

Antiquated Artifacts

THE CLEVELAND ORCHESTRA
LEARNING
THROUGH
MUSIC

MATERIALS & SETUP

- **Music #1:**
Scheherazade
by Nikolai Rimsky-Korsakov,
conducted by Artur Rodzinsky
- **Music #2:**
Scheherazade
by Nikolai Rimsky-Korsakov,
conducted by Loren Maazel
- Objects or images of objects from the near or distant past, such as:
 - Cassette tape
 - Answering machine
 - Typewriter
 - Vinyl record
 - Old video game system
 - Floppy disk
 - Rotary phone
 - Library catalog cards
 - Washboard
 - Camera film

CONNECTIONS TO OH STANDARDS

FINE ARTS



- **3CE** Listen to and identify the music of different composers of world cultures.
- **2RE** Notice and describe what they hear in selected pieces of music.

(continued)

Learning Objective: Students will use primary resources to understand that change occurs over time by comparing antiquated and modern recordings.

ACTIVITY (25-30 minutes)

1. Introduce the lesson by generating a discussion about how technology has changed over time. How do you listen to your favorite music today? (iPod, CD player, car radio, etc.)
2. Today, we are going to look at some everyday items, like music playing devices, from the past and use them to help us understand what life was like.
3. Listen to a few minutes of Music #1: *Scheherazade*. What do they notice about the way it sounds? (a little scratchy, the pitch warps)
4. Tell students that they have just heard a recording of The Cleveland Orchestra with Artur Rodzinsky, the first Music Director of the Orchestra, conducting. It was recorded in 1939, not long after The Cleveland Orchestra was formed.
5. Next, play Music #2: *Scheherazade*. How does it sound different? Tell students this recording of The Cleveland Orchestra was recorded in 1978. What can these two recordings tell us about how music was recorded in 1939 versus the more modern recording?
6. Explain that the old recording is a primary source because it was actually made in 1939. What other sources could tell us more about The Cleveland Orchestra in that year? (photographs, concert programs, newspaper articles)
7. Tell students that it's time to see more primary sources from the past in a game of "What's THAT?!" (Feel free to cultivate as much "game show" atmosphere as you like!) Unveil each object or image in your collection. In two teams, students must try to answer the following questions:
 - What is the name of the object?
 - What does it do?
 - What might you use today instead?
8. Place all of these objects on a timeline.

(over)



- **1.** Events in local history can be shown on timelines organized by years, decades and centuries.
- **2.** Primary sources such as artifacts, maps and photographs can be used to show change over time.

REFLECTION

1. Did the student hear the difference between the old and modern recording of *Scheherazade*?
2. Can the student define what a primary source is?
3. Did the student see through the antiques that change occurs over time with the development of new technologies?

EXTENSION

1. Contact or visit the Cleveland Orchestra Archives (archives@clevelandorchestra.com) to see more artifacts and learn more about the history of the Orchestra.

