



Mini-Lesson: Text/Sound Connections

OVERVIEW

Understanding the text of *The Golden Queen* and the use of tone painting by composer René Clausen will enhance expression in performance.

LEARNING GOAL

Students will discover connections between the legato articulation, the melodic line, dynamics, and the tonality of the music and the text.

RESOURCES & MATERIALS

- *The Golden Queen* sheet music
- Recording of *The Golden Queen* ([click link to download](#) or email ChoralQuest@composersforum.org for a free Catalog CD)
- (optional) Recording of “Sunrise, Sunset” from *Fiddler on the Roof* www.youtube.com/watch?v=pp8GEytqdZA (Begin at 1:04)

PRIOR KNOWLEDGE

- Students can identify the term legato in music.
- Students can identify and explain key signatures as they appear in the score.

PROCESS

1. Have students listen to a recording of the first section of the music (mm. 1-36). How does the use of legato articulation in both the voices and piano enhance the text?
2. Discuss tone painting. Have student identify places in the text where the melody enhances the text (Ex. mm. 30-36, mm. 52-53). Do dynamics play a role as well?
3. Review key signatures. Play the recording. Discuss how the key signatures change from verse 1-verse 2, and again in the coda. What effect do the key changes have on the listener?
4. Rehearse portions of the song, and use student input to generate performance ideas to interpret the text.

ASSESSMENT

In performance, students will show their awareness of how the text is enhanced through their articulation, phrasing and dynamics.

EXTENSIONS

1. Students can compare the use of tone painting in this song to the chorus of “Sunrise, Sunset,” from *Fiddler of the Roof*. How are the texts and phrasing similar? www.youtube.com/watch?v=pp8GEytdZA (Begin at 1:04)
2. Explore the use of tone painting and articulation in other choral works they are rehearsing.