

KS State General Music Standards

Responding - How do the arts convey meaning?

Re.2 Analyze: How does the structure and context of varied musical works inform the student's response?

Re.3 Interpret: How does the interpretation of this musical work reflect the creators'/performers' expressive intent?

Re.4 Evaluate: What is your evaluation of this musical work and performance based on your analysis, interpretation and established criteria?

Content Objectives:

- SWBAT to identify elements of music in a musical composition that express the historical details and/or elements of culture of early Wichita.
- SWBAT to express how the musical composition reflects a story/feelings/preferences about a location such as Wichita
- SWBAT to explore and identify different sections of the music as they are organized in musical form.

Literacy Objectives:

- SW will listen and evaluate what they hear and use a listening map to track the musical form and order of the suite.
- SW will collaborate with shoulder partners to discuss takeaways from the video as they relate to learning targets

Essential Question:

What elements of music does a composer use to tell a story or create a musical 'picture' about a location and its history or culture?

Materials needed:

[Task Card Graphic Organizer](#)

Writing Utensil

Video link from WSO YPC

Vocabulary:

Composer, composition, suite, movements (sections of a musical composition), introduction, ABA Form, coda, instruments of the orchestra, contrasting, emotions, feelings, opposites, nickelodeon, organ, keyboards

Lesson Overview:

Students will watch the video of The Old Cowtown Suite, composed by George S. Clinton, as performed by the Wichita Symphony Orchestra. Scenes were filmed on location at the Old Cowtown Museum in Wichita, KS with orchestra performers and other cast members dressed in period clothing. Students will use a Task Card graphic organizer to make the connection between the musical story and how details about Wichita and its history can be observed and heard during the video and by listening to the music.

Lesson Procedure:

Students should record information they receive from the video on the Task Card. They will be listening for how the music reveals the composer's vision of a story about Old Wichita. The sections below have prompt questions that will guide the students in completing the Task Card.

Opening

Listen/Write

Using the word bank on the task card, SW fill in the blanks of what they learned as composer George S. Clinton and SS teacher share information about The Old Cowtown Suite.

I The Trail [1:58 - 6:26]

Analyze/Track Music

SW follow the listening map as they identify instruments and the different sections of the music.

II The Church and the Jail [8:18 - 14:38]

Compare/Contrast

SW find and connect contrasting words that describe the two musical sections.

III The Nickelodeon [14:38 - 19:20]

Imagine and Create

After watching and discussion with their shoulder partners to identify what instruments make up a Nickelodeon (such as a keyboard, drums and other things, SW imagine, design and draw their own version of a 'Nickelodeon')

Point of Interest during the video:

Teacher prompt: Why is the percussionist using binoculars? [Mr. Slater, a professor at Friends University and member of the Wichita Symphony Orchestra, is visually impaired but that has not stopped him from a professional career making music in many capacities]

IV Prairie Reminiscence [19:22 - 25:23]

1. **Pause the video** with the picture of the farm showing before the music starts.
2. **Collaborate:** Students discuss with a shoulder partner what they predict the music is going to sound like that will go along with the farm picture.
3. **Discuss:** After the video, have the students share if their predictions were correct. Ask how the music showed what the settlers were experiencing. Examples might be the emotions of being lonely or scared.

V The Blacksmith and the Print Shop [25:25 - 31:33]

1. **Listen and Decide:** SW will identify and circle the instruments they heard played to 'show' the Blacksmith and the Print Shop.
2. **Share:** Stop the video and have the students share - discuss the 'instruments' from the shop that were used to make musical sounds.

VI Rosie Dreams of the Herd [24:59 - end]

Inquiry: from the music and the video, answer the following on the Task Card:

- Who is Rosie? Answer: The Cow
- Where does she live? Answer: On the Farm at Cowtown.
- What is she dreaming about? Being outside of the fence.
- Who does she want to be with? The rest of the herd.

Discuss: after sharing their answers, SW will share their opinion: How does the music tell Rosie's story?