Music — Modern

Course Description — This course will expose children to a variety of 20th century composers and their music. Pop music from specific time periods will also be explored as well as iconic stage and movie compositions. Students will also learn more about music through studying sound, rhythm, mood, and the instruments of the orchestra.

Music — Year 4

Levels:

Level 1-4 — 1st through 4th

Level 5-8 — 5th through 8th

Unit 1 Hans Pfitzner, German

Week 1
Level 1-4

1. If you didn’t get here through My EP Assignments, I suggest you go there and create an account.
2. Hans Pfitzner was born in Moscow to German parents in 1869. Listen to Das Christ-Elflein: Overture (1906).
3. Listen carefully to find what’s unique about the music so you can recognize it.

Level 5-8

1. If you didn’t get here through My EP Assignments, I suggest you go there and create an account.
2. Read Hans Pfitzner’s biography
3. Listen to Das Christ-Elflein: Overture (1906)

Week 2*

1. Print out the modern history music timeline.
2. Listen to Das Christ-Elflein (1906, rev. 1917). The title is in German and means the Christmas Elf.

3. Cut out Pfitzner's timeline piece and write in it. (You read about him last week. Write something you learned about him or a song he wrote.) Attach it to your timeline. (You can put this on the same timeline you are using for your history pieces or start a separate timeline.)

4. If you are not using Year 4 History, you will need to print out these Timeline Decade Pages. You can put them in a notebook or on the wall. They are for your timeline pieces.

**Week 3**

1. Listen to Das Herz: Liebesmelodie (1930-31). The title is in German and means The Heart: a Love Melody.

2. In your notebook write words that describe the music. At the top of the page write the composer, opera title and year and today's date.

Unit 2 Piotr Tchaikovsky, Russian

**Week 4**

Level 1-4/5-8

1. Read about Tchaikovsky and write about him in his timeline piece. Place it on the 1890s page.

**Week 5**

Level 1-4/5-8

1. Listen to this show about ballet with Tchaikovsky's music playing.

**Week 6**

Level 1-4/5-8

1. Listen to this music from the Nutcracker. What do you picture the dancers doing? Now watch them!

Unit 3 Sergei Rachmaninoff, Russian

**Week 7**

Level 1-4

1. Read Rachmaninoff's biography

2. Cut out his timeline piece and fill it in. Place it on 1900s page.

Level 5-8

1. Read Rachmaninoff's biography

2. Cut out his timeline piece and fill it in. Place it on the 1900s page.

**Week 8**

Level 1-4/5-8
1. **Listen** to Rachmaninoff, The Bells, 3rd movement
2. Write down two words that describe it.

**Week 9**
Level 1-4/5-8

1. **Listen** to Rachmaninoff, Piano Concerto No. 2
2. What color is this music? or what image? What does this music describe? What feeling does it bring?

Unit 4, Maurice Ravel, French

**Week 10**
Level 1-4

1. Maurice Ravel was a French composer. He was born in 1875 in Ciboure, France. He wanted to be a pilot in WWI but his health was poor.
2. Look at this [map of France with Ciboure](#) marked. What country is it very close to?
3. Cut out Ravel’s timeline piece and write inside of it. Attach it to your timeline on the 1910s page.

Level 5-8

1. Read about [Maurice Ravel](#).
2. Cut out Ravel’s timeline piece and write inside of it. Just write on one side. Use the other side for writing down descriptions of his music later. Place it on the 1910s page.

**Week 11**

1. **Watch** and listen to this piano composition by Ravel. This part of the piece is called “Night Moths.”
2. Write at least one word in your Ravel timeline piece that describes this piece.

**Week 12**

1. Listen to “Bolero” by Ravel.
2. Write at least one word in your Ravel timeline piece that describes this piece.

Unit 5, 1920s

**Week 13**

1. Read about [Big Bands](#), just the introduction at the top of the page.
2. Then listen to music by [Duke Ellington](#). Choose a song or two to listen to from this page.
3. Cut out the Duke Ellington timeline piece. Write 1920s, Big Bands inside and the piece of music you listened to. Place on the 1920s page of your timeline.

**Week 14**

1. Listen to [The Stars and Stripes Forever](#) by Sousa. This is an American patriotic song. What are the stars and stripes? ([hint](#))
2. This is a song you should recognize if you are American. If you aren’t American, ask your parents about patriotic songs from your country that you should recognize.

Unit 6, 1930s

**Week 15**
1. Listen to two songs from the **1930s**. Click on an image to get a list of songs to choose from.

2. Cut out your jukebox timeline piece and write inside a song you listened to and who sang it. Place it on the 1930s page.

Unit 7, 1940s

**Week 16**

1. Listen to two songs from the **WWII era**.

2. Cut out the WWII timeline piece and write inside a song you listened to and who sang it. Place it on the 1940s page.

Unit 8, Music

**Week 17**

1. Walk through the **instrument rooms** and move your mouse over each one. You can click on them to learn more about them. Draw a picture of an instrument you hadn't known about before and write its name and family on the paper. Family is the type of instrument it is such as brass.

**Week 18**

1. Play with **composition** by choosing rhythms and notes. Switch it to advanced.

2. How do your choices change the music?

**Week 19**

**Level 1-4**

1. Go back and listen to parts of the composers’ music. They are listed below.
   - *The Stars and Stripes Forever* by Sousa
   - *Bolero* by Ravel
   - *Piano Concerto No.2* by Rachmaninoff
   - from *The Nutcracker* by Tchaikovsky
   - *Das Herz: Liebesmelodie* by Pfitzner (Means: The Heart: A Love Melody)

2. Try and find ways to recognize which music belongs to which composer.

3. Take notes.

**Level 5-8**

1. Go back and listen to parts of the composers’ music. They are listed below.
2. Try and find ways to recognize which music belongs to which composer.
   - *The Stars and Stripes Forever* by Sousa
   - *Bolero* by Ravel
   - *Piano Concerto No.2* by Rachmaninoff
   - from *The Nutcracker* by Tchaikovsky
   - *Das Herz: Liebesmelodie* by Pfitzner (Means: The Heart: A Love Melody)

3. Take notes on each piece: the composer, the title, what’s distinct in the music.

**Week 20**

**Level 1-4**

1. Ask someone to play part of one piece by each composer and see if you can identify who was the composer.
   - *The Stars and Stripes Forever* by Sousa
   - *Night Moths* by Ravel
• Piano Concerto No.2 by Rachmaninoff
• from The Nutcracker by Tchaikovsky
• Das Herz: Liebesmelodie by Pfitzner (Means: The Heart: A Love Melody)

Level 5-8

1. Ask someone to play part of one piece by each composer and see if you can identify who was the composer and what piece of music it is.
   • The Stars and Stripes Forever by Sousa
   • Bolero by Ravel
   • Piano Concerto No.2 by Rachmaninoff
   • from The Nutcracker by Tchaikovsky
   • Das Herz: Liebesmelodie by Pfitzner (Means: The Heart: A Love Melody)

Week 21
Level 1-4

1. Musical Mystery, listen to the intro and do the first activity, sound.

Level 5-8*

1. *Print this music instrument worksheet.
2. Use these websites on instruments to answer the questions and fill in the worksheet.
   • instrument parts
   • instruments
   • You can also search an instrument if you are still unsure.
   • Check your answers.

Week 22
Level 1-4

1. Musical Mystery, rhythm

Level 5-8

1. *Print this musical instrument worksheet.
2. Use these websites on instruments to answer the questions and fill in the worksheets. (This comes with a message to update your flash. You don't have to. Just click on “Instruments of the Orchestra” over to the left and it will work for you.)
   • instrument parts
   • instruments
   • You can also search an instrument if you are still unsure.
   • Check your answers.

Week 23
Level 1-4

1. Musical Mystery, mood

Level 5-8
1. *Print this musical instrument worksheet.
2. Use these websites on instruments to answer the questions and fill in the worksheet.
   (This comes with a message to update your flash. You don't have to. Just click on “Instruments of the Orchestra” over to the left and it will work for you.)
   • instrument parts
   • instruments
   • You can also search an instrument if you are still unsure.

Week 24
Level 1-4

1. Musical Mystery, orchestra
Level 5-8

1. *Print this musical instrument worksheet.
2. Use these websites on instruments to answer the questions and fill in the worksheets.
   • instrument parts
   • instruments
   • You can also search an instrument if you are still unsure.
   • Check your answers.

Week 25
Level 1-4

1. Musical Mystery, quiz
Level 5-8

1. Play in the music lab.
Unit 9, Igor Stravinsky, Russian

Week 26
Level 1-4

1. Read about Igor Stravinsky.
2. Write about him on his timeline piece. Place it on the 1950s page.
Level 5-8

1. Read about Igor Stravinsky.
2. Write about him on his timeline piece. Place it on the 1950s page.

Week 27
Level 1-4/5-8

1. Listen to Stravinsky’s Firebird. How would you describe this music?

Week 28
Level 1-4/5-8
1. Listen to clips of Stravinsky’s music from the ballet Petrushka. (Find them on the right. You can click on the play button for each one. You can listen to all four.) How would you describe Stravinsky’s music? Paint a picture on paper or with words of the image his music creates. What color is his music? What can you picture happening while that music was playing? (If you like, here’s a link to watch the ballet, Petrushka. This is part 1.)

Week 29
Level 1-4/5-8

1. Listen to the excerpts of Stravinsky’s music. Tell someone what you listened to and describe the music to someone. Was it fast, slow, loud, soft, strong, peaceful,...

Unit 10, Aaron Copland, American

Week 30

1. Read about Aaron Copland.
2. Listen to Fanfare for the Common Man while you work. Do you recognize it?
3. Do your Aaron Copland timeline piece.

Week 31

1. Listen to all or portion of Appalachian Spring by Copeland. You could start at 11:00. How would you describe it?

Week 32

1. Listen to Rodeo by Copeland. Click the top one on the list on the right.
2. Here’s a little video clip of a rodeo. See the man riding the wild horse? Does the music fit?

Unit 11, The Stage with Rogers and Hammerstein

Week 33

1. Rogers and Hammerstein are famous for writing Broadway musicals.
2. Watch and listen to scenes from The Sound of Music which opened on Broadway in 1959.
   • Do Re Mi
   • So Long, Farewell

Week 34

1. Here are some more Rodgers and Hammerstein classic musicals.
   • Oklahoma
   • The King and I

Unit 12, Film with John Williams

Week 35

1. Watch this video on one of the most prolific contemporary composers. John Williams has been nominated for an Academy Award more times than anyone else except for Walt Disney. Academy Awards are awards for movies. John Williams composes the music that is played during movies. This music is a big part in the emotion you feel when you watch a movie. How does this music make you feel?

Week 36

1. Choose a favorite piece of music from the year. Explain to a parent why it is your favorite. Tell the name of the music, the composer and the date of the piece.
2. This is one of my favorites. You can watch John Williams conduct and watch the orchestra play.