



2016 Music in Education

5th Grade Concert Supplemental Materials
Classroom Teacher Materials

Express Yourself with Music

Teachers

These activities are intended for students' independent differentiated learning within classroom literacy stations.

We request your feedback regarding their value to you.

Contents

I. Express Yourself! Stravinsky's *Firebird*: Infernal Dance

Stage 1: Listen and Illustrate
Art Contest

Stage 2: Create a descriptive word list

II. What can music make you feel? Beethoven: Symphony No. 7, mvt. 2

Stage 1: Listen and write descriptive words - cluster grouping

Stage 2: Synonyms and using a thesaurus

Stage 3: **Optional Assignment - Write a 5-paragraph descriptive article**

Teachers, you may choose to use this Stage 3 activity for students who need it or tend to finish faster, for students' enjoyment or for extra credit.

Biographical sketch and vocabulary (Version B is easier)

III. Music can express all of that? Prokofiev: *Cinderella*

Stage 1: Writing leads: Listen and write about what you hear expressed in the music

Stage 2: Defining a theme and writing about musical expression

Biographical sketch and activity page (Version B is easier)

IV. Value Survey

V. Contact Information

Express Yourself!

Stage 1 Activity

Teachers:

Please play the recording of **Stravinsky's *Firebird: Infernal Dance*** several times for your students as they create their artwork. It is recommended that your students make their artwork very colorful. Artwork should be fairly flat and confined to an 8.5" x 11" page so that it might be scanned and projected at the concerts if selected.

Please submit all finished art to Marshall Corzette at the Pensacola Symphony via courier to your coordinator or direct mail at:

Pensacola Symphony
205 East Zaragoza Street
Pensacola, FL 32502

Deadline for entries to be received is **Friday, October 14, 2016.**

Student Name _____

Teacher Name _____

School _____

Date _____

Express Yourself! Stage 1 Activity: Stravinsky's *Firebird*: Infernal Dance

Write your name lightly.

Your picture may be entered in a two-county-wide art contest!

Express Yourself!

Stage 1 Activity

Listen to the recording of Stravinsky's *Firebird*: Infernal Dance. While you are listening, use the REVERSE SIDE of this paper to draw a picture that depicts ANYTHING THAT THIS MUSIC INSPIRES YOU TO DRAW. Go ahead and use your markers, colored pencils, or crayons - Make it as colorful as you like. Remember to write your name on THIS side. Any words you put in your drawing will become part of the artwork.

Student Name _____

Date _____

Express Yourself!

Stage 2 Activity

Listen to the recording of Stravinsky's ***Firebird: Infernal Dance*** again. Refer to the picture that you drew the last time you listened to the music. Make a list of words that **describe** things about your picture or about the music.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Read your words over again after the music stops. What kind of emotion do your words suggest?
Did the music affect your mood today?

What can music make you feel?

Descriptive Writing

Beethoven's Symphony Number 7, movement 2

Pre-Writing Activity

First, listen to the recording and read the information about the piece: Symphony Number 7, movement 2, by Ludwig van Beethoven. Remember, this will be a descriptive essay. Right now, you are just thinking of descriptive words about this piece. Start with adjectives.

As you listen, think of words and pictures. When you think of an adjective or phrase that describes the way the music makes you feel, write it down on the next page. Collect plenty of words and phrases.

Student Name _____

Date _____

Descriptive Words and Phrases describing:

Beethoven`s Symphony Number 7

Student Name _____

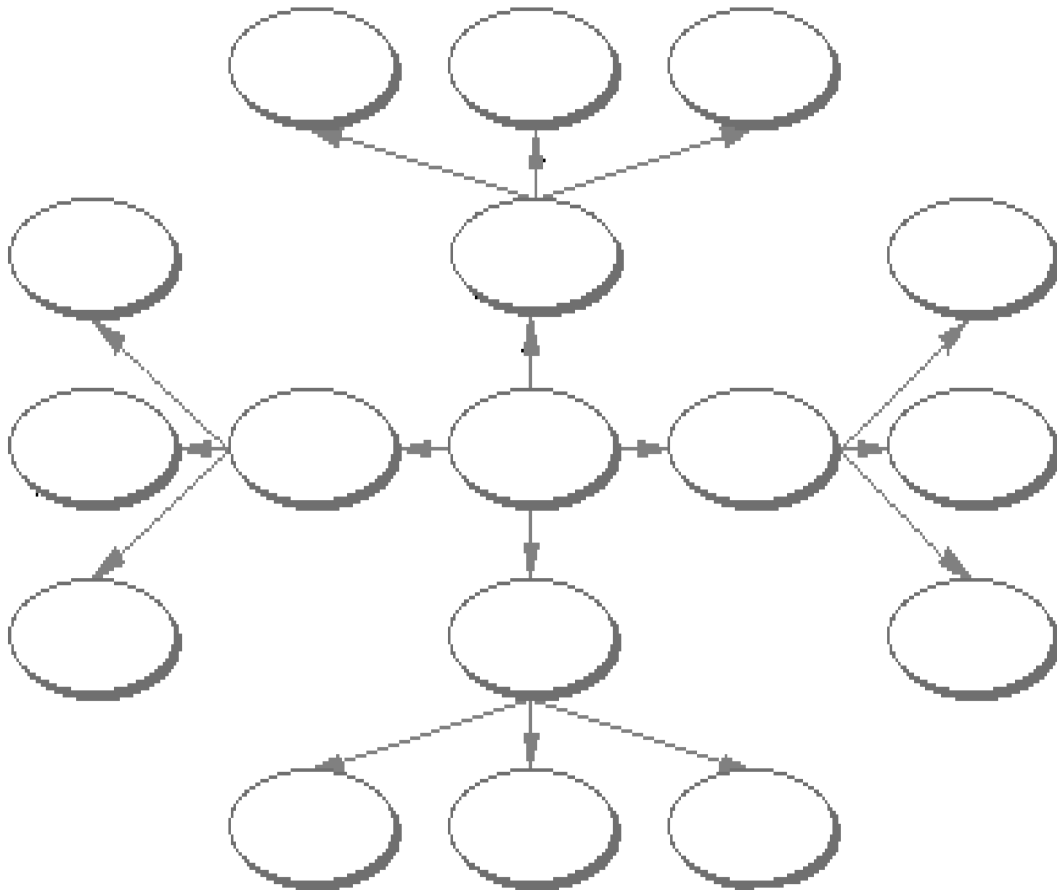
Date _____

Pre-Writing

Stage 1 Activity: Beethoven's Symphony Number 7

Now you are ready to use the graphic organizer to organize your thoughts.

Use this organizer. Copy it as you need. With "Symphony No. 7" in the middle, and start grouping your descriptive words and phrases.



Pre-Writing

Stage 1 Activity: Beethoven's Symphony Number 7

How do I group my thoughts?

Do you have a lot of descriptive words and phrases about speed (tempo)? If so, you could group these together in one cluster group that will later become a paragraph.

Do you have a lot of descriptive words and phrases about particular instrument sounds (timbre)? These could also be grouped together in a cluster that will later form a paragraph.

You might also have clusters about emotions (feelings), loudness (dynamics), or pictures that the music brings to mind.

Is there only one right way to cluster?

Well - yes, and no!

Your paragraphs will need to have a topic sentence and supporting sentences. Your clusters should relate to each other to make your paragraph writing easier later.

Now that you have a complete cluster of descriptive words about Beethoven's Seventh Symphony, here is another activity to make your descriptive word collection even better.

Student Name _____

Date _____

Pre-Writing

Stage 2: Synonyms: Beethoven's Symphony Number 7

A **synonym** is a word that has a similar meaning to another word. A **thesaurus** is a resource similar to a dictionary that helps writers to identify synonyms that they can use to make their own writing more interesting. Here are some examples of synonyms:

Original Word	Synonym
soft	faint
personal	particular
beautiful	elegant
connected	united

LISTEN TO THE RECORDING OF "Symphony Number 7" again. Next, use the following chart, your Stage 1 list of descriptive words and your graphic organizer.

1. Write down 8 of your original descriptive terms in the first column.
2. Think of a synonym to write in the second column.
3. Use a thesaurus to find a new synonym for the third column.

My descriptive word from the Pre-Writing Activity	A synonym that I thought of for my word	A synonym from a thesaurus
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Student Name _____

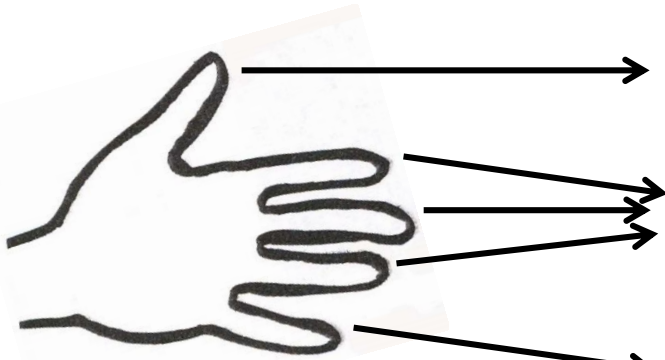
Date _____

Synonyms

Stage 3 Assignment: Beethoven's Symphony Number 7

Write a descriptive article about how Beethoven's "Symphony Number 7" makes you feel.

It should be FIVE paragraphs long:



1. Opening paragraph; give your reader an idea of what your article is all about.

2. Three middle paragraphs that support the opening paragraph.

3. A closing paragraph that sums up everything, without repeating too much.

Enjoy using your descriptive adjectives and synonyms from your pre-writing activity!

Go ahead and listen to the recording again!

Want to know more?

Beethoven: Symphony No. 7, mvt. 2

The following is a summary of an article by Elizabeth Schwarm Glesner.

Ludwig van Beethoven: (1770-1827) During the summer of 1811, Beethoven suffered through difficult times. His music was popular, but his health was declining, and his growing deafness seemed *irreversible*. In hopes of relief, Beethoven traveled to a *spa* in the city of Teplitz, where he remained for much of the summer. Rather than recovering, his hearing gradually became worse. Still, the trip was worthwhile, for it was in Teplitz that Beethoven met one of the outstanding figures of German culture, the writer Johann Wolfgang von Goethe. Beethoven had always admired the author. Now, the author had a chance to *assess* the composer, and he was impressed. Goethe later recalled that time, saying, "I have never met an artist of such spiritual *concentration* and *intensity*...I can well understand how hard he must find it to *adapt* himself to the world and its ways." Goethe's description of Beethoven as a *misfit* was accurate, but he may have overlooked an important fact, that the composer's determination often allowed him to overcome *opposition*, to write some of his most cheerful pieces in the midst of hard times. Beethoven's Seventh Symphony was started in the summer of 1811 and completed several months later. Beethoven called it his "most excellent symphony," and one music *critic* of the time reported, "this symphony is the richest *melodically* and the most pleasing and *comprehensible* of all Beethoven *symphonies*." Another very famous composer, Richard Wagner thought the piece was perfect dance music. In Wagner's words, "if anyone plays the Seventh, tables and benches, cans and cups, the grandmother, the blind and the lame, aye, the children in the cradle fall to dancing." Eager to prove this idea, Wagner once danced to the Seventh Symphony, *accompanied* by Franz Liszt at the piano. It must have been quite a show!

Want to know more?

Beethoven: Symphony No. 7, mvt. 2

The following is a summary of an article by Elizabeth Schwarm Glesner.

Ludwig van Beethoven: (1770-1827) During the summer of 1811, Beethoven suffered through difficult times. His music was popular, but his health was not good, and his growing deafness seemed **irreversible**. In hopes of relief, Beethoven traveled to a **spa** in the city of Teplitz, where he stayed for the summer. Rather than recovering, his hearing became worse. While in the city of Teplitz, Beethoven met the writer Johann Wolfgang von Goethe. Beethoven had always admired the author. Now, the author had a chance to **assess** the composer, and he was impressed. Goethe later recalled that time, saying, "I have never met an artist of such spiritual **concentration** and **intensity**...I can well understand how hard he must find it to **adapt** himself to the world and its ways." Goethe's description of Beethoven as a **misfit** was correct, but he may have overlooked an important fact - that the composer's determination allowed him to overcome **opposition** and to write some of his most cheerful pieces in the midst of hard times. Beethoven's Seventh Symphony was started in the summer of 1811 and finished several months later. Beethoven called it his "most excellent symphony," and one music **critic** of the time reported, "this symphony is the richest **melodically** and the most pleasing and **comprehensible** of all Beethoven **symphonies**." Another very famous composer, Richard Wagner thought the piece was perfect dance music. In Wagner's words, "if anyone plays the Seventh, tables and benches, cans and cups, the grandmother, the blind and the lame, aye, the children in the cradle fall to dancing." Eager to prove this idea, Wagner once danced to the Seventh Symphony, **accompanied** by Franz Liszt at the piano. It must have been quite a show!

Vocabulary to study:

Beethoven's Symphony Number 7

Source: <http://dictionary.reference.com/>

accompanied (*uh-kuhm-puh-need*)

verb. *Music.* to play or sing an accompaniment to or for

adapt (*uh-dapt*)

verb. to adjust oneself to different conditions, environment, etc.: *to adapt easily to all circumstances.*

assess (*uh-ses*)

verb. to estimate or judge the value, character, etc., of; evaluate: *to assess one's efforts*

comprehensible (*kom-pri-hen-suh-buhl*)

adj. capable of being comprehended or understood; intelligible.

concentration (*kon-suhn-trey-shuhn*)

noun. exclusive attention to one object; close mental application.

critic (*krit-ik*)

noun. a person who judges, evaluates, or analyzes literary or artistic works, dramatic or musical performances, or the like, esp. for a newspaper or magazine.

intensity (*in-ten-si-tee*)

noun. great energy, strength, concentration, vehemence, etc., as of activity, thought, or feeling: *He went at the job with great intensity.*

irreversible (*ir-i-vur-suh-buhl*)

adj. not reversible; incapable of being changed.

melodically (*muh-lod-ik-lee*)

adv. Of, relating to, or containing melody.

misfit (*mis-fit*)

noun. One who is unable to adjust to one's environment or circumstances or is considered to be disturbingly different from others.

opposition (*op-uh-zish-uhn*)

noun. the action of opposing, resisting, or combating.

spa (*spah*)

noun. A resort providing therapeutic baths.

symphonies (*sim-fuh-nee-z*)

noun, plural. An extended piece in three or more movements for symphony orchestra.

Student Name _____

Date _____

Music can express all of that?

Stage 1 Activity: Prokofiev's *Cinderella*

LEADS- As you may already know, the beginning of a story is called a "lead." The lead can be a sentence, a paragraph, or even a page long. A good beginning "leads" a reader into the story. It gets them excited about continuing to read. A good lead helps define your "voice." Your reader picks up on your emotion because a great lead helps your reader connect with you, the writer.

For example: Try to start your stories with...

- **A command to the reader** -Example: Never try to outsmart your cat.
- **A question** -Example: What possessed me to train my cat to fetch? I will never know.
- **A quotation** - Example: "What on earth was that sound?" my brother shouted, running in the direction of the clatter.
- **An action** - Example: I had never run so fast in my life. Unfortunately, it wasn't fast enough.
- **A sound effect** - Example: "RROWRR!" I knew I was in big trouble when I heard this sound!
- **A theme statement** - Example: It was a battle with nature. Nature won.
- **A thought** - Example: As I walked through the woods, I imagined what it might be like to have a cougar for a pet.

ACTIVITY:

Listen to Prokofiev's *Cinderella*. There is great drama and emotion in this music. As you listen to the music, you might imagine an elegant ball in a royal palace. Although Prokofiev had specific pictures in mind that he wanted to represent, your imagination can take you to any moment in the story: it can be the dancing at the ball, the chime of the clock at midnight, or the panic of Cinderella as she runs from the palace leaving behind only a glass slipper. After listening, use the next page to write a lead. Your lead can be as long as you'd like - it can be a sentence, a paragraph, or even a page long.

Okay, turn on the music and let your imagination go!

Student Name _____

Date _____

Music can express all of that?

Stage 2: Prokofiev's *Cinderella*

READ THIS ONLY **AFTER** you completed writing your lead.

The excerpt below is a summary of an article by Mark Clague.

Sergei Prokofiev (1891-1953)

"Cinderella's Waltz" and "Midnight" are the final two of eight segments in Prokofiev's first suite from his ballet Cinderella (Zolushka in Russian). Generally this eighth of Prokofiev's nine ballets is considered more traditional and tuneful than his others. Yet these final two moments are rather dark, certainly representing the tension in the drama as Cinderella dances right up until the clock strikes twelve and then must run back to her former life. Begun after Prokofiev's success with the ballet Romeo and Juliet in late 1940, work on Cinderella was interrupted by the Nazi's invasion of Russia in June 1941, starting World War II.

Prokofiev describes his ballet as a simple story:

"The love between Cinderella and the Prince - its beginning and development, the obstacles in its path, and the realization of their dream - was the main theme I wanted to portray in the music of Cinderella. It presented to me as a composer several interesting problems: the mysterious godmother; the fairylike twelve dwarfs jumping out of a clock and, by doing a tap dance, reminding Cinderella of the hour to return home; the quick succession of countries through which the Prince passes in his search for Cinderella. However, the authors of the ballet wanted the audience to see living people in this fairylike frame. Therefore, in order not to leave the audience indifferent to the sorrow and happiness of the characters in the story, I strove to express in music the characters of the sweet, daydreaming Cinderella, her shy father, nagging stepmother, the self-willed and arrogant sisters, and the passionate youthful Prince."

"Cinderella's Waltz" expresses the tuneful nature of a young woman enchanted by the evening and her prince, while the nervous shadows of the approaching deadline of midnight threaten their romance. Prokofiev offers only a single shattering stroke as "Midnight" arrives, but the switch from triple to duple time and the deafening ticking of the clock signals that Cinderella's dance as well as her night of fantasy is over. When the ticking stops, the music shifts to an emotional portrait of her stunned dance partner; the prince then must begin the search for his lost love.

Student Name _____

Date _____

What did Prokofiev describe as the main theme for his ballet *Cinderella*?

What does Prokofiev's music for *Cinderella* express? This could include people, place, feelings, event, objects, or anything else that enters your imagination while listening to the music.

Student Name _____

Date _____

Music can express all of that?

Stage 2: Prokofiev's *Cinderella*

READ THIS ONLY **AFTER** you completed writing your lead.

The excerpt below is a summary of an article by Mark Clague.

Sergei Prokofiev (1891-1953)

Prokofiev describes his ballet as a simple story:

"The love between Cinderella and the Prince - its beginning and development, the obstacles in its path, and the realization of their dream - was the main theme I wanted to portray in the music of Cinderella. It presented to me as a composer several interesting problems: the mysterious godmother; the fairylike twelve dwarfs jumping out of a clock and, by doing a tap dance, reminding Cinderella of the hour to return home; the quick succession of countries through which the Prince passes in his search for Cinderella....I strove to express in music the characters of the sweet, daydreaming Cinderella, her shy father, nagging stepmother, the self-willed and arrogant sisters, and the passionate youthful Prince."

"Cinderella's Waltz" expresses the nature of a young woman enchanted by the evening and her prince, while the nervous shadows of the approaching deadline of midnight threaten their romance. Prokofiev offers only a single shattering stroke as "Midnight" arrives, but the switch from triple to duple time and the deafening ticking of the clock signals that Cinderella's dance as well as her night of fantasy is over. When the ticking stops, the music shifts to an emotional portrait of her stunned dance partner; the prince then must begin the search for his lost love.

Student Name _____

Date _____

What did Prokofiev describe as the main theme for his ballet *Cinderella*?

What does Prokofiev's music for *Cinderella* express? This could include people, place, feelings, event, objects, or anything else that enters your imagination while listening to the music.

Value Survey

5th Grade Concert Supplemental Materials

What does music express?

Please assist us in improving our materials.

We would like to ensure ease of use for teachers as well as a richness of valid experiences for students.

Are you a classroom teacher or a music specialist? (circle one)

Did you use the PSO Education Packet in literacy stations? (circle one) YES NO

If YES, what activity did you find most useful and why?

If NO, what type(s) of activities would you find more useful?

Any additional comments?

Please return surveys and art contest entries to your music specialist, county arts coordinator, or send directly to:

Marshall Corzette
Patron Services and Community Engagement Manager
Pensacola Symphony Orchestra

Mailing Address: 205 E. Zaragoza St.
Pensacola FL 32502

Phone: 850-435-2533, extension 100

Email: mcorzette@pensacolasymphony.com