

MUSIC OF HEROES

With Cincinnati Pops album *Superheroes!*

LISTEN to the Cincinnati Pops perform the Theme from *The Avengers*.



On the next page, draw and write about one of your heroes!

LISTEN to more tracks from the *Superheroes!* album by the Cincinnati Pops



Think about the differences between the music for each hero and answer the prompts below.

Which track sounds most mysterious?

Which hero's music sounds most patriotic?

Which track sounds triumphant?

[Definition of triumphant](#)

Find two tracks that have opposite moods (ex. happy / sad)

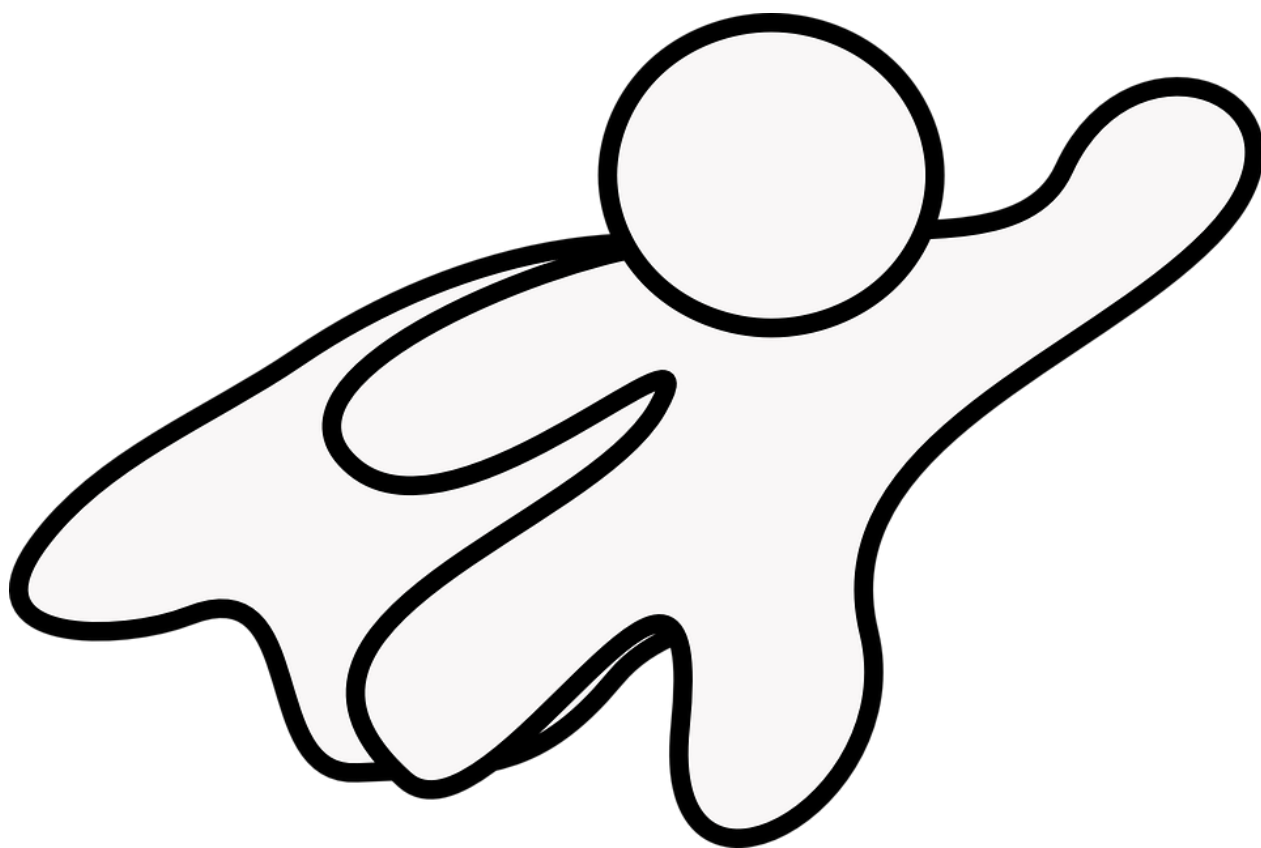
Which track is your favorite?

Still looking for more hero music to listen to? Explore this [Spotify playlist](#) for more!

WHO'S YOUR HERO?

Draw and describe one of your heroes! This can be a friend, family member, or fictional hero you admire!

Your hero's name: _____



Why is this person your hero?

Write 2 facts about your hero:

Describe your hero's theme music:

Share your work with us by tagging @cincysymphony or #CSOEducatorNetwork

LESSON PLAN: Heroes

Lesson plan written by Angela Carota

National Music Education Standards (NAfME)

Anchor Standard 7: Perceive and analyze artistic work

MU:Re7.1.3a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

MU:Re7.2.3 Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).

- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11.0.3a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
- **Essential Question(s):** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Objective

Students will analyze the Avengers theme and design appropriate movements that reflect the music.

Procedure

1. Play Silvestri's "Avengers Theme" ([HERE](#)) for the students. Most children will know it. Play the piece in its entirety.
2. After the piece has finished, ask the children to share what the piece is about. Answers will vary, obviously, but the theme can likely be narrowed down to superheroes, or something related. Begin a discussion about what a hero is; Ask the children what is required of a hero. How do they act? What do they do? How do they help people? What kind of characteristics must a superhero have in order to do their job? Etc. Display the answers.
3. Ask the children why the music fits the plot of the Avengers. Why does this sound like superhero music? What are the musical characteristics in this piece that make it sound like superheroes (driving rhythm, brass theme, etc.)? Write out the answers.
4. After students have discussed both the superhero traits and the musical characteristics, ask them to identify commonalities between the two lists. Guide the children toward connecting between the noble and stoic characteristics of both the heroes and the music. In essence, the piece is a musical portrait of a superhero.

5. Next, discuss the form with the children. There are two major themes that repeat (Simplified large form=Intro-A-B-CODA). Play the piece again and see if they can find the main themes. Have them raise their hand when they hear the A section begin, and again when they hear the B section.

6. Allow the children to pretend that they are superheroes. They are to come up with movements for each of the major sections that tell a superhero story. They may use plot lines from The Avengers, but also allow/encourage them to devise their own plot. Encourage them to come up with four movements; one for the Introduction, a second for the A section, a third for the B section, and an ending to fit the CODA. Remind them that their movements should reflect the music and the superhero theme. The Introduction and the A section are easily broken down into 8-bar phrases, but the B section is somewhat irregular. Have the students listen for the “surprises” and encourage them to do something that reflects the musical changes.

7. After the children have had some time to work together to design their movements, have them perform with the music.

Assessment

Students will be observed for engagement in the discussion, and for appropriate movement to the music that they hear.

