

# **Musical Time Periods:**

## ***The Romantic Period***

### **Music Standards**

Strand 2 Concept 1 PO 1 (Grades 4-6): Identifying the use/function of music from various cultures correlating to grade level social studies curriculum

Strand 2 Concept 1 PO 3: Recognizing composers' motivation for creating music.

Strand 2 Concept 1 PO 4: Exploring and analyzing the relationship of music to language arts, visual arts, literature

Strand 2 Concept 2 PO 1 (Grade 4-7): Explaining musical characteristics; Describing historical context, Describing defining characteristics; Identifying contributions of specific composers

Strand 2 Concept 3 PO 1: Describing music, drawing a picture inspired by listening to a specific piece of music.

Strand 3 Concept 2 PO 1: Expressing personal reactions to a music performance.

### **Science Standards**

Strand 4 Concept 2 K-4: Understand the life cycles of plants and animals.

Strand 6 Concept 3 K-4: Understand characteristics of weather conditions and climate.

### **Art**

Strand 1 Concept 1 PO 303: Develop and revise plans for his or her own artwork and select the best option

### **History**

Strand 2 Concept 3 Grade 4: Life in Europe











## Lesson Plan 2: Romantic Period – Castles

Grade Level: 4-8

Ideal Classroom: general, or history/social studies

\*\*this lesson can be shared with units on the Renaissance/Middle Ages

Subject Areas: Music, Art, History

### **Standards:**

#### Music:

Strand 2 Concept 1 PO 1 (Grades 4-6): Identifying the use/function of music from various cultures correlating to grade level social studies curriculum

Strand 2 Concept 1 PO 4: Exploring and analyzing the relationship of music to language arts, visual arts, literature

Strand 2 Concept 2 PO 1 (Grade 4-7): Explaining musical characteristics; Describing historical context, Describing defining characteristics; Identifying contributions of specific composers

#### Art:

Strand 1 Concept 1 PO 303: Develop and revise plans for his or her own artwork and select the best option

#### History:

Strand 2 Concept 3 Grade 4: Life in Europe

### **Materials:**

-paper and pencils

-recording of Schubert's *Symphony No. 9 in C Major* ([click here](#) to listen)

-image of Camelot ([click here](#) to view)

-Youtube video on the legend of King Arthur and his castle ([click here](#) to view)

-computers for student research

-webpage on castles ([click here](#) to view)

-recycled milk cartons, cardboard boxes, cracker/cookie boxes, toilet paper/paper towel dowels, tissue boxes, etc. **\*\*ask teachers and students 1-2 months prior to this lesson to help obtain these**

-felt, colored construction paper, colored fabric, other recycled paper/fabric-related items

-glue

**Objective:** Students will be able to demonstrate understanding of Romantic-era inspiration through illustrating a scene.

Students will be able to demonstrate understanding of the function and purpose of castles from the medieval period by creating their own.

### **Procedure:**

1. Explain to students, *in the time after the "classical composers", that is, Mozart, Haydn, Bach, and Handel, Europeans explored freedom, equality among classes and people groups, and expressing themselves in new ways. In music, art, and literature, this was called the Romantic Period, because people loved to draw inspiration from the drama of fairy tale themes and hero stories, like the story of King Arthur. Let's listen to a piece of music from the Romantic Period that very clearly contains the emotion and drama that characterized the period. While you listen, sketch a scene that you think the music is illustrating. Try to listen for specific musical elements, such as percussion effects, or beautiful flute parts, that make specific images come to your mind.*

a. distribute paper and pencils.

a. play Movement 1 from Schubert's *Symphony No. 9 in C Major*. Have students sketch a scene that comes to mind while listening.

2. Have some students share their inspired illustrations. As a class, discuss what musical elements formed any specific images in their minds.

3. Ask students, *what do you know about King Arthur?* Explain that the castle King Arthur is said to have lived in is called *Camelot*, but the actual physical castle that is often associated with King Arthur's tale is called *Tintagel*. Show students [this picture](#) of Camelot. Show students Youtube video on the legend of King Arthur and his castle.

a. ask students, how would you describe the castle in King Arthur's time? Have students put this information in a graphic organizer.

b. explain to students, *castles in the Middle Ages were designed to house governmental operations between the king and the nobles, who worked for the king in exchange for land, and to protect the monarchy from foreign attack. Thinking on what you already know about castles, and on the video we just watched, tell me some characteristics of castles that would make them a strong defense against enemy attacks?* Have students also put this information in their graphic organizers.

4. Explain to students that they will work with a partner (or two other students, depending on the size of the class) to create their own castle. *Your castle must have at least three defenses. You must determine how you will construct the castle, the surrounding land, where the country is, if you will use decorations, etc. People can also be used as defenses!* Encourage students to be cunning, but creative.

a. Have students select a partner. Have students explore [this website](#) for 20-30 minutes to obtain information on castle defenses.

b. Once they have determined their castle's details, have students work with their partner to sketch their castle.

c. Have students use cardboard recyclables, glue, construction paper, and fabric to construct their castle (this may take an entire class period).

d. Have students present their castles upon completion.

**Assessment:**

Students will illustrate a scene as they listen to Romantic-era music.

Students will devise a plan to construct their own castle, and will construct a castle.