



Teacher Name Wes McCune School John Adams Elementary School, Alexandria, VA  
 Subject Area Music Grade/level 4th grade

## Lesson Plan Template

based on Understanding by Design by Jay McTighe and Grant Wiggins

Title of Lesson	Music at Gunston Hall
Unit Topic	Understanding the relationship between music and other disciplines
Exact title and link to an image from the LOC to be used in the web publication of your lesson plan	[Power of music] / chromo. of Duval & Hunter, Philadelphia ; Jas. F. Queen after A. Dircks. <a href="http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cph+3a24483))+@field(COLLID+pga))">http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cph+3a24483))+@field(COLLID+pga))</a>
Enduring Understanding	<b>As a result of this lesson, students will understand:</b>  Folk music, patriotic music and classical music reflect unique aspects of life at any point in history.
Content Knowledge	<b>As a result of this lesson, students will know:</b>  -how different types of music were learned and listened to during the 18c -the lyrics and tune to Yankee Doodle - the instruments and musical styles used by Mozart - the political purpose for writing Hail Columbia
Skills	<b>As a result of this lesson, students will be able to:</b>  -accompany a folk song using the I, IV and V chords. -place musical examples in broad categories of style
SOLs addressed	<b>Music:</b> 4.1 sing in tune; 4.4 play I, IV and V chords to accompany; 4.11 broad categories of style; identify a composer; 4.13 relationship between music and other disciplines  <b>Virginia Studies:</b> VS.1 identify and interpret primary source documents; VS.5 identify roles played by Virginians in the Revolutionary War era; VS.6 identify the ideas of George Mason and Thomas Jefferson

Length of Lesson	4 – 6 class meetings
Overview of lesson	Using the children of George Mason as a starting point, students will speculate on what styles of music were present at Gunston Hall during the late 18 <sup>th</sup> century. They will learn to sing and accompany a folk song; listen to a Mozart sonata; and listen and respond with movement to a patriotic song.
Prior Knowledge	<p>Students will have been introduced to George Mason and James Madison, specifically being familiar with the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom.</p> <p>Students will have basic skills in reading and writing traditional notation from the treble staff; and will understand the concept of chords.</p>
Resources needed	<p><b><u>LIBRARY OF CONGRESS RESOURCES</u></b></p> <p>Gunston Hall, 10709 Gunston Road, Lorton vicinity, Fairfax County, VA  <a href="http://memory.loc.gov/cgi-bin/query/r?pp/hh:@field(DOCID+@lit(VA0433))">http://memory.loc.gov/cgi-bin/query/r?pp/hh:@field(DOCID+@lit(VA0433))</a></p> <p>Letter from George Mason to James Madison, December 7, 1785.  <a href="http://memory.loc.gov/cgi-bin/query/r?ammem/mjm:@field(DOCID+@lit(mjm012600))">http://memory.loc.gov/cgi-bin/query/r?ammem/mjm:@field(DOCID+@lit(mjm012600))</a></p> <p>The gentleman &amp; lady's companion : containing the newest cotillions and country dances, to which is added, instances of ill manners, to be carefully avoided by youth of both sexes  <a href="http://memory.loc.gov/cgi-bin/query/r?ammem/musdibib:@field(NUMBER+@od1(musdi+114))">http://memory.loc.gov/cgi-bin/query/r?ammem/musdibib:@field(NUMBER+@od1(musdi+114))</a></p> <p>Man playing fiddle and family dancing.  <a href="http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cph+3a24483))+@field(COLLID+pga))">http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cph+3a24483))+@field(COLLID+pga))</a></p> <p>Yankee Doodle text and history  <a href="http://memory.loc.gov/ammem/today/apr19.html#yankee">http://memory.loc.gov/ammem/today/apr19.html#yankee</a></p> <p>Yankee Doodle photoprint of a lithograph  <a href="http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cph+3c06298))+@field(COLLID+cph))">http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cph+3c06298))+@field(COLLID+cph))</a></p> <p>President's March, later published as Hail Columbia  <a href="http://lcweb2.loc.gov/cocoon/ahas/loc.natlib.ahas.200000008/default.html">http://lcweb2.loc.gov/cocoon/ahas/loc.natlib.ahas.200000008/default.html</a></p>

	<p>Mozart singing his requiem  <a href="http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cph+3b16610))+@field(COLLID+cph))">http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cph+3b16610))+@field(COLLID+cph))</a></p> <p>Sonata in G major for violin and piano, K.379 (373a) [score]          LOC call number: ML30 .8b .M8 K.373a/379</p> <p>Solomon, Maynard, Mozart: A Life, Harper Collins, 1996          LOC call number ML410.M9S65 1995</p> <p>Publication of Mozart manuscripts from LOC  <a href="http://www.octavo.com/store/forthcomingmozart.php">http://www.octavo.com/store/forthcomingmozart.php</a></p> <p>Text and midi file of Yankee Doodle  <a href="http://www.contemplator.com/america/ydoodle.html">http://www.contemplator.com/america/ydoodle.html</a></p> <p>Gunston Hall home page  <a href="http://gunstonhall.org/education/">http://gunstonhall.org/education/</a></p> <p>Mason, John, The Recollections of John Mason, edited by Terry K. Dunn, EPM Publications, Inc., Marshall, Virginia</p> <p>"Constitution Toolkit"  <a href="http://memory.loc.gov/learn/community/cc_wethepeople_kit.php">http://memory.loc.gov/learn/community/cc_wethepeople_kit.php</a></p>
<p>Process of lesson</p>	<p>I. Ask the students to picture themselves at home, listening to music. Create a list of different ways music enters their lives. Do they listen with a headset? Does the family listen together? Do they play musical instruments? Do they discuss music with their family?</p> <p>After discussing students' own music experiences, shift to music in the 18c by presenting a photograph of Gunston Hall. Review what the students know about George Mason, his contribution to Virginia and US history, and his lifestyle at Gunston Hall. Remind them that there were nine children and that a schoolhouse was built next to the house. A teacher was brought over from Great Britain to be their tutor.</p> <p>Recreate the classroom scene where the children would be learning music. What would they have in their classroom? What different kinds of music would they know about? What instruments might they have had? Could they have made their own instruments? How?</p> <p>Students could complete a Venn diagram comparing and contrasting their music experiences with those of the children at Gunston Hall.</p>

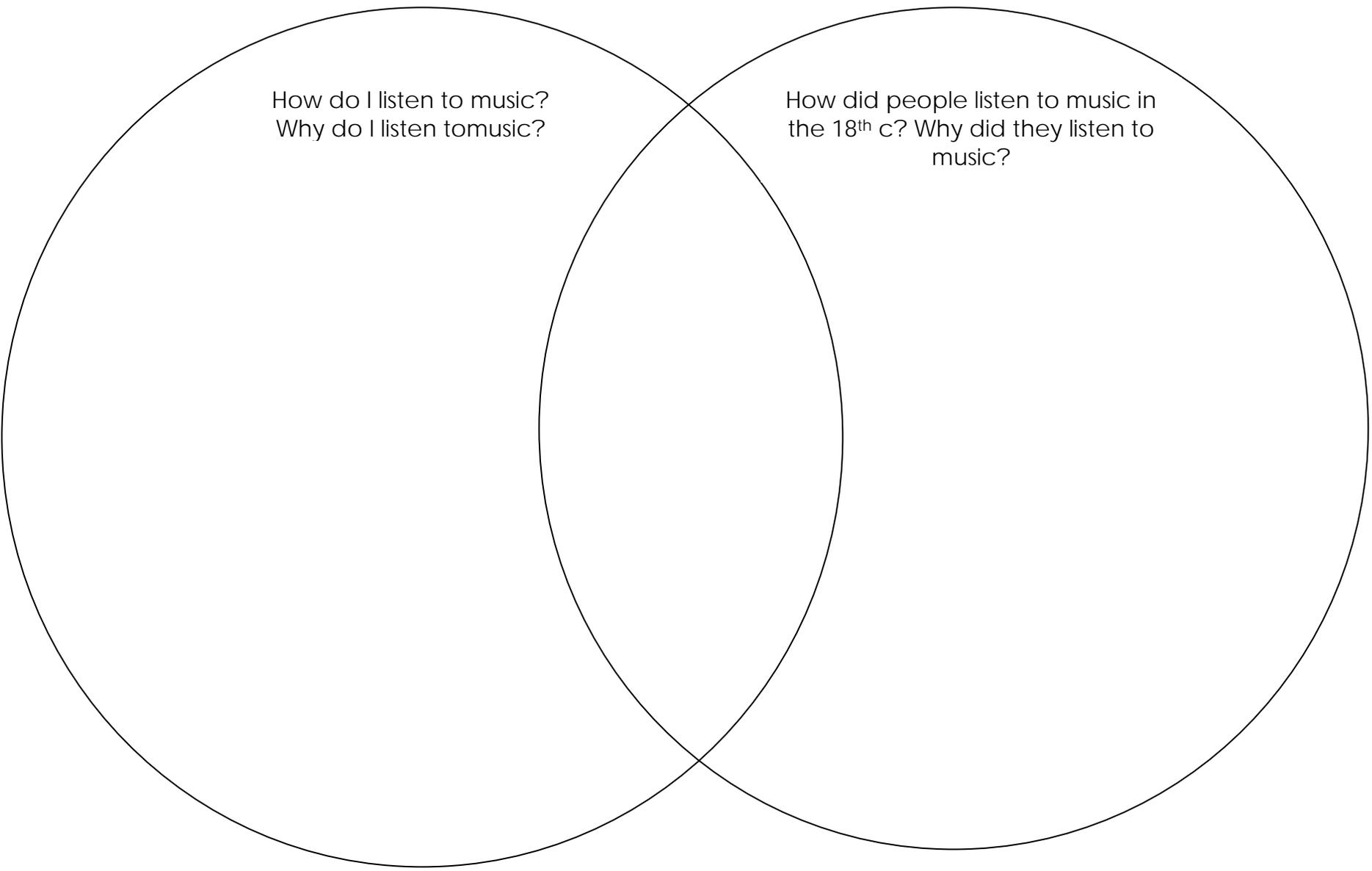
	<p>Explain to the students that they will be looking at three different styles of music: folk music, patriotic music and classical music.  <a href="http://gunstonhall.org/education/">http://gunstonhall.org/education/</a></p> <p>To introduce <b>folk music</b>, teach the song “Yankee Doodle”. Tell them the history and talk about and show them photographs of the first published versions. Ask them to imagine how the children at Gunston Hall heard about this song (had their father traveled north?) Have the students return to their Venn diagram and add information about how folk music was listened to in the 18<sup>th</sup> c. Use the song to review their skills of chord playing.  <a href="http://memory.loc.gov/ammem/today/apr19.html#yankee">http://memory.loc.gov/ammem/today/apr19.html#yankee</a></p> <p><a href="http://lcweb2.loc.gov/cocoon/ihas/loc.natlib.ihas.200000025/default.html">http://lcweb2.loc.gov/cocoon/ihas/loc.natlib.ihas.200000025/default.html</a></p> <p>II. To introduce <b>classical music</b> in the 18<sup>th</sup> c begin by discussing that the children’s teacher at Gunston Hall would have known about the composer Mozart who had visited and performed his own compositions in London. Use photographs of Mozart portraits and his original manuscripts to give the students a history of Mozart. Play a recording of a piece that could conceivably have been performed at Gunston Hall, such as the Sonata for fortepiano and violin, K. 379. (this manuscript is housed at the Library of Congress) Talk about similarities between Mozart’s lifestyle in Vienna and the Mason family in Virginia. Have the students return to their Venn diagram and add information about how classical music was listened to in the 18<sup>th</sup> c.  <a href="http://www.mozartproject.org">www.mozartproject.org</a></p> <p>III. To explore <b>patriotic music</b>, explain to students that when George Washington was being inaugurated as President, a special patriotic march was written. Play a recording and have the students imagine where the Mason children would have gone to hear a performance. Use movement to recreate this experience. Teach them the text to the song that was written several years later.  <a href="http://lcweb2.loc.gov/cocoon/ihas/loc.natlib.ihas.200000008/default.html">http://lcweb2.loc.gov/cocoon/ihas/loc.natlib.ihas.200000008/default.html</a></p>
Evaluation	<p>Use evaluation rubric (attached) for pitch, rhythm and tone quality</p> <p>Venn Diagrams comparing listening to music in the 18<sup>th</sup> c and listening to music today.</p> <p>Evaluate responses on Mozart worksheet (attached)</p> <p>Use exit cards with one word answers (attached)</p>
Extension Activities	Use the Mozart sonata as an example in teaching AB and theme and

	<p>variation forms.</p> <p>Mozart wrote 2 pieces for a glass harmonica that was invented by Benjamin Franklin. Did the two men ever meet? Where and how could that have happened?</p> <p>Teach an 18<sup>th</sup> century dance to use with Yankee Doodle</p> <p>Have students use one of the questions about music at Gunston Hall to do a research project.</p> <p>Use the photograph “Power of Music” to have the students create tableaux. Create a second one showing how students listen to music today.</p>
Possibilities for Differentiation	<p>Assign partners when playing chords on instruments</p> <p>Add other simple percussion parts for challenged students.</p> <p>Provide translations of song text for ESL students</p>

## EVALUATION RUBRIC

Concept	Superior	Excellent	Good	Fair	Poor
Pitch	Intonation is consistent, range is even	Occasional problems but able to correct	Inconsistent but making effort	No evidence of matching pitch but making effort	No evidence of matching pitch; making no effort
Rhythm	Precise	Tempo under control, slight inconsistencies	Appropriate usage, mostly correct	Weak and inconsistent	No evidence
Tone quality	Natural singing voice, good support	Natural singing voice, no support	No distinction between low and high voice, some support and effort	Good effort but unable to produce good tone	No effort to create tone

## LISTENING AND LEARNING MUSIC



How do I listen to music?  
Why do I listen to music?

How did people listen to music in  
the 18<sup>th</sup> c? Why did they listen to  
music?

# How well do you know Mozart?

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Mozart was born in the year
  - A. 1756
  - B. 1978
  - C. 1856
  - D. 2001
2. Mozart was born in the country of
  - A. Australia
  - B. Afghanistan
  - C. Austria
  - D. Argentina
3. Which of the following instruments did Mozart not use for his composing?
  - A. Piano
  - B. Flute
  - C. Electric guitar
  - D. Violin
4. One of Mozart's most famous operas is
  - A. Harry Potter
  - B. The Magic Flute
  - C. The Magic Piano
  - D. Puff, the Magic Dragon
5. In an aria, Mozart is composing for
  - A. A chorus
  - B. A trio
  - C. A quartet
  - D. A soloist

6. In an aria Mozart uses
- A. Only whole notes
  - B. Only half notes
  - C. Many different note values
  - D. Only quarter notes

True or False

7. Mozart wrote no music for his church. \_\_\_\_\_
8. Mozart traveled to many countries in Europe. \_\_\_\_\_
9. Mozart composed high and low notes in his arias. \_\_\_\_\_
10. Mozart was a child prodigy. \_\_\_\_\_

Today in music class I learned about

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I was working  
\_\_\_\_ A. by myself  
\_\_\_\_ B. in a group  
\_\_\_\_ C. with the entire class

Today I did a  
\_\_\_\_ A. great job  
\_\_\_\_ B. an OK job  
\_\_\_\_ C. poor job

In the next music class I want to learn more about

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