

Type of material: Lesson plan

Subject: Music

Topic: Forms of expression in music and art

General competencies developed during the lesson:

Transdisciplinarity

Digital study materials developed for the lesson:

<https://www.thinglink.com/scene/1150129788455747587>

Objectives:

1. The student is able to express his/her opinion about Nikolai Rimsky-Korsakov's musical composition *The Sea and Sinbad's Ship* and analyze the music, using subject terminology, giving arguments and considering opinions of others.
3. The student is able to analyze Camille Saint-Saëns's musical composition *Aquarium* and compare it to the musical composition *The Sea and Sinbad's Ship* applying acquired knowledge and using subject terminology.
4. The student is able to find necessary information concerning topics of visual art and music using Internet resources.
5. The student is able to reveal the connection between forms of expression in music and visual art.

A. Introduction:

- Activating pre-knowledge. The teacher introduces the discussed point of the connection between music and visual art: the ability to depict the sea. The program Thinglink (section *Introduction*) is used to deliver visual content.

B. Guided practice:

The First Block (scene *The Night Wave* is used)

- Learning about Ivan Aivazovsky's painting *The Ninth Wave*, about the artist himself and about his other marine paintings.
- Application of acquired knowledge in solving the tasks for analyzing forms of expression and answering the questions given at the end of the first block (teamwork and individual work).

The teacher draws the attention of the students to the mentioned links to the websites that can be used as a source of additional information for completing the tasks and answering the questions.

The Second Block (scene *The Sea and Sinbad's Ship* is used)

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- Learning about Nikolai Rimsky-Korsakov's musical composition *The Sea and Sinbad's Ship* and about the composer himself.
- Listening and analysis of two different variants of performing the musical composition *The Sea and Sinbad's Ship* (changes in the characteristics of music, instruments depicting different moods of the sea etc.).
- Answering the questions given at the end of the second block (teamwork and individual work).

The Third Block (scene *Aquarium* is used)

- Learning about Camille Saint-Saëns's musical composition *Aquarium* and about the composer himself.
- Listening and analyzing two different variants of performing the musical composition using acquired knowledge and professional terminology.
- Answering the questions given at the end of the third block, including the comparison of the musical composition *Aquarium* to the composition *The Sea and Sinbad's Ship* (teamwork and individual work).

C. Guided discussion and conclusion (scene *Conclusion* is used):

The discussion should lead to the understanding that every form of art has its own artistic opportunities - music can depict the sea as vividly as visual art can.

Conclusion: A composer can “draw” a picture of the sea so that a listener can “see” it as it would be drawn by an artist.