

## **Bernstein Overture to *Candide* Active Listening**

### **National Music Standards (rev. 2014)**

**Artistic Process:** Connecting

**Anchor Standard:** Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

**Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

**Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

### **MU:Re7.2.4**

a. Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

### **Learning Target**

The student will apply knowledge of musical terms and concepts in describing the composer's intent.

### **Lesson Plan**

#### **Materials:**

Recording of listening example  
YouTube of musical performance

#### **Bernstein:**

<https://www.bing.com/search?q=overture%20to%20candide&pc=cosp&ptag=G6C999N458315AA37F7FBE93&form=CONBDF&conlogo=CT3210127>

#### **Partner Expectations (post in a prominent location)**

- Eye contact
- Bodies facing
- Listener is silent!
- Speaker uses speaking voice
- Assign numbers (#1 speaks first)

#### **Orchestral Instrument Family Shout-Out Game\***

**\*denotes document included with symphony plans**

#### **Background information:**

*Candide* is an operetta that premiered in 1956. The music was an immediate hit. The overture features melodies in four songs from the operetta, including "The Best of All Possible Worlds" and "Glitter and Be Gay."

Leonard Bernstein was an American composer, conductor, pianist and author. He was the Conductor of the New York Philharmonic and gave a series of music lectures on TV beginning in 1954 and continuing until his death in 1990. His parents were immigrants from the Ukraine.

**Warmup:** "You will be going to a concert by the Des Moines Symphony Orchestra. Now we will listen to one of the pieces they will perform at the concert."

**Show the online video of Bernstein conducting "Overture to *Candide*."** Tell students that the composer himself is conducting and that he was famous for both writing music and as a conductor.

*Play the Orchestral Instrument Family Shout-Out Game (see document).*

**Direct instruction:** “To be able to completely concentrate on this music, find a **comfortable position** for your body...  
**Relax** your muscles...  
**Close your eyes** so you aren’t distracted by things in the room...  
**Breathe** in deeply, breathe out slowly...”

“While you listen, think about what **colors or pictures** the music makes you ‘see’ in your mind. Think about what **feelings** the music makes you feel. How would you describe this music to someone who hasn’t heard it before?”

**Play 2-3 minutes** from the musical selection (aural only, no visual).

**Elicit responses** from students by asking questions about the feelings and colors the music makes them see and feel. Relate the colors and feelings to musical elements. For example: orchestra plays loud, dance-like notes in the beginning, smooth and flowing in the middle

**Guided practice:**

**Listen to 2-3 minutes** more of music. (same prep for active listening as before - comfortable position/relax/close eyes/breathe)

*Refer students to **Partner Expectations***

**Rally Robin** (from *Kagan Cooperative Learning*)

- a) Pose a question that will elicit a list of responses  
“Name colors or feelings the music made you see or feel.  
What instruments did you hear?”
- b) Think time (wait 10 seconds before speaking)
- c) Students take turns briefly responding
- d) Continue giving responses until teacher signals stop (dinger bell)
- e) End with a compliment (teacher tells the compliment ALL students are to give)  
For example, “You are a good thinker.”

**Independent practice:**

**Mix-Pair-Share** (*Kagan Cooperative Learning*)

- Students walk around the room as musical selection plays
- When music stops, high 5 a partner (nearby student)
- Students take turns giving responses to a question posed by teacher (responses should require more thought)  
For example, “Why do you think the composer chose those instruments?  
How do the dynamics make the music expressive?”
- At teacher’s signal to stop, give a compliment provided by the teacher

**Assessment:**

**Informal** - In a circle or in line, students turn to a neighbor and tell one color or feeling from listening to the music; turn to other neighbor and tell one thing they liked about the music (tempo, dynamics, rhythm, instruments, mood, etc.)

**Formal** - Students write their impressions about the music on a slip of paper (color, feelings, musical elements they liked); teacher collects and records

**Resources:**

**Kagan Cooperative Learning**

<https://t2tuk.co.uk/StudentTeacher.aspx>