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## Selections in Different Periods of Music History:

### Renaissance:

- 10 "La Bassa Castiglia", Gulielmus

### Baroque:

- 3 "Gigue", George Frederic Handel  
4 "Grave", Johann Rosenmuller  
5 "Galliard Battaglia", Samuel Scheidt  
9 "III Adagio molto", Antonio Vivaldi  
17 "Allegro Assai", Johann Sebastian Bach  
18 "Variation #5", Johann Sebastian Bach  
19 "Variation #6", Johann Sebastian Bach  
20 "Minuet in G", Johann Sebastian Bach  
23 "Rondo", Charles-Louis Mion  
24 "Hornpipe", George Frederic Handel  
25 "Allegro", Antonio Vivaldi  
26 "Presto", Antonio Vivaldi  
27 "Overture", George Frederic Handel

### Classical:

- 14 "III German Dance, Sleighride", Wolfgang Amadeus Mozart  
31 "Contradanse I", Mozart K. 609, Wolfgang Amadeus Mozart  
33 "XI Pantomime", Mozart

### Romantic:

- 7 "Wild Horseman", Robert Schumann  
8 "Hungarian Dance No 5 in G minor", Johannes Brahms  
15 "Miniature Overture", Peter Ilich Tchaikovsky  
16 "Dance of the Mirlitons" (Reed Flutes), Peter Ilich Tchaikovsky  
28 "Butterfly", Op. 43/1, Grieg  
32 "The Blue Bird", Tchaikovsky, Peter Ilich Tchaikovsky

### 20th Century:

- 6 "Personages with Long Ears", Camille Saint-Saëns  
11 "Fossils", Camille Saint-Saëns  
12 "Fireworks", Claude Debussy  
13 "Fig Leaf Rag", Scott Joplin  
21 "Scherzo", André Caplet  
22 "Claire de la lune", Claude Debussy  
29 "Kangaroos", Camille Saint-Saëns  
30 "Aquarium", Camille Saint-Saëns

### Selections using different Forms:

#### ABA:

- 11 "Fossils", Camille Saint-Saëns

#### AABA:

- 16 "Dance of the Reed Flutes", Peter Ilich Tchaikovsky  
25 "Allegro", Antonio Vivaldi

#### Rondo:

- 23 "Rondo", Charles-Louis Mion

### Selections to teach specific concepts:

#### loud/soft:

- 5 "Galliard Battaglia", Samuel Scheidt  
8 "Hungarian Dance No 5 in G minor", Johannes Brahms  
12 "Fireworks", Claude Debussy  
27 "Overture", George Frederic Handel

#### high/low:

- 6 "Personages with Long Ears", Camille Saint-Saëns  
7 "Wild Horseman", Robert Schumann

## Selections featuring Different Instruments & Instrument Families:

### Strings:

- 3 "Gigue", George Frederic Handel  
4 "Grave", Johann Rosenmuller  
25 "Allegro", Antonio Vivaldi  
26 "Presto", Antonio Vivaldi  
30 "Aquarium", Camille Saint-Saëns

### Violins:

- 6 "Personages with Long Ears", Camille Saint-Saëns  
8 "Hungarian Dance No 5 in G minor", Johannes Brahms

### Woodwinds:

- 21 "Scherzo", André Caplet  
15 "Miniature Overture", Peter Ilich Tchaikovsky

### Flute:

- 16 "Dance of the Reed Flutes", Peter Ilich Tchaikovsky

### Oboe:

- 17 "Allegro Assai", Johann Sebastian Bach

### Brass:

- 5 "Galliard Battaglia", Samuel Scheidt  
13 "Fig Leaf Rag", Scott Joplin

### Trumpet:

- 17 "Allegro Assai", Johann Sebastian Bach

### Percussion:

- 11 "Fossils", Camille Saint-Saëns (xylophone)  
10 "La Bassa Castiglia", Gulielmus (hand drum)  
14 "III German Dance, Sleighride", Mozart (sleighbells)

### Piano:

- 7 "Wild Horseman", Robert Schumann  
12 "Fireworks", Claude Debussy  
22 "Claire de la lune", Claude Debussy

### Harpsichord:

- 9 "III Adagio molto", Antonio Vivaldi

### Selections to play along with:

- 13 "Fig Leaf Rag", Scott Joplin  
14 "III German Dance Sleighride", Mozart  
15 "Miniature Overture", Peter Ilich Tchaikovsky  
31 "Contradanse I", Mozart K. 609, Mozart  
33 "XI Pantomime", Mozart

### long notes/short notes:

- 9 "III Adagio molto", Antonio Vivaldi

### staccato/legato:

- 29 "Kangaroos", Camille Saint-Saëns  
30 "Aquarium", Camille Saint-Saëns

### fast/slow:

- 3 "Gigue", George Frederic Handel  
4 "Grave", Johann Rosenmuller  
8 "Hungarian Dance No 5 in G minor", Johannes Brahms  
18 "Variation #5", Johann Sebastian Bach  
19 "Variation #6", Johann Sebastian Bach  
28 "Butterfly, Op. 43/1", Grieg

# The Woodwind Family

## Do you know my name?



The **flute** was once made of wood. Today it is made of silver or other metals. To play the flute you blow across the tone hole - just as if you were blowing across the top of a pop bottle.

The **oboe** is made of wood or plastic. The oboe has a nasal sound, made by the double reed - 2 pieces of cane that are tied together.

The **clarinet** is made of wood or plastic. The sound is made by the vibrating of the reed - a piece of cane that is fastened to the mouthpiece.

The **bassoon** is made of wood or plastic. The bassoon is really a large oboe. The sound on the bassoon is also made by a double reed. Because the bassoon is larger than the oboe, it plays lower notes.

The **saxophone** is not made of wood - it is made of brass. The saxophone was invented by Adolphe Sax. He took a brass body, and put a woodwind mouthpiece and reed onto it. Because it has a woodwind mouthpiece and reed, it is called a woodwind. The saxophone is used in concert bands and marching bands, but is only used occasionally in the orchestra.

# Cue Card Listening

In cue card listening, the teacher plays a selection and the children listen. As they are listening, the teacher holds up a cue card. For example: “soft”. If the children agree that the example is soft, they give a thumbs up. If they disagree, thumbs down. You could also use sign language for ‘yes’ or ‘no’. Below are some cue cards that you can copy and cut out.

fast



smooth

slow



separated

loud



high



soft



low



**Composer: Peter Illich Tchaikovsky**

**Objectives:**

**Standards: 2, 3, 6, 9**

- ♪ Students will be able to identify the instruments playing the melody. (*flutes*)
- ♪ Students will be able to tell that the accompaniment for the melody is plucked strings - pizzicato.
- ♪ Students will show the AABA form of the piece by playing along with rhythm instruments.

**Activities:**

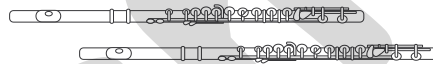
1. Introduce the selection as a STILL piece or a Response Journal piece.
2. Ask the students to listen and identify the instruments playing in the first part of the piece. Play about 60 seconds and ask them. (*flute and strings*) Tell them that this is the A section of the piece.
3. Ask them who was playing the melody (*flutes*) and who was accompanying (*strings*). Play this first minute again and ask them to tap the string part while they listen. Ask them to listen to whether the strings are being plucked or bowed. (*plucked*) Tell them that this is called pizzicato.
4. Listen to the whole piece and put thumbs up if you hear the A section repeated. (:49 and 1:54)  
Give out 2 kinds of rhythm instruments to your class. One group will play the beat with A sections and the other group will play with B section. (*at 1:21*) I might use chopsticks for the A section, triangles for the B section and hand drums for the C section.
5. Play along with the music.


A:  |  |   
 Play the sections as follows: 8 beats intro    A: 8x    B: 4x    A: 8x    C: 9x    rest 4 beats    A: 8x

## Dance of the Mirlitorons - Listening Map

8 beats intro. - pizz.

A :05-:30



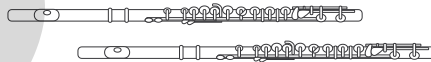
A - sticks play  



B :34-:49  
Oboe solo



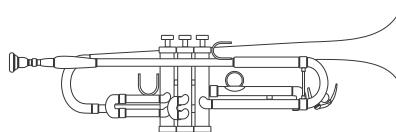
B - triangles play  


A :49-1:18



A - sticks play  


C 1:21-1:53



C - hand drums play  


A 1:54-2:24



A - sticks play  


## CD Track 32: The Bluebird

1:59

**Composer: Peter Illich Tchaikovsky (1840-1893)**

### Objectives:

**Standards: 6, 9**

♪ Students will be able to identify the sound of the flute.

### Activities:

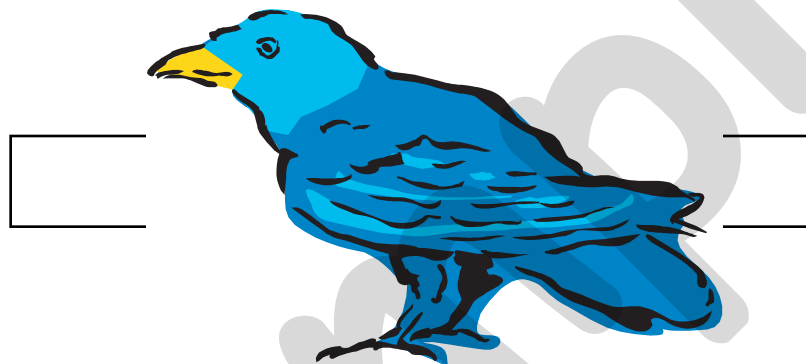
1. Ask the students to listen for the sound of the bluebird in this piece. It is heard only at the beginning played by the flute.
2. Color and create finger puppets and move the puppets to the music.
3. Give the students ribbons and ask them to move their ribbons to the music.

### Extensions:

Learn the “Bluebird” song and game. It is found in “Musicplay Grade 2”, song #95. This song and game is also found at the web site [www.musickit.com](http://www.musickit.com)

### Curriculum Connections:

Science: Learn about bluebirds. There is an amazing set of links to sites about bluebirds at [www.musickit.com](http://www.musickit.com)



## CD Track 33: XI Pantomime

1:21

**Composer: Wolfgang Amadeus Mozart (1756-17910)**

**About the Composition:** This is a selection from the ballet *Les Petits Riens* first performed in Paris in 1778. Mozart wrote this ballet for the choreographer Jean-Georges Noverre in an attempt to get a commission to write an opera. Noverre used Mozart's music and it was very successful. However, he didn't pay Mozart for it, and didn't give Mozart a commission for an opera.

### Objectives:

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

♪ Students will be able to show that some notes repeat, some notes go up, and some go down with arm movements.

♪ Students will be able to tell that the melody in this piece uses smooth (*legato*), not separated (*staccato*) notes.

### Activities:

1. Introduce the selection as a STILL piece.
2. Ask the students to show how the notes go as they listen. Ask them to listen for which part of the melody has notes that repeat - the beginning, middle or end of the melody. (*The beginning*)
3. Give the students large pieces of paper and ask them to draw, with bingo markers or felt pens, how the melody goes.
4. Play rhythm instruments along with the music. Put rhythm flashcards in a pocket chart or write the rhythms on the board.  
A: ♪ ♪ ♪ ♪ | ♪ ♪ ♪ ♪ ♪ ♪ || 4x      B: ♪ ♪ ♪ ♪ | ♪ ♪ ♪ ♪ ♪ ♪ || 4x  
A: ♪ ♪ ♪ ♪ | ♪ ♪ ♪ ♪ ♪ ♪ || 4x      B: ♪ ♪ ♪ ♪ | ♪ ♪ ♪ ♪ ♪ ♪ || 4x
5. Play along with “Pantomime” using the rhythm composition that follows.

## Intercom Listening Script #32:

**Composer: Peter Illich Tchaikovsky (1840-1893)**

**Composition: The Bluebird**

**Time: 1'54**

**Monday:** This week you are listening to “The Bluebird” by Peter Illich Tchaikovsky. Tchaikovsky wrote music during the Romantic period. “The Bluebird” is part of the ballet *The Sleeping Beauty*. The bluebird is heard only at the beginning of this piece. What instrument represents the bluebird?

**Tuesday:** This week you are listening to “The Bluebird” by Peter Illich Tchaikovsky. Tap the beat as you listen with one finger into the palm of your other hand. Use small taps when the music is soft and large taps when the music is soft. Listen for the changes in dynamics.

**Wednesday:** This week you are listening to “The Bluebird” by Peter Illich Tchaikovsky. Tchaikovsky is perhaps the most famous Russian composer ever. His family was wealthy and he was given a good musical education from a French teacher. At age 10, Tchaikovsky moved with his family to St. Petersburg, where he studied to become a government clerk. He didn't become a serious musician until he attended a new music school founded by Anton Rubinstein.

**Thursday:** This week you are listening to “The Bluebird” by Peter Illich Tchaikovsky. This is part of the ballet ‘The Sleeping Beauty’. Imagine what a bluebird might be doing during while the music is playing.

**Friday:** This week you are listening to “The Bluebird” by Peter Illich Tchaikovsky. This is part of the ballet *The Sleeping Beauty*. What other famous ballet did Tchaikovsky write? *The Nutcracker Ballet* is probably Tchaikovsky's most famous composition.

## Intercom Listening Script #33:

**Composer: Wolfgang Amadeus Mozart (1756-1791)**

**Composition: XI Pantomime**

**Time:**

**Monday:** This week you are listening to “Pantomime” by Wolfgang Amadeus Mozart. Mozart wrote music during the Classical period. This is a selection from the ballet *Les Petits Riens* first performed in Paris in 1778. Mozart wrote this ballet for the choreographer Jean-Georges Noverre in an attempt to get a commission to write an opera.

**Tuesday:** This week you are listening to “Pantomime” by Wolfgang Amadeus Mozart. This is a selection from the ballet *Les Petits Riens* first performed in Paris in 1778. Mozart wrote this ballet for the choreographer Jean-Georges Noverre in an attempt to get a commission to write an opera. Noverre used Mozart's music and it was very successful. However, he didn't pay Mozart for it, and didn't give Mozart a commission for an opera.

**Wednesday:** This week you are listening to “Pantomime” by Wolfgang Amadeus Mozart. Tap the beats as the music plays. Does this piece keep a steady beat or does it go faster and slower.

**Thursday:** This week you are listening to “Pantomime” by Wolfgang Amadeus Mozart. Count the beats in a phrase. In classical music there are often 16 beats in each phrase. The tempo usually stays steady.

**Friday:** This week you are listening to “Pantomime” by Wolfgang Amadeus Mozart. Do you remember what period of musical history Mozart was part of? If you were thinking of classical you were correct.