

## Week 24 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
  - Classical and Romantic Timeline Cards tacked on the board with space in between
  - Beethoven, Brahms, and Dvořák Artist/Composer Cards or pictures printed from the internet (including their dates)
  - More biographical information about Brahms and Dvořák (perhaps a library book)
  - Other recording of Brahms music. Suggestion: Hungarian Dance No. 5
  - Other recording of Dvořák's music. Suggestion: Symphony No. 9 ("New World Symphony", Movement 4)
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### Review of weeks 19-22 grammar:

- Terms orchestra, strings, woodwinds, percussion, brass, symphony
- Terms sonata form, coda
- Terms *Allegro giocoso* and *fortissimo*
- Term serenade

### Review composers and pieces from weeks 20-22:

What do you remember about these composers? What do you remember about the music?

- Beethoven's *Symphony No. 5, First Movement*
- Brahms' *Symphony No. 4, Third Movement*
- Dvořák's *Serenade for Strings, Fourth Movement*

### Discuss Mozart Brahms and Dvořák

- Refer to p. 190 in Foundations Guide for details about these composers. Utilize library books as well.

### Listening Time

- Both suggested pieces are well known and finding recordings should be easy.
- Brahms *Hungarian Dances* are some of his most famous works and No. 5 is the most famous of these compositions. They are written based on a traditional Hungarian folkdance. Many people believe this piece influenced Dvořák's composition called "Slavonic Dances." This is a very lively piece!
- Dvořák's Symphony No. 9 is one of his most famous works. The 4<sup>th</sup> movement is a stark contrast to the *Serenade for Strings* in terms of style and sound. The opening sounds like the theme to "Jaws." Not sure if kids will pick up on that, but it's still fun. 😊 He actually wrote this while working in the United States. This movement is long – about 11 minutes. If you can't get through the whole thing, be sure to listen to the ending, picking up in the last minute. It's one of my personal favorites. This piece really helps us to hear the raw emotion used by Romantic era composers!
- Compare and contrast these pieces to the ones we studied in previous weeks. Ask questions like:
  - ◇ Are the same instruments used?
  - ◇ Do the pieces stir up the same emotions?
  - ◇ Is one louder/softer or slower/faster than the other?
  - ◇ What did you like best?