

## Week 22 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
  - Dvořák Artist/Composer Card or picture printed from the internet (include his dates on this)
  - Recording of *Serenade for Strings, Fourth Movement*
  - Listening Map from C3 user thegossards
  - Drawing response sheet (included), crayons/colored pencils
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**Quick review of weeks 19, 20, 21 grammar:** Classical/Romantic Periods, orchestra, strings, woodwinds, percussion, brass, symphony, sonata form, coda, Beethoven's Symphony No. 5, *allegro giocoso*, *fortissimo*, Brahms *Symphony No. 4, Third Movement*

### Dvořák's bio – (d-VOR-zhak)

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 *Serenade for Strings, Fourth Movement* and terms from Foundations Guide

Today we will listen to a style of music called a **serenade**. Serenades were written as background music for social occasions like balls and parties. Dvořák's string serenade excludes which instrument families? (woodwind, brass, percussion). Why would he want to exclude these instrument families? (answers will vary, but guide students toward the idea that he wanted to achieve a certain sound that only string instruments can provide. Also, a full orchestra would be much too loud as background music for a party!). Ask students how they think the music will sound compared to the full orchestra we heard with Beethoven and Brahms. (will be a thinner texture since there are so many less instruments).

Just like when we studied Handel's "Hornpipe" from Water Music last year, this piece will have a similar format. We will hear an opening musical idea, or theme, that we'll call the A section. Then we'll hear a new musical idea that we'll call the B section. Then the A section comes back again to repeat.

### Listen to *Symphony No. 4, Third 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 5 minutes long) and use the listening map to point out the different parts of the piece.

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?

*C3 user scottooth*

*Anton Dvorak*

NAME \_\_\_\_\_

## WEEK 22

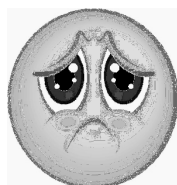
HOW DID THIS MUSIC MAKE YOU FEEL?



Excited



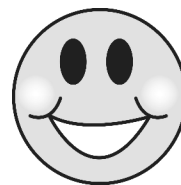
Bored



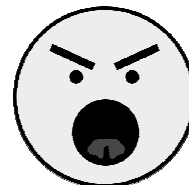
Sad



Sleepy



Happy



Angry