

Series 1, Lesson 2

Lesson Plan and Worksheets

Grade Range: K-3

Topic: Dots and Lines

Duration: Approx. 50 mins

Objective(s): Using active listening skills, students will visually and aurally identify the differences between short and long sounds.

Outcome(s): Students will use the knowledge gained during the lesson to identify paintings that represent the sounds heard as well as create their own painting based on the long and shorts sounds heard.

Curriculum Expectations:

Description of expectations found in index

Summary of Tasks/ Actions:

Pre-listening Activity (10’):

In paintings and drawings, we have two different types of elements we can use, dots and lines.

Ask students:

- How would you describe a dot? Where might you find dots in everyday life?
- How would you describe a line? Where might you find lines in everyday life?

In music we often refer to dots and lines as short or long sounds.

Ask students:

- What are some **short** sounds you might hear in everyday life?
 - Have students perform their examples verbally
 - Ex. A dripping faucet makes short sounds: “drip... drip... drip”
- What are some **long** sounds you might hear in everyday life?
 - Have students perform their examples
 - Ex. A Wolf howl’s long sounds (aaahhhwooooo)

Dots and Lines Episode (15’):

Students will listen excerpts played by the London Symphonia. Each excerpt will be paired with a painting highlighting the connection between lines/dots, and long/short sounds. There are two moments where you can pause the video and discuss:

- Prompt 1: [1:53] - “What are other short or staccato sounds you may encounter in everyday life?”
 - Have students brainstorm then perform their examples verbally
 - Ex. A dripping faucet makes short sounds: “drip... drip... drip”

- Prompt 2: [6:19] – “What are other long or legato sounds you may encounter in everyday life?”
 - Have students brainstorm then perform their examples
 - Ex. A Wolf howl’s long sounds (aaahhhwoooooo)

Post-Concert Activity (25’):

Students will create a drawings or paintings based *Pavane* by the composer Gabriel Fauré. Students will use long pencil/brush strokes (or lines) for long sounds, and short dots for short sounds and may layer them on top of one another.

Materials/Equipment:

- Computer, internet, and access to digital lesson
- Post-Concert Activity Worksheet
- Pencils / Colored Pencils (if desired)

Assessment Guide:

- Knowledge and Understanding:
 - Student is able to orally express the differences between lines and dots:
 - Student is able to express and perform examples of long and short sounds from everyday life

- Thinking:
 - Student is able to orally identify paintings that are composed primarily of dots or lines
 - Student is able to orally identify musical examples as having long or short sounds

- Communication/Application:
 - Student is able to demonstrate that *Clair de Lune* uses primarily long sounds by creating a drawing that uses lines
 - Student is able to demonstrate that *Passepied* uses primarily short sounds by creating a drawing that uses dots

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ARTWORK FEATURED

Starry Night by Vincent van Gogh [Long Sounds]

A Sunday Afternoon on the Island of La Grande Jatte by Georges Seurat [Short Sounds]

MUSIC FEATURED

Claude Debussy

Gabriel Fauré

Francis Poulenc

Clair de Lune from *Suite Bergamasque*

Pavane

Trio for Horn, Trumpet, and Trombone

II. *Andante*

K-3: Lesson 2 Activity

Dot and Lines!

Composers can write their music by using long and short sounds, much like an artist creates a painting using lines and dots to create their painting. As you listen to *Pavane* by the French composer Gabriel Fauré, draw/colour/paint the types of sounds you hear music. Long sounds = lines, short sounds = dots!

To create this drawing digitally, you can use Google Drawings!

Remember! Composers can use “long” sound also known as *legato* and “short” sound known as *staccato*

