



## **Beethoven Through Time**

### **Social Studies/Art Integration Lesson (Music)**

This lesson best fits in the LBUSD 2<sup>nd</sup> grade social studies pacing with *Reflections* text unit 1, Lesson 4 “Daily Life Then and Now.” It helps if students have already done some exploration of their own family history.

The lesson looks at changes people have made to Beethoven’s 5<sup>th</sup> Symphony. The different versions of the piece reveal preferences in musical styles in different periods of history. It connects the social studies theme of differences in the events of people’s daily lives with the music anchor standard #10, which asks students to examine how personal interests relate to choices when creating, performing, and in this case especially, responding to music.

The comparisons in this lesson can be used as one aspect of differences in daily life that students use in Lesson 4, or even be used as an alternate to Lesson 4.

### **STANDARDS**

- California State Content Standards for History/Social Studies
  - 2.1 Students differentiate between things that happened long ago and things that happened yesterday.
    - 2. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.
    - 3. Place important events in their lives in the order in which they occurred (e.g., on a timeline or storyboard).
- National Core Arts Standards – General Music
  - Process Component: Connect #10
    - Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.
    - Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- California State Content Standards for Visual and Performing Arts: Music
  - 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS
    - Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers
      - Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.



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- Connections and Applications
  - 5.1 Identify similar themes in stories, songs, and art forms (e.g., patterns, texture).
- *Careers and Career-Related Skills*
  - 5.2 Identify and discuss who composes and performs music.

The culmination of this lesson is for each student to make a general timeline of his/her family with different renditions the 5<sup>th</sup> Symphony on the timeline representing the changes in styles across the generations.

*It is helpful if students already have some understanding of how things in everyday life may be different between the time we live in now and that of the times in which their parents, grandparents, and/or great-grandparents were children.*

### **Before Teaching**

Listed below are links to different versions (including the standard version) of Beethoven's 5<sup>th</sup> Symphony. Pick out a few that are likely to represent the time frame of different generations of your students' families.

"Original" Version

<https://www.youtube.com/watch?v=7jh-E5m01wY>

Hot Jazz (Frank Vignola – 2011, in the style of 30's hot jazz/gypsy jazz)

<https://www.youtube.com/watch?v=wOiBIL9pHMw>

Big Band (Brian Setzer Orchestra - 2007, in the style of 30's/40's style big band)

<https://www.youtube.com/watch?v=oLeHZ5Fn4gc>

Salsa (Hovedoen Social Club/Norwegian Radio Orchestra , 2012 -- in the style of 40's/50's/60's style salsa)

<https://www.youtube.com/watch?v=jafWlyfUabw>

Progressive Rock (Ekseption – performance from 90's, song dates from early 70's)

<https://www.youtube.com/watch?v=XfxsL1ZvN1I>

Disco (Walter Murphy, 1976)

<https://www.youtube.com/watch?v=7JaHvcEiMBc>

Heavy Metal - (Yngwie Malmsteen – performance from 90's, first recorded in 1986)

<https://www.youtube.com/watch?v=4fGPB0Lsmso>

Rock (David Garrett, 2011)

<https://www.youtube.com/watch?v=eKm70oGj-JI>



Techno (Infinity String Quartet, 2010)

<https://www.youtube.com/watch?v=tcOx0utsJKQ>

Hip Hop Remix

(DJ Daddy Ray Z, 2008) – This version samples the disco version and a symphonic version all to a hip hop beat

<https://www.youtube.com/watch?v=7fM8llpDvOw>

(Krump Dance Video – Tight Eyez, dancer, 2013)

<https://www.youtube.com/watch?v=LqvXliHj9MA>

(Thee Phantom, 2013)

<https://www.youtube.com/watch?v=TIqATNko4BY>

Cartoons

(Pink Panther, 1966)

<https://www.youtube.com/watch?v=xiA6qe5S2wU>

(Disney's Fantasia 2000)

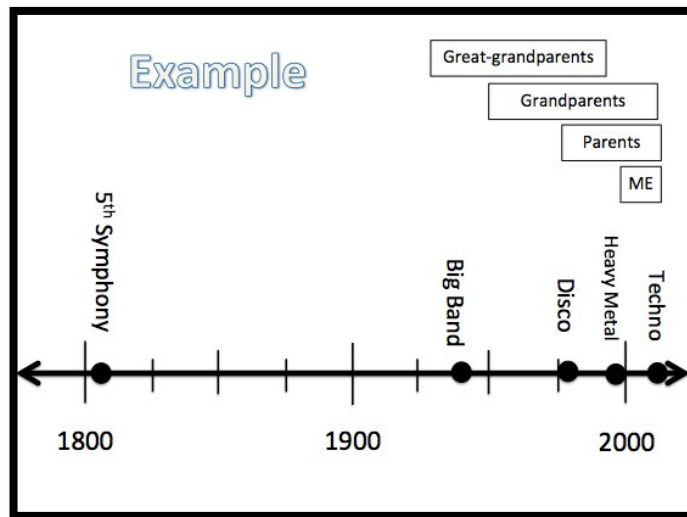
<https://www.youtube.com/watch?v=nMnlxYkZKaU>

## Lesson Sequence

- Start with a quick overview of Beethoven's 5<sup>th</sup> Symphony
  - Beethoven lived from 1770-1827
  - The 5<sup>th</sup> Symphony was written 1804-1808, and first performed in 1808, in Vienna.
  - It's up to you how detailed you want to get with the overview. You could look at some aspects of daily life in the time such as fashion, transportation, technology & scientific discoveries, world event, etc.
- Listen or show videos for the version of the symphony that you have selected.
  - You can spread the listening out over several days, or just play a minute or so of the different versions all in one lesson. Listening to all the songs in their entirety in one period will probably be overwhelming for students.
  - Create a timeline of the various versions.
    - Use the timeline included or create your own to plot out the time in which the style of the version was popular.
    - The eras of students, parents, grandparents, and great-grandparents have been placed on the timeline included.
      - Explain that this is a range of times for each generation. In some families grandparents and parents are older, and in some families they are younger. In some families great-

grandparents are still living, and in others they, and maybe even parents and grandparents, have already passed away.

- For an individual student the range would be more specific. You might want to show an example of a particular student (or imaginary student) or even your own family.












- Make a list or table showing the generations and “their” Beethoven

My Great-grandparents' Beethoven	Big Band
My Grandparents' Beethoven	Disco
My Parents'	Heavy Metal
My Beethoven	Techno

- Compare and Contrast – Step 1, Timeline
  - Begin by having each student make a timeline of his/her family.
    - Students can draw a picture and/or write the name of each family member in the boxes

- Students will add “their Beethoven” version in the bottom box.
  - The version can be notated with the name of the genre, artist, and/or a picture of the performer from the time period.

 <i>Beethoven For Me,</i> <i>Beethoven For You</i>			
			
Great-grandparent	Grandparent	Parent	Me
1920s – 1960s	1940s – 1980s	1970s – 2010s	2000s - 2010s
			

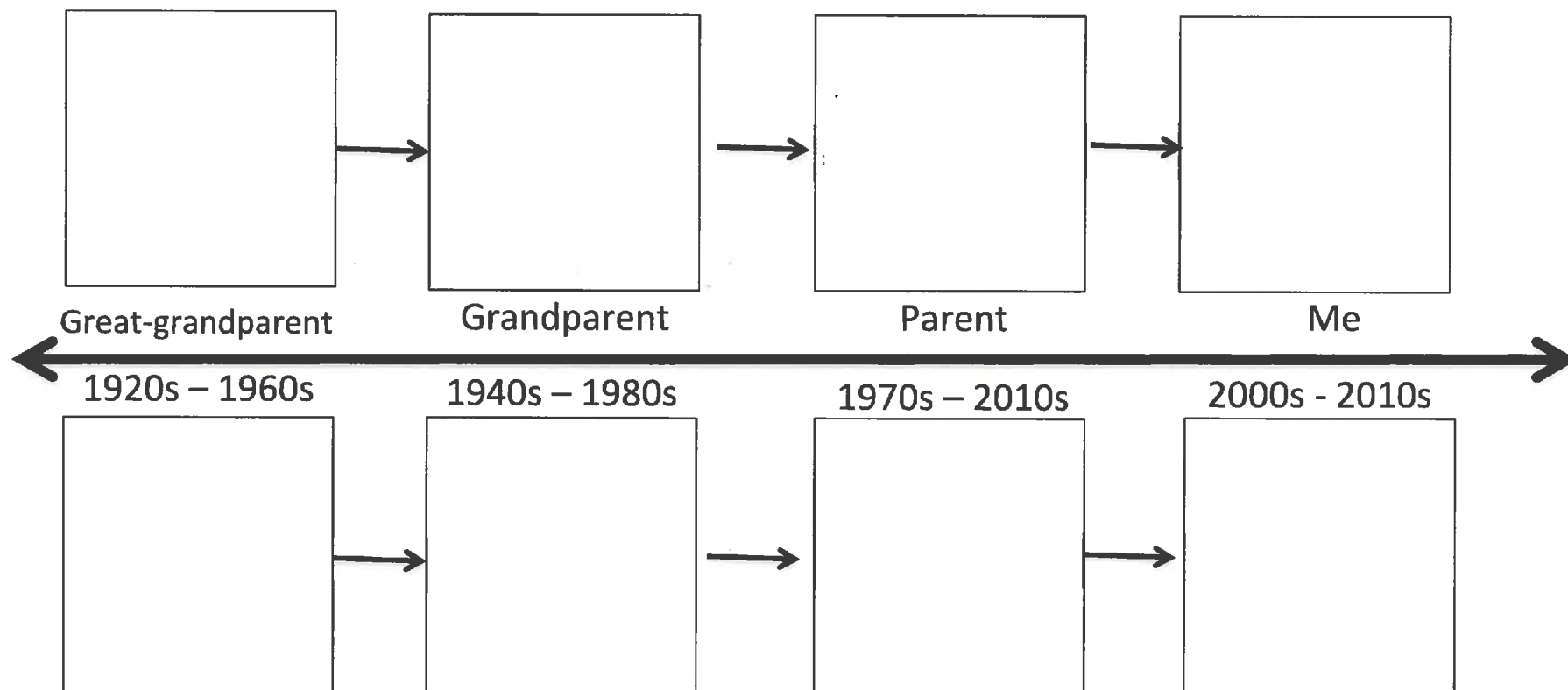
- Compare and Contrast – Step 2
  - Whole class
    - Play a version of the 5<sup>th</sup> symphony that you have not played for the class.
    - Play the “original” version
    - Use a double-bubble map or a Venn diagram to compare the two versions
      - Some possible attributes to compare could be: instruments, tempo, rhythm, dynamics.
      - If you viewed video performances you can also talk about the venue, the style of the performers clothes and hair, the audience behavior (if there is an audience shown).
  - Small groups
    - As a whole class, play a modern version that most of the students have chosen.



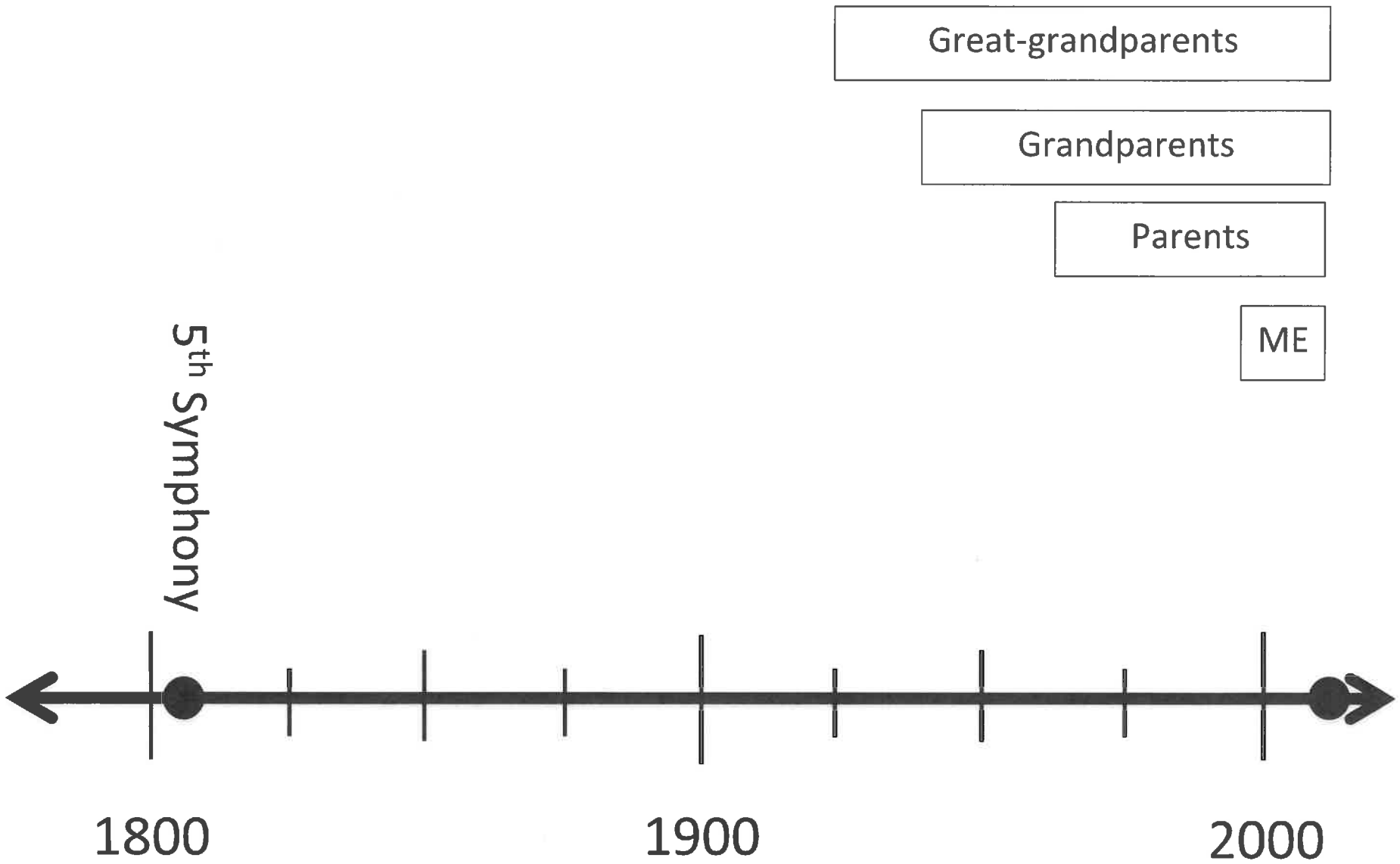
- If you are doing this activity on a different day from the, whole class compare/contrast activity, play the “original” version again.
- Break the class into small groups. All students in the group should have chosen the same version for “My Beethoven.”
- In the small group students will work to compare and contrast the original and their version.
  - The group creates a double-bubble map to record their findings
  - Students may use words, phrases, sentences, drawings, and/or symbols on the map.
  - If there are groups that chose a different version than the one you played for the whole group play the version for them.
  - As students are working continue to play snippets of the different versions to help them in their analysis.
- Have groups share their bubble maps with the whole class.
  - (Option) Record trends that you see as the class shares as differences between then and now.



*Beethoven For Me,  
Beethoven For You*







# Example

