

## Week 20 Orchestra for Classroom Tutors

*In my community, the children will all practice the orchestra song together for about 10 minutes after our opening meeting. If you don't do that, include the song in your classroom time.*

### Materials Needed:

- Foundations Guide and *Classical Music for Dummies*
  - Classical and Romantic Timeline Cards tacked on the board with space in between
  - Beethoven's Artist/Composer Card or picture printed from the internet (include his dates on this)
  - Recording of *Symphony No. 5, First Movement*
  - Listening Map from C3 user thegossards
  - Vocabulary poster of Sonata form from C3 user ReneeH printed out or written on board
  - Drawing response sheet (included), crayons/colored pencils
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**Quick review of week 19 grammar:** Classical/Romantic Periods, terms orchestra, strings, woodwinds, percussion, brass, symphony

### Beethoven (BAY-toe-ven)'s bio

Read pertinent info from back of CC Artist/Composer card or from *Classical Music for Dummies*. Place his Artist/Composer card or printed picture on the wall at the appropriate place around your Classical and Romantic Timeline cards

### Intro *Symphony No. 5 First Movement* and terms from Foundations Guide

Before we listen to this, we need to know about the terms **sonata form** and **coda**. Sonata form is a style of writing pieces of music. We usually see this form in the first movement of a sonata (a work for solo instrument, accompanied by piano), or the first movement of a full symphony. In this case, it's the form of the first movement of Beethoven's Symphony #5. Sonata form breaks the piece down into 4 parts, almost like chapters of a book: exposition, development, recapitulation, and **coda**. Refer to vocabulary poster to define each.

### Listen to *Symphony No. 5 First Movement*

Utilize *Classical Music for Dummies* or a listening map to talk students through what they are hearing in the music.

Listen one time (about 7.5 minutes long) and use the listening map to point out the different parts of the piece. Ask if students recognize this music. Where have they heard it before?

Distribute the included listening response sheet for students to draw what they hear in the music. If this music was in a movie, what scene would be taking place? Play the music again as they draw. As time permits, ask students to describe what they heard and/or their drawing responses.

### More questions for discussion as time permits:

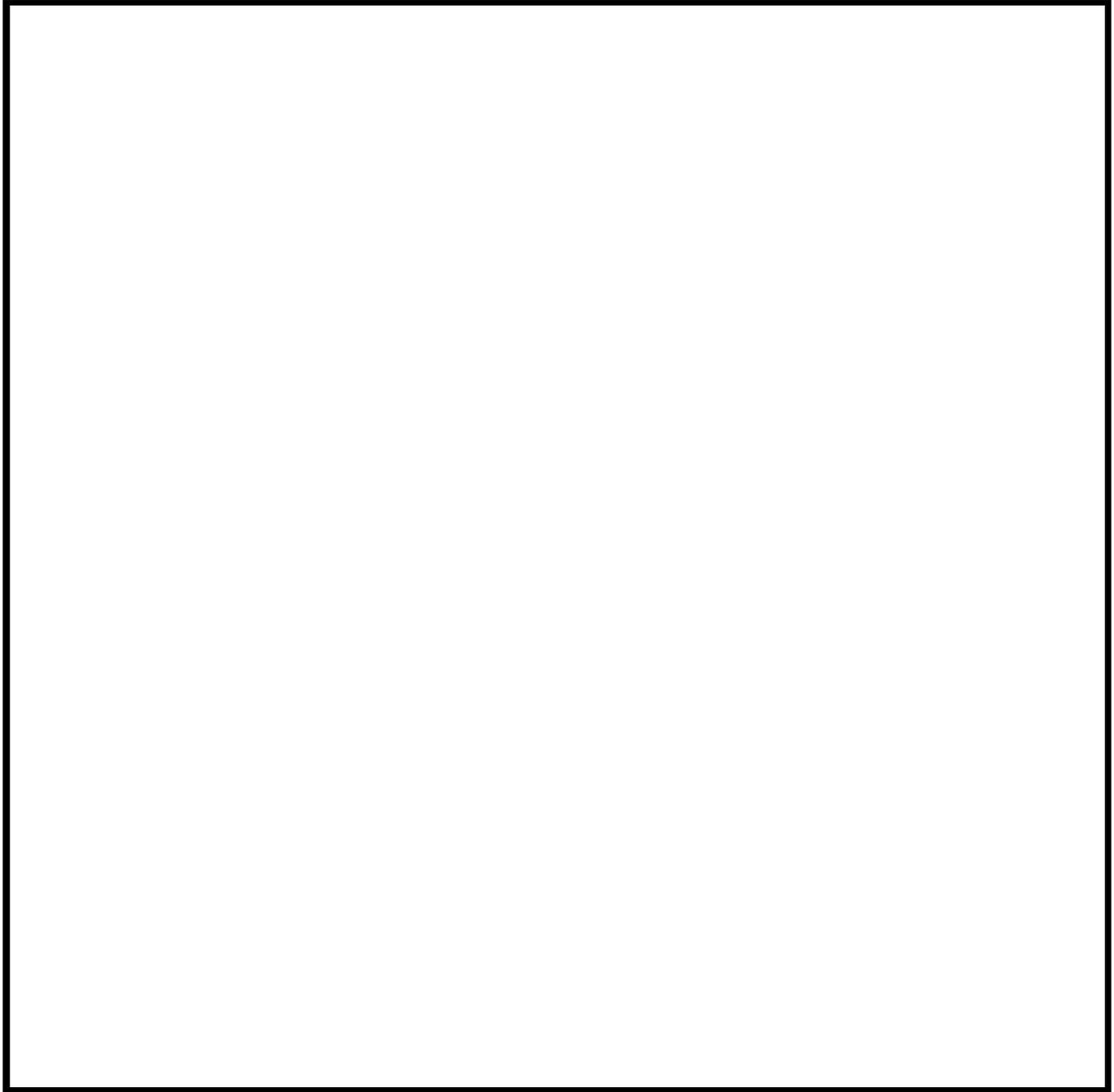
How would you describe the tempo or speed?

Did you like or dislike this piece? Give 1 reason why.

How would you describe the dynamics, or volume, of this piece?

How would you describe the mood or feeling?

What instruments did you hear?



HOW DID THIS MUSIC MAKE YOU FEEL?



Excited



Bored



Sad



Sleepy



Happy



Angry