



Cliburn in the Classroom[®]
presents

VIRTUOSITY

PROGRAM

Frédéric Chopin	Etude in C Minor, op. 25, no. 12 (“Ocean”)
Claude Debussy	Etude for the Eight Fingers
Frédéric Chopin	Etude in C Major, op. 10, no. 1
Alexander Scriabin	Prelude for the Left Hand
Frédéric Chopin	Etude in G-flat Major, op. 10, no. 5 (“Black Key”)
Sergei Prokofiev	Sonata No. 7 in B-flat major, op. 83 <i>Precipitato</i>

TEKS CORRELATIONS

Social Studies Strand

3.1 History. The student understands how individuals, events, and ideas have influenced the history of various communities.

2.2, 3.3 History. The student understands the concepts of time and chronology.

2.3 History. The student understands how various sources provide information about the past.

2.5, 3.5, 4.6 Geography. The student understands the concepts of location, distance, and direction on maps and globes.

3.14 Culture. The student understands the importance of writers and artists to the cultural heritage of communities.

2.15 Culture. The student understands the significance of works of art in the local community.

2.17, 3.16, 4.22 Social Studies Skills. The student applies critical-thinking skills to organize and use information acquired.

2.18, 3.17, 4.23 Social Studies Skills. The student communicates effectively in written, oral, and visual forms.

Language Arts Strand

2.1, 3.1, 4.1 Listening/Speaking/Purposes. The student listens attentively and engages actively in various oral-language experiences.

2.2, 3.2, 4.2 Listening/Speaking/Culture. The student listens and speaks to gain knowledge of his/her culture, the culture of others, and the common elements of cultures.

2.4, 3.4, 4.5 Listening/Speaking/Communication. The student communicates clearly by putting thoughts and feelings into spoken words.

2.5, 3.5, 4.6 Reading/Word Identification. The student uses a variety of word-identification strategies.

2.7, 3.7, 4.8 Reading/Variety of Texts. The student reads widely for different purposes in varied sources.

2.8, 3.8, 4.9 Reading/Vocabulary Development. The student develops an extensive vocabulary.

2.9, 3.9, 4.10 Reading/Comprehension. The student uses a variety of strategies to comprehend selections read aloud and read independently.

2.10, 3.10, 4.11 Reading/Literary Response. The student responds to a variety of texts.

2.12, 3.12, 4.13 Reading/Inquiry/Research. The student generates questions and conducts research using information from various sources.

2.13, 3.13, 4.14 Reading/Culture. The student reads to increase knowledge of his/her culture, the culture of others, and the common elements of culture.

2.14, 3.14, 4.15 Writing/Purposes. The student writes for a variety of audiences and purposes and in various forms.

2.15, 3.15, 4.16 Writing/Penmanship/Capitalization/Punctuation. The student composes original texts using the conventions of written language, such as capitalization and penmanship, to communicate clearly.

2.16, 3.16, 4.17 Writing/Spelling. The student spells proficiently.

2.17, 3.17, 4.18 Writing/Grammar/Usage. The student composes meaningful texts applying knowledge of grammar and usage.

2.20, 3.20, 4.21 Writing/Inquiry/Research. The student uses writing as a tool for learning and research.

SUGGESTED LESSON PLANS

Virtuosity Word Dissection *pages 4–7*

Stamp of Virtuosity *pages 8–9*

Travel Map *pages 10–13*

Quotations From a Virtuoso *pages 14–15*

Composer Biographies *pages 16–19*

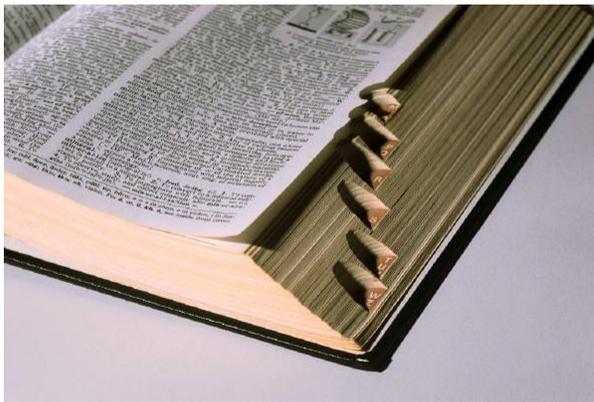


Virtuosity Word Dissection



English is a living language, and it is growing all the time. One way that new words come into the language is when words are borrowed from other languages. New words are also created when words or word elements, such as roots, prefixes, and suffixes, are combined in new ways.

Many English words and word elements can be traced back to Latin and Greek.



Subject Areas: Language Arts, Social Studies

Instructional Goals:

- Students will understand the root source of words.
- Students will explore word meanings across a variety of content areas.
- Students will apply words to a variety of contexts.

Materials needed:

- Dictionaries or Word Definition Handout
- Venn diagram
- Notebook paper
- Pencils

Anticipatory Set:

1. The teacher will display a list of words containing the same root word, such as: describe, description, prescribe, prescription, subscribe, subscription, transcribe, transcription, or attract, contract, detract, extract, protract, retract, traction.
2. Allow the students to discuss what the words in each list have in common.
3. Have students tell the meaning of the common portion of the word. Students may need to look up that part of the word in the dictionary.
4. Once students have the common-root definition in place, ask them to form small groups to determine the meaning of the words on the list from what they know and create a listing on notebook paper.
5. Allow the groups to discuss and share their findings.

Activity:

6. The students will look up virtuoso/virtuosity, and virtue in the dictionary; or give students the definition handout; and write the definition out on a piece of notebook paper.
7. In groups of two, students will discuss the words and the similarities the words share.
8. Students will complete the Venn diagram, recording their observations of similarities and differences between the two words. Use Venn diagram handout.
9. Students will think of the many, varied, and unusual names of people who fit the definition of virtuoso. Stop and record your list of names.
10. Students will review the people who are on their virtuoso list and take five people and defend their choices by listing the attributes each person exhibits that give them the virtuoso label.

Teacher's Role:

The teacher's role in this lesson is to facilitate understanding of root words; and to help students develop an organized compare-and-contrast strategy to think about related words. The teacher will facilitate the application of the student's knowledge of the word "virtuoso" to people they know—both famous and not as famous.

Creative Question Suggestions:

1. How can words relate to one another?
2. What attributes can be applied to a virtuoso?
3. What accomplishments would you expect a virtuoso to have attributed to him/herself?

Evaluation:

1. The students will be evaluated based on the depth of completion of the *virtue/virtuoso* Venn diagram.
2. The students will be evaluated on their defense of the five people they listed as exhibiting virtuosity in their lives.

Definition Handout



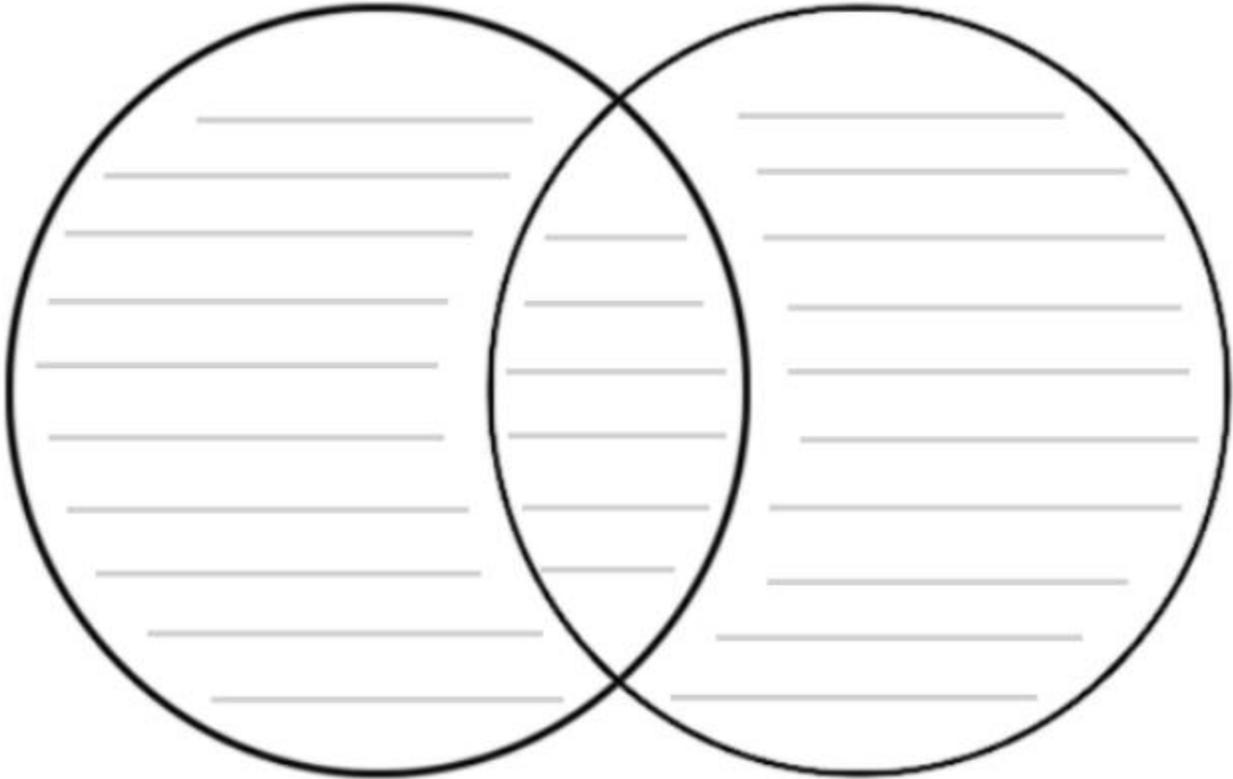
Main Entry: **vir·tu·os·i·ty**
Function: *noun*
Inflected Form(s): *plural -ties*
: great performing ability in the fine arts

Main Entry: **vir·tu·o·so**
Function: *noun*
Inflected Form(s): *plural -sos or virtuo·si /-sE, -zE/*
: a person who excels in the performance of an art; *especially* : a skilled musician
- **virtuoso** *adjective*

Main Entry: **vir·tue**
Function: *noun*
Etymology: Middle English *vertu, virtu* "behavior that fits with what is right or moral," from early French *virtu* (same meaning), from Latin *virtus* "strength, virtue, manly quality," from *vir* "man, male" --related to [VIRILE](#)
1 : conduct that agrees with what is morally right
2 : a particular moral quality <justice and charity are *virtues*>
3 : a desirable quality : [MERIT](#) <the *virtues* of country life>
- **by virtue of or in virtue of** : through the force of : by authority of

Virtue versus Virtuoso/Virtuosity

Complete the Venn diagram noting the similarities and differences between the definitions of the words virtue and virtuoso/virtuosity.





Stamp of Virtuosity



Attributes of virtuosity can lead people to greatness in many fields of study. Depending on the field of study, the application of virtuosity may look different or take different skills.

Subject Areas: Social Studies, Language Arts, Music

Instructional Goals:

- Students will explore the attributes that allow people to accomplish greatness in a field of study or discipline.
- Students will research historical significance of people who possess virtuosity.
- Students will use metacognition in determining salient information.

Materials needed:

- Biographies of composers (Frédéric Chopin, Claude Debussy, Alexander Scriabin, Sergei Prokofiev)
- Encyclopedias, internet, or other reference materials
- Notebook paper
- White card stock
- Markers, crayons, colored pencils

Anticipatory Set:

1. The teacher will facilitate discussion of the meaning of virtuosity.
2. The whole group will create a criteria chart for attributes that lead to virtuosity.

Activity:

1. The students will use the criteria listing attributes of people who demonstrate aspects of virtuosity to note those attributes in the composers' biographies (Chopin, Debussy, Scriabin, and Prokofiev) on a stop-and-jot format of note-taking.
2. The students will create a list of the many, varied, and unusual people who meet the attributes of virtuosity.
3. The students will select a person from their list and research that person's life using the reference materials, taking notes to reflect their research.
4. The students will create a postage stamp representing the person incorporating the attributes of virtuosity.
5. The students will present their postage stamp to the whole class justifying their choices.

Teacher's Role:

The teacher's role is to facilitate the discussion of what virtuosity looks like in people; and to facilitate the creation of a criteria sheet of virtuous attributes.

Creative Question Suggestions:

1. Can you assess the value of being a virtuoso?
2. How would you rate the virtuosity of the composer you researched?
3. How would you rate the virtuosity of the person you selected to research based on their attributes?
4. How did you prioritize the people on your list of virtuous abilities to come up with the single best person to create your postage-stamp rendering?

Evaluation:

1. The students will be evaluated on their research notes on the composers' biographies.
2. The students will be evaluated on their postage stamp representing the person they selected to research, and the incorporation of virtuous attributes within the postage stamp.



Travel across the continents with Sergei Prokofiev as his life unfolds with his career as an accomplished pianist and composer.

Subject Areas: Language Arts, Social Studies

Instructional Goals:

- The students will demonstrate reading comprehension skills.
- The students will explore the geographical travels using chronological events and geographical locations.
- The students will apply map-reading skills.

Materials Needed:

- Atlas
- Continental map of the world
- Colored pencils

Anticipatory Set:

1. The teacher will discuss chronological events in a text.
2. The teacher will introduce a Series of Events Graphic Organizer.

Activity:

1. The students will read the biography article of Sergei Prokofiev.
2. The students will “Stop and Jot” the chronological order of each geographical location Sergei Prokofiev traveled in his lifetime.
3. The students will complete the Series of Events Graphic Organizer.
4. The students will use the atlas to locate each geographical location.
5. The students will use the black-line master of the Earth’s continents to map out the composer’s travels.
6. The students will label each location and continent, mark the date the composer traveled to that location, and mark the travel direction between each location.

Teacher’s Role:

The teacher’s role is to facilitate the chronological note-taking while the students read nonfiction text. The teacher will facilitate reading maps and mapping out locations on a basic blackline master map.

Creative Question Suggestions:

1. What approach would you use to locate specific geographical locations in an atlas?
2. What facts can you compile from the text to build the chronological mapping of the composer's travels?
3. How would you rate each of the geographical locations Prokofiev traveled to?

Evaluation:

1. The student will be evaluated based on the chronological note taking on the Series of Events Graphic Organizer.
2. The student will be evaluated on mapping the geographical locations and on labeling countries, continents, and chronological events.

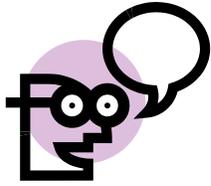
Series of Events Chronological Graphic Organizer

Travels of Sergei Prokofiev

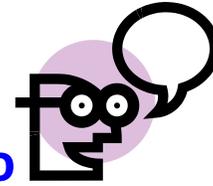


Map of the World





Quotations From a Virtuoso



People are quoted across the ages, for all kinds of reasons, and leave others to infer what exactly they meant when they said that particular statement.

“The attraction of the virtuoso for the public is very like that of the circus for the crowd. There is always the hope that something dangerous will happen.”

--Claude Debussy

Subject Areas: Social Studies, Language Arts

Instructional Goals:

- Students will evaluate quotations and infer meaning.
- Students will use factual research on a person’s life events to justify their intellectual stand on a quotation meaning.

Materials needed:

- Quotations
- Biography of Claude Debussy
- Chart paper
- Notebook paper
- Pencils/markers

Anticipatory Set:

1. The teacher will distribute a selection of famous quotations, such as:
It is not the size of the dog in the fight, it's the size of the fight in the dog.
-- Mark Twain
Experience is a dear teacher, and only fools will learn from no other.
-- Benjamin Franklin
History is the version of past events that people have decided to agree upon.
-- Napoleon Bonaparte
Friendship... is not something you learn in school. But if you haven't learned the meaning of friendship, you really haven't learned anything.
-- Muhammad Ali
I paint objects as I think them, not as I see them.
-- Pablo Picasso
2. In small groups have the students discuss what they think their selected quote means.
3. On chart paper have the students write the quotation in their own words.

4. Allow the groups to share with the class.

Activity:

1. Post or distribute the quotation on being a virtuoso by Claude Debussy.

“The attraction of the virtuoso for the public is very like that of the circus for the crowd. There is always the hope that something dangerous will happen.”

--Claude Debussy

2. The students will read the biographical article about Claude Debussy.
3. The students will “Stop and Jot” while reading the biographical text.
4. In small groups, have the students discuss the inferred meaning they have derived from the quotation.
5. Have each group write the quotation in their own words.
6. The students will write an essay of their opinion of what Debussy is saying about the life of a virtuoso based on the quotation and the biography text on Claude Debussy. The students will defend their opinions by using factual evidence from the reading.

Teacher’s Role:

The teacher’s role is to facilitate the discussion and metacognition of the students while working with the quotations.

Creative Question Suggestions:

1. What is your opinion of what the quotation communicates?
2. What evidence did you use to formulate your opinion?
3. What motive did the person quoted have for the statement they made?

Evaluation:

1. The students will be evaluated on their essays about the Debussy quote.

Extension:

Continue with other quotations from Debussy, and have the students analyze the quotations.

“I love music passionately. And because I love it I try to free it from barren traditions that stifle it.”

“Music is the arithmetic of sounds as optics is the geometry of light.”

“Music is the silence between the notes.”

“Works of art make rules; rules do not make works of art.”

“I wish to sing of my interior visions with the naive candor of a child.”

“Some people wish above all to conform to the rules, I wish only to render what I can hear. There is no theory. You have only to listen. Pleasure is the law.”

THE STORY OF FRÉDÉRIC CHOPIN (1810–1849)



Frédéric Chopin was born in a small town near Warsaw, Poland, in 1810. His father, a teacher, was French, and his mother was Polish. They were both musical and well-educated. When Chopin was 6 years old, he began studying piano; he played a concerto in public at the age of 8. He entered the Warsaw Conservatory of Music at age 16.

By the time Chopin was 17, he was known as the best pianist and composer in Poland. He loved his native country passionately, and many of his compositions include Polish folk tunes and songs. In 1829, while he was performing concerts in Paris, the Russians invaded his home country of Poland. This made it difficult for Chopin to return to Poland, so he remained in Paris for the rest of his life.

Chopin has been called “the Poet of the Piano.” He helped make the piano a successful solo instrument. Most of his delicate, poetic compositions were written for solo piano.

THE STORY OF CLAUDE DEBUSSY (1862–1918)



Claude Debussy was born in France in 1862. His parents ran a china shop in a small town outside of Paris. There was not much money, and Debussy’s parents had to work many jobs to support the family. A family friend paid for his piano lessons. At first, Debussy thought he wanted to be a sailor because he loved the water so much. However, after taking a few piano lessons, he decided that he would much rather become a musician. Although his family was not musical, he excelled at the piano and entered the Paris Conservatory when he was 11 years old. For the next 10 years he studied and wrote music at the famous music school.

Debussy won prizes for his piano playing. However, the teachers were not as impressed with his compositions. Debussy had a desire to make a new kind of music. Most of the teachers did not know what to do with him and his “strange” ideas. Debussy was very interested in a new style of painting that the artists of his time were experimenting with. These artists became known as Impressionists. The Impressionist artists did not try to make a clear, exact picture, but instead gave a hint or impression of a general shape. Debussy imitated Impressionist art with his music. Instead of using paint to create an Impressionist picture, he used a wide variety of sounds to create music that people had never heard before. Debussy used delicate colorings in his harmony, unusual scales, and different kinds of forms. He was able to express the same kind of musical scene through his music as the Impressionist artist did with a brush and paint.

THE STORY OF SERGEI PROKOFIEV (1891–1953)



Sergei Prokofiev was born in Russia in 1891. His mother was an accomplished pianist and was his first teacher. He was a bubbly, mischievous child with a lively sense of humor. Prokofiev showed great musical ability, and by the age of 5 was composing piano music. His talent continued to develop, and at 13 he was accepted into the St. Petersburg Conservatory of Music. At the Conservatory, Prokofiev studied theory and composition. During his time in school, he composed many exciting piano works.

Prokofiev left Russia in 1918, visited Japan, and eventually moved to the United States. In America, Prokofiev met a young singer, Lina Llubera, who became his wife. They had two sons. Prokofiev performed as piano soloist with some of America’s finest orchestras, and his reputation as composer and virtuoso pianist became well-known in the United States and abroad. In 1920, he moved to Paris, where many of his works were performed. Later, Prokofiev returned to Russia.

Prokofiev wrote music in a variety of forms: chamber music, cantatas, music for the movies and theater, sonatas, concertos for various instruments, operas, and symphonies. One of his most popular compositions is *Peter and the Wolf*. He was a respected modern composer who made a great contribution to 20th-century music.

THE STORY OF ALEXANDER SCRIBIN (1872–1915)



Alexander Scriabin was born in Moscow, Russia, in 1872. His father was a lawyer and his mother was a brilliant pianist. Music was an important part of his early education, and at the age of 16, Scriabin entered the Moscow Conservatory.

Scriabin left the Conservatory in 1892 to pursue a career as a concert pianist. For several years he toured Europe performing his own works in concert. Over his lifetime, he wrote approximately 100 different works.

Scriabin had the ability to hear a certain sound and associate it with a certain color. He worked to combine color and music in his later pieces. Although Scriabin died at the early age of 43, his music achieved popularity, and he enjoyed international fame and recognition.