers and students may choose to post them on the school’s website or distribute to parents, or may choose to submit the videos to be available in the VSO’s virtual education resource hub, The Music Room at TheConcertHall.ca.

Materials – all available at <https://theconcerthall.ca/music-room-series/backstage-pass>

- 1) This 3-page document including the Project Description (p.3)
- 2) Perceptive Listening Activity document
- 3) Audio example of **Haydn Think-Aloud**

Alignment with BC Arts Curriculum

Big Ideas

- Identity is explored, expressed, and impacted through music experiences;
- The nuances of music are better understood through deep study and performance;
- Instrumental music offers aesthetic experiences that can transform our perspective;
- Music reflects aspects of time, place and community;

First Peoples Principles of Learning

- Learning is holistic, reflexive, reflective, experiential, and relational, (focused on connectedness, on reciprocal relationships, and a sense of place).

Curricular Content

- musical elements, principles, vocabulary, symbols, and theory;
- Creative processes.

Curricular Competencies

- Reflect on works of art and creative processes to understand artists' motivations and meanings
- Describe and analyze musicians' use of technique, technology, and environment in musical composition and performance, using musical language;
- Revise, refine, analyze, and document musical experiences to enhance learning;
- Explore a variety of contexts and their influences on musical works, including place and time.

Tips for Success:

- *Provide reference websites for research (See below)*
- *Videos should be ~7 minutes*
- *If all work is done in-class, the class might have to all work on the same repertoire, or use headphones.*
- *For longer works, focus on a subsection of the work, such as one movement.*

A. PRELUDE - PREPARATION

- 1) Provide students with copies of the Project Description (on next page), and the Perceptive Listening Chart Activity, and read through them.
- 2) Listen to the short Audio example of **Haydn Think-Aloud**, which demonstrates and introduces the Perceptive Listening activity.
- 3) Discuss the project outcome: Share examples from your experience of being in the audience for such a presentation.
- 4) Take some time to go through the Perceptive Listening Activity process as a class using a piece from **TheConcertHall.ca** or another work (such as *Ein Heldenleben* or *Scheherezade*).

(Optional) Watch one of the online pre-concert chat videos, and have students identify what is effective and how they can incorporate this into their own presentations.

B. STUDENT WORK PERIOD(S)

Students work in independent groups to follow the steps on the Project Description, including completing the Perceptive Listening Chart activity.

C. CONCLUSION & CONSOLIDATION

When complete, students share their video presentations with the class. Teachers may choose to share the videos more widely with the School community or VSO community (See Audience, above).

Project Description

In a small group, select a piece of orchestral music from **TheConcertHall.ca**. Prepare a presentation about that work that is intended to engage and prepare fellow students to attend the virtual concert of that piece of music.

The presentation should be about 7 minutes long and include:

- Introduce yourself;
- Present the piece, including musical examples, and highlight key elements of the work;
- Discuss the role that their instrument plays in the work, both when it has a lead role, and when it has a supporting role;
- A musical example – can be found online or you may choose to play it!

Step 1: Select a piece of music. Listen to the work and complete the Perceptive Listening Chart Activity.

Step 2: Use your answers, and additional listenings, to decide what your presentation should focus on, and to develop a persuasive presentation.

Step 3: Decide about the addition of visual elements or recorded music elements, and decide upon roles for the presentation, then film and edit the presentation.

**Repertoire Available on <https://theconcerthall.ca/release-schedule>, as of Dec. 13;
More added Weekly!**

Bach: Violin Concerto No. 1 in A minor

Beethoven: Symphony No. 7

Bartók: Divertimento for Strings

Mussorgsky: Pictures at an Exhibition (arr.
Howarth)

Beethoven: Septet

Sibelius: Suite for Violin & Strings

Haydn: Symphony No. 49

Jennifer Butler: And Birds Do Sing

Mozetich: Postcards from the Sky

George Walker: Lyric for Strings

Aaron Copland: Appalachian Spring

Vivaldi: The Four Seasons

Mozart: Eine kleine Nachtmusik

Grieg: Holberg Suite

Suggested Research Sites

- <https://theconcerthall.ca/> (See the Program Notes section on the concert page)
- https://imslp.org/wiki/Main_Page
- https://en.wikipedia.org/wiki/Main_Page
- <https://www.youtube.com/user/VancouverSymphony>