Tues., 3-6-12

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**OBJECTIVES:**

-Students will use multiple intelligences (music, art, writing) to make assumptions (using inquiry skills) about upcoming events of R&J

**PROCEDURE:**

**-Music free-write** – draw picture, write explanatory paragraph (15 min. – listen & draw for 8:30, finish drawing & write for 5)

-Draw what you think will occur in Act V, scene iii, based on this music (Beethoven String Quartet Opus 18, Number 1, Second movement *[Adagio]*). Be specific – not just Romeo & Juliet dying, but Romeo sobbing over Juliet’s body, fighting with Friar Laurence over Juliet’s body, etc!

-WHAT in the music makes you think this will happen? (Tone? Tempo? Dissonance?)

-List at least 3 adjectives describing EMOTION of the scene (that you get from the music). Why?

**-Whole-class discussion** – predictions for scene 3 based on drawings (5 min.)

-Make list on board

**-Watch Act 5, scene 3** (20 min.)

-Stop for comprehension

**-Revisit (confirm/deny) predictions from list** (10 min.)

-Circle in drawing one CORRECT prediction made

**MATERIALS:**

-Music (Beethoven’s Quartet in F Major, Op. 18, No. 1 – slow movement in D minor)

-Students have paper, pencils

-Whiteboard & markers to make list of predictions