



## THE MODERN CLASSICS

*Meets National Core Arts Standards 2, 5, 7, and 9*

## OBJECTIVES

- Organize and develop artistic ideas and work (Cr2)
- Develop and refine artistic work for presentation (Pr5)
- Perceive and analyze artistic work (Re7)
- Apply criteria to evaluate artistic work (Re9)

## MATERIALS

- *Music Alive!* magazines (May 2017)
- *Music Alive!* Classroom Worksheet #12: Staff Paper (download at [musicalive.com](http://musicalive.com))
- Computer or mobile device with Internet access
- Notation software (optional)
- Classroom instruments
- Classroom piano

## START

1. Ask your students to read “The Modern Classics” on pages 6–9 before reviewing the words below. [This reinforces comprehension and vocabulary.]

**PROLIFIC**—producing a large amount

**ISOLATING**—making separate from others

**TOKEN**—defining characteristic

**ECLECTICISM**—marked by drawing from a variety of sources

**AMALGAMATION**—merging of two or more things

## DEVELOP

- ▶ 1. Play “Machine” by Missy Mazzoli (Hear the Music track 2 on [musicalive.com](http://musicalive.com)).

## ASK

- Name some of the instruments you hear. (Voices, violin, clarinet, double bass, percussion.)
- Do all of the instruments sound acoustic? (No, there are keyboards and electronics mixed in.)
- What technique is heard on the stringed instruments in the beginning of the piece? (*Pizzicato*—the strings are plucked.)
- How many different singers do you hear? (Three.)
- What’s different about how the violin is played at 1:40 compared to the technique used in the beginning? (It’s now played *arco*, or with the bow.)
- Does the drumming at 3:16 sound more like something you’d usually hear in classical music or rock? (Rock.)
- What kind of mood does this song create? (Subjective.)
- Based on your reading, can you identify the composer? (Missy Mazzoli.)

- ▶ 2. Play “The Orphic Moment (Excerpt)” by Matt Aucoin (Hear the Music track 3 on [musicalive.com](http://musicalive.com)).

## ASK

- What’s the first instrument you hear? (Violin.)
- What are some of the other instruments in the piece? (Flute, clarinet, bassoon, horn, percussion, piano, harp, violin, viola, cello, bass.)
- What type of ensemble do they form? (Chamber ensemble.)
- How many different singers do you hear? (One—a soloist.)
- Is it a male voice or female? (Female.)
- What is the voice range? (Soprano.)
- What kind of mood does this work evoke? (Subjective.)
- Based on your reading, can you identify the composer? (Matt Aucoin.)

- ▶ 3. Play “El Colapso” by Angélica Negrón (Hear the Music track 4 on [musicalive.com](http://musicalive.com)).

## ASK

- What instruments are in this composition? (Synths, voice, and *cuatro*, a 10-string guitar-like instrument that is the national instrument of Puerto Rico.)
- What technique is heard on *cuatro*? (Tremolo picking—the same note is picked rapidly up and down.)
- How many singers do you hear? (One.)
- What is the voice range? (Soprano.)
- What kind of mood does this song have? (Subjective.)
- How do you feel about the blend of electronic and acoustic sounds? (Subjective.)
- Based on your reading, can you identify the composer? (Angélica Negrón.)

## CLOSE

Hand out copies of the staff paper worksheet, or have the students use notation software. Ask them to compose short pieces for acoustic and/or electronic instruments inspired by some of the ideas they read about in the article, or by some of the sounds they heard in the listening selections. Ideally, the pieces should sound modern in some way. Then, have the students present their works to the class, and talk briefly about what inspired them. Collect the worksheets or notation files as well, and check them for accuracy.

## ASSESS

- Did the students read the article?
- Did they listen to the selections?
- Did they compose their modern pieces?
- Did they present them to the class?