



THE CLIBURN

CLIBURN IN THE CLASSROOM[®]
presents

SCENES FROM CHILDHOOD

Robert Schumann

Scenes from Childhood
Of Foreign Lands and People
A Curious Story
Catch Me if You Can
Pleading Child
An Important Event
Dreaming
Knight of the Hobby Horse

TEKS CORRELATIONS

Music Strand

2.5, 3.5, 4.5 Historical and cultural relevance. The student examines music in relation to history and cultures.

A The student examines short musical excerpts from various periods or times in history and diverse and local cultures.

B. The student will examine short musical excerpts from various periods or times in history and diverse and local cultures.

C. The student identifies simple interdisciplinary concepts relating to music.

2.6, 3.6, 4.6 Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances..

A. The student will begin to practice appropriate audience behavior during live or recorded performances.

B. The student will recognize known rhythmic and melodic elements in simple aural examples using known terminology.

C. The student will distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns such as changes in timbre, form, tempo, or dynamics using appropriate vocabulary in musical performances.

D. The student will respond verbally or through movement to short musical examples.

E. The student will describe a variety of compositions and formal or informal musical performances using specific music vocabulary.

F. The student will justify personal preferences for specific music works and styles using music vocabulary.

Mathematics Strand

2.1, 3.1, 4.1 Mathematical process standards. The student uses mathematical process to acquire and demonstrate mathematical understanding.

2.2, 3.2, 4.2 Number and operations. The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value.

SUGGESTED LESSON PLANS

Move to it with a Mood pages 3–5

Dramatic Adventures pages 6–7

Scenes from your Childhood pages 8–12

The Rhythm of Math pages 13–16

Schumann Biography page 17

Move to It with a Mood!

Subject Areas: Music

Instructional Goals:

- * Students will create movements to selected pieces of music.
 - * Students will understand the role of program music in music history.
 - * Students will understand how program music affects the mood of the listener.
- (Program music is a type of Art Music that attempts to create an extra-musical narrative, or tell a story.)



Materials:

- * Simple props (scarves, ribbons, etc.)
- * Recording of Schumann's *Scenes from Childhood*
- * A recording for each group

Anticipatory Set:

1. The teacher will play pieces of music from *Scenes from Childhood*.
2. The teacher will ask students to imagine a scenario or activity after each piece is played; students will suggest movements that might go with the activity.
3. The teacher will ask a student leader to do a movement as the other students mirror the student.
4. The teacher will ask the students what mood each piece evokes as they listen.
5. The teacher will read the name of the piece after discussion; did their mood match the title of the piece?
6. The teacher will divide the students into 7 groups. Each group will discuss one of the following selections from *Scenes from Childhood* and what kind of movement they would use for their group:
 - a. Of Foreign Lands and People
 - b. A Curious Story
 - c. Catch Me If You Can
 - d. Pleading Child
 - e. An Important Event
 - f. Dreaming
 - g. Knight of the Hobby Horse
7. The teacher will give suggestions to the students on what kind of movement would match each piece.
8. The teacher will use the attached worksheet to assist students in describing the aspects of the music.

Activity:

1. Students will create movement that represents their title and mood of the piece.
2. Students will use simple props to enhance their movement.
3. Students will use the recording as they move.
4. Students will write and brainstorm about their movement for their piece.
5. Students will depict the emotions and mood of their song in their movements.
6. Students will perform their movement for the class; have the class guess what song it is.

Creative Question Suggestions:

1. How does the title and mood of each song help you decide how to move?
2. What is Program Music?
3. How does movement help you understand the music?
4. Was this activity easy or difficult? What made it so? Did you find it easy or frustrating? Why?

Evaluation:

1. Students will be evaluated on their cooperation with their classmates. Did they work well within their assigned personal movement group?
2. Did the students produce movement that demonstrates understanding of the title and program music? Did the students demonstrate understanding of program music?
3. Were the students able to easily communicate their ideas about program music, and musical movement in their writing?

Music Vocabulary Development

Note to the Teacher: These vocabulary cards may be duplicated and distributed to the children for use in games and activities, such as Concentration, Charades, or a group, silent-response strategy.



loud	soft
steady beat	no steady beat
rhythm	high
low	fast

Dramatic Adventures

Subject Areas: Language Arts, Music

Instructional Goals:

- * Students will write a mini-play for each selection in *Scenes from Childhood*.
- * Students will understand the role of program music in music history.
(Program music is a type of Art Music that attempts to create an extra-musical narrative, or tell a story.)



Materials:

- * Simple props
- * Orff instruments
- * Percussion instruments

Anticipatory Set:

1. Watch *TRÄUMEREI* (Dreaming) by Schumann (Katharine Hepburn in *Song of Love*) from YouTube.
2. The teacher will divide the students into seven groups. Each group will discuss one of the following pieces of music in *Scenes from Childhood* and what the title of the music means to them.
 - a. Of Foreign Lands and People
 - b. A Curious Story
 - c. Catch Me If You Can
 - d. Pleading Child
 - e. An Important Event
 - f. Dreaming
 - g. Knight of the Hobby Horse
3. The teacher will give suggestions to the students on how to tell the stories.

Activity:

1. Students will create mini-plays that represent the title and mood of their piece and add personal experience.
2. Students will use simple props and costumes.
3. Students could use Orff instruments and percussion instruments to enhance their play.
4. Students will write an outline for their play.
5. Students will depict the emotions of their song in the characters.
6. Students will act out their mini-play for the class and the class will guess which piece of music it is.

Evaluation:

1. Students will be evaluated on their cooperation with their classmates. Did they work well within their assigned personal movement place?

2. Did the students produce mini-plays that demonstrate understanding of the title and program music? Did the students demonstrate understanding of program music?
3. Were the students able to easily communicate their ideas about program music, and musical movement in their writing?

Scenes from Your Childhood

Subject Area: Math, Art

Instructional Goals:

- *Students will relate mathematics to a timeline of events in their lives.
- *Students will create scenes about events in their lives.



Materials:

- *Scenes from Your Childhood Timeline
- *Scenes from Your Childhood Art Page

Anticipatory Set:

Robert Schumann’s *Scenes from Childhood* reflects events and imagery that one may remember from childhood. Ideas such as traveling to distant lands, stories, games, asking parents for things, important events, dreams, and childhood fantasies are expressed and create various “scenes.”

The teacher should discuss with students events in their own lives—things that have happened and things they think or hope will happen by the time they graduate high school. This might include birth, starting school, a historical event, meeting a special friend, moving, receiving a special gift, receiving a special award, beginning piano lessons, joining a sports team, graduating high school, etc.

Activity:

1. Review above information. Students will create a timeline chart of events (past and future) from their own lives. On the “Scenes from Your Childhood Chart Page,” they should explain the event, their age when it did or will occur (in some cases guessing), the year it did or will occur, and if applicable, in what grade they were or will be. Students should put events in chronological order. Work/planning paper will be necessary.

For the year, students will add the year they were born to the age they were or will be when the event occurred or will occur.

For the grade, if applicable, students will subtract four or five from their age when the event occurred or will occur.

2. On a blank page, students may draw a linear time line, plotting their events.

3. On the “Scenes from Your Childhood Art Page,” students should use each rectangle to draw an image representing the various scenes they listed.
4. Once completed, students may share their work in small groups or perhaps share one even with the class.

Evaluation/Assessment

Students will self-assess as they share and discuss with classmates. Teacher should also check for accuracy in math and understanding in chronological ordering of events.

Name _____ Date _____

Scenes from Your Childhood Chart Page

On this page, plan at least ten events, some should have already happened, but some may be events that you hope or think will happen.

	Age	Year (Year you were born + age)	Grade (Age - 4 or 5)

Name _____ Date _____

Scenes from Your Childhood Art Page

In chronological order, draw a scene to reflect the events listed on your chart.

Event: Age: Year:	Event: Age: Year:
Event: Age: Year:	Event: Age: Year:

<p>Event: Age: Year:</p>	<p>Event: Age: Year:</p>
<p>Event: Age: Year:</p>	<p>Event: Age: Year:</p>

The Rhythm of Math

Subject Areas: Music, Language Arts, Math, Physical Education

Instructional Goals:

- * Students will use the elements they have learned to make movements according to the particular rhythm given.
- * Students will develop an understanding of how music uses mathematical concepts.

Materials:

- * Drum
- * Pictures of music notes and math symbols

Anticipatory Set:

1. Make a CD with four types of music that include many different rhythms.
2. Have the students find a perfect spot in the room where they will not bother each other.
3. Start the tape and give the students freedom to move/dance to the music in any way they want to express themselves by how they feel with the music. The teacher will remind the students that in their perfect spot the space around them is their dancing space and not to get in anyone else's dancing space.

Activities:

1. Name Game:
Everyone sits in a circle with the teacher as the leader. The teacher claps out the beats to his/her own name and then some other children's names. Explain to the students that our names have beats (or syllables) that can be clapped out. Have all the students try it one at a time with their own names, around the circle or popcorn if a student doesn't feel comfortable going in order. Once all the students have clapped once, you can go around again, but instead of having the students beat to their name, have them beat to someone else's name. This will give the students a feel for beats and rhythm.
2. Introduce Music Notes:
Put four music notes on the board (eighth note, quarter note, half note, and whole note). Explain each note individually, according to tempo 4/4:
Eighth: beat drum eight times (also counting 4/4 tempo)
Quarter: beat drum four times (also counting 4/4 tempo)
Half: beat drum two times (also counting 4/4 tempo)
Whole: beat drum one time (also counting 4/4 tempo)
3. Movement to Rhythm:
Ask students to get into their perfect spot. Have the students move according to the note given, while you beat the drum to each note, but counting 4/4.

Eighth: students walk to the beat of an eighth note.

Quarter: students stomp to the beat of a quarter note.

Half: students hop to the beat of a half note.

Whole: students clap to the beat of a whole note.

4. Circles:

Have everyone get into a big circle. Explain that we are going to get into four groups, have them all count off by fours. Assign each group a note (eighth, quarter, half, whole). Pair the eighth notes with the quarter notes and the half notes with the whole notes, so that there are two groups. Tell the groups to get into two circles. One of the two groups goes into the middle and one goes around them. Ask the two groups to develop a dance where each group is moving to the beat of their note by incorporating elements of dance. Give the students two minutes for this. Have each group perform their dance and then have them perform together. Remind the students that as the other students are performing, they need to show respect towards their peers by keeping their eyes open and mouths quiet.

5. Math problems:

Ask the students to face the board with the notes on it. Have the students pick one movement for each note. Ask for five volunteers. Perform math problems with the music notes. For example: start off simple, give two volunteers each a quarter note, one a plus sign and one an equals sign (example: ♩ + ♩ = ♪). Ask the students to perform the problem with the movements of the notes, and then perform the movement for the answer to the problem. Now give the last volunteer the note and have everyone perform the entire problem (example: ♩ + ♩ = ♪). Have a volunteer write this problem on the board with the numbers under it: ♩ + ♩ = ♪ and $1 + 1 = 2$.

6. Math problems for Groups:

Have students sit facing you. Ask the students to divide themselves by shirt color (reds together, blues together, etc.) If there is a student or two by themselves put them into a small group. Give each group three notes with math signs to perform problems. Have each group come up with their own moves for the notes and perform two different math problems. Give the students two minutes. After everyone is done (by sitting), have each group perform their dance. After they perform, talk about what elements they saw and if they can figure out what was the math problem.

7. Dancing across the room:

Split the students into two groups, have each group go into two corners of

the room. Ask the students to pair up. Have students move across the room from one corner to the other in pairs. As one group reaches the halfway point, have the other group start. Ask each student to pick any note to move to, the pairs can be different notes. While moving to the beat of a note they must incorporate an element of dance of whatever they would like it to be. While the students move across the room, use the drum to keep the tempo of 4/4, beat quarter notes. This gives the students the security of having a partner, but the freedom to do their own thing. While the students are moving, ask the others what elements they see and what notes each student is moving to.

8. *Building a Machine:*

After this lesson the students should have a well-rounded idea of beats and rhythm of the eighth note, quarter note, half note, and whole note. Ask the students to get into a large circle around the room. Explain that we are going to make a machine. One student will start the machine by going into the middle and moving one body part to a beat of a particular note. Have the students "add" to the machine one by one, but they must touch one of the people in the middle so that the machine is attached. The final product should be all the students connected somehow in the middle, moving a body part to a beat of the notes learned that day. Allow the students to incorporate sound with their moves so that this machine not only looks like it's working, but sounds like it's working. This also allows the students to release any extra energy. Remind the students to involve different elements of dance, especially levels and shapes.

9. *Cool Down:*

Students will be filled with energy after this lesson. Put on a CD of your choice. Ask the students to gather together in one corner and to perform a goodbye dance. Have each student pick a note and one by one move to the middle in a unique way: (four beats) dance (four beats) and move to the other corner (four beats). Give them the freedom to express themselves by whatever note they like the most.

10. *Journaling:*

Students will write about their experiences with music, dance, rhythm, and math. Students will write their own math problems using the notes they have learned. Students may share their self-created math problems with another student.

Creative Question Suggestions:

1. How might rhythm work within songs to make you feel or move in a certain way?
2. How might different rhythms be combined to create musical compositions?
3. How do mathematical concepts work within music and rhythms?
4. Was this activity easy or difficult? What made it so? Did you find it easy or frustrating? Why?

Evaluation:

1. Students will be evaluated on their cooperation with their classmates. Did they work well within their assigned personal dance place?
2. Did the students produce math problems that demonstrate understanding of the mathematical values of the musical notes? Did the students demonstrate understanding of rhythm and the mathematical values of different notes within a rhythmic sequence?
3. Were the students able to easily communicate their ideas about rhythm, math, and musical movement in their writing?

THE STORY OF ROBERT SCHUMANN (1810–1856)



Robert Schumann's father was an author and book dealer in Zwickau, the German town where Schumann was born. Robert grew up with books all around him, so he fell in love with books and writing. Robert also fell in love with music. As a kid, he took piano, flute, and cello lessons, and also started composing.

When he was a teenager, Schumann still wasn't sure whether he wanted to be a writer or a composer when he grew up. But after heading off to the University of Leipzig to study law, he knew he didn't want to be a lawyer. In Leipzig, Schumann took piano lessons with a teacher named Friedrich Wieck, whose star pupil was his daughter Clara. Robert Schumann and Clara Wieck fell in love. Clara's father absolutely refused to let them get married. It took years—and a court battle with Clara's father—before Robert and Clara Schumann could finally get married.

Robert Schumann's *Kinderszenen* for piano (*Scenes from Childhood*), showcases the creator's musical imagination at the peak of its poetic clarity. *Kinderszenen* was one of the projects Schumann worked on during the spring of 1838 to get through a difficult period of separation from his fiancée, who was on tour as a pianist.

The year following his wedding to Clara, Schumann was so in love that he couldn't stop composing. That became known as his "Year of Songs." After that, Schumann continued to concentrate on a single musical form in the following few years: one year, he worked on three of his four numbered symphonies, and the following year was Schumann's "Year for Chamber Music."

A hand injury kept Schumann from becoming a concert pianist. However, his wife Clara had become a famous pianist. She gave the first performances of many of his pieces, including his piano concerto.