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## **Selections in Different Periods of Music History:**

### **Renaissance:**

- 22 "La Stanzetta", Anonyme
- 23 "Canto di lanzi venturieri", Anonyme
- 24 "El Grillo", Josquin des Prés
- 25 "Canzona Prima a5", Giovanni Gabrieli
- 26 "La vida de Culin", Anonyme
- 12 "Es ist ein Ros entsprungen", Michael Praetorius

### **Baroque:**

- 1 "Allegro", Antonio Vivaldi

### **Classical:**

- 2 "Contradance", Wolfgang Amadeus Mozart
- 3 "Theme from Opus 4", Theobald Boehm
- 4 "Variation 4", Theobald Boehm
- 5 "Variation 6", Theobald Boehm
- 9 "Lachen und Weinen, D.777", Franz Schubert
- 16 "Contradance III", Wolfgang Amadeus Mozart

### **Romantic:**

- 6 "Witches' Dance", Edward Macdowell
- 10 "Trepak", Peter Ilich Tchaikovsky
- 11 "Chinese Dance", Peter Ilich Tchaikovsky
- 13 "William Tell Overture", Gioacchino Rossini
- 14 "Radetzky March", Johann Strauss Sr.
- 18 "Rondo", Ludwig van Beethoven
- 19 "March of the Dwarfs", Edvard Grieg
- 20 "Roses from the South", Johann Strauss, Jr.
- 21 "Les Toreador's", George Bizet

### **20th Century:**

- 7 "The Joust", Don Gillis
- 8 "Pianists", Camille Saint-Saëns
- 15 "Favorite Rag", Scott Joplin
- 17 "Petite Piece", Claude Debussy

## **Selections Using Different Forms:**

### **ABA:**

- 19 "March of the Dwarfs", Edvard Grieg
- 7 "The Joust", Don Gillis

### **Rondo:**

- 18 "Rondo", Ludwig van Beethoven

### **Theme & Variations:**

- 3 "Theme from opus 4", Theobald Boehm
- 4 "Variation 4", Theobald Boehm
- 5 "Variation 6", Theobald Boehm

## **Selections to play Rhythm Instruments with:**

- 1 "Allegro", Antonio Vivaldi
- 2 "Contradance", Wolfgang Amadeus Mozart
- 10 "Trepak", Peter Ilich Tchaikovsky
- 15 "Favorite Rag", Scott Joplin
- 21 "Les Toreadors", George Bizet

## **Selections with which to play Cup Games:**

- 14 "Radetzky March", Johann Strauss Sr.
- 15 "Favorite Rag", Scott Joplin

## **Selections Featuring Different Instruments & Instrument Families:**

### **Strings:**

- 1 "Allegro", Antonio Vivaldi

### **Woodwinds:**

- 18 "Rondo", Ludwig van Beethoven

### **Flute:**

- 3 "Theme from opus 4", Theobald Boehm
- 4 "Variation 4", Theobald Boehm
- 5 "Variation 6", Theobald Boehm

### **Oboe:**

- 19 "March of the Dwarfs", Edvard Grieg

### **Clarinet:**

- 17 "Petite Pièce", Claude Debussy
- 18 "Rondo", Ludwig van Beethoven

### **Recorder:**

- 22 "La Stanzetta", Anonyme

### **Brass:**

- 6 "Witches Dance", Edward Macdowell
- 7 "The Joust", Don Gillis

### **Percussion:**

- 2 "Contradance", Wolfgang Amadeus Mozart

### **Piano:**

- 6 "Witches Dance", Edward Macdowell
- 8 "Pianists", Camille Saint-Saëns

### **Choir:**

- 12 "Es ist ein Ros entsprungen", Michael Praetorius

### **Soprano:**

- 9 "Lachen und Weinen, D.777" Franz Schubert

## **Selections to Teach Musical Concepts:**

### **Dynamics:**

- 1 "Allegro", Antonio Vivaldi
- 13 "William Tell Overture", Gioacchino Rossini
- 19 "March of the Dwarfs", Edvard Grieg
- 21 "Les Toreadors", George Bizet
- 24 "El Grillo", Josquin des Prés
- 16 "Contradance III", Wolfgang Amadeus Mozart

### **Tempo:**

- 6 "Witches Dance", Edward Macdowell
- 1 "Allegro", Antonio Vivaldi

## **Recorder Themes to Play:**

- 20 "Roses from the South", Johann Strauss Jr

## **Selections to Sing:**

- 12 "Es ist ein Ros entsprungen", Michael Praetorius

# STILL

## Silent Time for Individual Listening Logs

The purpose of STILL is to give students practice at silent listening, where they are expected to think about and make notes on the musical selection. First grade students can draw a picture showing what they think the music is about. By grade 5, students should be able to write about the music they are listening to.

As they get more experienced, they will become more perceptive. In the beginning you may need to give them some cues. You can put these cues on a bulletin board for students to refer to each time you have STILL.

Make charts showing dynamic and tempo terms for students to refer to as they listen. Samples are given on page 7. (You could enlarge these on a copier.) You should also ensure that your students can name visually and aurally all the instruments of the orchestra. Instrument worksheets are included in this kit. Worksheets to introduce each instrument family are given.

Teaching students about musical periods is difficult. A time line is included in this kit which can be enlarged on the photocopier and added to your listening bulletin board. This will enable you to show the students what was happening in the world at the time a composer lived. Over time, students will begin to recognize stylistic characteristics from each period of music history.

A listening log for your students is included in the Kit. Have the students complete as much of the log as they can while they listen. Go over the responses with the students and then listen again. You could also have the students write about the music they listen to in a response journal. Samples of beginning responses are given on page 7. These could be enlarged on a copier and posted on the wall.

# Listening Log

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Title: \_\_\_\_\_

Composer: \_\_\_\_\_

1. What instrument families do you hear? \_\_\_\_\_

2. Can you name some instruments you hear? \_\_\_\_\_

\_\_\_\_\_

3. Do you hear any voices? \_\_\_\_\_ If so, what kind? \_\_\_\_\_

## Circle One:

4. What is the tempo? allegro (*fast*) moderato (*medium*) adagio (*slow*)

5. Do you hear changes in the tempo? accelerando (*speeds up*) ritardando (*slows down*)

6. What is the dynamic level? forte (*loud*) mezzo forte (*medium*) piano (*soft*)

7. Do you hear changes in dynamics? \_\_\_\_\_

8. Is the piece in a major or minor key? \_\_\_\_\_

9. Is the articulation staccato or legato? \_\_\_\_\_

10. Are the phrases regular or irregular lengths? \_\_\_\_\_

11. The beats are grouped in two's three's four's other

12. What is the mood of the piece: \_\_\_\_\_

13. What style do you think this piece is? Renaissance Baroque Classical  
Modern Rock Country

14. What composer might have composed this piece? Why? \_\_\_\_\_

\_\_\_\_\_

15. How does this music make you feel?

\_\_\_\_\_

16. What is the mood of the piece?

\_\_\_\_\_

17. Other Comments:

\_\_\_\_\_

\_\_\_\_\_

## CD Track 7: The Joust

3:04

**Composer: Don Gillis**

**About the composition:** The Joust is a piece with many contrasting sections. A Renaissance style opening contrasts with a rock band B section. If this is a musical contest, the Renaissance wins! The composer, Don Gillis, wrote many film scores and used to work closely with Jim Henson, creator of the muppets. He was a trumpeter and a pianist. Don Gillis wrote many arrangements for the Canadian Brass. This piece is played by the Canadian Brass. The Canadian Brass is a brass quintet. In a brass quintet there are two trumpets, a French horn, a trombone, and a tuba.

### Objectives:

### Standards: 6

- ♪ The students will be able to recognize the repeat of the A section.
- ♪ The students will be able to identify the instrument family playing.
- ♪ The students will be able to tell the form of the piece.

### Activities:

1. Listen to the piece as a STILL selection or do a Response Journal entry.
2. Go over the students' answers with them. Be sure that they have identified the instrument family correctly. (*Brass family*)
3. Listen to the piece following the map of the form. Ask the students to tell you what the overall form of the piece is. (*A A B A - the A section is the Renaissance part, the B section is the rock band*)

## 7. The Joust

### *form map*

<b>A</b>	:11	French horn	opening Renaissance theme
		trumpets	echo
		French horn	continues Renaissance theme
		trumpets	echo
<b>A</b>	:31	rock band	very short taste of what is to come
<b>A</b>	:35	French horn	Renaissance theme
		trumpets	echo
		French horn	Renaissance theme
		trumpets	echo
<b>B</b>	1:06	rock music	guitar theme
	1:31	brass	short accented bursts
	2:26	rock band fades out	
<b>A</b>	2:27	French horn	opening Renaissance theme
		trumpets	echo
		French horn	continues Renaissance theme
		trumpets	echo

## Intercom Listening Script #7:

### CD Track 7: The Joust

3:04

**Composer: Don Gillis**

**Monday:** This week's feature composer is contemporary composer, Don Gillis. The feature composition is "The Joust". This piece is played by the Canadian Brass.

**Tuesday:** This week's feature composer is contemporary composer, Don Gillis. The feature composition is "The Joust". This piece is played by the Canadian Brass with two extra instruments. The Canadian Brass is a brass quintet. Listen and see if you can name all the instruments in a brass quintet.

**Wednesday:** This week's feature composer is Don Gillis. The feature composition is "The Joust". This piece is played by the Canadian Brass. The Canadian Brass is a brass quintet. In a brass quintet there are two trumpets, a French horn, a trombone, and a tuba. Do you know what the two extra instruments are that are used in this piece? If you were thinking of the guitar and the drums you were correct.

**Thursday:** This week's feature composer is Don Gillis. The feature composition is "The Joust". The composer, Don Gillis, wrote many film scores and used to work closely with Jim Henson, creator of the muppets. This piece has sections in very contrasting styles. What do you think the composer was thinking of when he wrote this?

**Friday:** This week's feature composer is contemporary composer, Don Gillis. The feature composition is "The Joust". It is played by the Canadian Brass with guitar and drums.

## Intercom Listening Script #8:

### CD Track 8: Pianists, from *Carnival of the Animals*

1:29

**Composer: Camille Saint-Saëns (1835-1921)**

**Monday:** This week's feature composer is Camille Saint-Saëns. The feature composition is "Pianists", from *Carnival of the Animals*. As you listen to the piece think about why Saint-Saëns might have included this section.

**Tuesday:** This week's feature composer is Camille Saint-Saëns. The feature composition is "Pianists", from *Carnival of the Animals*. Saint-Saëns included this section to make fun of his friends who played the piano.

**Wednesday:** This week's feature composer is Camille Saint-Saëns. The feature composition is "Pianists", from *Carnival of the Animals*. Saint-Saëns included this section to make fun of his friends who played the piano. When piano players practice, they play a lot of scales to learn patterns and improve their playing. This movement, or section, uses scales and finger exercises instead of a melody.

**Thursday:** This week's feature composer is Camille Saint-Saëns. The feature composition is "Pianists", from *Carnival of the Animals*. A note that is played with force is called an accented note. After some of the scales on the piano, the strings play an accented note. Put your thumb up when you hear an accented note.

**Friday:** This week's feature composer is Camille Saint-Saëns. The feature composition is "Pianists", from *Carnival of the Animals*. A note that is played with force is called an accented note. After some of the scales on the piano, the strings play an accented note. Count how many accented notes you hear in this movement.