



**Teaching for the 21<sup>st</sup> Century:**  
***Creating Connections in Music and the Core Curriculum***

**UNITE Workshop**  
**April 14, 2012**

**About the Presenter**

Dr. Corinne Ness ([cness@musicinst.org](mailto:cness@musicinst.org)) is director of school and community partnerships for the Music Institute of Chicago. A recognized leader in arts integration, Dr. Ness is responsible for curriculum and assessment for MIC's school residency programs, and provides professional development workshops on arts integration across the midwest. Dr. Ness is also director of music theatre and opera at Carthage College in Kenosha, WI, where she teaches private voice and music theatre-related courses as well as music education courses.

Dr. Ness has been a featured presenter for the National Opera Association (2012), the Iowa Music Educator's Conference (2010), and three NATS National Conventions (2006, 2008, 2012). Dr. Ness has also been a guest music theatre pedagogue for the Shanghai Conservatory of Music's music theatre program. In 2012, Dr. Ness will be a visiting instructor in Shanghai, Beijing, and Huairou, China.

Dr. Ness began her teaching career as a public school music teacher, and spent a decade teaching choir and general music in urban and rural public schools. Dr. Ness holds a B.M. in Choral Music Education from Northern Illinois University, a M.M. in Vocal Performance from the music conservatory at Roosevelt University's Chicago College of Performing Arts, and a certificate in contemporary vocal pedagogy from Estill International. Dr. Ness received her Ph.D. in Cultural and Educational Policy from Loyola University Chicago.

**About the Music Institute of Chicago**

Arts Link is MIC's distinctive outreach program, serving over 6,500 students per year in Chicago and suburban schools as well as community programs through professional development workshops, school partnership programs, and community engagement programs.

MIC's Arts Link program features:

- A ***proven design***. The Arts Link program has been working with teachers, schools, and communities since 1992.
- A ***highly qualified faculty***. Arts Link programs are created and taught by experienced educators utilizing the best practices in arts education. Arts Link teaching artists have advanced degrees in the arts as well as significant classroom teaching experience.
- A ***comprehensive fine arts curriculum***. Arts Link programs focus on skill development in each of the arts modalities: music, drama, dance/movement, and visual art while providing opportunities for collaborative learning and social development.

**Part I: What Children Should Know and Be Able to Do in Music**

	IL State Standards	National Standards	CPS Guide
KNOW	25: Know the language of the arts	Reading and notating music (5)	Art Literacy
DO	26: Through creating and performing, understand how works of art are produced	Singing alone and with others, a varied repertoire of music (1)  Performing on instruments, alone and with others, a varied repertoire of music (2)  Improvising melodies, variations and accompaniments (3)  Composing and arranging music within specified guidelines (4)	Art Making
UNDER- STAND	27: Understand the role of the arts in civilizations, past and present	Listening to, analyzing, and describing music (6)  Evaluating music and music performances (7)  Understanding relationships between music, the other arts, and disciplines outside the arts (8)  Understanding music in relation to history and culture (9)	Evaluation and Interpretation  Making Connections

**Arts Processes**

- a. Perceive (notice and think)
- b. Respond (discuss, produce)
- c. skills development (manipulate materials of the arts)
- d. evaluate (assess and critique)
- e. understand (forming concepts of elements, structures, history, culture)
- f. create (generating original ideas)

## Part II: Activities that Create Connections

Crossing the midline

The Cup Game/ The Entertainer

Dynamics

Ruby Sings the Blues

Aural Discrimination (pitch and inflection, meaning and intent)

Farkle McBride

Decoding

Also Sprach Zarathustra

Form

Twinkle, Twinkle

Biographies and Culture

Book List

## Part III: Evaluations

• clap, clap, pat, pat, pat

• up, down

• clap, tap, down

• switch, pat, over

## Beethoven's The Storm

Themes: Nature, Language Arts, and Music

1. Show students Brueghel's Landscape with the Fall of Icarus.
2. Tell students the story of Icarus:

Daedalus was famous for being a sculptor, architect and inventor. Unfortunately, he made the king mad one day. He and his son Icarus were locked up in a tall tower. Daedalus used candle wax and feathers from birds to make a pair of wings. He was able to fly around inside his cell.

Daedalus made another set of wings for Icarus. They were going to escape from the tower. He warned Icarus to fly high enough to avoid the dampness of the sea. However, if he flew too high, the sun would melt the wax in the wings. They flew out the window to freedom.

Icarus was having so much fun flying that he forgot his father's warning. He flew too close to the sun and his wings melted. He plunged into the sea and died. Daedalus looked for him but could only find a handful of feathers.
3. Read the poem "Landscape With the Fall of Icarus" by William Carlos Williams
4. Talk about how Williams and Brueghel have interpreted nature.
5. Ask students to write their own poems or draw their own landscapes on the theme of nature.
6. Listen to Beethoven's Symphony No. 6, Fourth Movement (The Storm).
  - a. Piece begins with low stringed instruments depicting the rumble of thunder; the music gets louder and louder, leading to explosive fortissimo portraying thunder and lightning, which are now close; timpani and brass instruments add to the fury of the storm; as the movement ends, the storm subsides and the music becomes soft and tranquil
7. Read students an excerpt from Beethoven's biography, particularly the section relating to his raging at the storm. Discuss similarities of Icarus and Beethoven (re: desiring to control nature).
8. Have students re-interpret the story of Icarus in music, using percussion, found sounds, spoken word, song...

Landscape With The Fall of Icarus  
By William Carlos Williams

According to Brueghel  
When Icarus fell  
It was spring

A farmer was ploughing  
His field  
The whole pageantry

Of the year was  
awake tingling  
Near

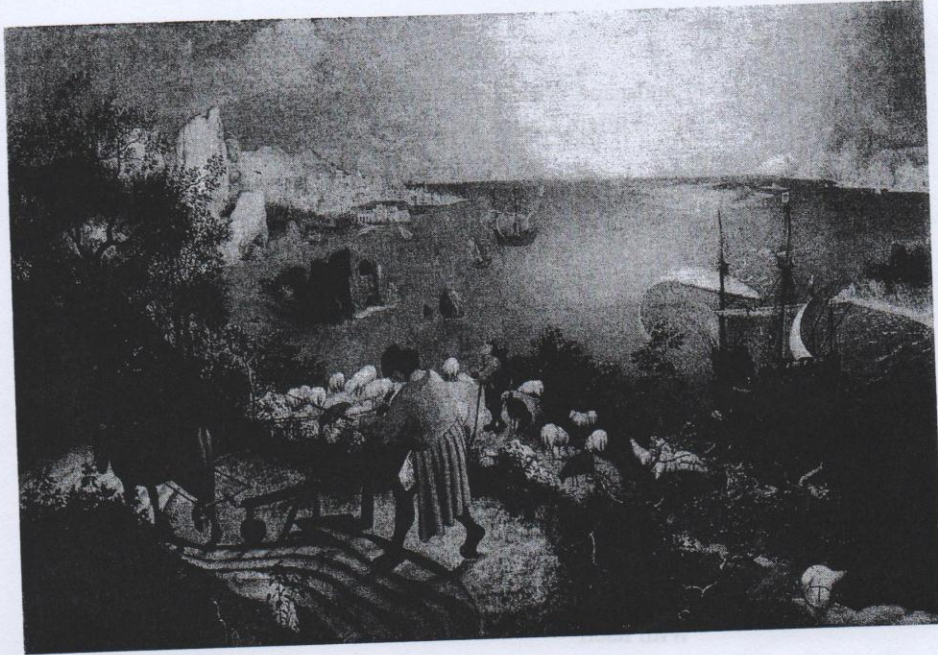
The edge of the sea  
Concerned  
With itself

Sweating in the sun  
that melted  
Wings' wax

Unsignificantly  
Off the coast  
There was

A splash quite unnoticed  
This was  
Icarus drowning

Also consider W. H. Auden's **Musee des Beaux Arts** (excerpt)  
In Brueghel's Icarus, for instance: how everything turns away  
Quite leisurely from the disaster; the ploughman may  
Have heard the splash, the forsaken cry,  
But for him it was not an important failure; the sun shone  
As it had to on the white legs disappearing into the green  
Water; and the expensive delicate ship that must have seen  
Something amazing, a boy falling out of the sky,  
had somewhere to get to and sailed calmly on.



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5. Ask students to write their own poems or draw their own landscapes on the theme of nature.
6. Listen to Beethoven's Symphony No. 5, Fourth Movement (The Storm).

#### The Cup Game \*

Clap	Clap	Pat Pat	Pat	Grab It	Up	Down	
1	2	3	4	1	2	3	(rest)

Clap	Grab It	Hit It	Down	Switch	Pat	Over	
1	2	3	4	1	2	3	(rest)