

**KS State Music Ensemble Standards for Gr. 6-8**

**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 write a reflection about the Old Cowtown Suite musical composition and give their opinion
- 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.

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

**Listen/Observe**

1. What instruments do you hear? Use the word bank on the back of the page to help you.
2. What is the story that the composer is wanting to 'tell'?
3. What pictures or things about Old Wichita does the fast music seem to represent?
4. Same question for the slow music - what does it seem to show?

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

**Compare/Contrast**

1. What 'picture' is the music creating in the first part of the movement?
2. Why is it titled Church and Jail? Why would they be together???

**Pause the video after the 2nd movement.**

**Quick Write - on p. 2 of the Task Card**

Have the students turn the Task Card over to complete a 3 minute **Quick Write**

Students will write for 3 minutes to answer this question:

1. Describe the way that the 2 sections of music in The Church and The Jail were different.
2. Use adjectives that are opposite to describe the two types of music you heard. An example would be happy vs. sad.
3. After the Quick Write, have the students share their ideas with their shoulder partner.

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

**Inquiry** Prompt questions:

- After watching the video and hearing the music, how would you describe the instrument 'Nickelodeon'?
- List other keyboard instruments did you see being played during this movement (player piano, old fashioned grand piano)
- How is the music different in this movement?

*Point of Interest:*

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. **Write:** Students will write their opinion of the music and how it compares to their prediction.

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

1. **Listen and Look:** what instruments sound like the Blacksmith shop and which sound like the Print Shop?

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

1. Inquiry: from the music and the video, answer the following on the Task Card:
  - a. Who is Rosie?
  - b. Why is she dreaming of the herd?
  - c. How does the music tell her story?

### **Complete Exit 'Ticket:'**

**Your Opinion Matters - p. 2 of the Task Card**

**Write:** Students will use at least 3 words from the word bank and give their opinion:

Were you able to imagine seeing a 'movie' of the story of Old Wichita and its history while listening to this music?  
Why or why not? Write at least 3 complete sentences.