**LET’S MAKE A SCENE!**

**LEARNING GOALS**

Students will listen to two music selections of contrasting character featuring the trombone—one solemn and serious, the other lighthearted and comedic. In the role of young playwrights, students will make up a scene from a play, writing a speech or narrative that reflects the mood and character of one of the music selections.

**STUDENTS WILL BE ABLE TO**



* Derive meaning from works of music according to the elements of music, aesthetic qualities, and human responses. (CA VAPA Music 4.0 Aesthetic Valuing)
* Describe how specific musical elements communicate particular ideas in music. (CA VAPA Music 4.0 Aesthetic Valuing)
* Write narratives to develop real or imagined experiences or events. (CACCSS W3)

**STEPS**



**Listening**

Have students listen to the following two music selections featuring the trombone. Tell students that one is solemn and dramatic, and the other is lighthearted.  Together, they show how versatile the trombone can be.

As a **listening cue for the first selection**, tell students:

*Imagine the trombone as a great actor.  In this music, the trombone is like an actor giving an important—and very serious—speech.  When the music pauses, the speech is not over; the trombone still has more to say!*

**Click and listen to Selection #1 [LISTEN: Serious and Solemn](https://s3.amazonaws.com/media.sfskids.org/music/mahler_symph3_mv1.mp3)** (2:24)

(The selection is: Mahler – Music from Symphony No. 3, first movement)

As **a listening cue for the second selection**, tell students

*The music is from a ballet called* Pulcinella*, which is the name of a clown. This is music for a comedy!  There are two actors:  the trombone and the double bass, two of the lowest-sounding instruments of the orchestra.  As you listen their duet, imagine the trombone and double bass telling funny stories, or playing jokes on each other, or just clowning around.*

**Click and listen to Selection #2 [LISTEN: Comedy](https://s3.amazonaws.com/media.sfskids.org/music/stravinsky_pulcinella_vivo.mp3)** (1:31)

(The selection is: Stravinsky – Music from *Pulcinella*)

**Class Discussion**

Have the class discuss what they heard. How did the music sound? Can students try to describe what the they heard, putting their impressions into words? What adjectives, images, or storylines did students imagine while listening to the music. What musical elements do they feel contributed to the mood or character of each selection? (There are no wrong answers!)

**Writing a Scene for a Play**

Tell students they will make up a scene for their own original play, based on one of the two music selections.

Criteria for a scene inspired by Selection #1:

* a single character delivering a speech to the audience (i.e., a monologue)
* serious and dramatic in mood/character

Criteria for a scene inspired by Selection #2:

* two characters engaged in a conversation (i.e., a dialogue)
* humorous/funny, like a comedy

When students have completed writing their scenes, ask for volunteers to read/enact their monologue or dialogue for the rest of the class.