



*Lesson Plan Series: “THE MUSICAL SIDE OF THOMAS JEFFERSON”
(VIRGINIA CHAMBER ORCHESTRA)
“THIS IS THE FAVORITE PASSION OF MY SOUL”*

Lesson Plan Title: A Walk Through the Video of “The Musical Side of Thomas Jefferson”

Grades 4 and 5 (or other as needed as supplementary/foundational lessons) -- 30 Minute Lesson

Lesson Plan #1 of 4 (extensions at the end of this series of lessons)

Objectives of this Lesson Plan:

1. The students will become familiar with the life and some of the music associated with Thomas Jefferson.

Materials Used:

1. The Virginia Chamber Orchestra’s program “The Musical Side of Thomas Jefferson” streamed at <http://www.vemea.org/>
2. Computer
3. LCD (in a large group setting)
4. Screen (if using an LCD)
5. Crayons, highlighters or colored pencils
6. Copies of “The Musical Side of Thomas Jefferson Word Find”
7. Vocabulary List

ANDANTE	TEMPO	CHORAL
THEME	VARIATION	INSTRUMENTAL
FINALE	SYMPHONY	SONATA
MAJOR	GIGUE	COMPOSER
MINOR	CONDUCTOR	MUSICALE
MAESTRO	DUO	CORONATION
SPINET	PIANO FORTE	HARPSICHORD
VIOLIN	KIT	VIOLA
CELLO	DULCIMER	CULTURE
MELODY		
CHAMBER ORCHESTRA		

8. Historical Names and Places

THOMAS JEFFERSON	MARTHA SKELTON
PATRICK HENRY	WILLIAMSBURG, VIRGINIA
PHILADELPHIA, PENNSYLVANIA	
MONTICELLO	1743-1826
ENGLAND	FRANCE

9. Accomplishments of Thomas Jefferson

AUTHOR of the DECLARATION OF INDEPENDENCE	
MEMBER of the COLONIAL LEGISLATURE	
GOVERNOR	
SECRETARY of STATE	
VICE PRESIDENT of the UNITED STATES	THIRD PRESIDENT
CONGRESSMAN	FARMER
SCIENTIST	INVENTOR
ARCHITECT	LAWYER
FOUNDER of the UNIVERSITY OF VIRGINIA	
MUSICIAN	

10. Paper or spiral for student note taking

11. Pencils

Prior Knowledge and Experiences/Curriculum Content:

1. Thomas Jefferson's life (1743-1826) spanned the Colonial and the Federalist periods of American history. Until the Declaration of Independence was written and ratified in 1776, the nation was a collection of colonies, each governing themselves, and thus the Colonial period. After 1776, new documents separated state and federal powers and our nation became a Federalist country.

Connections to the National Standards of Music:

6. Listening to, analyzing, and describing music
8. Understanding relationships between music, and the other arts, and disciplines outside the arts
9. Understanding music in relation to history and culture

Procedures:

1. Ask the students what they already know about Thomas Jefferson and write it on the board or chart paper.
2. Tell the students they will be learning new things about our third president today by viewing a small part of the documentary called "The Musical Side of Thomas Jefferson" and you will be taking them on an imaginary field trip to visit Thomas Jefferson.
3. Briefly review the vocabulary words that will be featured in this and the next lessons about Thomas Jefferson and some of his favorite music.
4. Watch the portions of "The Musical Side of Thomas Jefferson" as listed below.

- a. View from the beginning of “The Musical Side of Thomas Jefferson” until 5:10 on the timer.
 - b. Begin at 6:46 with *Yankee Doodle* and continue until 11:46.
 - c. Ask the students what they learned about Thomas Jefferson.
 - d. Jot notes on the board to reinforce vocabulary, places and important facts.
 - e. Discuss how Thomas Jefferson’s violin (kit) was different than those they may play.
 - f. Have the students consider how three hours of violin practice would affect their ability to play their violin (or another instrument).
5. Distribute copies of “The Musical Side of Thomas Jefferson Word Find.”
 6. Review the instructions for completing the word find activity.
 7. Have the class read aloud the words they will find to complete the puzzle.
 8. Play the highlighted parts of “The Musical Side of Thomas Jefferson” streaming again as the students work.
 9. Tell the students they may take the assignment home to finish at homework and to return their completed copy in their next class.
 10. Tell the students they will continue learning about Thomas Jefferson in their next music class.

Indicators of Success:

1. The students will begin to learn historical facts about Thomas Jefferson and the role music played in his life.
2. The students will learn (and/or review) music vocabulary and use it understanding the music

3. *Assessment:*

Subjective, Informal Assessment

1. You will be aware of how much your students already know and are available to share or recreate by their participation in this lesson.

Comments and Additional Material:

1. You may wish to have your students take notes to encourage recall and discussion in the remainder of this class or in the next class.

2. Display the students' completed word find sheets in a prominent place in your music room or their classroom.
3. You may wish to download the cover of "The Musical Side of Thomas Jefferson" (<http://virginiachamberorchestra.org/jefferson.pdf>) for the students to color while listening to the musical selections within this site.



*Lesson Plan Series: "THE MUSICAL SIDE OF THOMAS JEFFERSON"
(VIRGINIA CHAMBER ORCHESTRA)
"THIS IS THE FAVORITE PASSION OF MY SOUL"*

Lesson Plan Title: "DO NOT NEGLECT YOUR MUSIC . . ."

Grades 4 and 5 (or other as needed as supplementary/foundational lessons) -- 30 Minute Lesson

Lesson Plan #2 of 4 (extensions at the end of this series of lessons)

Objectives of this Lesson Plan:

1. The students will continue to learn about Thomas Jefferson, his life and some of his favorite music.

Materials Used:

1. The Virginia Chamber Orchestra's program "The Musical Side of Thomas Jefferson" streamed at <http://www.vemea.org/>
2. Computer
3. LCD (in a large group setting)
4. Screen (if using an LCD)
1. (optional)
1. Student notes from previous class
2. Pencils
3. Poster or portrait of George Frederick Handel (1685-1759)

Prior Knowledge and Experiences/Curriculum Content:

1. Facts learned about Thomas Jefferson and his life, instruments during his time (1743-1826) and the vocabulary introduced in the previous class
2. Any additional information they may have learned from outside sources since the last class

Connections to the National Standards of Music:

2. Performing on instruments, alone and with others, a varied repertoire
6. Listening to, analyzing, and describing music
8. Understanding relationships between music, and the other arts, and disciplines outside the arts
9. Understanding music in relation to history and culture

Procedures:

1. Collect the students' word find sheets.
2. Discuss any comments or reflections as related to Thomas Jefferson, his life, times and music.
3. Ask the students who may have said "Do not neglect your music; it will be a companion that will sweeten many hours of life for you."
4. Tell the students they will continue to learn about music in Jefferson's collection and times.
5. Briefly review the vocabulary and facts from the previous class.
6. Tell them they will hear a selection of music called *Zadok the Priest* by George Frederick Handel and that Handel was born in Germany in 1685 and died in England in 1759. He was the court composer of King George III.
7. Ask the students if they know anything about Handel's music. (If no one offers the *Hallelujah Chorus*, sing a phrase or two for them.)
8. Tell the students they may hear something similar to the *Hallelujah Chorus* during today's lesson.
9. Begin streaming of "The Musical Side of Thomas Jefferson" at 11:40 and continue through 11:50.
10. Continue at 12:45 and continue until 14:43
11. Stop the recording and ask the students what the lyrics of the excerpt of *Zadok the Priest* or the *Coronation Anthem* were. ("Long live the King. God save the King. Forever. Hallelujah." etc.)
12. Ask the students if they heard any similarities between the *Hallelujah Chorus* excerpt you sang/modeled for them and *Zadok the Priest*. ("Hallelujah," "Ha. . . Ha . . ." -- bouncing syllables, repeating of words and phrases, etc.)
13. Listen to 12:45 and continue until 14:43 again.

14. Tell the students they will see and hear a selection of music Thomas Jefferson used to play with two other musicians.
15. Tell the students they will hear the piece of music called *Sonata for Violin and Cello* by Luigi Boccherini (1743-1805, Italy) and to imagine the skill Thomas Jefferson needed to perform his part of the duo on his violin. (Note: Depending on how much depth you wish to go, you may wish to have the students listen for the sonata form -- introduction, exposition, development, recapitulation and coda)
16. Begin to listen again at 15:12 and continue until 15:57.
17. Discuss the students' observations and comments.
18. Listen to *Sonata for Violin and Cello* again or re-listen in future class.

Indicators of Success:

1. The students will be able to discuss observations about the music explored in this lesson and will use music vocabulary.

Assessment:

1. You will be aware of how much your students already know and are available to share or recreate by their participation in this lesson.



Lesson Plan Series: "THE MUSICAL SIDE OF THOMAS JEFFERSON"
(VIRGINIA CHAMBER ORCHESTRA)

Lesson Plan Title: Surprise!

Lesson Plan #3 of 4 (extensions at the end of this series of lessons)

Objectives of this Lesson Plan:

1. The students will learn how a surprise can occur in music.
2. The students will learn about Franz Josef Haydn and his *Symphony #94, the "Surprise" Symphony*
3. The students will learn and perform dynamics and staccato and legato phrasing.

Materials Used:

1. The Virginia Chamber Orchestra's program "The Musical Side of Thomas Jefferson" streamed at <http://www.vemea.org/>

2. Computer
3. LCD (in a large group setting)
4. Screen (if using an LCD)
1. Dynamic vocabulary list

<i>pp</i>	<i>p</i>	<i>mp</i>	<i>mf</i>	<i>f</i>	<i>ff</i>	<i>sfz</i>
-----------	----------	-----------	-----------	----------	-----------	------------

2. Poster or portrait of Franz Josef Haydn (1732-1809, Austria)
(optional)
3. Student notes from previous class
4. Pencils

Prior Knowledge and Experiences/Curriculum Content:

1. Knowledge gained in previous lessons about Thomas Jefferson, his life and some of his favorite music

Connections to the National Standards of Music:

(Choose as many Connections as this lesson accommodates. Keep the given number.)

1. Singing, alone and with others, a varied repertoire of music
5. Reading and notating music
6. Listening to, analyzing, and describing music
8. Understanding relationships between music, and the other arts, and disciplines outside the arts
5. Understanding music in relation to history and culture

Procedures:

1. Introduce and practice clapping or singing varying dynamic levels.
2. Tell the students that dynamics will play a big part in their “surprise” lesson today.
3. Practice the dynamics with short and long sounds.
4. Introduce staccato and legato.
5. Tell the students they will continue to learn about Thomas Jefferson’s life and some of his favorite “European” music. Ask a few students to tell about a funny surprise that may have happened to them.

6. Tell them they will learn about a surprise Haydn wanted to play on his audience by startling them after a soft passage of music.
7. Tell the students this was Haydn's idea of humor, just as his hair pulling event in school as told by the maestro.
8. Begin streaming at 16:25 and continue until 19:51.
9. Discuss Haydn's humor and music.
10. Listen to the selection again beginning at 16:25 and continue until 19:51.
11. Ask the students if they know why the *Symphony #94* is called the "*Surprise*" *Symphony*.
12. Tell them they are correct and the maestro will tell them. Begin the recording at 19:52 and play until 20:06.
13. Have the students sing the melody *a cappella* or with your accompaniment (piano -- and recorder -- accompaniment attached).
14. Practice singing on "da" or another syllable using different dynamic levels and using staccato and legato phrases. Practice both the A and B sections.
15. If time permits, have different students be the maestro or conductor.
16. Encourage the conductor to be creative in his/her conducting (adding *fermati* when unexpected or a sudden *ff*). Tell them this will add the element of surprise.

Indicators of Success:

4. The students will learn to interpret and perform dynamics levels and phrasing using staccato and legato.
5. The students will learn to sing and perform Haydn's "*Surprise*" *Symphony* theme.

Assessment:

Subjective, Informal Assessment

1. You may wish to assess the students' conducting or following the conductor.

Comments and Additional Material:

1. Some students will love the challenge of acting as maestro/conductor. Others may enjoy being the performer. You will be able to assess the students' ability to understand and interpret the student conductors. This will be a fun activity and can be adapted to future lessons.
2. You may wish to have your students watch this video portion again and list the instruments they see and hear. They may do this on their written notes.



Lesson Plan Series: "THE MUSICAL SIDE OF THOMAS JEFFERSON"
(VIRGINIA CHAMBER ORCHESTRA)

Lesson Plan Title: Let's Go to a Concert

Lesson Plan #4 of 4 (extensions at the end of this series of lessons)

Objectives of this Lesson Plan:

1. The students will hear European music popular during Thomas Jefferson's time.
2. The students will learn about Archangelo Corelli (1653-1713, Italy) and one of his gigues.
3. The students will hear the final movement of Haydn's *Symphony #94* and recognize the "Surprise" theme within.

Materials Used:

1. The Virginia Chamber Orchestra's program "The Musical Side of Thomas Jefferson" streamed at <http://www.vemea.org/>
2. Computer
3. LCD (in a large group setting)
4. Screen (if using an LCD)
1. (optional)
2. Student notes from previous class
3. Pencils

Prior Knowledge and Experiences/Curriculum Content:

1. Knowledge gained in previous lessons about Thomas Jefferson, his life and some of his favorite music
2. Facts about Franz Josef Haydn and the ability to sing the "Surprise" *Symphony* theme

Connections to the National Standards of Music:

2. Performing on instruments, alone and with others, a varied repertoire
6. Listening to, analyzing, and describing music
8. Understanding relationships between music, and the other arts, and disciplines outside the arts
9. Understanding music in relation to history and culture

Procedures:

1. Tell the students they will continue to learn about Thomas Jefferson and his love of music and learn his dedication to studying the violin.
2. Begin streaming at 24:54 and continue until 25:47.
3. Inform the students they will learn about Jefferson's three daughters (Patsy, Polly and Lucy) and their love for music.
4. Tell the students they will hear a selection of music that Thomas Jefferson used to play with his musician friends called *Gigue* by Corelli.
5. Tell the students a gigue is a 16th and 17th century dance (or jig) in 6/8 time.
6. Begin streaming at 28:50 and continue until 32:12.
7. Encourage the students to discuss what they saw, heard, learned or may have been inspired to think about. (Your students may inquire about the doubling on the keyboard. You may tell them this was a very early/rudimentary form of the computer.)
8. Review singing the theme from Haydn's "*Surprise*" *Symphony*.
9. Tell the students you will now hear the *Finale* or final movement from *Symphony #94*, the "*Surprise*" *Symphony*.
10. Begin streaming at 32:13 and continue until 37:10.
11. Have the student clap politely and thank The Virginia Chamber Orchestra for their fabulous performance.
12. Tell the students you have now returned to your classroom and it is time to discuss what they saw and

heard in the finale of Haydn's *Symphony #94*. Encourage them to talk about dynamics, what instruments they observed, the form, coda, etc. to extend their understanding of the entire movement.

Indicators of Success:

1. The students will learn to understand the music terminology and will be able to show their mastery by discussing some of Thomas Jefferson's favorite music.

Assessment:

Subjective, Informal Assessment

1. You will be able to ascertain individual student vocabulary mastery by their ability to contribute to the discussion about the music in this lesson.
2. You will be able to assess if the individual student is able to recall, audiate and sing the "Surprise" *Symphony* theme.

Comments and Additional Material:

1. Included in this series of lessons are optional materials that you may wish to incorporate:
 - a. "Surprise" *Symphony* Theme for Recorder and Piano/Continuo
 - b. Student Recorder Performance Sheet
 - c. Recorder Fingering Chart
 - d. Recorder Assessment
 - e. Essay (formal, objective assessment)

This series of lesson was written by Debra Kay Robinson Lindsay, a Fairfax County, Virginia Elementary General Music educator and National Board Certified Teacher (EMC). Her next book "Lessons in American Music, Volume II" will be released in March 2011 by Rowman & Littlefield.

The next lessons in the Virginia Chamber Orchestra series will be "Wonders of Geography: An Musical Atlas of America" The VCO video may be streamed at <http://www.virginiachamberorchestra.org/education.html> and lessons will be available on the MENC website in mid-February 2011.

