

# Pascal Archer – Sample Lesson Plans

Website: <http://www.pascalarcher.com>

**Mozart Aria’s lessons for elementary and middle school students in preparation to an orchestra concert featuring Mozart’s music Grades 3 to 8, mostly ESL**

## Lesson Plan #1

### Learning Objective:

Who is Mozart? What emotions does the music convey?

### Materials

Mozart CD

### Procedures/Activities:

Throughout the presentation I’ll write down on the board the new words we learn and review at the end.

- 1) Short performance by Pascal on the clarinet: sample of Mozart’s clarinet concerto
- 2) Personal introduction: where I’m from (show on the map), what language I speak (a few words in French), the instrument I play (more musical samples from Mozart)
- 3) Who wrote the music I just played? Where was he from? What languages did he speak? What languages do you speak? Are you from a foreign country? (Ask each student)
- 4) Mozart was traveling all over Europe showing his talents as a violinist and pianist. He was so good that people said he was a child prodigy. What are your talents? (Ask each student)
- 5) Mozart was also a great composer. What is a composer? (A man or a woman that writes music) In Mozart’s time songs were called Arias. It could be about love, sadness, happiness, anything you can imagine. (I pass a handout featuring different emotions with drawings)
- 6) We listen to some of the arias on the CD and try to find out what emotions are represented. Why do you think it represent these emotions? What does the composer to make that happen? Loud or soft, slow or fast, short or long sounds, etc...

### Outcomes

The students will learn that music comes from a composer. I am hoping that progressively they will start listening to music with different ears; what does the music illustrate? Why and how? At this stage it is work in progress, the next lesson I'll start integrating the terminology: dynamics, tempo, articulations,

### **Review/reflection**

For each presentation I will conclude by asking them: What did we learn today?

## **Lesson Plan #2**

### **Learning Objective:**

How does the composer convey emotions through music? What are the tools he/she uses?

### **Materials**

Pencil and paper  
CD player

### **Procedures/Activities:**

Throughout the presentation I'll write down on the board the new words we learned and review at the end.

- 1) Summary of last presentation: Mozart the composer, brief overview of his life. What aspects of the music did we discovered when we listened to his music? Loud/soft, fast/slow, short/long notes, building up/building down, low notes/high notes
- 2) For each aspect we find together a sign that describes it and later add the italian terminology: dynamics, articulations (staccato/legato), tempo, using more examples from the CD to go more in depth with the listening. The children will have to come up with signs that describe the terminology. (example: dots for staccato, lines for legato, crescendo or decrescendo signs, thick lines for loud, thin lines for soft, etc...)
- 3) **Activity:** Drawing exercise to illustrate the music: the students will use the sign lexicon on the board to help them draw what they hear. They will be welcome to use other signs but, at least, they will have something to start with.
- 4) **Quiz:** Pascal plays an excerpt of the Little Nightmusic on the clarinet and then changes something from the original version: different articulation, dynamic or tempo... What is different now?
- 5) **The project:** The students will choose an aria from the CD and then write a short story along with a drawing that describes what they hear. During the last lesson they will introduce their drawing and story to the class.

## Outcomes

I am hoping that this lesson will provide a new terminology that the children can use in order to describe the music they are listening. Also, the project introduces the aspect of personal interpretation.

## Review/reflection

What did we learn today?

## Lesson Plan #3

### Learning Objective:

Melody and basic composition technique

### Materials

Classroom board with stave

Stave paper for students

CD player

### Procedures/Activities:

Throughout the presentation I'll write down on the board the new words we learn and review at the end.

- 1) Reminder of the lexicon from last time: Tempo, Dynamics, Articulation
- 2) What would the Little Nightmusic melody look like on music paper? Pascal asks the students to sing along the original version of the Little Night Music and show with their fist where the notes belong in space. (Similar to the Suzuki method)
- 3) Using the same gestures we **roughly** put dots (or notes) on the stave according to where the gesture belongs in space. They have in front of them stave paper and they roughly put notes on the paper according to the gesture.
- 4) **Activity:** I ask the students to change a few aspects of the Little Night Music melody written on their stave paper: tempo, dynamic and articulation. They can look at the poster board as a reference. After a few minutes I have the students explain what they changed in the music and I perform it on the clarinet. What is different?

## Outcomes

With this lesson I am hoping that the children will have a rough idea of how a composer writes a melody on the staff. Also, it shows how endless the creative possibilities are when you change certain aspects of the music without changing the melody. This lesson also includes the idea of personal interpretation.

**Review/reflection:** What did we learn today?

## Lesson Plan #4

### Learning Objective:

What is music made of?

What makes an instrument lower or higher?

How do we create a sound?

The instruments of the orchestra

### Materials

A recording featuring the instruments of the orchestra

Handouts with instrument illustrations

### Procedures/Activities:

Throughout the presentation I'll write down on the board the new words we learn and review at the end.

- 1) What is music made of? I ask the students to come up with a very short definition. After a while we find out that it is made of sounds. Then, I ask "what is a sound?" I have the students to put their hand on their throat and make a sound. I ask them to come up with a word that describes the "shivering" or "shaking" they feel. As an example I can also use a rubber band pluck it. They should come up with the word **vibration** at some point.
- 2) What is an orchestra? What are the instrument families? (Strings, Woodwinds, Brass, Percussion) I distribute a handout with illustrations of all instruments. (If we have access in the school to different instruments we can demonstrate.) How does each instrument produce a sound or, rather, vibration? (Reeds, buzzing, rubbing, plucking and hitting)
- 3) We listen to short samples of different instruments on CD. Are they lower pitch or higher pitch? How do they create a sound? What is their range? (introduction of the word Tessitura)
- 4) With the bass clarinet I can demonstrate how the length of the instrument influences the pitch and tessitura. I would start by playing with the mouthpiece alone and add other parts little by little. I show the tessitura of the bass clarinet.

- 5) **Activity:** Quiz on instruments. I play samples from the CD and they have to identify the instrument we hear.

### **Outcome**

With this presentation I am hoping that the students will have a better idea of what an orchestra is made of and also why some instruments are lower or higher than others.

### **Review/reflection**

What did we learn today?

## **Lesson Plan #5**

### **Learning Objective:**

The different voices with female singer guest artist  
Explaining the vocal chords  
The idea of range or tessitura

### **Materials**

A healthy singer!  
Handouts with anatomical features of the throat, lungs, etc

### **Procedures/Activities:**

Throughout the presentation I'll write down on the board the new words we learn and review at the end.

- 1) Summary of last lesson: what are the instruments of the orchestra? How do the instruments produce a sound?
- 2) The concert will also feature a vocalist so I introduce our guest singer and we perform a short duet. Before the performance I explain the performance "etiquette".
- 3) The guest artist explains how a singer produces a sound or, rather, vibration. A handout is distributed with anatomical features explaining how vocal chords work. Comparison of the string family with types of voices (ex. Soprano = Violin, Cello = Tenor, etc...)
- 4) Warm up exercise, the students find out their individual tessitura.
- 5) We learn a song together and I explain how a musician learns a new tune. I connect the idea of repetition through learning with how the students should study for a test. Studying = practicing-repetition

## **Outcome**

This lesson will teach the students concert attendance behavior, information about signing and a method/structure to learn anything efficiently. At this stage I feel they will have a much better understanding of what they are about to experience in the concert.

## **Review/reflection**

What did we learn today?

## **Lesson Plan #6**

### **Learning Objective:**

Review of what we learned so far and project

### **Materials**

The students should all have a completed project: drawing with storyline

### **Procedures/Activities:**

Throughout the presentation I'll write down on the board the new words we learn and review at the end.

- 1) Group discussion: How did you enjoy the orchestra performance? During the discussion I connect an overview of what we learned for the past 5 lessons: Mozart's life, Italian words describing the music, definition of sound/vibration, the instruments of the orchestra (quiz with recording), information about the voice.
- 2) The students show their drawing and read the storyline they created upon listening to the aria they chose.
- 3) Group discussion: Why did you think this aria meant...? Why?

## **Outcome**

I hope the students will realize that, even if Mozart wrote a specific storyline to each aria, their personal interpretation is as wonderful and creative. I am hoping that in the future they will listen to music with a different perspective and have more vocabulary to describe when they hear. Most and foremost, I'm hoping they will be excited to attend a concert in the future!