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Selections in Different Periods of Music History:

Renaissance:

- 17 “Se non fusse la speranza”, M. Cara
- 23 “Giloxia”, Domenico

Baroque:

- 2 “Galliard Battaglia”, Samuel Scheidt
- 4 “Concerto in Bb”, George Frederic Handel
- 5 “Prelude” from *The Alchemist*, George Frederic Handel
- 9 “Hallelujah Chorus”, George Frederic Handel
- 12 “Gigue”, Heinrich von Biber
- 13 “Variation 1”, Heinrich von Biber
- 14 “Variation 2”, Heinrich von Biber
- 11 “Rondeau”, Charles-Louis Mion
- 15 “Canarie”, Jean-Baptiste Quinault
- 16 “Jesu Joy of Man's Desiring”, Johann Sebastian Bach

Classical:

- 7 “Menuetto”, Wolfgang Amadeus Mozart
- 8 “Agité”, Wolfgang Amadeus Mozart
- 22 “Contradanse IV, K. 609”, Wolfgang Amadeus Mozart

Romantic:

- 6 “Witches Dance”, Edward Macdowell
- 10 “Trepak”, Peter Ilich Tchaikovsky
- 18 “Morning”, Peer Gynt Suite, Edvard Grieg
- 19 “Ode to Joy”, Beethoven's 9th, Ludwig van Beethoven
- 20 “Hungarian Rhapsody”, Franz Liszt
- 21 “Allegro Animato”, Piano Concerto No. 2 in A Major, Franz Liszt

20th Century:

- 1 “Stars and Stripes”, John Philip Sousa
- 3 “Fig Leaf Rag”, Scott Joplin

Selections using different Forms:

ABA:

- 10 “Trepak”, Peter Ilich Tchaikovsky

Rondo:

- 11 “Rondeau”, Charles-Louis Mion

Theme & Variations:

- 13 “Variation 1”, Heinrich von Biber
- 14 “Variation 2”, Heinrich von Biber
- 11 “Rondeau”, Charles-Louis Mion

Selections to teach Musical Concepts:

fast/slow:

- 6 “Witches Dance”, Edward Macdowell
- 20 “Hungarian Rhapsody”, Franz Liszt
- 21 “Allegro Animato”, Piano Concerto No. 2 in A Major, Franz Liszt

loud/soft:

- 2 “Galliard Battaglia”, Samuel Scheidt

rhythm

- 8 “Agitate”

3/4 Conduct

- 22 “Contradanse”, Mozart

Selections Featuring Different Instruments & Instrument Families:

Strings:

- 4 Concerto in Bb, George Frederic Handel
- 12 Gigue, Heinrich von Biber
- 13 Variation 1, Heinrich von Biber
- 14 Variation 2, Heinrich von Biber

Woodwinds:

- 18 Morning, Peer Gynt Suite, Edvard Grieg

Flute:

- 18 Morning, Peer Gynt Suite, Edvard Grieg

Oboe:

- 18 Morning, Peer Gynt Suite, Edvard Grieg

Clarinet:

- 7 Menuetto, Mozart

Recorder:

- 17 Se non fusse la speranza

Brass:

- 2 Galliard Battaglia, Samuel Scheidt
- 3 Fig Leaf Rag, Scott Joplin

Percussion:

- 22 “Contradanse IV, K. 609”, Mozart (snare drum)
- 23 “Giloxia”, Domenico (hand drum)
- 21 “Allegro Animato”, Franz Liszt (cymbal)

Piano:

- 6 “Witches Dance”, Edward Macdowell

Choir:

- 9 “Hallelujah Chorus”, George Frederic Handel

Rhythm Instruments playalongs:

- 1 “Stars and Stripes”, John Philip Sousa
- 3 “Fig Leaf Rag”, Scott Joplin
- 4 “Concerto in Bb”, George Frederic Handel
- 5 “Prelude” from *The Alchemist*, George Frederic Handel
- 8 “Agité”, Wolfgang Amadeus Mozart
- 10 “Trepak”, Peter Ilich Tchaikovsky

Selections to play Cup Games with:

- 1 “Stars and Stripes”, John Philip Sousa
- 3 “Fig Leaf Rag”, Scott Joplin

Selections to play Recorder with:

- 16 “Jesu Joy of Man's Desiring”, Johann Sebastian Bach

Recorder Themes from Recorder Kit:

- 16 “Jesu Joy of Man's Desiring”, Johann Sebastian Bach
- 18 “Morning”, from *Peer Gynt Suite*, Edvard Grieg
- 19 “Ode to Joy”, Ludwig van Beethoven

Selections to sing:

- 1 “Stars and Stripes”, John Philip Sousa
- 9 “Hallelujah Chorus”, G.F. Handel

The Brass Family

Who am I?



I, like all the members of the brass Family, am made of brass. I play high notes. My sound is made by the player buzzing his lips. The mouthpiece helps to focus my sound, and the instrument makes it louder and clearer. I have valves. When my player pushes down a valve, it opens up a tube. Each valve opens a tube of a different length. This allows me to play all the notes of the scale. I am a _____.

I am made of brass. My sound is made by the player buzzing his lips. The mouthpiece helps to focus the sound, and the instrument makes it louder and clearer. My player keeps one hand in the bell to soften the sound. I have valves. I am a _____.

I am made of brass. My sound is made by the player buzzing his lips. I do not have valves. I have a slide. When my slide is pulled out, the tube that the air goes through becomes longer. This makes the sound lower. When the slide is pulled in, the tube becomes shorter and the sound goes higher. I am a _____.

I am made of brass. I play low notes. My sound is made by the player buzzing his lips. I have valves. I am a _____.

CD Track 1: The Stars and Stripes Forever

3:22

Composer: John Phillip Sousa (1854-1932)

About the Composer: John Philip Sousa was an American composer, bandmaster and author. John Philip was the third of ten children born to immigrant parents. He studied singing, violin, piano, flute and brass instruments at the Esputa Conservatory of Music. By age 11 he had organized an adult quadrille orchestra. He was going to run away with a circus band at age 13 when he father enlisted him as an apprentice musician to the US Marine Band. He performed as a violinist with orchestras, taught music and tried composing while only in his teens. Sousa wrote operettas, but it was his Marches that made him famous. His march, “The Gladiator” sold over a million copies. His publisher however, only paid Sousa \$25-35 for each new march. This march is the official national march of the United States.

Objectives:

Standards: 1, 2, 3, 5, 6, 9

- ♪ The students will be able to recognize the different sections of the march.
- ♪ The students will be able to recognize the instruments and instrument sections in the march.
- ♪ The students will accompany each section with the cup game.

Activities:

1. Explain what STILL is and how students should participate. Introduce “Stars and Stripes” as a STILL piece.
2. Teach the students the words to “Hooray for the Flag of the Free” and sing along with it each time it occurs. Make an overhead of the form outline so you know when to sing.

Hoorah for the flag of the free.
May it wave as our standard forever.
The gem of the land and the sea,
the banner of the right.
Let despots remember the day
when our fathers with mighty endeavor,
proclaimed as they marched to the fray
that by their might,
and by their right,
it waves forever.

3. Play along with the piece using rhythm instruments. Use rhythm flashcards in a pocket chart, or write the patterns on the board. Use the instruments suggested or any instruments that you have.

Woodblocks: ♪ ♪ ♪ ♪ | ♪ ♪ ♪ ♪ (16 times)

Jingle taps: ♪ ♪ ♪ ♪ | ♪ ♪ ♪ ♪ (16 times)

Sticks: ♪ ♪ ♪ ♪ | ♪ ♪ ♪ ♪ (16 times)

Drums: ♪ ♪ ♪ ♪ (12 times)

Sticks: ♪ ♪ ♪ ♪ | ♪ ♪ ♪ ♪ (16 times)

Drums: ♪ ♪ ♪ ♪ (12 times)

Sticks: ♪ ♪ ♪ ♪ | ♪ ♪ ♪ ♪ (16 times)

4. Learn the C pattern of the Cup Game and play the cup game only when the C section occurs.
5. Learn the A, B and D Cup Game patterns and play along with the entire march.

Intercom Listening Script #1:

CD Track 1: The Stars and Stripes Forever

3:22

Composer: John Phillip Sousa (1854-1932)

Monday: This week's listening selection is The "Stars and Stripes Forever", composed by John Philip Sousa. John Philip Sousa played many instruments and sang as a child. He started composing while only in his teens. He wrote operettas, but it was his marches that made him famous.

Tuesday: This week's listening selection is The "Stars and Stripes" Forever, composed by John Philip Sousa. Sousa mostly wrote for marching bands. Since the tuba is such a large instrument, Sousa changed the shape so it would wrap around the body to make it easier to carry. This instrument was named after him: the sousaphone.

Wednesday: This week's listening selection is The "Stars and Stripes Forever", composed by John Philip Sousa. Sousa was an American, born to immigrant parents in 1854. One of his marches, "The Gladiator" sold over a million copies, but his publisher paid him only \$25-35 for each new march. The "Stars and Stripes Forever" became the official national march of the United States.

Thursday: This week's listening selection is "The Stars and Stripes Forever", written by John Philip Sousa, an American composer, bandmaster and author. He created the sousaphone, which is like a tuba except it goes around the body for easier carrying, and the bell points toward the front instead of straight up. John Phillip Sousa died in 1932.

Friday: This week's listening selection is "The Stars and Stripes Forever", composed by John Philip Sousa. Sousa studied several instruments while young, and began composing in his teens. "The Stars and Stripes Forever" (referring, of course, to the American flag) is the official national march of the United States.

Intercom Listening Script #2:

CD Track 2: Galliard Battaglia

1:38

Composer: Samuel Scheidt (1587-1654)

Monday: Our feature composer this week is Samuel Scheidt, and this piece is called "Galliard Battaglia". "Galliard Battaglia" is a gallant, energetic battle. Try to imagine a battle as you listen.

Tuesday: Our feature composer this week is Samuel Scheidt, and this piece is called "Galliard Battaglia", played on this recording by the Canadian Brass. The instruments played by the Canadian Brass include two trumpets, a french horn, trombone and tuba.

Wednesday: Our feature composer this week is German composer Samuel Scheidt, and this piece is called "Galliard Battaglia", which means gallant battle. The piece is played by a brass quintet. Can you identify instruments from the brass family?

Thursday: Our feature composer this week is Samuel Scheidt, and this piece is called "Galliard Battaglia". The instruments you hear are as follows: two trumpets, a trombone, french horn and a tuba. This quintet is called the Canadian Brass. The composer, Samuel Scheidt wrote this piece in the early 1600's, a time known as the Baroque.

Friday: Our feature composer this week is Samuel Scheidt, and this piece is called "Galliard Battaglia". Samuel Scheidt lived in Germany in the 1600's, a time known as the Baroque. "Galliard Battaglia" means gallant battle. Imagine a battle as you listen.