

Week 21 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
- Brahms' Artist/Composer Card or picture printed from the internet (include his dates on this)
- Recording of *Symphony No. 4, Third Movement*
- Listening Map from C3 user thegossards
- Drawing response sheet (included), crayons/colored pencils

Quick review of weeks 19, 20 grammar: Classical/Romantic Periods, terms orchestra, strings, woodwinds, percussion, brass, symphony, sonata form, coda, Beethoven's Symphony No. 5

Brahms' 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. 4, Third Movement* and terms from Foundations Guide

We have moved into the Romantic period with Brahms. The marking on this piece is *allegro giocoso* (***allegro gee-oh-CO-so – with a soft g sound***). This means lively and joyous. Also listen for melodic themes that recur. One theme we will hear a lot is a rhythm that sounds like the words “come and get your beans, boys.” Let's clap that rhythm together! (Clap with every syllable) You can draw this rhythm on the board as a throw back to tin whistle. Identify the 8th notes and quarter notes.



Also listen for the triangle. Ask which instrument family they think it belongs to (percussion family -- Why? It is struck with a small metal rod called a beater). It is interesting to note that this is the only movement of a Brahms symphony that uses the triangle!

Also listen for the orchestra to get very, very loud. Ask students if they remember the dynamics that they learned during tin whistle (they learned *piano* – soft; *mezzo piano* – medium soft; *forte* – loud/forcefully; *mezzo forte* – medium loud). The musical term for playing very loud is **fortissimo (for-TEE-see-mo)**

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 6.5 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?

John Brahms

WEEK 21

NAME _____

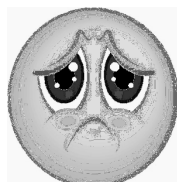
HOW DID THIS MUSIC MAKE YOU FEEL?



Excited



Bored



Sad



Sleepy



Happy



Angry