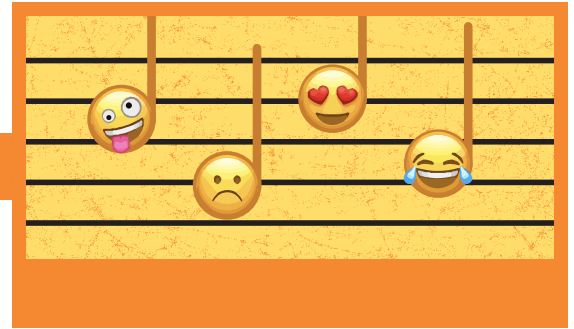


Music and Emotion

Grades 5-8



Lesson 2 — *Through the Ears of the Composer*

Objective

Students will compare three different composers' musical depictions of the Romeo and Juliet story. Students will identify and understand ways composers use music to convey specific emotions. Students will explore how music can evoke emotions in themselves.

Suggested Materials

- Recording of Prokofiev's "Montagues and Capulets" from *Romeo and Juliet* (audio links can be found at youtube.com/user/BfloPhilharmonic)
- Recording of Tchaikovsky's *Romeo and Juliet Fantasy-Overture* love theme (audio links can be found at youtube.com/user/BfloPhilharmonic)
- Recording of Bernstein's "Somewhere" from *West Side Story* (audio links can be found at youtube.com/user/BfloPhilharmonic)
- Kids Love Shakespeare's Romeo and Juliet – Quick Summary for Kids (provided)
- Composer's Palette handout

New York State Arts Standards

MU:Re7.1.5a	MU:Re7.1.6a	MU:Re7.1.7a	MU:Re7.1.8a
MU:Re7.2.5a	MU:Re7.2.6a	MU:Re7.2.6a	MU:Re7.2.6a
MU:Re8.1.5a	MU:Re8.1.6a	MU:Re8.1.7a	MU:Re8.1.8a

Common Core Learning Standards for ELA & Literacy

Reading, CCR 1, 2, 4, 6 and 7

Writing, CCR 3, 4 and 11

Speaking & Listening, CCR 1, 2, 3 and 4

Language, CCR 1, 2, 3, 4, 5 and 6

Procedure

- 1) Composers can depict different emotions through their musical choices. In this lesson, we will explore how three different composers express strong emotions through the music that they compose. Three composers, Prokofiev, Tchaikovsky and Bernstein all wrote music to depict the story of Romeo and Juliet by William Shakespeare. The characters in this story have many strong emotions, which has inspired artists of all kinds to try and depict them in their art, music, writing, dance, etc. We will explore how these three composers approached this story.
- 2) To familiarize students with the story itself, share the Romeo and Juliet summary provided. Then, create a quick list or have a quick discussion about what emotions they might hear in the music they are about to listen to based on this story.
- 3) Share the Composer's Palette worksheet with students. Then, play the opening of Prokofiev's "Montagues and Capulets" for students. After listening for a little while, ask them to describe the music. What types of sounds are they hearing? What instruments are playing? What qualities do they hear? How does the music make them feel? What emotions might this music be depicting? What musical tools are being used?

Lesson 2 — *Through the Ears of the Composer* (continued)

- 4) Tell the students about the scene that this music is describing – an angry conflict between the two warring families, the Montagues and the Capulets. Did the composer do a good job evoking the emotions of anger and conflict? If so, how did he achieve this (what musical tools did he use)? If not, what musical choices would the students have made?
- 5) Now play the love theme from Tchaikovsky's *Romeo and Juliet Fantasy-Overture* (see audio links). Ask the students the same questions that you asked about the Prokofiev. How does this music make them feel? How is this music different than the previous selection? Are there any similarities?
- 6) Now describe the scene of this music – this depicts the moment between Romeo and Juliet when they profess their love to each other. What did this composer do to try and convey this emotional content? Was it effective? If not, what choices would the students have made?
- 7) Finally, play Leonard Bernstein's "Somewhere" from *West Side Story*. What does this music sound like to the students? How is it similar to the previous selections? How is it different? How does it make them feel? Be sure to share the lyrics with students:

There's a place for us,
Somewhere a place for us.
Peace and quiet and open air
Wait for us
Somewhere.

There's a time for us,
Some day a time for us,
Time together with time spare,
Time to learn, time to care,
Some day!
Somewhere.

We'll find a new way of living,
We'll find a way of forgiving
Somewhere...
There's a place for us,
A time and place for us.

Hold my hand and we're halfway there.
Hold my hand and I'll take you there
Somehow,
Some day,
Somewhere!

- 8) Share some background on this piece. Leonard Bernstein wrote a musical called *West Side Story*, which sets the Romeo and Juliet story in New York City during the 1950s. The Romeo character's name is Tony and he falls in love with Maria who is the Juliet character. They are from different cultures (he is white, she is Puerto Rican) and their communities do not accept the match between the two. Knowing the outcome of the Romeo and Juliet story, could "Somewhere" be conveying more than one emotion? Discuss with students what they hear and think.

Extended learning:

Ask students to write about a piece of music that evokes a strong emotion in them. Using descriptive language, ask them to write about how it makes them feel and why. What musical tools did the artist(s) use to bring out the emotions? Students may take turns sharing their writing with each other, as well as sharing the music that they are writing about.

OR

Ask students to select a piece of music of their choosing and then they write a story that goes with it. What might be happening in this story, based on the music that you hear? What emotions are prominent? Students may share their stories and music with each other.



Musical Elements

Pitch

high or low notes that create melody and harmony

Tonality

the organization of pitches (or notes)

Tempo

how fast or slow

Beat

the duration of a sound, how long a note lasts

Texture

how many different sounds are happening at once

Form

the musical plan

Timbre

the quality or type of sounds created by different instruments

Meter

the organization of beats

Dynamics

how loud or quiet

Silence

no sound

The Art of Making Music



Kids Love Shakespeare's Romeo and Juliet – Quick Summary for Kids

This story takes place in Verona, Italy, where two families are fighting. The families are named the Montagues and Capulets and they have hated one another for a long time. At the beginning of the play the Prince of Verona warns both families that anyone caught fighting in the streets of Verona will be sentenced to death.

One of the main characters is named Romeo Montague. Romeo is usually peaceful and interested more in love than in fighting. At the beginning of the play, Romeo tells his cousin Benvolio and his friend Mercutio that he is sick with love for a girl who won't love him back. Benvolio and Mercutio encourage him to forget about her and go with them to a costume party at the house of Capulet. They know it will be dangerous because they are Montagues, but they think it will be fun.

Old Capulet has one daughter named Juliet. He is hoping Juliet will agree to marry Count Paris and is excited for them to spend time together at the party. Capulet wants his party to be a happy place for love to blossom. When his nephew, Tybalt, tells him that there are Montagues at the party, Capulet demands that Tybalt leave them alone to enjoy the party.

While Romeo is at the party, he meets Juliet. He falls instantly in love with her and is sad to learn that she is the daughter of his family's enemy. Romeo decides to risk his life and sneaks to Juliet's bedroom window to speak with her. While he watches and listens to Juliet, Romeo learns that she is in love with him too!

They speak at the window and make plans to secretly get married, even though their families are enemies. The next day Romeo and Juliet go to Friar Lawrence who agrees to marry them right then and there. Friar Lawrence hopes that their marriage will help to bring peace to both families. On the way home from the wedding, Tybalt, who is still angry that the Montagues came to the Capulet party, challenges Romeo to a duel in the street. Romeo refuses to fight him. Mercutio agrees to fight Tybalt instead. Romeo tries to stop the fight and accidentally gets in the way. Tybalt stabs Mercutio and Mercutio dies. Romeo is so angry and sad that Mercutio is dead that he agrees to fight Tybalt, and then kills him! Benvolio begs Romeo to run away from Verona so that the Prince of Verona can't sentence him to death for fighting.

Juliet is sad to hear of her cousin's death, but she is even more sad to hear that her husband Romeo must leave Verona. She has another problem too. Her father is forcing her to marry Count Paris. She goes to Friar Lawrence for advice. Friar Lawrence gives Juliet a special type of poison. The poison will make her fall into a very deep sleep, but everyone will think she is dead. Friar Lawrence plans to send a message to Romeo so that he can come back to Verona and meet Juliet when she wakes up in her family's tomb. Then they can leave Verona and be together.

Juliet follows her part of the plan, but something goes very wrong. Friar Lawrence's message never makes it to Romeo. Instead, Romeo hears that Juliet is dead. In despair, Romeo returns to Verona with a very strong poison. He goes to Juliet in the tomb, drinks the poison, and dies. When Juliet wakes up she finds Romeo laying next to her. She is so sad that she takes his dagger and kills herself.

This story is a tragedy because the ending is so sad. There is one good thing that comes of Romeo and Juliet's deaths. When the Montagues and the Capulets learn what happened with their children, they agree to end the years of fighting. The Prince of Verona hopes the story of Romeo and Juliet will help keep Verona a peaceful place.

This, and other resources, provided by www.kidsloveshakespeare.com

