

# THE SINGING REVOLUTION



**Subject:** Music & Art

## **Conflict in Art: An Unlikely Muse**

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### **Aim / Essential Question**

How does conflict inspire meaningful music and other lasting art?

### **Overview**

During times of violent conflict and cultural oppression, music and art take on a deeper meaning and enduring significance. In this lesson students will examine the role of conflict in art by comparing the “Star-Spangled Banner” and “Ilus maa/Beautiful Land” from *The Singing Revolution*.

### **Materials & Technology**

- Class set of The Role of Conflict in Art question sheet (below)
- Ilus maa / Beautiful Land video clip (from Disc Three / Section 5: Song Festival / Laulupidu)
- Class set of the lyrics to Francis Scott Key’s *Star-Spangled Banner* (below)
- Class set of the lyrics to *Ilus maa / Beautiful Land* (from Disc Three / Section 5: Song Festival / Laulupidu / Printable Documents)
- Class set of 3-2-1 Summary Chart (below)
- Guernica Painting Website:  
[http://www.pbs.org/treasuresoftheworld/a\\_nav/guernica\\_nav/main\\_guerfrm.html](http://www.pbs.org/treasuresoftheworld/a_nav/guernica_nav/main_guerfrm.html)
- Francis Scott Key Biography and Creation of the national anthem:  
<http://www.star-spangled-banner.info/who-wrote/>
- History of The Singing Revolution:  
<http://www.singingrevolution.com/cgi-local/content.cgi?pg=3&p=19>
- Computer with projection capability
- Any DVD-compatible player that will allow distinct chapters to be shown
- A television or video projection unit

**Lesson Time:** One 50-minute class period.

### **Objectives**

Students will:

- Recognize and explain the role of conflict in various examples of art.
- Compare and contrast two patriotic songs inspired by conflict.
- Distinguish and list lyrics which relate to conflict.

## Instruction

### Opening: Bell Ringer / Do Now / Anticipatory Set

- Show students an image of Pablo Picasso's "Guernica" painting (available at: [http://www.pbs.org/treasuresoftheworld/a\\_nav/guernica\\_nav/main\\_guerfrm.html](http://www.pbs.org/treasuresoftheworld/a_nav/guernica_nav/main_guerfrm.html)). Ask students to independently list and describe some of the images they see in the painting. After a few minutes, ask students to answer the question, "What do you think was Picasso's message in this painting?" on the question sheet.
- Allow students to share responses as a whole group. Then share the brief background information about the painting from the website. Use this sharing as a springboard into a discussion on the role of conflict in meaningful art.

### Activities

1. In a group discussion, ask students what they know about the history of Francis Scott Key's "Star-Spangled Banner" and how it came to be America's national anthem.
2. Share the brief bio and anthem history from: <http://www.star-spangled-banner.info/who-wrote/>
3. Explain some brief background information about the song festival and Estonians gaining independence from the Soviet Union. Important details include that the song festival has been held periodically for over 100 years, and that the patriotic songs helped Estonians to maintain a united sense of culture in the face of occupation and cultural oppression. More background information on the song festival can be found at: <http://www.singingrevolution.com/cgi-local/content.cgi?pg=3&p=19>
4. Show students the clip of the 2004 song festival performance of: "Ilus maa/Beautiful Land."
5. Distribute copies of the lyrics of "The Star-Spangled Banner" and "Ilus maa/Beautiful Land." Students should complete the discussion and comparison questions on the question sheet. They may do so individually, with partners, or in small groups.
6. When students have finished answering the questions, they should individually answer the final question, "What role does conflict have in creating lasting art?" If they do not finish their chart, they may do so for homework.

### Close

#### Application / Summary

Students complete a 3-2-1 Chart by listing three pieces of art discussed in the lesson which were inspired by conflict, two reasons why conflict contributes to meaningful art, and one other piece of art, (could be a song, statue, painting, sculpture, etc.) inspired by conflict which was not discussed in class.

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_ Period \_\_\_\_\_

Teacher \_\_\_\_\_

### **The Role of Conflict in Art**

1. What individual images do you see in Picasso's "Guernica?" List three or more.
2. What do you think Picasso's message or theme was in painting "Guernica?"

**Read the lyrics to Francis Scott Key's "The Star-Spangled Banner."  
Answer the following:**

3. What words and phrases indicate that this song was inspired by conflict?
4. What role did conflict have in the creation of this song?
5. Why is this song so powerful to the American people?

**Read the lyrics to "Ilus maa/Beautiful Land." Answer the following:**

6. What words and phrases indicate that this song was inspired by conflict?
7. What role did conflict have in the creation of this song?
8. Why is this song so powerful to the Estonian people?



## The Star-Spangled Banner Lyrics By Francis Scott Key — 1814

Oh, say can you see by the dawn's early light  
What so proudly we hailed at the twilight's last gleaming?  
Whose broad stripes and bright stars thru the perilous fight,  
O'er the ramparts we watched were so gallantly streaming?  
And the rocket's red glare, the bombs bursting in air,  
Gave proof through the night that our flag was still there.  
Oh, say does that star-spangled banner yet wave  
O'er the land of the free and the home of the brave?

On the shore, dimly seen through the mists of the deep,  
Where the foe's haughty host in dread silence reposes,  
What is that which the breeze, o'er the towering steep,  
As it fitfully blows, half conceals, half discloses?  
Now it catches the gleam of the morning's first beam,  
In full glory reflected now shines in the stream:  
'Tis the star-spangled banner! Oh long may it wave  
O'er the land of the free and the home of the brave!

And where is that band who so vauntingly swore  
That the havoc of war and the battle's confusion,  
A home and a country should leave us no more!  
Their blood has washed out their foul footsteps' pollution.  
No refuge could save the hireling and slave  
From the terror of flight, or the gloom of the grave:  
And the star-spangled banner in triumph doth wave  
O'er the land of the free and the home of the brave!

Oh! thus be it ever, when freemen shall stand  
Between their loved home and the war's desolation!  
Blest with victory and peace, may the heav'n rescued land  
Praise the Power that hath made and preserved us a nation.  
Then conquer we must, when our cause it is just,  
And this be our motto: "In God is our trust."  
And the star-spangled banner in triumph shall wave  
O'er the land of the free and the home of the brave!

## ILUS MAA/BEAUTIFUL LAND

by Rein Rannap/Hando Runnel

### Estonian

Ilus, ilus, ilus on suvi ja õhtu,  
loojangu värve langeb me pääle.

ilus on öö, tähtede vöö,  
võimsaid soove kiirgab me pääle.

Tähed, mis õhtuti tõusevad,  
hommikul tagasi rändavad,

õhtud mis öö aega sõuavad,  
hulguvad, otsivad, jõuavad pärale  
hommikumaale,  
isademaale,  
isademaale.

Ilus, ilus, ilus on maa,  
ilus on maa mida armastan.

Ilus, ilus, ilus on maa,  
ilus on maa, mida armastan.

Maa tuleb täita lastega,  
ja täita lastelastega,  
ja täita lastelaste lastega.

maa tuleb täita lastega ja laulude ja lastega.

Ja kõige vastu võidelda mis võõrastav või vaenulik

mis vaenulik või valelik ja võidelda kus võimalik,

kus võimalik ja vajalik sest elu kõik on ajalik.

Ja lastele jääb tulevik ja maa ja kõik see minevik.

Maa tuleb täita lastega,  
ja lastelaste lastega,  
kui olev tahab olemist ja tuleviku tulemist.

### English Translation

*Beautiful, beautiful, beautiful  
is the summer and summer's eve  
and the sunset with all its shades.*

*Beautiful is the night, and the starbelt  
that radiates powerful wishes upon us.*

*The stars that appear at night  
travel away in the morning.*

*Evenings that oar into the night,  
wander around, find, and arrive  
at the land of the morning,  
at the land of the fathers,  
at the land of the fathers.*

*Beautiful, beautiful, beautiful is the land,  
beautiful is the land that I love.*

*Beautiful, beautiful, beautiful is the land,  
beautiful is the land that I love.*

*The Earth should be filled with children,  
and children's children,  
and children's grandchildren.*

*The Earth should be filled  
with songs and children.*

*And it should be fought against  
everything strange and hostile.*

*Hostile and deceitful  
and fought whenever possible.*

*Whenever possible and necessary  
as life is but temporal.*

*And the future, the land and the past  
will be left with our children.*

*The Earth should be filled with children,  
and children's grandchildren,  
as the present needs being  
and the arrival of the future.*

Maa tuleb täita lastega.  
Maa tuleb täita lastega.  
Maa omaenda lastega  
ja laulude ja lastega.  
Maa tuleb täita lastega.

*The Earth should be filled with children.  
The Earth should be filled with children.  
With our own children,  
and with our own songs and children.  
The earth should be filled with our children.*

Ilus, ilus, ilus on maa,  
ilus on maa mida armastan.

*Beautiful, beautiful, beautiful is the land,  
beautiful is the land that I love.*

Ilus, ilus, ilus on maa,  
ilus on maa mida armastan.

*Beautiful, beautiful, beautiful is the land,  
beautiful is the land that I love.*

Ilus, ilus, ilus on maa,  
ilus on maa mida armastan.

*Beautiful, beautiful, beautiful is the land,  
beautiful is the land that I love.*

Ilus, ilus, ilus on maa  
ilus on maa mida armastan.

*Beautiful, beautiful, beautiful is the land,  
beautiful is the land that I love.*

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_ Period \_\_\_\_

Teacher \_\_\_\_\_

### 3-2-1 Summarizer

List three pieces of art (from class) which were inspired by conflict:

1.

2.

3.

List two reasons why conflict contributes to meaningful art:

1.

2.

List one other piece of art (song, statue, painting, sculpture, etc.) which was inspired by conflict:

1.