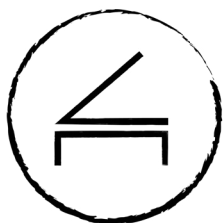


CLIBURN IN THE CLASSROOM

PIANO BLOX

TABLE OF CONTENTS

	PAGE
WELCOME! A quick summary of the program and activities in the curriculum guide.	2
PIANO MOVE Answers to our most frequently asked questions: piano set-up, Cliburn staff arrival time, etc	3
CONCERT PROGRAM Time to go to the concert hall! Here you will find a program just for kids, with playlists and Cliburn Kids videos included.	4
ABOUT THE COMPOSERS Who, what, where? To give a little bit of background to the music played in the program, these composer biographies are kid-friendly and easy to read!	5
SOCIAL STORY Tips for being a good audience so everyone can enjoy the program together!	12
VISUAL SCHEDULE All aboard the Cliburn express! A roadmap for our friends with autism, anxiety, or ADHD, so they know what to expect.	13
LESSON PLANS Learning is fun! Supplemental handouts are included at the end of each activity they accompany.	14
TEKS Learning is fun! Supplemental handouts are included at the end of each activity they accompany.	27
ABOUT THE CLIBURN Get to know us a little better!	28



CLIBURN IN THE CLASSROOM

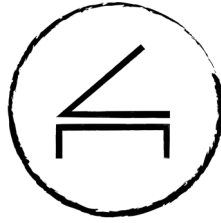
Thank you for sharing some of your class time with Cliburn in the Classroom! Music is such an important part of our everyday life and is an integral part of the entertainment and media we consume. Our “PianoBlox” program uses kids’ enthusiasm for video games to explore the music that makes those games exciting to play! We hope that they make a personal connection to classical music, and that it piques their curiosity to learn more about how it is written and produced.

This curriculum guide contains everything you need ahead of our visit. Our most frequently asked questions about the piano move are included here, so your front office staff knows what to expect. A printable visual schedule is included for friends with autism, anxiety, or ADHD. Want to know more about the composers who wrote the music you’ll hear? Check out the composer bios and Spotify Playlists! Five lesson plans are inside, with handouts and TEKS objectives provided; feel free to pick and choose your favorites. Of course, kids can still enjoy Cliburn in the Classroom even if the guides aren’t used, but familiarity makes the experience more memorable. We hope you will find this guide both useful and engaging!

The lesson plans combine music, history, and social studies, and provide opportunities for movement and creativity. Students explore musical narrative through choreography; create an original tune using MIDI; discover the women of the gaming world; create a timeline to learn about the history of video game music; and practice Chopin on a Roblox piano, to prepare to play along with a Cliburn in the Classroom pianist!

As always, we look forward to sharing music and fun with your students!

Nicole Paglialonga
Education and Community Programs Manager
npaglialonga@cliburn.org



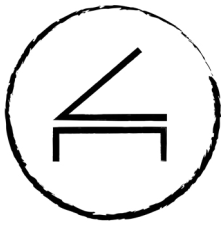
CLIBURN IN THE CLASSROOM

PIANO MOVE - WHAT TO EXPECT

Metroplex Piano Moving moves our piano between schools. These wonderful and professional movers serve many other clients as well, including in between Cliburn programs, so they cannot provide an exact delivery/pick-up time for each school. However, it is a very fast process – set up takes **less than 5 minutes** – and it will not be in the way of your school's lunch or dismissal schedule.

1. We would like to be on a stage whenever possible and can do so only if there is a ramp to deliver the piano. But a stage is not required. We can set up wherever is convenient that can fit all of your **second, third, and fourth graders** comfortably, with a little bit of room to move. This can be a cafeteria, gym, or library. Just be sure to let your office staff know where to direct our piano.
2. If you have a morning program, most often the piano will arrive on the morning of the performance, approximately 45 minutes before our scheduled start time, or in the afternoon of the day prior. If you have an afternoon program, usually it will arrive after our morning program has concluded, between approximately **10:30–12:30**, depending on location. Metroplex Piano Moving will be in touch with your school's office staff directly **only** if there are any issues with delivery, or if it will need to be delivered/picked up outside of these times.
3. You do not need to remove middle bars from doors or rearrange the room for the piano to get in. Schools do not need any additional staff on site to help with the piano delivery or pick-up after the performance; the movers will simply sign in as all other visitors do and get the piano set up quickly.
4. Cliburn staff will arrive 30 minutes prior to the start of the program. We can move the piano around the room, but we do not have the equipment needed to move the piano to another room. Once the piano is delivered, the program must take place in the room in which it is set up.
5. The piano has wheels, and if needed, can be moved **by Cliburn staff** to a safe corner of the room after the program ends.

If there are any issues, please contact **Nicole Paglialonga** directly at npaglialonga@cliburn.org.



CLIBURN IN THE CLASSROOM presents

PIANO BLOX

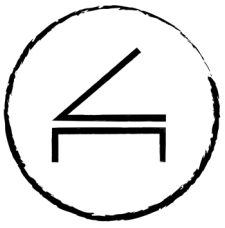
SYNOPSIS

Have you ever wondered who wrote the epic music to your favorite video game or movie? In this program, we learn about some of the most celebrated composers of this unique genre and how much music adds to the thrill of play.

MUSIC

RAINE	<i>Resurrections</i> from “Celeste”
ROSENFELD	“Sweden” from <i>Minecraft: Volume Alpha</i>
SHIMOMURA	“The Grand Finale” from <i>Mario and Luigi: Bowser’s Inside Story</i>
UEMATSU	“To Zanarkand” from <i>Final Fantasy X</i>
HISAISHI	“Merry-Go-Round of Life” from <i>Howl’s Moving Castle</i>
CHOPIN	Nocturne in E-flat Major, op. 9 no. 2
BADELT-RADNICH	<i>He’s a Pirate</i>

Click [here](#) to go to the Cliburn’s Spotify playlist and listen to all of the pieces on this program!



CLIBURN IN THE CLASSROOM



LENA RAINE

BORN: February 29, 1984

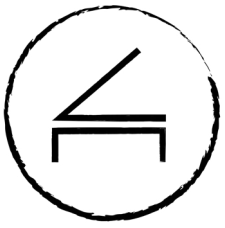
ERA/STYLE: Soundtrack

HOMETOWN: Seattle, Washington

Lena Raine writes music AND designs video games! Born and raised in Seattle, Washington, Raine discovered her passion for music at a young age. Growing up, her household was filled with music from her parents, who worked as a violinist and a dancer, and she began her own musical journey in choir. She became interested in video game music through Sonic the Hedgehog, recreating versions of songs featured in the game, and later making her own music. After studying music composition in college, Raine began her career in the gaming industry and quickly made a name for herself.

Raine composed music for [Minecraft](#), writing 16 new pieces of music for that game alone. She has worked on several other video games, including [Celeste](#), which will be featured on our Cliburn in the Classroom program, and [Guild Wars 2](#). Since then, Raine has continued to write music that reflects themes of adventure and exploration. Her music makes the gaming experience more enjoyable and has earned her a following of fans around the world.

In addition to her work in video games, Raine also composes music for film and television, most notably Steven Universe: The Movie. She also records electronic music and in her free time, writes fiction.



CLIBURN IN THE CLASSROOM



DANIEL ROSENFELD

BORN: May 9, 1989

ERA/STYLE: Soundtrack

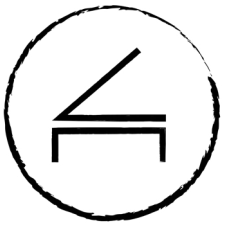
HOMETOWN: Chemnitz, Germany

Born in Germany, Daniel Rosenfeld developed a passion for music in early childhood. Growing up in the digital age, he was drawn to electronic music. He spent many hours experimenting with music production software on his computer, which his brother introduced him to. Rosenfeld often found school challenging, but music and English were the subjects he excelled out and became his favorites.

Once he finished school, Rosenfeld initially began composing music for video games only as a hobby. But his breakthrough came in 2011 when he was asked to compose the soundtrack for *Minecraft*, still a small game at the time. *Minecraft* would go on to become one of the best-selling video games of all time, which helped launch Rosenfeld's career. His simple, atmospheric melodies became the hallmark of the game's meditative atmosphere and earned him praise from both players and critics.

Rosenfeld continues to compose music for other video games, as well as for film and television. He even DJs live events. His music spans a wide range of genres and styles, from atmospheric electronic music to acoustic orchestral arrangements. He has also released several award-nominated albums of original music.

In 2021, Rosenfeld formed a new video game company with two friends, which will release its first game set in the fall of 2027. He now lives in Toronto, Canada, and is known online as C418.



CLIBURN IN THE CLASSROOM



YOKO SHIMOMURA

BORN: October 19, 1967

ERA/STYLE: Soundtrack

HOMETOWN: Hyōgo Prefecture, Japan

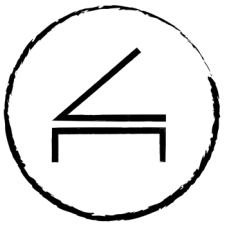
Yoko Shimomura's music has been used in video games for more than 30 years! Born in Japan, Shimomura discovered her love for music when she began playing the piano as a child. She showed promising talent, winning many awards and competitions throughout her youth, and began composing for fun.

After college, Shimomura planned to teach piano but, given her love of video games, decided to send samples of her music to various video game companies. One in particular took notice, and she began her career at Capcom, one of the top companies in Japan. Her breakthrough came with her work on the soundtrack for

Street Fighter II, one of the most well-known fighting games of all time. Since then, she has continued to compose music for many different video games, including [Kingdom Hearts](#), [Xenoblade Chronicles](#), and [Final Fantasy XV](#).

Shimomura writes in the classical style in her games and is also influenced by jazz, rock, and traditional Japanese music. Most importantly, her music supports the action and emotions of each individual game and is known for its movie-like drama.

In addition to her work in the gaming world, Shimomura has written music for film, television, and other media, and also released several albums of original music that you can enjoy at home, showing her ability to adapt to different art forms. Her music has been arranged for solo piano and orchestras, and she has toured internationally. In 2024, she won the Lifetime Achievement Award at the Game Developer's Choice Awards.



CLIBURN IN THE CLASSROOM



NOBUO UEMATSU

BORN: March 21, 1959

ERA/STYLE: Soundtrack

HOMETOWN: Kochi, Japan

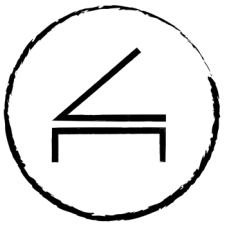
Nobuo Uematsu is a distinguished composer and keyboardist renowned for his contributions to video game music, whose work has captivated audiences worldwide.

His early interest in music was sparked by a love of musicians like The Beatles and Elton John. Wanting to participate in and create his own music, he began to play the piano at the age of 12 without formal lessons, teaching himself entirely. He later went to college to study English.

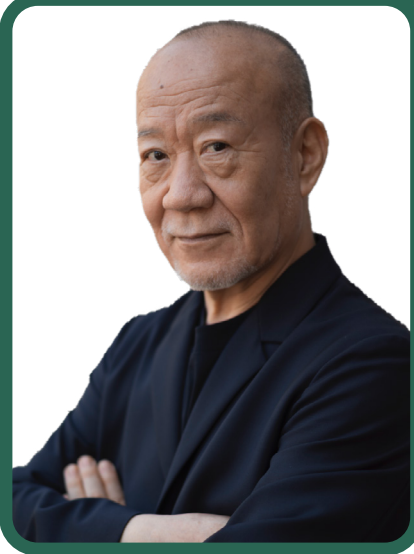
Uematsu's introduction into composition was not in video games. His first job was at a music company writing jingles for commercials. A pivotal moment came in 1986 when a friend invited him to write music for a game called *Cruise Chaser Blassty*. Intrigued, Uematsu accepted. At the time, video-game-composer was not a profession, but he was able to forge a new, successful career path.

Nobuo Uematsu is best known for his compositions for the Final Fantasy series, a celebrated video game franchise filled with epic adventures. Among his most famous pieces from that series is *One-Winged Angel* from *Final Fantasy VII*, a track beloved by fans. The popularity of Uematsu's music has led to performances in concerts around the globe, featuring large orchestras and superfans in costumes. His inspirations are varied, drawing from classical, rock, and traditional Japanese music.

Now living in Italy, Uematsu enjoys bicycling and gardening, and dedicates much of his free time to caring for his plants. He has a pet dog named Pao, who often "accompanies" him while he composes.



CLIBURN IN THE CLASSROOM



JOE HISAISHI

BORN: December 6, 1950

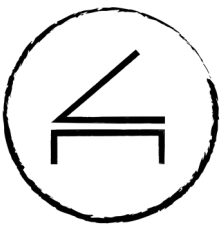
ERA/STYLE: Soundtrack

HOMETOWN: Nakano Japan

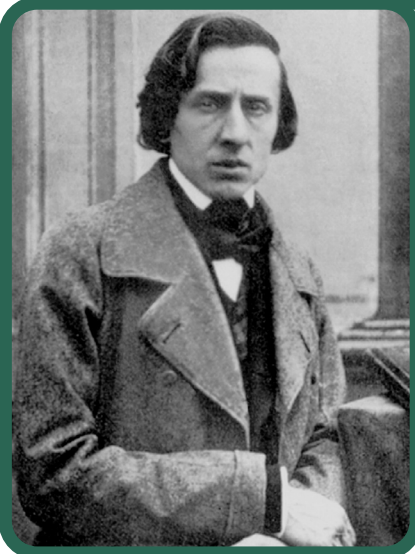
Award-winning Japanese composer, conductor, and pianist Joe Hisaishi is best known for his anime film music. As a child, his love of film scores was born from the countless number of movies he watched with his father every year. Hisaishi studied the violin and piano growing up, then added composition in college.

Hisaishi began his career when he started writing music for television dramas and commercials. His popularity was building when he was asked to compose the score for [Nausicaä of the Valley of the Wind](#), his first collaboration with the famous animator Hayao Miyazaki. This partnership would prove to be one of the most successful in the history of animated movies. Hisaishi composed the scores for many of Miyazaki's most loved films, including [My Neighbor Totoro](#), [Spirited Away](#), and [Howl's Moving Castle](#). These films not only were hugely successful in Japan, but became very popular around the world; they are often sampled in TikToks. Hisaishi's catalogue now includes music for 100 films and albums.

Hisaishi not only writes the music for films, he also writes scripts and directs them; his first movie was released in 2001. As an accomplished conductor and performer, he frequently leads orchestras in sold-out concerts around the world. Hisaishi supports his peers by playing their music as well as his own. He has worked with artists from different musical backgrounds, including jazz musicians, rock bands, and classical groups. Outside of the industry, Hisaishi created the soundtrack for the 1998 Winter Paralympics.



CLIBURN IN THE CLASSROOM



FRÉDÉRIC CHOPIN

BORN: March 1, 1810

ERA/STYLE: Romantic

DIED: October 17, 1849

HOMETOWN: Zelazowa Wola, Poland

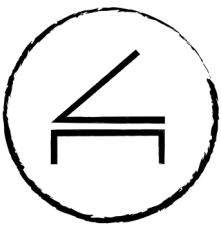
Frédéric Chopin is one of the most well-known composers and pianists of all time. He was born near Warsaw, Poland, and first learned piano from his mother before moving on to some of the best teachers in the area.

Chopin looked to his roots for inspiration for his first compositions, weaving Polish folk music into his classical piano works. However, wanting more experience, he moved to Vienna, a hub for classical music. There he became an instant celebrity. His sensitive and elegant performances charmed audiences and made him a rising star in the music world.

Chopin eventually settled in Paris during his 20s, where he would spend the rest of his life. Paris provided a lively culture that fed Chopin's creativity and allowed him to prosper. His concerts became legendary social events that brought noble people, artists, and intellectuals all together. Chopin even became a sought-after teacher.

Chopin's music is some of the most representative of the Romantic era style. His compositions for piano are celebrated for their emotional range, from the delicate melodies of his nocturnes to the fiery passion of his scherzos. He also transformed how composers wrote for the piano, pushing the boundaries of technique and expression with exquisite craftsmanship.

Chopin lived a short 39 years, but his impact on the world of music was deep. His influence reached far beyond the concert hall, into the works of other famous composers such as Liszt, Brahms, and Debussy.



CLIBURN IN THE CLASSROOM



KLAUS BADELT

BORN: June 12, 1967

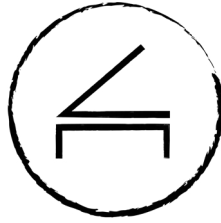
ERA/STYLE: Soundtrack

HOMETOWN: Frankfurt, Germany

Originally from Frankfurt, Germany, Klaus Badelt is a composer known for movie scores. He played piano early in life, then later moved to Vienna to study conducting and composing. His career took off when he moved to Los Angeles, California, to become an assistant to Hans Zimmer, one of the most well-known composers in Hollywood. Badelt got his breakthrough working on *The Thin Red Line* with Zimmer. This collaboration marked the beginning of a long partnership between them, with Badelt contributing to the scores of several famous movies, including *Gladiator*, *Pirates of the Caribbean: The Curse of the Black Pearl*, and *Mission: Impossible 2*.

Badelt's music is characterized by its grand, dramatic style and catchy melodies. He often blends orchestra with electronic instruments. This creates a powerful new sound that adds to the storytelling on screen. His score for *Pirates of the Caribbean: The Curse of the Black Pearl*, in particular, became one of the most widely recognizable film scores, which was then reused in video games based on the movies.

Badelt also wrote the music for the closing ceremonies at the 2008 Olympics in Beijing and founded his own film music and digital film distribution company.



CLIBURN IN THE CLASSROOM

SOCIAL STORY



My friends and I will see Cliburn in the Classroom today! We will go to the cafeteria, gym, or auditorium in my school, so we will be in a place I already know. My teacher will stay with me.

When I walk into the room, I will see a baby grand piano. There will be someone sitting on the bench, and they may be playing when I arrive!

Before the show starts and after I've sat down, I can chat with my classmates. If I need to go to the bathroom before, during, or after the show, I will let my teacher know.



I'll know the show has started when a person introduces themselves, the pianist, and the name of the show. They are called the host.

The show is 35 minutes long. I can follow along with the visual schedule, so I know where we are in the program, how much time is left, and what happens next.

At different times during the show, I will hear piano music, laughter, and clapping. Sometimes, kids might dance, play a game, or talk with the host. I can raise my hand if I'd like to dance, play, or answer a question, too! Or I can enjoy the music from my seat. I can decide what makes me comfortable. I am safe.



If the volume gets too loud for me, I can cover my ears with my hands or ask my teacher for headphones.

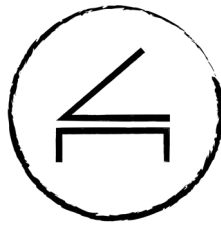
I know that playing the piano takes a lot of practice. I also know it can be scary to talk in front of a lot of people. The host and pianist are very brave! I want to be a good audience member, so I will listen when they are playing or talking, and I will watch the screen.



Clapping is the way an audience says "thank you" to musicians. When the music is finished, I can clap to let them know I enjoyed it!

I will know the program is over when the host and the screen say "thank you!" This means it is time to walk back to class with my teacher.

Knowing what to expect made it easy and fun! I hope The Cliburn comes back to my school again next year!

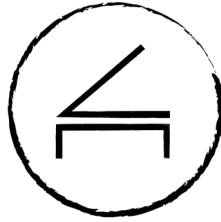


CLIBURN IN THE CLASSROOM

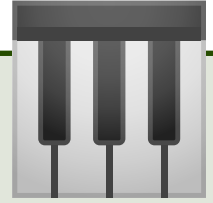
PIANOBLOX VISUAL SCHEDULE

Check the boxes next to the picture when the task is complete.

- | | | |
|--|---|---|
| 1.  Hello!
<input type="checkbox"/> | 9.  Imagine a city!
<input type="checkbox"/> | 17.  Piano
<input type="checkbox"/> |
| 2.  Video Game
<input type="checkbox"/> | 10.  Piano
<input type="checkbox"/> | 18.  Thank You!
<input type="checkbox"/> |
| 3.  Piano
<input type="checkbox"/> | 11.  Castle
<input type="checkbox"/> | 19.  Go back to class
<input type="checkbox"/> |
| 4.  Mountain
<input type="checkbox"/> | 12.  Cast a spell!
<input type="checkbox"/> | |
| 5.  Minecraft
<input type="checkbox"/> | 13.  Piano
<input type="checkbox"/> | |
| 6.  Piano
<input type="checkbox"/> | 14.  Roblox
<input type="checkbox"/> | |
| 7.  Bowser
<input type="checkbox"/> | 15.  Piano
<input type="checkbox"/> | |
| 8.  Piano
<input type="checkbox"/> | 16.  Pirate ship
<input type="checkbox"/> | |



CLIBURN IN THE CLASSROOM



CHOPIN PLAY ALONG

Grade Level(s): 1–5 | Subject Area: Music

OBJECTIVE

This activity introduces students to a staple of the piano repertoire, Chopin's Nocturne op. 9, no. 2. Volunteers can play along with us during the performance of this piece in the Cliburn in the Classroom "PianoBlox" program.

SUPPLIES

Students will need a school-issued Chromebook or tablet with keyboard and headphones, plus a copy of the provided Chopin Play Along of appropriate difficulty.

MUSIC TO EXPLORE

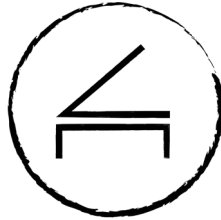
CHOPIN [Nocturne in E-flat Major, op. 9, no. 2](#)

ACTIVITY

The Play along with Van Cliburn himself through one of the most beloved classics of the piano repertoire! As a class, listen to the piece in its original form above. Then have students log into their Roblox account to create a piano of their own. Alternatively, students can visit www.virtualpiano.net to practice the piece; this website is free and no account is required. Three difficulty options are included in this curriculum guide to make the piece accessible to all grade levels and typing skills. The easy version includes only one or two notes/keystrokes. The intermediate version includes some small, basic chords and is longer. The difficult version has chords as well as chromatics (indicated with capital letters), and contains the entire piece.

To play, simply press the indicated letters on the keyboard. Letters inside a bracket should be played together, like a chord. Notes outside of a bracket should be played individually. For capitals, press shift + letter, then the remaining lower case keys together.

Encourage students to practice at home so that they can play along with a real Cliburn in the Classroom pianist during our visit!



CLIBURN IN THE CLASSROOM



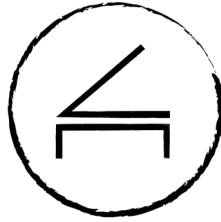
CHOPIN PLAY ALONG

Grade Level(s): 1–5 | Subject Area: Music

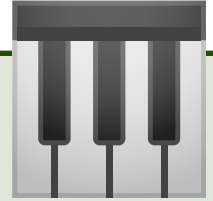
ACTIVITY

Easy

Ph wE g [hr] g D w [ED]
 [8h] wE sSsas [I8] w [th] J E T [Ht]
 [th] g g [hr] d D [sw] d P zIHHH s d D
 Ph wE g [hr] g D w [ED]
 [8h] wE sSsas [I8] w [th] J E T [Ht]
 [th] g g [hr] d D [sw] d P zIHHH s d D



CLIBURN IN THE CLASSROOM



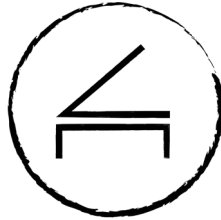
CHOPIN PLAY ALONG

Grade Level(s): 1–5 | Subject Area: Music

ACTIVITY

Intermediate

s [qj] [ie] [tip] q [uh] j [qh]
 [ei] [tip] [Og] [ei] [ips] [yj] e [tps] d f d [yz] e [tj] [wl] w [tu] w [wy]
 [yoj] [th] [wu] u j [eo] [of] [yg] [ei] [yip] [rd] i y [its] [wix] [tiz]
 [tl] J [wuj] J [td] f [qg] [ei] [tip] q ei [tip] [qj] [ei] [tip] [qh] j [uh] j h G [uh] j [qh]
 [eig] [tip] [Og] h [eig] h g f [tip] h [yj] S [ed] D [tpd] h
 y J [ej] x [ysz] j [wl] w t w [wy]
 [yoj] [th] j h j h [wu] j h j h [tu] j h j j h j J [eoj] [uopf] [yg]
 [ei] [yip] [rd] i y [its] [wix] [tiz]
 [tl] J [yuj] J t d f [qg] [ei] [tip] [qg] [eif]
 [tip] [th] [wu] [tuo] [tj] [wu] [tuo] [rh]
 [wy] [yo] [rd] [wy] [yo] g [qyg] [yig]
 g [qf] g [ih] g [qg] [ei] [tip] q [sei]
 [tip] l Q [tp] k y [typ] [wah]
 [wi] [yia] [es] [feu] [tus] [ypg] [ei] [yip]
 [waf] [wiad] [yioaf] [tuos] [ri] E [esd] [wyioad]
 [tof] [qp] s j [eij] [tipa] s q s u f [tuj] h [qh]
 [ei] [tipg] O h [eig] h g f [tipg] h [yj] S [ed] D [tpd] h
 y J ej Z [ysz] j [wl] w t w [wy] [yoj] [th] j h j h [wu] j h j h [tu] j h j j h j J [eoj] [uopf] [yg]
 [ei] [yip] [rd] i y its [wix] [ti] [tz] L l k [wu] h f S [ts] f j h g [qg] [ei] [tip] [qg] [eif]
 [tipg] [th] [wu] [tuo] [tj] [wu] [tuo] [rh] [wy] [yo] [rd] [wy] [yo] g g [qy] g [yi] g
 g [qf] g [ih] g [qg] [ei] [tip] q [sei] [tip] l [QY] [tp] k y [typ] [wah]
 [wi] [yia] [es] [feu] [tus] [ypg] [ei] [yip]
 [waf] [wiad] [yioaf] [tuos] [ri] [ES] [esd] [wyioad] [tof] [qp] s j [eij] [tipa] s q s u f [tuj] h [qh]
 [ei] [tipg] [Og] h [eig] f [tipg] h [yjh] S [ed] D [tpd] h y J ej Z [ysz] j [wl] l w t w [wy]
 [yoj] [th] j h j h [wu] j h j h [tu] j h j j h j J [uoj] [uopf] [yg]
 [ei] [yip] [rd] i y [its] x [wi] Z [tiz] L
 [tl] k [wu] s S d t f j h g [qg] [ei] [tip] q [ei] [tip] [qg] i l [qh] [ig] [ih] [qj]
 [ei] [tip] q [ei] [tip] [qg] i [TP] q h [ig] h [TP] h [qh] [eti] [tipf] g h g [qc] [eix]
 [tipz] [ql] [wu] [tk] q [wud] [tf] [qg] [wuh] g h g [tf] g [rg] j [wiv] c [yiox] z t [wil] [tik]
 [tk] J [wu] j [tuj] h [qg] [ei] [tip] q [ei] [tip] g [ET] [ET] [TP] h g [ET] h g h q g h [qg]
 [ei] [tip] q [ei] [tip] g q s [ETP] s P p [TP] S [ig] J [ET] v [qej] [eic] [tipc] r [eix]
 [oz] t [wtil] [tik] [TJ] [eoj] [uopfx] [ygc]
 [eic] [yp] r [wyihv] [yioz] t t w E u t o P [fl]
 L l z k L l z k L l z k L l z k L l z k L l z k L l z k L l z k L l z k L l z k L l x z l k J j h f g d l J d f [qpg] [ts] [tj]
 [qpg] [ts] [tj] [qpg] [ts] [tj] [qpg] [ts] [tj] [qpg] [ts] [tj] [qpg] [isjc] [qeti]



CLIBURN IN THE CLASSROOM



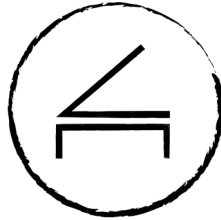
CHOPIN PLAY ALONG

Grade Level(s): 1–5 | Subject Area: Music

ACTIVITY

Advanced

S [qj] [ei] [tip] q [Euh] [TPj] [qh]
 [ei] [tip] [Og] [ei] [tips] [yj] [el] [ltps] d f d
 [yz] [el] [ltj] [wl] [wY] [tul] [wJ] [wy]
 [Eyoj] [th] [wu] [uP] [Tj] [eo] [uopf] [yg]
 [ei] [yip] [rd] [Wi] [yiO] [ts] [wix] [Ptiz]
 [tl] J [wuj] J [Ptd] f [qg] [ei] [tip] q [ei]
 [tips] [qj] [ei] [tip] [qh] j [Euh] j h G [TPuh] j [qh]
 [eig] [tip] [Og] h [eig] h g f [tipg] h [yj] S [led] D [ltpd] h
 [yG] J [le] x [lysz] j [wl] [wY] [tYl] [wJ] [wy]
 [Eyoj] [th] j h j h [wu] j h j h [tuP] j h j [TGj] [hJ] j J [uopf] [yg]
 [ei] [yip] [rd] [Wi] [yiO] [ts] [wix] [Ptiz]
 [tl] J [wuj] J [tPJ] d f [qg] [ei] [tip] [qg] [eif]
 [tipg] [th] [wu] [tuo] [tj] [wu] [tuoh] [rh]
 [wy] [yo] [rd] [wy] [yo] [Eg] [qyg] [yig]
 [Eg] [Tqf] g [Tih] g [qg] [ei] [tip] [qs] [ei]
 [tip] [Ql] [QY] [Ytp] [Qk] [Qy] [typj] [wah]
 [wi] [yia] [esf] [eu] [tus] [pg] [ei] [yip]
 [waf] [wiad] [yioaf] [tuos] [riOS] [EIS] [lesd] [wyioad]
 [Ptof] [qp] s g [eij] [tipa] s [qS] s [uED] f [Ptuj] h [qh]
 [ei] [tipg] O h [eig] h g f [tipg] h [yj] S [led] D [ltpd] h
 [yG] J [le] Z [lysz] j [wl] [wY] [tYl] [wJ] [wy]
 [Eyoj] [th] j h j h [wu] j h j h [tup] j h j [TGj] [hJ] j J [eoj] [uopf] [yg]
 [ei] [yip] [rd] Wi [yiO] [ts] [wix] [tiPZ]
 [tz] L l k [wuJ] h f S [Pts] f j h g [qg] [ei] [tip] [qg] [eif]
 [tipg] [th] [wu] [tuo] [tj] [wu] [tuoh] [rh]
 [wy] [yo] [rd] [wy] [yo] [Eg] g [qy] g [Eyi] g



CLIBURN IN THE CLASSROOM



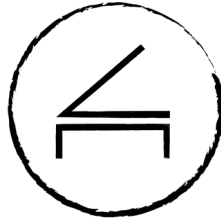
CHOPIN PLAY ALONG

Grade Level(s): 1–5 | Subject Area: Music

Advanced

[Eg] [Tqf] g [ETih] g [qg] [ei] [tip] [qs] [ei]
 [tip] [Q1] [QY] [Ytp] [Qk] [Qy] [typj] [wah]
 [wi] [yia] [esf] [eu] [tus] [ypg] [ei] [yip]
 [waf] [wiad] [yioaf] [tuos] [riOS] [EIS] [lesd] [wyioad]
 [Ptof] [qp] s g [eij] [tipa] s [qS] s [uED] f [Ptuj] h [qh]
 [ei] [tipg] [Og] h [eig] f [tipg] j [yj] S [led] D [ltpd] h
 [yG] J [lej] Z [lysz] j [wj] I [wY] [tYl] [wJ] [wy]
 [Eyoj] [th] j h j h [wu] j h j h [tuP] j h j [TGj] [hJ] j J [eoj] [uopf] [yg]
 [ei] [yip] [rd] Wi [yiO] [ts] x [wi] Z [Ptiz] L
 [tl] k [wuJ] s S d [tPD] f j h g [qg] [ei] [tip] q [ei]
 [tip] [qg] [Eti] [iTP] [qh] [ETig] [TPih] [qj]
 [ei] [tip] q [ei] [tip] [qg] [Eti] [iTP]
 Q h [ETig] h [TPig] h [qj] [eti] [tipf] g h g [qc] [eix]
 [tipz] [ql] [wu] [Ptk] [qJ] [wud] [Ptf] [qg]
 [wuh] g h g [Ptf] g [rg] j [wiv] c [c [yiox] z [tL] [wil] [Ptik]
 [tk] J [wuJ] j [Ptuj] h [qg] [ei] [tip] q [ei]
 [tip] [Eg] [qET] [ETi] [TPig] h g [Eti] h g h [qET] g h [qg]
 [ei] [tip] q [ei] [tip] [Eg] [qEP] s [iETP] s P p
 [iTP] S [ETig] J [ETqc] v [qej] [eic] [tipc] r [eix]
 [Tloz] [TL] [wtil] [Ptik] [TJ] [eoj] [uopfx] [ygc]
 [eic] [yp] r [wyihv] [yioz] [tL] t w E
 U t o P [fl] ll

LlzkLlzkLlzkLlzkLlzkLlzkLlzkLlzkLlzkLlxzlkJjhfgdIJdf[qpg] [ts] [tj]
 [qpg] [ts] [tj] [qpg] [ts] [tj] [qpg] [ts]
 [tj] [qpg] [isjc] [qeti]



CLIBURN IN THE CLASSROOM



SONG MAKER

Grade Level(s): 1–5 | Subject Areas: Music

OBJECTIVE

This activity familiarizes students with MIDI, a method of music composition utilized by Lena Raine and other featured composers on our Cliburn in the Classroom “PianoBlox” program. Students use Google Chrome’s Music Lab and their own creativity to generate an original tune, then compare MIDI vs. acoustic instrument sounds.

SUPPLIES

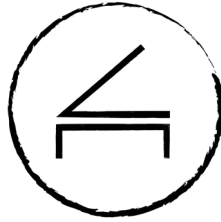
Students will need a school-issued Chromebook or tablet with the Chrome browser installed, plus headphones.

MUSIC TO EXPLORE

BEETHOVEN [Sonata No. 14 in C-sharp Minor, op. 27, no. 1 \(“Moonlight”\)](#)

ACTIVITY

1. Start by listening to the first movement of Beethoven’s “Moonlight” Sonata together as a class. Then compare and contrast it with the MIDI version of the same piece, which can be found on www.bitmidi.com. Encourage students to use known music terms to express their preference for acoustic vs. MIDI.
2. Then working independently, launch Google Chrome and pull up the [Music Lab](#).
3. Click on Song Maker.
4. Let students play and experiment in the lab to write an original tune—no music staff or note reading fluency required. Add notes by clicking in the grid, select instruments for midi-playback (both pitched and percussion—opt for familiar classroom instruments!), adjust the tempo, and/or sing into the built-in microphone. The sky is the limit!
5. Allow a few minutes at the end of class for students to share their creations.
6. For older grades with some note reading fluency, saved MIDI files can be uploaded into notation software such as Finale Notepad (free) so the students’ compositions appear on the music staff.
7. Volunteers that wrote music for classroom instruments can perform their tunes for the class!



CLIBURN IN THE CLASSROOM

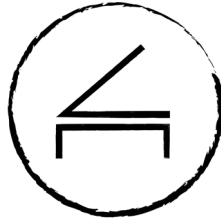


SONG MAKER

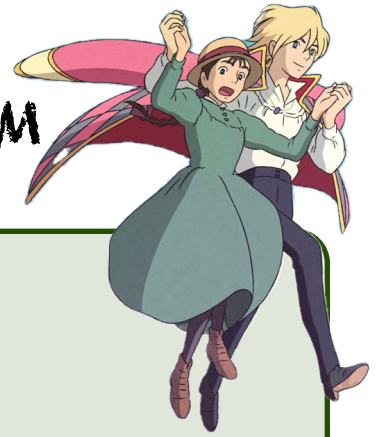
Grade Level(s): 1–5 | Subject Areas: Music

REFLECTION QUESTIONS

1. Where are some places you have heard MIDI music played?
2. How does MIDI sound like acoustic instruments? How do they sound different?
3. Which sound do you prefer and why?



CLIBURN IN THE CLASSROOM



HOWL'S MUSIC MOVEMENTS

Grade Level(s): 1–3 | Subject Areas: Music

OBJECTIVE

This movement-based activity reinforces the musical form of theme-and-variations and familiarizes students with the music from *Howl's Moving Castle*, which is featured on our Cliburn in the Classroom program “PianoBlox.”

BACKGROUND

Howl's Moving Castle is a magical anime story about a young girl named Sophie who is turned into an old woman by a wicked witch's spell. To break the curse, Sophie sets off on an adventure and finds herself in a magical, moving castle owned by the mysterious and powerful wizard Howl. With the help of Howl, a talking flame named Calcifer, and other magical friends, Sophie discovers her own courage and strength as she tries to lift the spell and save her friends from danger.

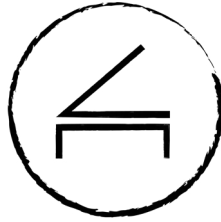
MUSIC TO EXPLORE

HISAISHI

[Merry-Go-Round of Life](#)

ACTIVITY

1. Begin by sharing the background story of *Howl's Moving Castle*, provided above, with the class. Explain that the music represents Sophie's adventures and the changing locations of Howl's castle. It is in the form theme-and-variations; the theme introduces us to the characters, and each time we hear a different variation, it represents a new location and new adventure. But you will always be able to recognize the theme—the same characters going on new adventures.
2. Start by listening to the piece together as a class and deciding on movements for the theme. How does the music inspire them to move? Is it in a fast or slow tempo? Are the notes moving up or down? Does it sound sneaky, mischievous, playful, or serious?
3. Then, divide the students into three small groups, one for each variation. Allow a few minutes to improvise movements and/or choreograph dances that they believe correspond with the action of their part of the piece, and then perform for the class. Let the other groups try to guess what Sophie's adventure is in each variation, based on that group's movements.
4. At the end, each group should explain what action they imagined, what in the music inspired their movements, and how they recognized the theme in each variation.



CLIBURN IN THE CLASSROOM



WOMEN OF THE GAMING WORLD

Grade Level(s): 3–5 | Subject Areas: Music, Social Studies

OBJECTIVE

Students will learn about female composers who have made a mark on the video game world.

SUPPLIES

Students will need a school-issued Chromebook or tablet with Wi-Fi access and headphones.

BACKGROUND

The video game music industry grows increasingly popular each year. Since the first, basic sound effects of Pong in 1972, the music for these games has become more and more complex, encompassing both electronic elements and full orchestral scores. Many women have contributed to the genre, yet they still only make up approximately 13% of the industry. By increasing the visibility of these women, perhaps more people will feel invited to participate in this unique area of music.

RECOMMENDED COMPOSERS

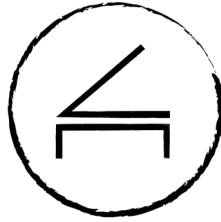
- Eimear Noone
- Manami Matsumae
- Yoko Shimomura
- Stephanie Economou
- Megan McDuffee
- Minako Hamano
- Penka Kouneva
- Winifred Philips
- Jessica Curry
- Michiru Yamane

ACTIVITY

This is an independent study activity. Students research women who have had a major impact on the video game music industry and create a report-display of their findings. Some suggested questions are included below. Students can select the composer they find the most interesting and create a report, complete with pictures, to display in the music room. Note: this activity works particularly well in celebration of Women's History Month!

SUGGESTED QUESTIONS

1. What instrument(s) does your composer play?
2. How did your composer get interested in this art form?
3. Where did your composer go to school?
4. Where does your composer draw inspiration for their work?
5. What games has your composer worked on?
6. What selection(s) did you listen to?
7. How did your selected piece(s) support the action of the game?
8. How would you describe the style of your composer's music?
9. What years was your composer active/are they still writing today?

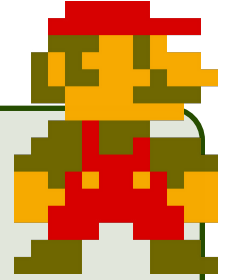


CLIBURN IN THE CLASSROOM



COMPOSING CLASSICS

Grade Level(s): 3–5 | Subject Areas: Music, History



OBJECTIVE

This This lesson reinforces the idea of music as a tool to heighten expression, action, and emotion. Students will also familiarize themselves with the history of video game music, including its progression, style, and most prominent figures. This serves as an introduction to our Cliburn in the Classroom “PianoBlox” program, where many of the composers in this activity are featured.

SUPPLIES

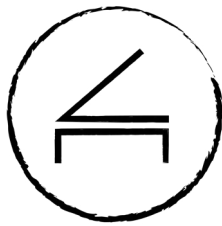
Students will need a school-issued Chromebook or tablet with Wi-Fi access and headphones.

MUSIC TO EXPLORE

BEETHOVEN [Symphony No. 6 in F Major, op. 68 \(“Pastoral”\)](#)

ACTIVITY

1. Open class by listening together to Beethoven’s “Pastoral” Symphony. Share the titles of each movement before listening to the next one. Then discuss how the music tells the story described, what actions the characters might have taken (dancing, running, etc.) based on what they heard, and how the country folk must have been feeling in each episode/movement.
2. Then relate to movie music. Ask students to think of their favorite movie and briefly summarize the plot. Then have them think of the soundtrack to that movie. Can they sing a verse from a favorite song? What are the characters doing/feeling in that song? Would the movie be the same without the soundtrack? If time allows, listen to one or two examples that are popular with the whole class.
3. Finally, allow time for a brief, independent exploration of the Google Arts and Culture exhibit [Composing Classics: A History of Video Game Music](#). Students can read about the history, people, and style progression of this unique genre. The exhibit also has videos to listen to featured music while watching a demo-play of the game, highlighting the importance of music in emotional expression. As students scroll through the website, have them fill in the included timeline with years, composers, and game titles.



CLIBURN IN THE CLASSROOM

COMPOSING CLASSICS

Composer:

Game:

1

DATE:

DATE:

2

Composer:

Game:

Composer:

Game:

3

DATE:

DATE:

4

Composer:

Game:

Composer:

Game:

5

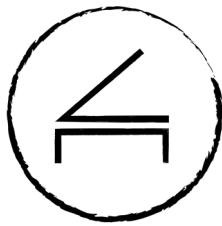
DATE:

DATE:

6

Composer:

Game:



CLIBURN IN THE CLASSROOM

COMPOSING CLASSICS

Composer:

Game:

7

DATE:

DATE:

Composer:

Game:

8

Composer:

Game:

9

DATE:

DATE:

Composer:

Game:

10

Composer:

Game:

11

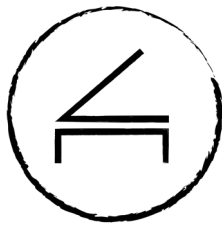
DATE:

DATE:

Composer:

Game:

12



CLIBURN IN THE CLASSROOM

COMPOSING CLASSICS

Composer:

Game:

13

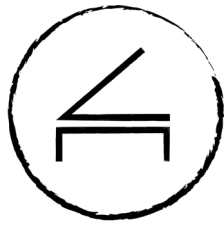
DATE:

DATE:

14

Composer:

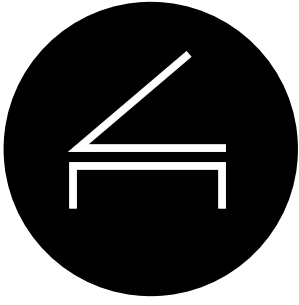
Game:



CLIBURN IN THE CLASSROOM

PIANOBLOX CURRICULUM GUIDE

	Lesson 1: Chopin Playalong	Lesson 2: Song Maker	Lesson 3: Howl's Music Movements	Lesson 4: Women of the Gaming World	Lesson 5: Composing Classics
TEKS Objective					
Elicit/Warm-Up TEKS 1.A, 2.A, 3.A 4.A, 5.A	Using a video game platform already enthusiastically familiar to elementary students (Roblox), kids engage with and participate in classical music. The class listens to the Chopin in advance of the activity.		Activity opens with a brief synopsis of Howl's Moving Castle and listening to the main theme together as a class.	Activity opens with a brief background of women's inclusion in the video game industry, specifically in music.	This is an independent activity; no warm-up necessary.
Foundations: Music Literacy TEKS 1.B, 1.C; 2.A, 2.B, 2.C	Known music terminology such as tempo and chords are reinforced by increasing levels of difficulty of the activity.	Concepts of instrumentation, timbre, rhythm, melody, and tempo are all reinforced; students to select each of the above in their original compositions on Google Chrome's Music Lab.	The musical form theme and variations is introduced/ reinforced through aural examples and associated movements.	Instrumentation and style and their application to heightened emotion are explored.	Students fill in a provided timeline, which associates musical styles within the video game genre to their appropriate place in history.
Movement based TEKS 3.A, 3.C, 3.D, 3.F	Fine motor skills are strengthened using the computer keyboard at specific times/chords.	Students rehearse and perform their original tunes on classroom instruments.	Students respond to the action in the music through improvised movements/choreography.		
Creative Expression TEKS 3.A, 3.D, 3.F, 4.A, 4.B, 4.C	Students recreate the melodic and rhythmic phrases of a Chopin Nocturne using a Roblox piano.	Students can see their compositions come to life in notation on the staff by uploading a saved MIDI file into Finale Notepad, and in class performance.	Students move with others to this unique genre of anime music using gross and locomotor skills and integrated movement.		
Historical and Cultural Relevance, Critical Evaluation and Response TEKS 5.A, 5.B, 5.C, 6.A, 6.B, 6.C, 6.E, 6.F	Students examine a short musical excerpt from the classical period, recognize known rhythmic and melodic elements, and play in the intersection of music and technology.	Students will differentiate between pitches, tempos, and recognize simple patterns in music notation and performance. They will also explore the relationship between music and technology.	Students practice audience etiquette while watching other groups' performances, respond verbally to those performances, and identify form in <i>Merry-Go-Round of Life</i> .	Students explore a range of styles and music time periods present within the video game music industry. They articulate preferences for specific composers and pieces and create a report based on their findings.	Students describe a variety of compositions and informal (online) performances using specific music vocabulary, and identify and describe music from diverse genres, periods, and cultures.



ABOUT THE CLIBURN



CLIBURN IN THE CLASSROOM

Cliburn in the Classroom is an interactive concert experience designed specifically for elementary audiences. We bring our own Steinway baby grand piano into every school, along with a virtuoso pianist to perform impressive music. A teaching-artist leads students through activities and bridges connections between the music and theme of the program.

With Cliburn in the Classroom, instructional time is enhanced, not lost. Our interdisciplinary themes explore the intersection of music and multiple subjects, including math, reading, language arts, social studies, history, and art. When combined with our curriculum guides, they address state and national standards for STEAM education for students in the second through fourth grades.

We take a student-centered approach to music education. All Cliburn in the Classroom programs are crafted through a Universal Design for Learning (UDL) lens. Our experiences provide multiple, flexible means of engagement to celebrate the variability in all students, and to allow kids the opportunity to participate in ways that are most meaningful and comfortable for them. We cater to multiple learning styles, utilize movement and peer-building activities, and address social-emotional learning competencies. Our performance length and structure are both attention and sensory friendly. We are also able to offer bilingual (Spanish/English) presentations, so that every child can fully participate. Cliburn in the Classroom is provided without cost to schools and districts in North Texas, to remove financial barriers to access.

The Cliburn was awarded *D CEO's* Nonprofit and Corporate Citizenship Award for Innovation in Education in 2024.

OUR MISSION

It is the mission of the Cliburn to advance classical piano music throughout the world. Its international competitions, education programs, and concert series embody an enduring commitment to artistic excellence and the discovery of young artists.

GOVERNANCE

The Cliburn is a not-for-profit organization governed by a board of directors, elected for a four-year term. It is sustained by the generous support from individuals, foundations, corporations, the tireless efforts of volunteers, and embraced by the community of Fort Worth. The Van Cliburn International Piano Competition is a proud member of the [World Federation of International Music Competitions](#).

Special thanks to Amegy Bank for their generous sponsorship of Cliburn in the Classroom.