



CLIBURN IN THE CLASSROOM

TEXAN LIKE ME!

A musical tour of the Lone Star State

CLASS ACTIVITY:

The Cricket

Grade Level(s): 3-5

Subject Areas: Music, History, ELA

OBJECTIVE

Students learn about Italian Renaissance music, the frotolla, and word painting to discover how music can support text/lyrics by using "El Grillo" ("The Cricket") by Josquin des Prez. A modern day frotolla will be featured in our Cliburn Kids "Texan Like Me!" program.

SPACE AND EQUIPMENT CONSIDERATIONS

Teacher will need a promethean/smart board or projector. Students will need copies of the provided handouts on Josquin and the frotolla, with accompanying vocabulary worksheet. Adequate space is also necessary to safely dance.

MUSIC TO EXPLORE

JOSQUIN *Missa L'homme Arme* (II. Gloria)
El Grillo

ACTIVITY

1. Begin with an introduction to the vocabulary words introduced in this lesson. A brief story about the music of Josquin is included for an independent reading time, with fill-in-the-blanks to reinforce these important concepts and terms. Play Josquin's *Missa L'homme Arme* while students read. When finished, try this Quizlet together as a class to aid in reading comprehension: <https://quizlet.com/178220981/des-prez-el-grillo-flash-cards/>
2. Incorporate movement into the lesson by letting kids experience Renaissance dance. Many pieces of music, both historic and contemporary, were based on these dance forms, and learning the basic steps will help students to embody the forms, rhythms, and style. <https://www.youtube.com/watch?v=ovf1iS5muBU>
3. Next, move into a specific exploration of the frotolla, an important type of comedic, secular song popularized in the Renaissance that heavily relied on word painting. Listen to the piece *El Grillo* with the translation visible on the screen and follow with a class discussion on word painting. Reflection questions are provided below to help facilitate conversation.

This link shows the score and text to demonstrate the idea of word painting: <https://www.youtube.com/watch?v=OI-bQORkArA>

This link shows a Renaissance ensemble performing the same piece live, with instruments. It provides an interesting introduction to the development of instruments over time: <https://www.youtube.com/watch?v=ZdDjAlTa4xc>

4. Lastly, have students select a poem of their own. This can be taken from Shel Silverstein or any age-appropriate poetry book found in the school library. Ask the students how they would use word painting to support the text. Allow volunteers to read-sing their poems to demonstrate.



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REFLECTION QUESTIONS

1. How does musical contour help support the text? Can you hear the notes jumping up and down between voices, like a cricket hopping?
2. When the rhythms get smaller, what does that do to the music? A: It moves forward/feels faster. What is happening in the poem at that moment? A: The singers run away.
3. When we reach the fermata (the symbol shaped like a bull's eye), what happens? A: The singers hold the note.
4. What is happening in the poem at that moment? A: The cricket stands still and sings, even when it's hot outside.