

ROSE WINDOWS AND TROUBADOURS

ART AND MUSIC FROM THE MIDDLE AGES

Grade Level: Fourth Grade

Presented by: Holly Jo Camp and Amy Wood, Roscoe Wilson Elementary Magnet School
Lubbock, TX

Length of Unit: 5 Music Lessons, 2 Art Lessons

I. ABSTRACT

Art and music projects are presented to fourth graders during their study of the Middle Ages. Rose windows and illuminated manuscripts are included in the art projects. The art unit focuses on the architecture, cathedral windows, and illuminated manuscripts produced in the Middle Ages. In music, projects will include troubadour songs and dance, medieval recorder pieces and Gregorian chants. In the music unit, both secular and sacred music is covered featuring chants, songs, instrumental pieces, and dance.

II. OVERVIEW

A. Concept Objectives:

1. To create an understanding of the value of art and music in the cathedrals and monasteries of medieval Europe.
2. To perform and entertain in the manner of the troubadours and street musicians.

B. Content from Core Knowledge Sequence to be covered:

1. Art - Gothic Cathedrals, Rose Windows
2. Music - major scale, solfege syllables, development of early music, woodwind instruments

C. Skills to be taught:

1. Art - artistic representation of rose windows and illuminated manuscripts, radial symmetry
2. Music - reading rhythm, reading melody in solfege, playing soprano recorder, enunciation, phrasing, performance, and dance

III. BACKGROUND KNOWLEDGE

A. For Teachers:

1. Hirsch, E.D., *What Your Fourth Grader Needs to Know*, Dell Publishing, 1992. ISBN 0-385-31260-1
2. Howarth, Susan, *The Middle Ages*. New York: Viking, 1993. ISBN 0-670-85098-5
3. Lloyd, Norman. *The Golden Encyclopedia of Music*. New York: Golden Press, 1968. LC 68-17169

B. For Students:

1. An awareness of the time period of the Middle Ages

IV. RESOURCES

Camille, Michael. *Gothic Art, Glorious Visions*. New York: Harry N. Abrams, Inc., 1996. ISBN 0-8109-2701-2.

Children's Britannica, Vol. II. Chicago: Encyclopedia Britannica, Inc., 1995.

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Ruders, Poul. *A Young Person's Guide to Music*. New York: Dorling Kindersley, 1995. ISBN 0-7894-0313-7

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Sullivan, Sir Edward, Bart., description. *The Book of Kells*. New York: Crescent Books, 1986. ISBN 0-51761-987-3

Weikart, Phyllis S. *Teaching Movement and Dance*. Ypsilanti, Michigan: The High/Scope Press, 1982. ISBN 0-931114-16-0

World Book Encyclopedia, Vol. 13. Chicago: World Book, Inc., 1992. ISBN 0-7166-0092-7

Technology: CD-ROM "Art & Music, The Medieval Era" CLEARVUE/eav, ZCI Publishing, Inc., Dallas, TX., 1994.

V. LESSONS

Music Lesson One: Gregorian Chant

A. Daily Objectives

1. Lesson Content: singing and processing
2. Concept Objective: a cappella monophony
3. Skill Objective: reading music, phrasing, and performing with a pure tone color

B. Materials:

1. Compact disk, *Chant*
2. Resource history of music books (available for all lessons)
3. Plainsongs (Appendix A)

C. Prepare Background Notes

D. Key Vocabulary

1. Gregorian chant, plain chant, plainsong

2. Monastery
 3. Monks
 4. A cappella
 5. Monophony, monophonic
 6. Stylus
 7. Neumes
 8. Syllabic
 9. Neumatic
 10. Melismatic
- E. Procedures/Activities
1. Listen to *Chant* recording.
 2. List qualities of chant
 3. Read from resources about chant.
 4. Understand syllabic, neumatic, and melismatic.
 5. Read music of "Alleluia."
 6. Find syllabic and neumatic tones.
 7. Read music of "Kyrie."
 8. Find syllabic, neumatic, and melismatic tones.
- F. Evaluation/Assessment
1. Perform chants.
 2. Perform chants while processing around the room.
 3. Record performance.
 4. Video tape the performance.
 5. If possible, perform chants in a large hall with acoustics similar to a monastery.
- G. Standardized Test Connection
1. Review vocabulary.

Music Lesson Two: Troubadours Perform

- A. Daily Objectives
1. Lesson content: singing and playing soprano recorder
 2. Concept Objective: question and answer, solo and chorus
 3. Skill Objective: reading music for voice and instruments
- B. Materials
1. "Dance Song" (Appendix B)
 2. Soprano recorders for each student
- C. Prepare Background Notes
- D. Key Vocabulary
1. Solo
 2. Chorus
 3. Homage
 4. Troubadours
 5. Trouveres
 6. Jongleurs
 7. Minnesingers
 8. Meistersingers
 9. Guild
- E. Procedures/Activities
1. Read from resources about medieval entertainers.
 2. Read rhythm of "Dance Song."

3. Read melody of "Dance Song" using solfege.
 4. Sing lyrics of "Dance Song."
 5. Play solo parts on soprano recorders.
 6. Play chorus parts on soprano recorders.
- F. Evaluation/Assessment
1. Perform "Dance Song" singing
 2. Perform "Dance Song" on recorders
- G. Standardized Test Connection
1. Review vocabulary

Music Lesson Three: The Ballad

- A. Daily Objectives
1. Lesson Content: storytelling and singing
 2. Concept Objective: ballad
 3. Skill Objective: reading music
- B. Materials
1. "Sir Eglamore" (Appendix C)
 2. Dictionaries
 3. Writing paper
 4. Drawing paper
- C. Prepare Background Notes
- D. Key Vocabulary
1. Ballad
 2. Nonsense syllables
- E. Procedures/Activities
1. Read lyrics of "Sir Eglamore."
 2. Summarize the happenings as told in the lyrics of "Sir Eglamore," using the dictionaries as needed.
 3. Share summaries.
 4. Discover nonsense syllables and the meaning of ballad.
 5. Read rhythm of song.
 6. Read melody in solfege.
 7. Sing lyrics.
- F. Evaluation/Assessment
1. Performance
 2. Edit summaries
 3. Show story of ballad in cartoon series.
 4. Display music of "Sir Eglamore" with summaries and cartoon series.
- G. Standardized Test Connections
1. Writing
 2. Editing
 3. Vocabulary

Music Lesson Four: Serenade and Crusader's Hymn

- A. Daily Objectives
1. Lesson Content: singing
 2. Concept Objectives: rhythm, melody, tie, slur, triple meter, meter in four
 3. Skill Objective: reading music
- B. Materials
1. "Serenade" (Appendix D)

- 2. "Crusader's Hymn" (Appendix E)
 - C. Prepare Background Notes
 - D. Key Vocabulary
 - 1. Serenade
 - 2. Hymn
 - 3. Tie
 - 4. Slur
 - 5. Crusades
 - E. Procedures/Activities
 - 1. Discuss Crusades.
 - 2. Read music of "Crusader's Hymn."
 - 3. Discuss chivalry.
 - 4. Read music of "Serenade."
 - 5. Point out dotted eighth rhythm.
 - 6. Find slurs and ties, noting difference.
 - F. Evaluation/Assessment
 - 1. Performance
 - 2. Conduct triple meter and meter in four
 - G. Standardized Test Connections
 - 1. Review vocabulary
- Music Lesson Five: The Branle Norman**
- A. Daily Objectives
 - 1. Lesson Content: dancing, juggling, maneuvering devil sticks
 - 2. Concept Objectives: medieval three-part dance form
 - 3. Skill Objective: moving to music
 - B. Materials:
 - 1. Rhythmically Moving compact disc number 6
 - 2. Directions for dance (Appendix F)
 - 3. Juggling balls
 - 4. Devil sticks
 - C. Prepare Background Notes
 - D. Key Vocabulary
 - 1. Branle
 - E. Procedures/Activities
 - 1. History of Branle
 - 2. Speak words for the steps.
 - 3. Step while speaking the words for the steps.
 - 4. Step while whispering the words for the steps.
 - 5. Step and think the words for the steps.
 - 6. Dance to the music.
 - 7. Have volunteers try juggling and maneuvering devil sticks.
 - F. Evaluation/Assessment
 - 1. Performance
 - G. Standardized Test Connections
 - 1. Review vocabulary

Art Lesson One: Rose Windows

*This lesson plan could take two to five days depending on length of class time.

- A. Daily Objectives

1. Lesson Content: Introduction of Gothic Cathedrals and Rose Windows
 2. Concept Objective: Radial Balance
 3. Skill Objective: Creating a Rose Window
- B. Materials
1. Photograph of Rose Windows
 2. Folding Diagram for Rose Window (Appendix G)
 3. Scissors
 4. Transparency sheets for each student
 5. Glue
 6. Black Tempera
 7. Glass Paint in a variety of colors
 8. Black posterboard for matting
 9. Black felt tip pen
- C. Prepare Background Notes
- D. Key Vocabulary
1. Medieval
 2. Gothic
 3. Middle Ages
 4. Cathedral
 5. Rose Window
 6. Abbot Suger
 7. Flying Buttresses
 8. Transparent
 9. Translucent
 10. Opaque
- E. Procedures/Activities
1. Introduce Gothic Architecture.
 2. Show pictures and discuss characteristics of cathedrals.
 3. Identify Rose Windows.
 4. Discuss Radial Balance. Compare Rose Windows to bicycle wheels.
 5. Discuss differences in transparent, translucent, and opaque.
 6. Hand out Appendix G. Students cut out the edge of circle. Fold in half and half again, then thirds following dotted lines.
 7. Using scissors cut on both sides of folded triangular shape. Unfold.
 8. Using a felt tip marker, trace fold lines and around cut out shapes. Tape to underside of clear transparency sheet.
 9. Students trace the marker lines with black glue. (Teacher adds black tempera to partially used glue bottles ahead of time. Shake well.) Outline edge of circle as well. Let dry overnight.
 10. Discuss using contrasting colors for best visual results. Using glass paint, students paint in their shapes of rose windows. Rinse brush between color changes. Let dry completely before mounting. Hang in window.
- F. Evaluation/Assessment
1. Group critique
 2. Teacher critique of neatness and craftsmanship and use of contrasting color.
- G. Standardized Test Connections
1. Review Vocabulary Words

Art Lesson Two: Illuminated Manuscripts

* This less plan could take 2-4 days depending on length of class period.

- A. Daily Objectives
 - 1. Lesson Content: Introduction of Early Manuscripts
 - 2. Concept Objective: Handpainted Letter Decoration
 - 3. Skill Objective: Art and Calligraphy, Creating an Illuminated Manuscript
- B. Materials
 - 1. Examples of a variety of capital letter styles (Appendices I, J, K)
 - 2. 9"x 12" white or tan construction paper
 - 3. Pencil and ruler
 - 4. Fine line black marker
 - 5. Colored pencils
 - 6. Gold or silver marker, optional
 - 7. Pictures of Illuminated Manuscripts
- C. Prepare background notes
- D. Key Vocabulary
 - 1. Manuscript
 - 2. Illumination
 - 3. Illustration
 - 4. Parchment
 - 5. Vellum
 - 6. Monk
 - 7. Monasteries
 - 8. Scribes
- E. Procedures/Activities
 - 1. Share background notes for Illuminated Manuscripts.
 - 2. Show examples of decorated capital letters.
 - 3. Teacher demonstrates process of writing a name with a decorated capital letter.
 - 4. Students look at a variety of letter styles, choosing one to refer to for writing their first or last name.
 - 5. On 9"x12" white or tan construction paper or on calligraphy parchment, students draw a line lightly with a pencil and ruler. Lightly sketch in name with pencil, drawing the capital letter larger and more ornate.
 - 6. Trace over capital and lower case letters with a fine line marker.
 - 7. Add much elaboration to the capital letter using motifs such as animals, branches with leaves, vines, berries, geometric design, scrollwork. Use colored pencils and gold and silver fine line markers for color detail.
 - 8. Display in hallway.
- F. Evaluation/Assessment
 - 1. Group Critique
 - 2. Teacher Critique: Look for neatness and craftsmanship in letter formation and for creativity in decorated capital.
- G. Standardized Test Connections:
 - 1. Review Vocabulary Words

VI. CULMINATING ACTIVITY

- A. Perform all songs, recorder music and dance for a Medieval Festival.
- B. Display Illuminated Manuscripts with Rose Windows at Medieval Festival.

VII. HANDOUTS (APPENDICES)

- A. Plainsongs
- B. Dance Song
- C. Sir Eglamore
- D. Serenade
- E. Crusader's Hymn
- F. Directions for Branle Norman
- G. Pattern for Rose Window
- H. Rose Window example
- I. Capital letter style one
- J. Capital letter style two
- K. Capital letter style three

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