



Under the Home

*First Grade Music
Lesson Guide Printout*

Learn from the Masters

Lesson 1 Guide: Pictures at an Exhibition - Promenade

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

Modest Mussorgsky wrote 'Pictures at an Exhibition' in memory of his friend, Viktor Hartmann, who like Mussorgsky, died young at the age of 39. Each movement within the suite represents one of Hartmann's pictures. Mussorgsky used music to represent himself wandering the halls of a museum and stopping to look Hartman's pictures of gnomes, gardens, and markets. One meaning of 'promenade' is to take a leisurely walk, just as Mussorgsky envisioned himself doing in a museum during his 'Promenade' movement. Listen to the stately, soaring music, and imagine yourself entering a museum of high ceilings and graceful arches and gilded frames, as is pictured in 'Louis-Philippe Opening the Galerie des Batailles' by François Joseph Heim. What will you look at first? How about a painting of a gnome?

Vocabulary

- **Promenade:** To take a leisurely walk.
- **Museum:** A building in which objects of historical, scientific, artistic, or cultural interest are stored and shown.
- **Exhibition:** A public display of works of art or other items of interest, often held in an art gallery or museum.
- **Suite:** A set of movements or musical pieces meant to be played in a specific order.
- **Movement:** A smaller part of a longer suite or musical work with its own key, tempo, and structure.

Composer

1. Modest Mussorgsky was born in 1839 in Toropets, Russia.
2. Find Mussorgsky's country of birth on the map of Europe on the next page.
3. Mussorgsky's mother was a pianist, and she taught him piano starting at the age of six. He published his first composition at the age of twelve.
4. Mussorgsky went to military school and served in the military and as a civil servant.
5. Mussorgsky suffered from alcoholism induced epilepsy, which eventually claimed his life at the age of 42.



Enrichment Activities

Activity 1: Create Your Own Museum Exhibition

- Over an 8-week period, you'll listen to compositions from Mussorgsky's Pictures at an Exhibition.
- Each week, draw a picture to add to your exhibition.
- At the end of the 8-weeks, you'll use your pictures to create your own museum show.
- This week: Listen to the music, and draw, color, or paint a picture of someone promenading in any setting. Keep your picture in a safe place until your exhibition.

Activity 2: Describe the Music

- After listening to the music, describe and discuss what you heard.
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 3: Study the Painting, 'Louis-Philippe Opening the Galerie des Batailles' by François Joseph Heim

- Examine the painting while listening to the music.
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.



Activity 4: Act Out the Music

- Listen to the music, and play follow the leader.
- Follow the leader is a fun game where one person leads and the others follow and mimic the leader's actions.
- At some point, the leader should lead the others in a promenade. They can also skip, tiptoe, duck walk, crawl, gallop, trot, sashay, etc. their way around your home.
- Take turns so that everyone has a chance to be the leader.

Review Questions

1. **What is the title of the music?** The title is 'Pictures at an Exhibition - Promenade.'
2. **Who composed the music?** The composer is Modest Mussorgsky.
3. **What does 'promenade' mean?** 'Promenade' means to take a leisurely walk.

Lesson 2 Guide: Pictures at an Exhibition - The Gnome

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

Each movement within Modest Mussorgsky's 'Pictures at an Exhibition' reflects a picture. Mussorgsky used music to represent himself wandering the halls of a museum and stopping to look at pictures of gnomes, gardens, and markets. In stories, gnomes are often creatures of darkness that hoard sparkling piles of treasure deep beneath the surface of the earth. Today, they are also the white haired, red cheeked, kindly old man statuettes that adorn people's gardens and lawns. Listen to the music. Which type of gnome do you think Mussorgsky envisioned? The artwork for this lesson is by John Bauer, showing a group of gnomes clustered around a little gnome boy who asks, 'How do I get into the mountain?' Next week, we'll move on to another painting of people enjoying a pleasant day in a garden.

Vocabulary

- **Gnome:** A legendary dwarfish creature supposed to guard the earth's treasures underground.
- **Museum:** A building in which objects of historical, scientific, artistic, or cultural interest are stored and shown.
- **Exhibition:** A public display of works of art or other items of interest, often held in an art gallery or museum.
- **Suite:** A set of movements or musical pieces meant to be played in a specific order.
- **Movement:** A smaller part of a longer suite or musical work with its own key, tempo, and structure.

Composer

1. Modest Mussorgsky was born in 1839 in Toropets, Russia.
2. Find Mussorgsky's country of birth on the map of Europe on the next page.
3. Mussorgsky's mother was a pianist, and she taught him piano starting at the age of six. He published his first composition at the age of twelve.
4. Mussorgsky went to military school and served in the military and as a civil servant.
5. Mussorgsky suffered from alcoholism induced epilepsy, which eventually claimed his life at the age of 42.



Enrichment Activities

Activity 1: Create Your Own Museum Exhibition

- Over an 8-week period, you'll listen to compositions from Mussorgsky's Pictures at an Exhibition.
- Each week, draw a picture to add to your exhibition.
- At the end of the 8-weeks, you'll use your pictures to create your own museum show.
- This week: Listen to the music, and draw, color, or paint a picture of a gnome in any setting. Keep your pictures in a safe place until your exhibition.

Activity 2: Describe the Music

- After listening to the music, describe and discuss what you heard.
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 3: Study the Painting, 'Gnome Boy' by John Bauer

- Examine the painting on the next page while listening to the music.
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.



Activity 4: Act Out the Music

- Listen to the music, and pretend to be gnome.
- Build a mountain fort out of tables, couches, chairs and blankets.
- Bring some treasure into your under-the-mountain lair.
- Stand guard over your treasure.

Review Questions

1. **What is the title of the music?** The title is 'Pictures at an Exhibition - The Gnome.'
2. **Who composed the music?** The composer is Modest Mussorgsky.
3. **What is a 'gnome?'** A 'gnome' is a dwarfish creature that guards the earth's treasures underground.

Lesson 3 Guide: Pictures at an Exhibition - Tuileries

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

Each movement within Modest Mussorgsky's 'Pictures at an Exhibition' reflects a picture. Mussorgsky used music to represent himself wandering the halls of a museum and stopping to look at pictures of gnomes, gardens, and markets. The Tuileries public garden, located in Paris, France, stretches between a public square and a museum, called the Louvre. The park has walkways and foliage and water basins and even a moat. Parisians meet there, play there, and promenade there. Look at the painting 'Music in the Tuileries' by Édouard Manet and listen to the music. Imagine yourself in the painting, mingling with the native Parisians. Is the music scary and dark? Is the music happy and light? Does the music match what you see in the painting? Why or why not? Okay, ever onward. Do you like animals? Great, because next week we'll look at a painting of an ox.

Vocabulary

- **Garden:** An area of land used for growing flowers, fruit, or vegetables.
- **Public Square:** An open (typically four-sided) area surrounded by buildings in a town, village, or city that is used for public gatherings and events.
- **Paris:** The capital city of the European country of France.
- **Parisian:** A person from Paris, France.
- **Museum:** A building in which objects of historical, scientific, artistic, or cultural interest are stored and shown.
- **Exhibition:** A public display of works of art or other items of interest, often held in an art gallery or museum.
- **Suite:** A set of movements or musical pieces meant to be played in a specific order.
- **Movement:** A smaller part of a longer suite or musical work with its own key, tempo, and structure.

Composer

1. Modest Mussorgsky was born in 1839 in Toropets, Russia.
2. Find Mussorgsky's country of birth on the map of Europe on the next page.

3. Mussorgsky's mother was a pianist, and she taught him piano starting at the age of six. He published his first composition at the age of twelve.
4. Mussorgsky went to military school and served in the military and as a civil servant.
5. Mussorgsky suffered from alcoholism induced epilepsy, which eventually claimed his life at the age of 42.



Enrichment Activities

Activity 1: Create Your Own Museum Exhibition

- Over an 8-week period, you'll listen to compositions from Mussorgsky's Pictures at an Exhibition.
- Each week, draw a picture to add to your exhibition.
- At the end of the 8-weeks, you'll use your pictures to create your own museum show.
- This week: Listen to the music, and draw, color, or paint a picture of a garden in any setting. Keep your pictures in a safe place until your exhibition.

Activity 2: Describe the Music

- After listening to the music, describe and discuss what you heard.
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 3: Study the Painting, 'Music in the Tuileries' by Édouard Manet

- Examine the painting on the next page while listening to the music.
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.

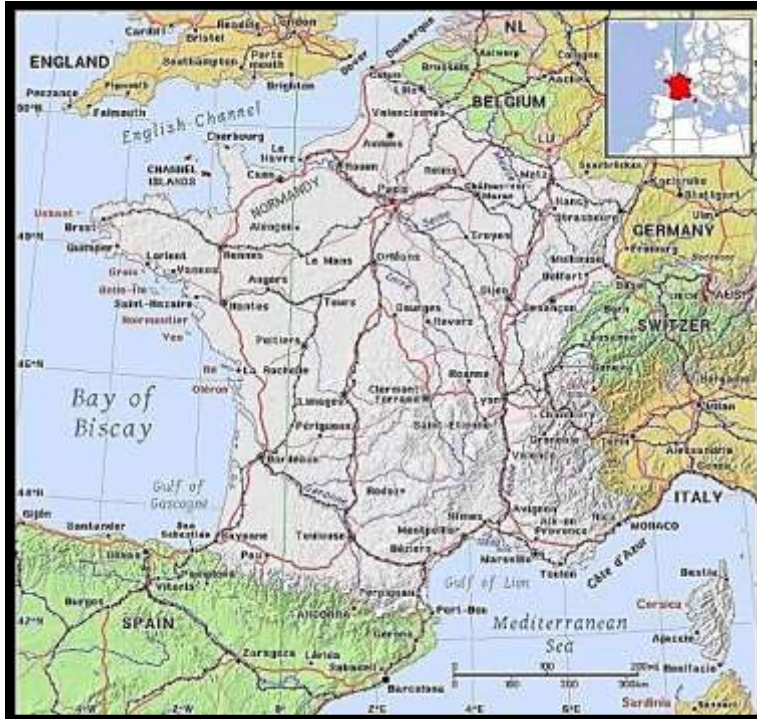


Activity 4: Visualize the Music

- Listen to the music, and create your own beautiful Tuileries public garden.
- Scroll to the end of this lesson guide to access templates of flowers, a tree, bees, and butterflies.
- Use the templates, scissors, crayons or markers, and glue to create flowers, trees, bees, and butterflies for your garden.
- Secure your plants and insects to a wall.
- Keep your Tuileries garden up this week and visit it each time you play the music.

Activity 5: Map the Music

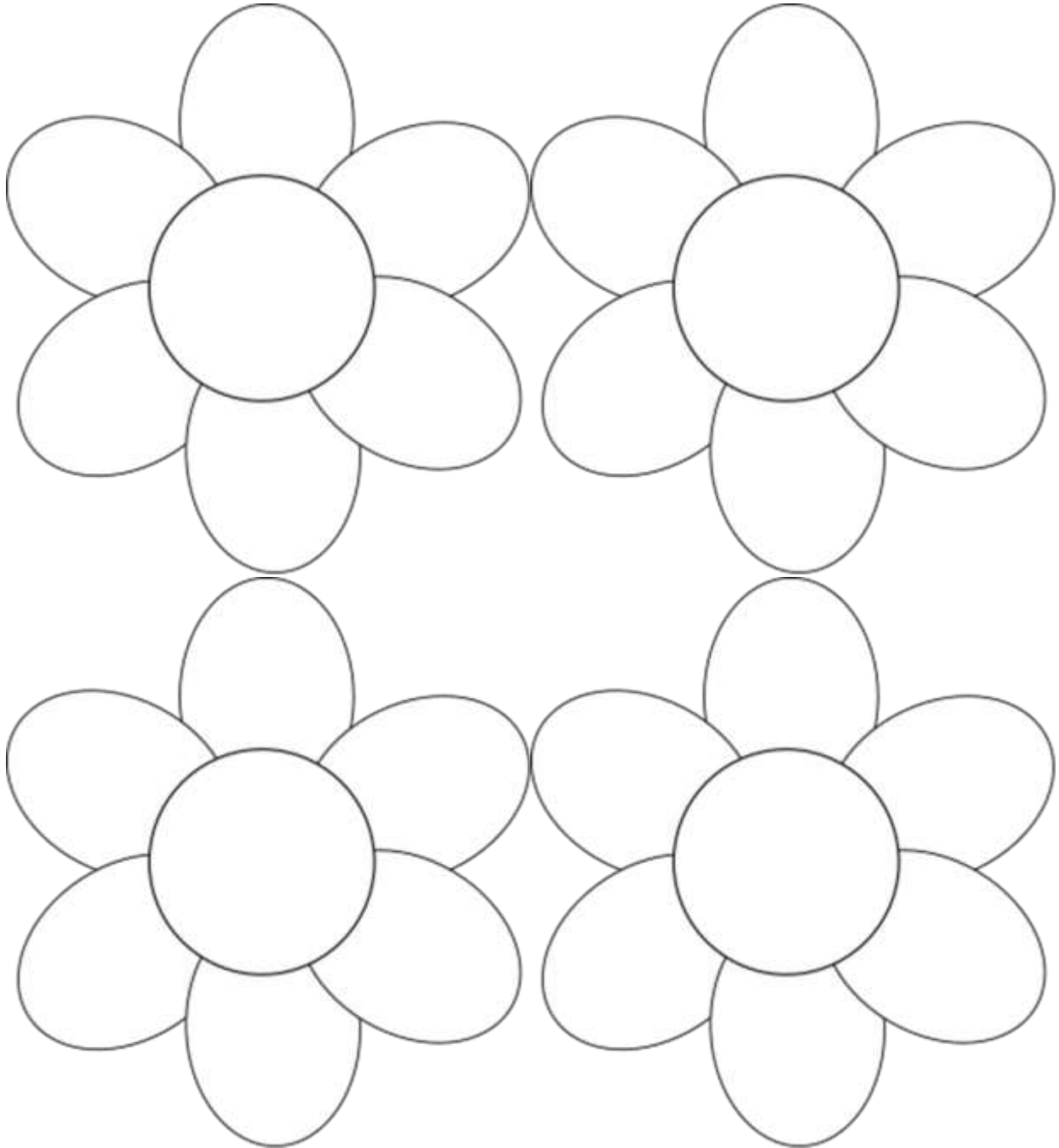
- Study the map of Europe below.
- Find France, which has the Tuileries public garden in its capital city of Paris.
- Find the capital city of Paris (red dot in France).



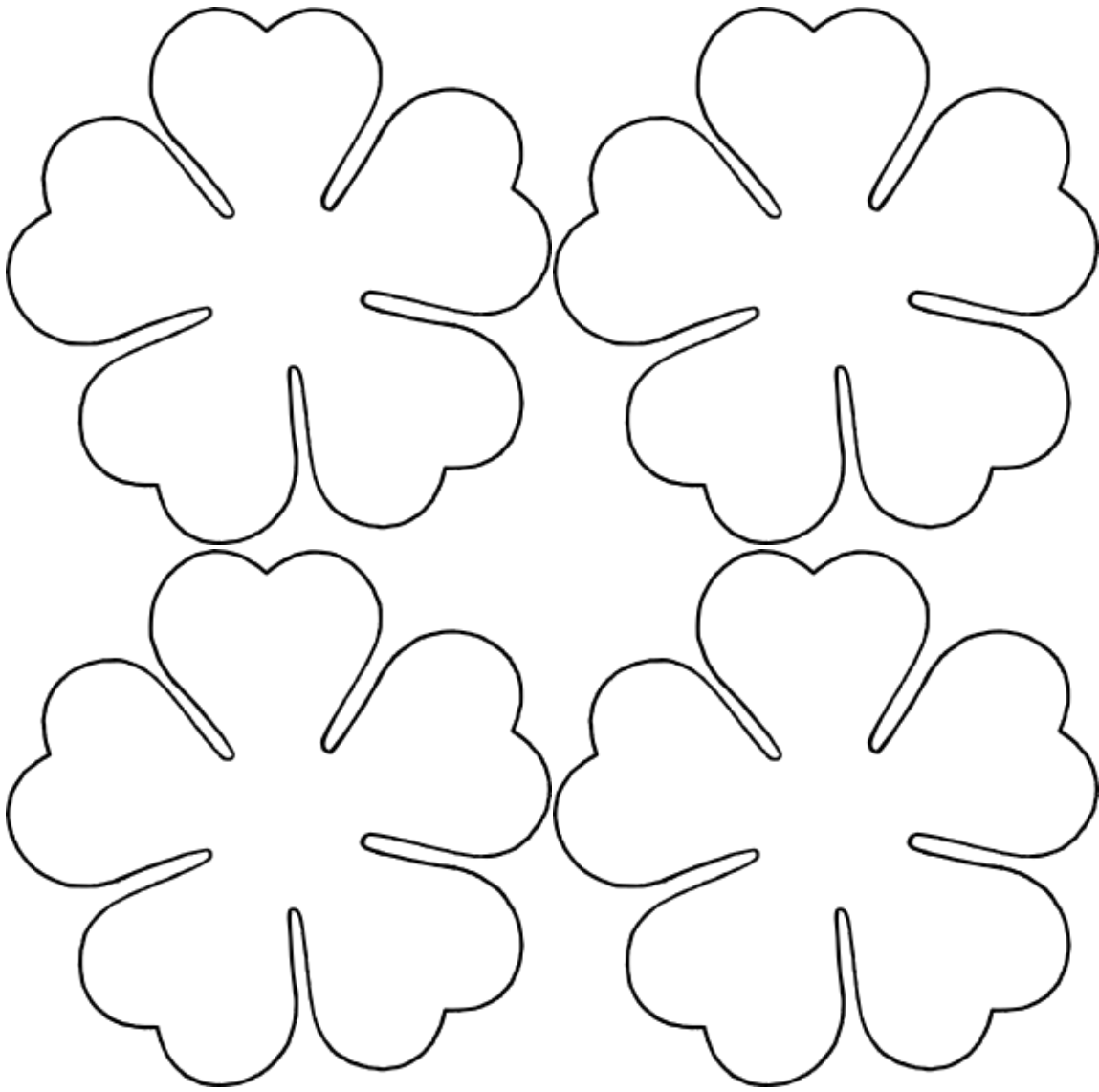
Review Questions

1. **What is the title of the music?** The title is 'Pictures at an Exhibition - Tuileries.'
2. **Who composed the music?** The composer is Modest Mussorgsky.
3. **What is the 'Tuileries?'** The 'Tuileries' is a public garden located in Paris, France.

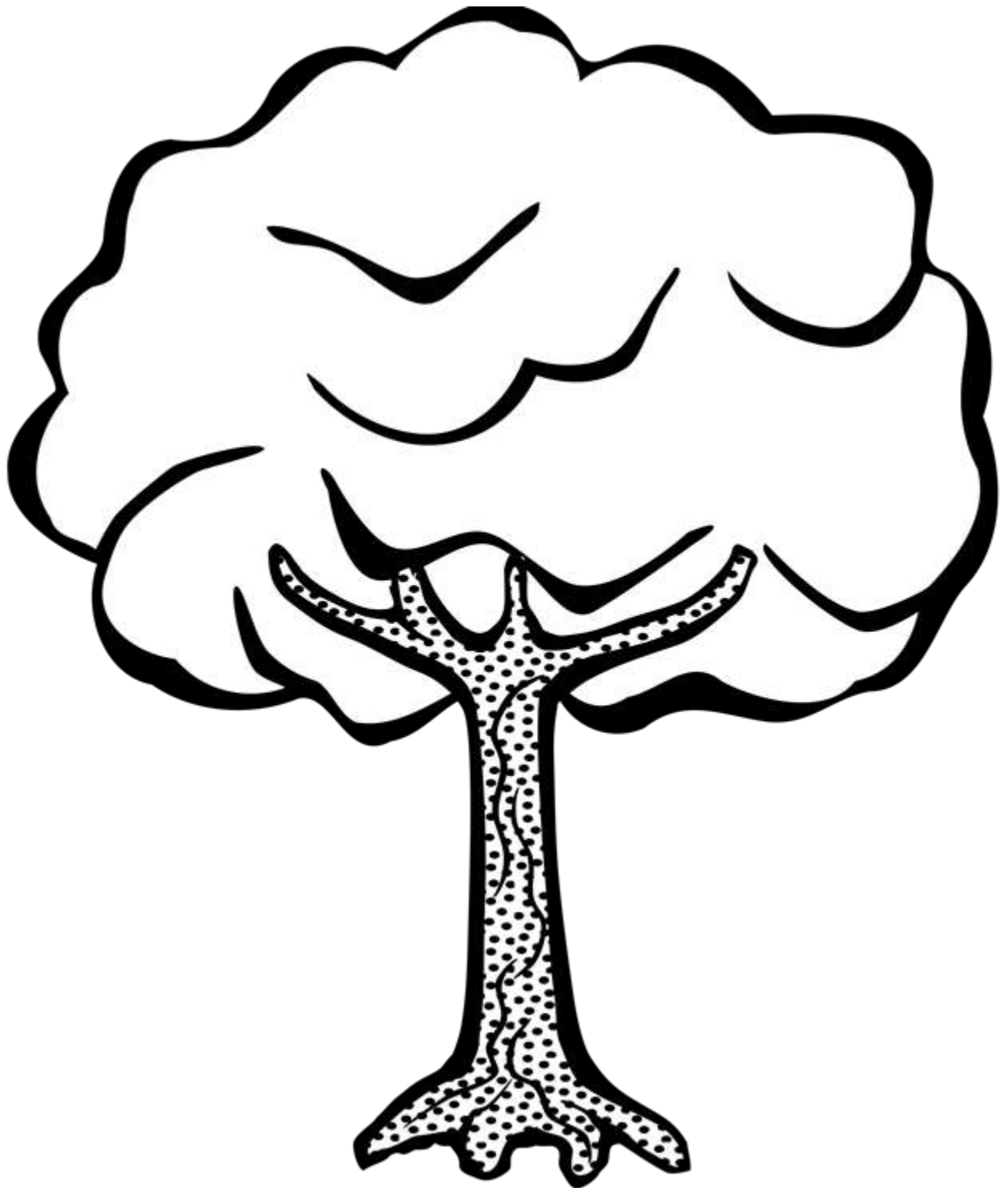
Lesson Guide Attachment: Create Your Own Tuileries Garden Templates



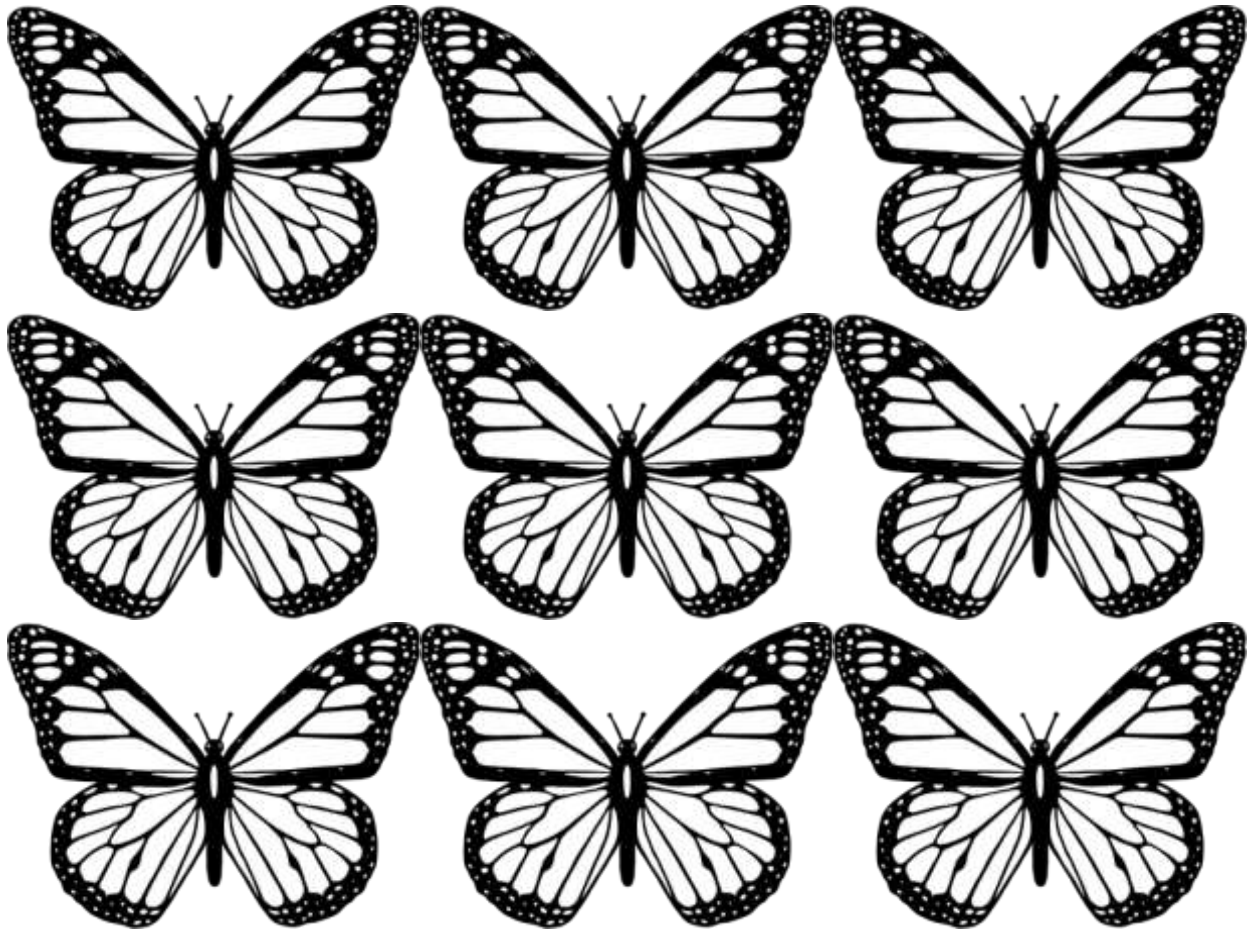
Template 1 – Flowers



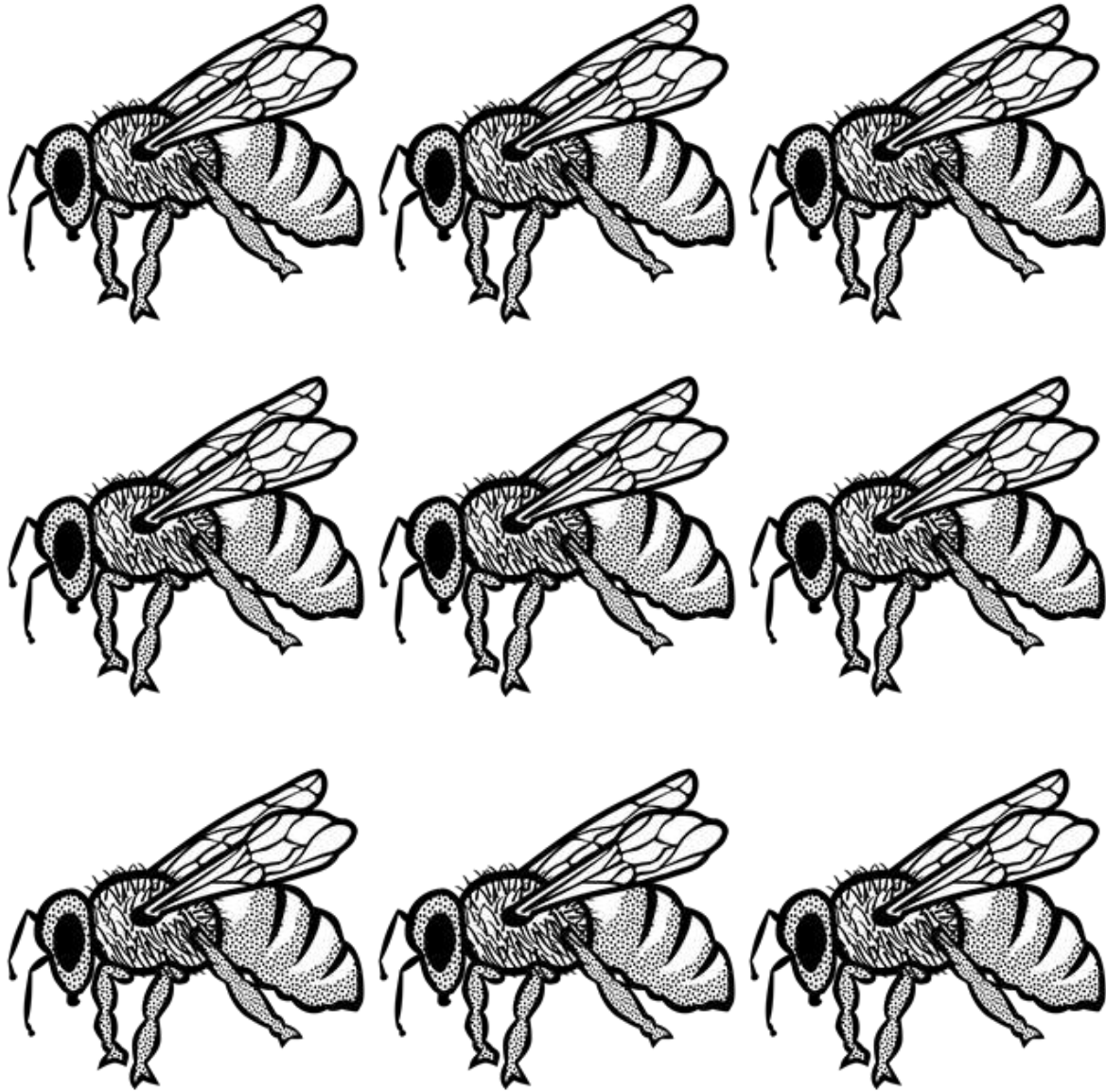
Template 2 - Flowers



Template 3 – Tree



Template 4 - Butterflies



Template 5 - Bees

Lesson 4 Guide: Pictures at an Exhibition - Cattle

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

Each movement within Modest Mussorgsky's 'Pictures at an Exhibition' reflects a picture. Mussorgsky used music to represent himself wandering the halls of a museum and stopping to look at pictures of gnomes, gardens, and markets. What do you imagine when you think about cows? Probably a bunch of well-fed and happy cows in a sunny field near a red barn. Listen to Mussorgsky's Cattle. Does this music sound like happy cows in a sunny field? Why or why not? Look at the painting 'Cart with Black Ox' by Vincent van Gogh. Is this painting more reflective of the music than the cows in the sunny field? Why or why not? The music is slow and lumbering, just like the little 'beast of burden' trying to pull the heavy cart over rough terrain. You can hear the poor cow's plodding footsteps and his struggles in the music. Next week, let us promenade to the next painting and hope for something a bit more upbeat.

Vocabulary

- **Ox:** A bovine cow used to perform work such as plowing or pulling.
- **Oxen:** More than one ox.
- **Museum:** A building in which objects of historical, scientific, artistic, or cultural interest are stored and shown.
- **Exhibition:** A public display of works of art or other items of interest, often held in an art gallery or museum.
- **Suite:** A set of movements or musical pieces meant to be played in a specific order.
- **Movement:** A smaller part of a longer suite or musical work with its own key, tempo, and structure.

Composer

1. Modest Mussorgsky was born in 1839 in Toropets, Russia.
2. Find Mussorgsky's country of birth on the map of Europe on the next page.
3. Mussorgsky's mother was a pianist, and she taught him piano starting at the age of six. He published his first composition at the age of twelve.
4. Mussorgsky went to military school and served in the military and as a civil servant.

5. Mussorgsky suffered from alcoholism induced epilepsy, which eventually claimed his life at the age of 42.



Enrichment Activities

Activity 1: Create Your Own Museum Exhibition

- Over an 8-week period, you'll listen to compositions from Mussorgsky's Pictures at an Exhibition.
- Each week, draw a picture to add to your exhibition.
- At the end of the 8-weeks, you'll use your pictures to create your own museum show.
- This week: Listen to the music, and draw, color, or paint a picture of a garden in any setting. Keep your pictures in a safe place until your exhibition.

Activity 2: Describe the Music

- After listening to the music, describe and discuss what you heard.
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 3: Study the Painting, 'Cart with Black Ox' by Vincent van Gogh

- Examine the painting on the next page while listening to the music.
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.



Activity 4: Act Out the Music

- Listen to the music, and pretend to be an ox pulling a heavy burden.
- Each step takes effort. Your burden is so heavy, you must move very slowly.
- Imagine you are a tired ox that is struggling to pull a plow to break up the hard soil.
- Imagine you are an ox pulling a wagon full of people and supplies over a boggy, muddy road.

Review Questions

1. **What is the title of the music?** The title is 'Pictures at an Exhibition - Cattle.'
2. **Who composed the music?** The composer is Modest Mussorgsky.
3. **What is an 'ox?'** An 'ox' is a bovine cow used to perform work such as plowing or pulling.

Lesson 5 Guide: Pictures at an Exhibition - Limoges Market

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

Each movement within Modest Mussorgsky's 'Pictures at an Exhibition' reflects a picture.

Mussorgsky used music to represent himself wandering the halls of a museum and stopping to look at pictures of gnomes, gardens, and markets. It's market day in Limoges, France. Markets are where people regularly gather to buy, sell, and trade goods. Traditional open-air markets are held outside. Listen to the music. Do you think it is a busy day at the market or a slow day?

During market day, people often haggle over the price of goods. Haggle means to bargain back and forth, where each side is trying to get the best deal. The seller wants to get the most money, and the buyer wants to pay the least money. Can you hear the haggling in the music? Examine the painting, 'Old Smithfield Market' by Jacques-Laurent Agasse. Does the painting accurately reflect the music? Why or why not? Next week, you might want to grab some torches and cloaks before coming with me to check out the next painting in the museum. Get ready to descend into the darkness beneath a city.

Vocabulary

- **Market:** A regular gathering of people for the purchase and sale of provisions, livestock, and other commodities.
- **Market Day:** The day that people gather together for the purchase and sale of provisions, livestock, and other commodities.
- **Goods:** Merchandise or possessions, often for sale.
- **Haggling:** Dispute or bargain persistently, especially over the cost of something.
- **Museum:** A building in which objects of historical, scientific, artistic, or cultural interest are stored and shown.
- **Exhibition:** A public display of works of art or other items of interest, often held in an art gallery or museum.
- **Suite:** A set of movements or musical pieces meant to be played in a specific order.
- **Movement:** A smaller part of a longer suite or musical work with its own key, tempo, and structure.

Composer

1. Modest Mussorgsky was born in 1839 in Toropets, Russia.
2. Find Mussorgsky's country of birth on the map of Europe.
3. Mussorgsky's mother was a pianist, and she taught him piano starting at the age of six. He published his first composition at the age of twelve.
4. Mussorgsky went to military school and served in the military and as a civil servant.
5. Mussorgsky suffered from alcoholism induced epilepsy, which eventually claimed his life at the age of 42.



Enrichment Activities

Activity 1: Create Your Own Museum Exhibition

- Over an 8-week period, you'll listen to compositions from Mussorgsky's Pictures at an Exhibition.
- Each week, draw a picture to add to your exhibition.
- At the end of the 8-weeks, you'll use your pictures to create your own museum show.
- This week: Listen to the music, and draw, color, or paint a picture of a garden in any setting. Keep your pictures in a safe place until your exhibition

Activity 2: Describe the Music

- After listening to the music, describe and discuss what you heard.
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 3: Study the Painting, 'Old Smithfield Market' by Jacques-Laurent Agasse

- Examine the painting on the next page while listening to the music.
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.



Activity 4: Act Out the Music

- Listen to the music, and pretend to be at a market haggling over the price of goods.
- Get a few toys and some pennies.
- Work with a partner - another child or an instructor.
- Sell/buy each toy for a certain number of pennies.
- If you are the seller, you must try to gain the largest number of pennies.
- If you are the buyer, you must try to pay the smallest number of pennies

Review Questions

1. **What is the title of the music?** The title is 'Pictures at an Exhibition - The Market at Limoges.'
2. **Who composed the music?** The composer is Modest Mussorgsky.
3. **What is a 'market?'** A 'market' is a gathering of people for the purchase and sale of goods.

Lesson 6 Guide: Pictures at an Exhibition - Catacombs

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

Each movement within Modest Mussorgsky's 'Pictures at an Exhibition' reflects a picture. Mussorgsky used music to represent himself wandering the halls of a museum and stopping to look at pictures of gnomes, gardens, and markets. Catacombs are underground cemeteries holding the remains of the deceased. The catacombs beneath the city of Paris, France hold the remains of six million people. Listen to the music 'Catacombs' and examine the painting, 'A Procession in the Catacomb of Callistus' by Alberto Pisa. How well do they capture the dark and mysterious ambiance of the catacomb? After our visit to the spooky catacombs, we are in the perfect mood for the next painting, which is both a little scary and a little strange.

Vocabulary

- **Catacomb:** An underground cemetery consisting of a subterranean rooms or passages with recesses for tombs.
- **Ambiance:** The character and atmosphere of a place.
- **Procession:** People or vehicles moving forward in an orderly fashion, especially as part of a ceremony or festival.
- **Paris:** The capital city of France.
- **France:** A country in western Europe.

Composer

1. Modest Mussorgsky was born in 1839 in Toropets, Russia.
2. Find Mussorgsky's country of birth on the map of Europe on the next page.
3. Mussorgsky's mother was a pianist, and she taught him piano starting at the age of six. He published his first composition at the age of twelve.
4. Mussorgsky went to military school and served in the military and as a civil servant.
5. Mussorgsky suffered from alcoholism induced epilepsy, which eventually claimed his life at the age of 42.



Enrichment Activities

Activity 1: Create Your Own Museum Exhibition

- Over an 8-week period, you'll listen to compositions from Mussorgsky's Pictures at an Exhibition.
- Each week, draw a picture to add to your exhibition.
- At the end of the 8-weeks, you'll use your pictures to create your own museum show.
- This week: Listen to the music, and draw, color, or paint a picture of a garden in any setting. Keep your pictures in a safe place until your exhibition

Activity 2: Describe the Music

- After listening to the music, describe and discuss what you heard.
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 3: Study the Painting, 'A Procession in the Catacomb of Callistus' by Alberto Pisa

- Examine the painting while listening to the music.
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.



Activity 4: Map the Music

- Study the map of Europe on the next page.
- Find France, which has catacombs in its capital city of Paris.
- Find the capital city of Paris (red dot in France).



Review Questions

1. **What is the title of the music?** The title is 'Pictures at an Exhibition - Catacombs.'
2. **Who composed the music?** The composer is Modest Mussorgsky.
3. **What are 'catacombs?'** 'Catacombs' are underground cemeteries consisting of a subterranean rooms or passages with recesses for tombs.
4. **Describe the ambiance of catacombs.** Catacombs are dark, quiet, eerie, spooky, etc.
5. **Describe the ambiance of an open-air market (from last lesson).** An open-air market is bright, busy, noisy, etc.

Lesson 7 Guide: Pictures at an Exhibition - Baba Yaga

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

Each movement within Modest Mussorgsky's 'Pictures at an Exhibition' reflects a picture. Mussorgsky used music to represent himself wandering the halls of a museum and stopping to look at pictures of gnomes, gardens, and markets. Look at the picture 'Baba Yaga' by Ivan Bilibin. Now that is one frightening lady. I wouldn't want her chasing me through the woods at night. In stories, Baba Yaga is a supernatural being who appears as a savage woman. She lives in the forest in a hut that stands on chicken legs. She carries a pestle and rides in a mortar. (The bowl-like mortar and cylinder-like pestle are often made of stone and used to grind things such as herbs.) Listen to the music, and describe how it captures the essence of Baba Yaga. Whew - I think we escaped Baba Yaga unscathed. Let's move to the next painting to view something a little less frightening.

Vocabulary

- **Supernatural:** Attributed to some force beyond scientific understanding or the laws of nature.
- **Savage:** Fierce or violent.
- **Hut:** A small single-story building of simple or crude construction
- **Pestle:** A heavy tool with a rounded end, used for crushing and grinding substances such as spices or drugs, usually in a mortar.
- **Mortar:** A cup-shaped receptacle made of hard material, in which ingredients are crushed or ground.

Composer

1. Modest Mussorgsky was born in 1839 in Toropets, Russia.
2. Find Mussorgsky's country of birth on the map of Europe on the next page.
3. Mussorgsky's mother was a pianist, and she taught him piano starting at the age of six. He published his first composition at the age of twelve.
4. Mussorgsky went to military school and served in the military and as a civil servant.

5. Mussorgsky suffered from alcoholism induced epilepsy, which eventually claimed his life at the age of 42.



Enrichment Activities

Activity 1: Create Your Own Museum Exhibition

- Over an 8-week period, you'll listen to compositions from Mussorgsky's Pictures at an Exhibition.
- Each week, draw a picture to add to your exhibition.
- At the end of the 8-weeks, you'll use your pictures to create your own museum show.
- This week: Listen to the music, and draw, color, or paint a picture of a garden in any setting. Keep your pictures in a safe place until your exhibition.

Activity 2: Describe the Music

- After listening to the music, describe and discuss what you heard.
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 3: Study the Painting, 'Baba Yaga' by Ivan Bilibin

- Examine the painting while listening to the music.
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.



Activity 4: Sketch a Mortar and Pestle

- If you have a mortar and pestle at home, take it out and grind something with it (some nuts, some spices, etc.)
- Sketch your own mortar and pestle or sketch the mortar and pestle below.



Review Questions

1. **What is the title of the music?** The title is 'Pictures at an Exhibition - Baba Yaga.'
2. **Who composed the music?** The composer is Modest Mussorgsky.
3. **Who is 'Baba Yaga?'** 'Baba Yaga' is a supernatural being who appears as a savage woman. She rides in a mortar, carries a pestle, and lives in a hut that stands on chicken legs.
4. **What are mortars and pestles used to do?** Mortars and pestles are used to grind things such as spices and nuts.

Lesson 8 Guide: Pictures at an Exhibition - The Gate of Kiev

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

Each movement within Modest Mussorgsky's 'Pictures at an Exhibition' reflects a picture. Mussorgsky used music to represent himself wandering the halls of a museum and stopping to look at pictures of gnomes, gardens, and markets. The Great Golden Gates of Kiev are in the city of Kiev, Ukraine. Construction started long ago in 1017 and finished seven years later. The gate was taken apart in the Middle Ages and reconstructed in 1982, although no one truly knows what the original gate looked like. Today the gate serves as a museum. Examine the picture 'Plan for a City Gate in Kiev' by Mussorgsky's good friend, Viktor Hartmann. Victor died at the young age of 39. Saddened by his friend's death, Mussorgsky was inspired to compose Pictures at an Exhibition based on artwork created by Viktor. Many of the images were lost to time, but 'Plan for a City Gate in Kiev' survived. Listen to the music, and look at the drawing. How do they relate? Both are massive and grandiose, perhaps even a bit formidable. Do you hear the bell ringing? We have come to the end of our museum tour, but you are welcome to come back and review the artwork and listen to the music anytime. Just watch out for Baba Yaga!

Vocabulary

- **Gates:** Attributed to some force beyond scientific understanding or the laws of nature.
- **Kiev:** The capital city of Ukraine.
- **Ukraine:** A country in western Europe.
- **Massive:** Extremely large, immense.
- **Grandiose:** Impressive or magnificent in appearance or style.

Composer

1. Modest Mussorgsky was born in 1839 in Toropets, Russia.
2. Find Mussorgsky's country of birth on the map of Europe on the next page.
3. Mussorgsky's mother was a pianist, and she taught him piano starting at the age of six. He published his first composition at the age of twelve.
4. Mussorgsky went to military school and served in the military and as a civil servant.
5. Mussorgsky suffered from alcoholism induced epilepsy, which eventually claimed his life at the age of 42.



Enrichment Activities

Activity 1: Host Your Own Museum Exhibition

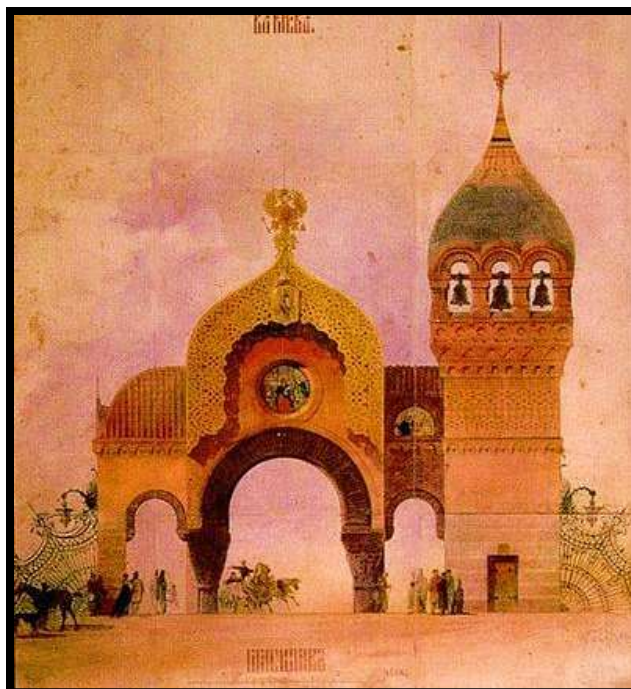
- This week: Listen to the music, and draw, color, or paint a picture of The Great Gate of Kiev. Keep your pictures in a safe place until your exhibition.
- Use your pictures to create your own museum show.
- Fasten the pictures to your walls and promenade around, looking at your art.
- Play 'Pictures at an Exhibition' and invite your family members to peruse your works.

Activity 2: Describe the Music

- After listening to the music, describe and discuss what you heard.
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 3: Study the Painting, 'Plan for a City Gate in Kiev' Viktor Hartmann

- Examine the painting on the next page while listening to the music.
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.
- Find the following items in the painting: Great Gates, People, Horse, Bells, Painting, Door



Activity 4: Map the Music

- Study the map of eastern Europe on the next page.
- Find Ukraine in eastern Europe.
- Find the capital city of Kiev (red dot in Ukraine).



Review Questions

1. **What is the title of the music?** The title is 'Pictures at an Exhibition - The Great Gate of Kiev.'
2. **Who composed the music?** The composer is Modest Mussorgsky.
3. **Where are the 'Great Golden Gates?'** The 'Great Golden Gates' are in Kiev, Ukraine
4. **What is 'Kiev?'** 'Kiev' is the capital city of Ukraine.

Lesson 9 Guide: Mercury, the Winged Messenger

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

Gustav Holst's suite, 'The Planets,' contains seven movements that capture the spirit of the seven planets in our solar system, their associated mythological gods, and their astrological signs. Holst composed the suite between 1914 and 1916. Four years before his death, Pluto was discovered and was considered a new planet. But Holst did not want to compose a new work for the new planet (which is no longer considered a planet today). Holst became dismayed with the popularity of this suite, believing it detracted from his other works. The inspiration for this lesson's movement, Mercury, is the smallest planet in our solar system. It is the closest planet to the sun and it is marked with many craters. You would not want to live on Mercury. At its equator, temperatures range from -280 to 800 degrees Fahrenheit which is colder than the coldest temperature ever on Earth and hotter than the highest temperature on your oven. The planet Mercury is named after Mercury, the god of Roman myth who wore winged shoes and a winged hat. He was a god of many things, including messages and making money.

Vocabulary

- **Planet:** A celestial body moving in an elliptical orbit around a star.
- **Solar System:** The collection of eight planets and their moons in orbit around the sun.
- **Mercury (planet):** The smallest planet and closest planet to the sun in our solar system.
- **Mercury (Roman god):** The Roman god of messages and making money who wore winged shoes and a winged hat.
- **Crater:** A large, bowl-shaped cavity in the ground or on the surface of a planet or the moon.

Composer

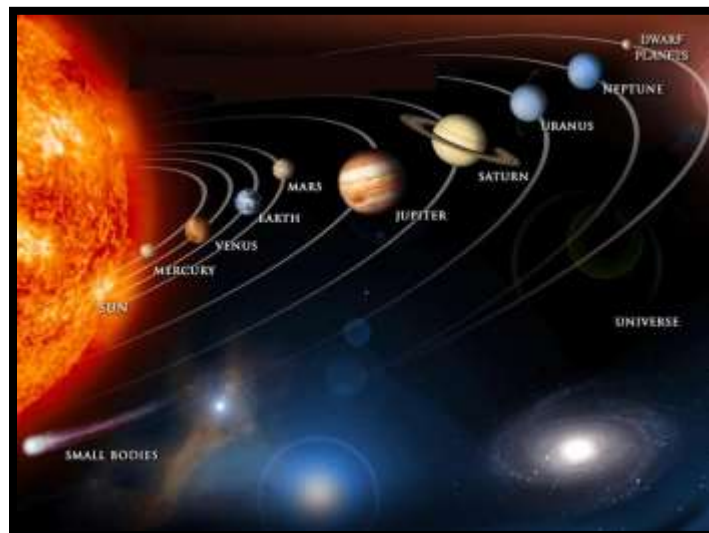
1. Gustav Holst was born in 1874 in Cheltenham, United Kingdom.
2. Find Holst's country of birth (UK) on the map of Europe on the next page.
3. He came from a musical family and was taught as a child to play piano and violin.
4. He suffered from poor health, including asthma and inflammation of his nervous system, which led him to specialize in music composition rather than performance.
5. Holst died at the age of 59 of heart failure following surgery for an ulcer..



Enrichment Activities

Activity 1: Create Your Own Solar System

- Over the 7-week period, as you listen to Holst's musical suite, 'The Planets,' create a huge map of the solar system.
- Each week you'll add a new planet to your solar system.
- At the end of the 7 weeks, hang your solar system up, play the music, and unveil it to your family and friends.
- To make your solar system, either get one large piece of paper (paper on a roll) or tape or glue together several pieces of construction paper.
- This week: Listen to the music, and draw, color, or paint the sun and Mercury. Remember that Mercury is the closest planet to the sun and it is covered in craters (see picture on the next page). Keep your picture in a safe place until your cosmic unveiling.



Activity 2: Describe the Music

Listen to the music, and close your eyes and let yourself imagine. What do you picture as you listen to the music?

- After listening to the music, describe and discuss what you heard.
- Does the music remind you more of trudging over rocky terrain or flying through the air?
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 3: Study the Painting of the Roman God Mercury, 'Mercury' by Hans Thoma

- Examine the painting paired with the music, shown on the next page.
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.



Activity 4: Study the Photograph of the Planet Mercury

- Examine the photograph of the planet below while listening to the music.
- After you study the photograph, describe the planet's appearance in your own words.
- Describe how the photograph relates to the music.



Review Questions

1. **What is the title of the music?** The title is 'The Planets - Mercury.'
2. **Who composed the music?** The composer is Gustav Holst.
3. **Which planet in our solar system is closest to the sun?** Mercury is the planet in our solar system that is closest to the sun.
4. **Which planet in our solar system is the smallest?** Mercury is the smallest planet in our solar system.
5. **Would you want to live on Mercury? Why or why not?** You would not want to live on Mercury. It is too hot and too cold to support human life.

Lesson 10 Guide: Venus, the Bringer of Peace

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

Gustav Holst's suite, 'The Planets,' contains seven movements that capture the spirit of the seven planets in our solar system, their associated mythological gods, and their astrological signs. Holst composed the suite between 1914 and 1916. Four years before his death, Pluto was discovered and was considered a new planet. But Holst did not want to compose a new work for the new planet (which is no longer considered a planet today). Holst became dismayed with the popularity of this suite, believing it detracted from his other works. The inspiration for this lesson's movement, Venus, is the second closest planet to the sun. You would not want to visit Venus. It is hottest planet in the solar system, has a thick atmosphere that would crush you, and has clouds of sulfuric acid. The planet is named for Venus, the goddess of love and beauty from Roman mythology. Her signs include flowers such as roses and myrtle. Listen to the music, and ponder whether it reminds you more of Venus the planet or Venus the Roman goddess.

Vocabulary

- **Planet:** A celestial body moving in an elliptical orbit around a star.
- **Solar System:** The collection of eight planets and their moons in orbit around the sun.
- **Venus (planet):** The second closest planet to the sun in our solar system.
- **Venus (Roman goddess):** The Roman goddess of love and beauty. In mythology, the mother of the Roman people.
- **Sulfuric Acid:** A strong acid. The concentrated form is an oily, dense, corrosive liquid.

Composer

1. Gustav Holst was born in 1874 in Cheltenham, United Kingdom.
2. Find Holst's country of birth (UK) on the map of Europe on the next page.
3. He came from a musical family and was taught as a child to play piano and violin.
4. He suffered from poor health, including asthma and inflammation of his nervous system, which led him to specialize in music composition rather than performance.
5. Holst died at the age of 59 of heart failure following surgery for an ulcer.



Enrichment Activities

Activity 1: Create Your Own Solar System

- Over the 7-week period, as you listen to Holst's musical suite, 'The Planets,' create a huge map of the solar system.
- Each week you'll add a new planet to your solar system.
- At the end of the 7 weeks, hang your solar system up, play the music, and unveil it to your family and friends.
- To make your solar system, either get one large piece of paper (paper on a roll) or tape or glue together several pieces of construction paper.
- This week: Listen to the music, and draw, color, or paint Venus. Remember that Venus is the second closest planet to the sun and it is covered in clouds (see picture of the solar system in Lesson 9). Keep your picture in a safe place until your cosmic unveiling.

Activity 2: Describe the Music

Listen to the music, and close your eyes and let yourself imagine. What do you picture as you listen to the music?

- After listening to the music, describe and discuss what you heard.
- Does the music remind you more of Venus the planet (hot and acidic) or Venus the goddess (loving and beautiful)?
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 3: Study the Painting of the Roman Goddess Venus, ‘Venus and Amor’ by Hans Holbein the Younger

- Examine the painting paired with the music, shown on the next page.
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.



Activity 4: Study the Photograph of the Planet Venus

- Examine the photograph of the planet below while listening to the music.
- After you study the photograph, describe the planet's appearance in your own words.
- Describe how the photograph relates to the music.



Review Questions

1. **What is the title of the music?** The title is 'The Planets - Venus.'
2. **Who composed the music?** The composer is Gustav Holst.
3. **Which planet in our solar system is the second closest to the sun?** Venus is the second closest planet to the sun.
4. **Which planet in our solar system has clouds of sulfuric acid?** Venus has clouds of sulfuric acid.
5. **Would you want to live on Venus? Why or why not?** You would not want to live on Venus. It is too hot and acidic to support human life. The atmosphere of Venus is so thick, it would crush you.

Lesson 11 Guide: The Consecration of the House

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

Gustav Holst's suite, 'The Planets,' contains seven movements that capture the spirit of the seven planets in our solar system, their associated mythological gods, and their astrological signs. Holst composed the suite between 1914 and 1916. Four years before his death, Pluto was discovered and was considered a new planet. But Holst did not want to compose a new work for the new planet (which is no longer considered a planet today). Holst became dismayed with the popularity of this suite, believing it detracted from his other works. Mars is the fourth closest planet to the sun, further out than Earth. Mars is known as the red planet. Its soil is red due to the presence of iron oxide. It is colder on Mars than on Earth, and there is good evidence that Mars has water. Humans have not yet traveled to another planet, but if we do, the planet will likely be Mars. There are current efforts to launch a manned mission to Mars. Temperatures on the Mars equator can reach a comfortable day time temperature of 70 degrees Fahrenheit in the summer. However, even on those relatively balmy days, at night the temperature will plummet back down to negative 100 degrees. Any travelers to Mars will need protection from the cold. The planet is named after Mars, the Roman god of war and agriculture. The Roman god Mars is associated with the woodpecker, the wolf, and the bear. The Roman god Mars is often paired in art with his opposite, Venus, the Roman goddess of love.

Vocabulary

- **Planet:** A celestial body moving in an elliptical orbit around a star.
- **Solar System:** The collection of eight planets and their moons in orbit around the sun.
- **Mars (planet):** The fourth closest planet to the sun in our solar system, known as the red planet.
- **Mars (Roman god):** The Roman go of war and agriculture.
- **Iron Oxide:** A red compound that gives the soil on Mars its red color.

Composer

1. Gustav Holst was born in 1874 in Cheltenham, United Kingdom.
2. Find Holst's country of birth (UK) on the map of Europe.
3. He came from a musical family and was taught as a child to play piano and violin.

4. He suffered from poor health, including asthma and inflammation of his nervous system, which led him to specialize in music composition rather than performance.
5. Holst died at the age of 59 of heart failure following surgery for an ulcer.



Enrichment Activities

Activity 1: Create Your Own Solar System

- Over the 7-week period, as you listen to Holst's musical suite, 'The Planets,' create a huge map of the solar system.
- Each week you'll add a new planet to your solar system.
- At the end of the 7 weeks, hang your solar system up, play the music, and unveil it to your family and friends.
- To make your solar system, either get one large piece of paper (paper on a roll) or tape or glue together several pieces of construction paper.
- This week: Listen to the music, and draw, color, or paint Earth and Mars (see picture of the solar system in Lesson 9). Earth is between Venus and Mars. Remember that Mars is the fourth closest planet to the sun and it is known as the red planet. Keep your picture in a safe place until your cosmic unveiling.

Activity 2: Describe the Music

Listen to the music, and close your eyes and let yourself imagine. What do you picture as you listen to the music?

- After listening to the music, describe and discuss what you heard.
- Can you hear the marching of the soldiers and the clashing and booming of their weapons as they fight?
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 3: Study the Painting of the Roman God Mercury, 'Resting Mars' by Diego Velázquez

- Examine the painting paired with the music, shown on the next page.
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.



Activity 4: Study the Photograph of the Planet Mars

- Examine the photograph of the planet below while listening to the music.
- After you study the photograph, describe the planet's appearance in your own words.
- Describe how the photograph relates to the music.



Review Questions

1. **What is the title of the music?** The title is 'The Planets - Mars.'
2. **Who composed the music?** The composer is Gustav Holst.
3. **Which planet in our solar system is the fourth closest to the sun?** Mars is the fourth closest planet to the sun.
4. **Which planet in our solar system has red soil due to the presence of Iron Oxide?** Mars has red soil due to the presence of Iron Oxide.
5. **Would you want to live on Mars? Why or why not?** If you had the proper equipment and were adventurous, you might want to live on Mars. Of all the planets other than Earth, Mars is the most habitable for humans. However, it still gets very cold at night. Humans would need a way to stay warm.

Lesson 12 Guide: String Quartet no. 12 in F major 'American'

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

Gustav Holst's suite, 'The Planets,' contains seven movements that capture the spirit of the seven planets in our solar system, their associated mythological gods, and their astrological signs. Holst composed the suite between 1914 and 1916. Four years before his death, Pluto was discovered and was considered a new planet. But Holst did not want to compose a new work for the new planet (which is no longer considered a planet today). Holst became dismayed with the popularity of this suite, believing it detracted from his other works. Do you remember that Mercury is the smallest planet in our solar system? Jupiter, fifth planet from the sun, is largest. Jupiter is a gas giant, composed mostly of the gases helium (like what is in helium balloons) and hydrogen. Jupiter has a large red spot. Scientists believe the red spot is a storm that has raged for hundreds of years. Can you imagine living in a constant storm that lasts your entire life? You would not want to live on Jupiter. Jupiter probably does not have a solid surface, it is made of a toxic gas, and it is too cold for humans. Faint rings made of tiny rocks and dust encircle Jupiter. The planet is named after Jupiter, the Roman god of sky and thunder. Jupiter is known as the father of all gods and is associated with eagles and thunderbolts (lightening paired with a loud boom of thunder). This movement title includes the word 'Jollity.' Jollity means a lively celebration.

Vocabulary

- **Planet:** A celestial body moving in an elliptical orbit around a star.
- **Solar System:** The collection of eight planets and their moons in orbit around the sun.
- **Jupiter (planet):** The largest and fifth closest planet to the sun in our solar system.
- **Jupiter (Roman god):** The Roman god of sky and thunder.
- **Thunderbolts:** Lightening paired with a loud boom of thunder
- **Jollity:** A lively celebration.

Composer

1. Gustav Holst was born in 1874 in Cheltenham, United Kingdom.
2. Find Holst's country of birth (UK) on the map of Europe.
3. He came from a musical family and was taught as a child to play piano and violin.

4. He suffered from poor health, including asthma and inflammation of his nervous system, which led him to specialize in music composition rather than performance.
5. Holst died at the age of 59 of heart failure following surgery for an ulcer.



Enrichment Activities

Activity 1: Create Your Own Solar System

- Over the 7-week period, as you listen to Holst's musical suite, 'The Planets,' create a huge map of the solar system.
- Each week you'll add a new planet to your solar system.
- At the end of the 7 weeks, hang your solar system up, play the music, and unveil it to your family and friends.
- To make your solar system, either get one large piece of paper (paper on a roll) or tape or glue together several pieces of construction paper.
- This week: Listen to the music, and draw, color, or paint Jupiter (see picture of the solar system in Lesson 9). Remember that Jupiter is the fifth closest planet to the sun, it is the largest, and it has a large red spot. Keep your picture in a safe place until your cosmic unveiling.

Activity 2: Describe the Music

Listen to the music, and close your eyes and let yourself imagine. What do you picture as you listen to the music?

- After listening to the music, describe and discuss what you heard.
- Does the piece remind you more of a quiet classroom filled with working children or a boisterous celebration? Do you sense unhappiness, anger, or triumph in this piece?
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 3: Study the Painting of the Roman God Jupiter, ‘Jupiter Chariot between Justice and Piety’ by Noël Coypel

- Examine the painting paired with the music, shown on the next page.
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.



Activity 4: Study the Photograph of the Planet Jupiter

- Examine the photograph of the planet below while listening to the music.
- After you study the photograph, describe the planet's appearance in your own words.
- Describe how the photograph relates to the music.
- Look for the moons orbiting Jupiter.



Review Questions

1. **What is the title of the music?** The title is 'The Planets - Jupiter.'
2. **Who composed the music?** The composer is Gustav Holst.
3. **Which planet in our solar system is the fifth closest to the sun?** Jupiter is the fifth closest planet to the sun.
4. **Which planet in our solar system is the largest?** Jupiter is the largest in our solar system.
5. **Would you want to live on Jupiter? Why or why not?** You would not want to live on Jupiter. Jupiter does not have a solid surface. Jupiter is made out of toxic gas, and it is too cold for humans.

Lesson 13 Guide: Saturn, the Bringer of Old Age

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

Gustav Holst's suite, 'The Planets,' contains seven movements that capture the spirit of the seven planets in our solar system, their associated mythological gods, and their astrological signs. Holst composed the suite between 1914 and 1916. Four years before his death, Pluto was discovered and was considered a new planet. But Holst did not want to compose a new work for the new planet (which is no longer considered a planet today). Holst became dismayed with the popularity of this suite, believing it detracted from his other works. Saturn is the second largest planet, after Jupiter. And like Jupiter, it is a gas giant, however the central body of Saturn is encircled by dazzling rings of ice and dust. You would not want to live on Saturn. Saturn probably does not have a solid surface, it is made of a toxic gas, and it is too cold for humans. Did you know that Saturn has 62 moons orbiting around it (Jupiter has 67)? Can you imagine looking up into the heavens at nighttime seeing multiple moons scattered across the black sky? Saturn's largest moon, Titan, is larger than the planet of Mercury. The planet is named after Saturn, the Roman god of time, who is also associated with moving from one year to another. The word 'Saturday' is also derived from this god's name.

Vocabulary

- **Planet:** A celestial body moving in an elliptical orbit around a star.
- **Solar System:** The collection of eight planets and their moons in orbit around the sun.
- **Saturn (planet):** The solar system's second largest and sixth closest planet to the sun.
- **Saturn (Roman god):** The Roman god of time.
- **Planetary Ring:** A thin band or disk of rock and ice particles around a planet.

Composer

1. Gustav Holst was born in 1874 in Cheltenham, United Kingdom.
2. Find Holst's country of birth (UK) on the map of Europe on the next page.
3. He came from a musical family and was taught as a child to play piano and violin.
4. He suffered from poor health, including asthma and inflammation of his nervous system, which led him to specialize in music composition rather than performance.
5. Holst died at the age of 59 of heart failure following surgery for an ulcer.



Enrichment Activities

Activity 1: Create Your Own Solar System

- Over the 7-week period, as you listen to Holst's musical suite, 'The Planets,' create a huge map of the solar system.
- Each week you'll add a new planet to your solar system.
- At the end of the 7 weeks, hang your solar system up, play the music, and unveil it to your family and friends.
- To make your solar system, either get one large piece of paper (paper on a roll) or tape or glue together several pieces of construction paper.
- This week: Listen to the music, and draw, color, or paint Jupiter (see picture of the solar system in Lesson 9). Remember that Saturn is the sixth closest planet to the sun, it is the second largest, and it has dark rings around it. Keep your picture in a safe place until your cosmic unveiling.

Activity 2: Describe the Music

Listen to the music, and close your eyes and let yourself imagine. What do you picture as you listen to the music?

- After listening to the music, describe and discuss what you heard.
- Does this music remind you of the concepts behind the prior movements, such as soaring through the air, love, war, or a happy celebration? Do you think the music is more cheerful or melancholy?
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 3: Study the Painting of the Roman God Saturn, ‘Saturn Clipping the Wings of Cupid’ by Ivan Akimov

- Examine the painting paired with the music, shown on the next page.
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.



Activity 4: Study the Photograph of the Planet Saturn

- Examine the photograph of the planet below while listening to the music.
- After you study the photograph, describe the planet's appearance in your own words.
- Describe how the photograph relates to the music.
- Look for any moons orbiting Saturn.



Review Questions

1. **What is the title of the music?** The title is 'The Planets - Saturn.'
2. **Who composed the music?** The composer is Gustav Holst.
3. **Which planet in our solar system is the sixth closest to the sun?** Saturn is the sixth closest planet to the sun.
4. **Which planet in our solar system is the second largest?** Saturn is the second largest planet in our solar system.
5. **Would you want to live on Saturn? Why or why not?** You would not want to live on Saturn. Saturn does not have a solid surface. Saturn is made out of toxic gas, and it is too cold for humans.

Lesson 14 Guide: Uranus, the Magician

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

Gustav Holst's suite, 'The Planets,' contains seven movements that capture the spirit of the seven planets in our solar system, their associated mythological gods, and their astrological signs. Holst composed the suite between 1914 and 1916. Four years before his death, Pluto was discovered and was considered a new planet. But Holst did not want to compose a new work for the new planet (which is no longer considered a planet today). Holst became dismayed with the popularity of this suite, believing it detracted from his other works. Uranus, ice giant and seventh planet from the sun, has a North pole that points toward the sun. Uranus also has rings, although fewer than Saturn. Uranus is a blue color. You would not want to live on Uranus. Uranus probably does not have a solid surface, it is made of ices, and it is too cold for humans. The planet Uranus is named after Uranus, Greek god of the sky. This is the only planet named after a Greek god instead of a Roman god. This piece is more aligned with the Uranus of astrology that rules magic and invention than the Uranus of Greek mythology.

Vocabulary

- **Planet:** A celestial body moving in an elliptical orbit around a star.
- **Solar System:** The collection of eight planets and their moons in orbit around the sun.
- **Uranus (planet):** The seventh closest planet to the sun in our solar system.
- **Uranus (Greek god):** The Greek god of the sky.

Composer

1. Gustav Holst was born in 1874 in Cheltenham, United Kingdom.
2. Find Holst's country of birth (UK) on the map of Europe on the next page.
3. He came from a musical family and was taught as a child to play piano and violin.
4. He suffered from poor health, including asthma and inflammation of his nervous system, which led him to specialize in music composition rather than performance.
5. Holst died at the age of 59 of heart failure following surgery for an ulcer.



Enrichment Activities

Activity 1: Create Your Own Solar System

- Over the 7-week period, as you listen to Holst's musical suite, 'The Planets,' create a huge map of the solar system.
- Each week you'll add a new planet to your solar system.
- At the end of the 7 weeks, hang your solar system up, play the music, and unveil it to your family and friends.
- To make your solar system, either get one large piece of paper (paper on a roll) or tape or glue together several pieces of construction paper.
- This week: Listen to the music, and draw, color, or paint Uranus (see picture of the solar system in Lesson 9). Remember that Uranus is the seventh closest planet to the sun and its axis of rotation points toward the sun. Keep your picture in a safe place until your cosmic unveiling.

Activity 2: Describe the Music

Listen to the music, and close your eyes and let yourself imagine. What do you picture as you listen to the music?

- After listening to the music, describe and discuss what you heard.
- Is the music more dramatic or mischievous?
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 3: Study the Painting of the Greek God Uranus, ‘Uranus’ by Giorgio Vasari and Cristofano Gherardi

- Examine the painting paired with the music, shown on the next page.
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.



Activity 4: Study the Photograph of the Planet Uranus

- Examine the photograph of the planet below while listening to the music.
- After you study the photograph, describe the planet's appearance in your own words.
- Describe how the photograph relates to the music.



Review Questions

1. **What is the title of the music?** The title is 'The Planets - Uranus.'
2. **Who composed the music?** The composer is Gustav Holst.
3. **Which planet in our solar system is the seventh closest to the sun?** Uranus is the seventh closest planet to the sun.
4. **Which planet in our solar system has a blue color and an axis of rotation pointed at the sun?** Uranus has a blue color and an axis of rotation pointed at the sun.
5. **Would you want to live on Uranus? Why or why not?** You would not want to live on Uranus. Uranus does not have a solid surface. Uranus is made of ices, and it is too cold for humans.

Lesson 15 Guide: Neptune, the Mystic

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

Gustav Holst's suite, 'The Planets,' contains seven movements that capture the spirit of the seven planets in our solar system, their associated mythological gods, and their astrological signs. Holst composed the suite between 1914 and 1916. Four years before his death, Pluto was discovered and was considered a new planet. But Holst did not want to compose a new work for the new planet (which is no longer considered a planet today). Holst became dismayed with the popularity of this suite, believing it detracted from his other works. Neptune, ice giant and farthest planet from the sun, was found using mathematical calculations rather than observation. You would not want to visit Neptune, because it has sustained winds of 1,300 mph and it is too cold. Neptune has faint rings around it. Like Uranus, Neptune is blue, but it is a brighter blue than Uranus. The planet Neptune is named after Neptune, Roman god of freshwater, the sea, and horses. He is also associated with earthquakes and hurricanes.

Vocabulary

- **Planet:** A celestial body moving in an elliptical orbit around a star.
- **Solar System:** The collection of eight planets and their moons in orbit around the sun.
- **Neptune (planet):** The bright blue planet farthest from the sun in our solar system.
- **Neptune (Greek god):** The Roman god of freshwater, the sea, and horses.

Composer

1. Gustav Holst was born in 1874 in Cheltenham, United Kingdom.
2. Find Holst's country of birth (UK) on the map of Europe on the next page.
3. He came from a musical family and was taught as a child to play piano and violin.
4. He suffered from poor health, including asthma and inflammation of his nervous system, which led him to specialize in music composition rather than performance.
5. Holst died at the age of 59 of heart failure following surgery for an ulcer.



Enrichment Activities

Activity 1: Create Your Own Solar System

- This week: Listen to the music, and draw, color, or paint Neptune (see picture of the solar system in Lesson 9). Remember that Neptune is the furthest from the sun. Keep your picture in a safe place until your cosmic unveiling.
- Use your pictures to create your own solar system.
- Hang your solar system up, play the music, and unveil it to your family and friends.

Activity 2: Describe the Music

Listen to the music, and close your eyes and let yourself imagine. What do you picture as you listen to the music?

- After listening to the music, describe and discuss what you heard.
- Is the music bright and boisterous? Is the music mysterious? Is the music sad or foreboding?
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 3: Study the Painting of the Roman God Neptune, ‘Neptune in the Apotheosis of Washington’ by Constantino Brumidi

- Examine the painting paired with the music, shown on the next page.
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.



Activity 4: Study the Photograph of the Planet Neptune

- Examine the photograph of the planet below while listening to the music.
- After you study the photograph, describe the planet's appearance in your own words.
- Describe how the photograph relates to the music.



Review Questions

1. **What is the title of the music?** The title is 'The Planets - Neptune.'
2. **Who composed the music?** The composer is Gustav Holst.
3. **Which planet in our solar system is the farthest the sun?** Neptune is the farthest planet in our solar system from the sun.
4. **Which planet in our solar system has a bright blue color?** Neptune has a bright blue color.
5. **Would you want to live on Neptune?** Why or why not? You would not want to live on Neptune. Neptune is extremely cold and has sustained winds of 1,300 mph.

Lesson 16 Guide: Preludes, Op. 28 - No. 1 'Reunion'

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

Written between 1835 and 1839, Chopin's 24 Preludes, Op. 28, are a set of short piano compositions. Preludes are short musical pieces that often introduce more complex pieces. When Chopin wrote the Preludes, which are stand-alone versus introducing other pieces, critics criticized them for being too short and lacking structure. Prelude No. 1, 'Reunion,' is marked *agitato*, which means a restless style. A reunion is a gathering of people who may not see each other often and may typically be separated by great distances. Picture a reunion of a family. A large gathering of parents, grandparents, sisters, brothers, aunts, uncles, and cousins mingle and talk. Children scamper and play.

Vocabulary

- **Prelude:** Short musical pieces that often introduce more complex pieces, although Chopin's preludes stand-alone.
- **Reunion:** An instance of two or more people coming together again after a period of separation.
- **Agitato:** A restless style.

Composer

1. Frédéric Chopin was born in 1810 near Warsaw, Poland.
2. Find Chopin's country of birth on the map of Europe on the next page.
3. Chopin started piano lessons at an early age. It quickly became obvious that he was a child prodigy. By the time he was seven, Chopin gave concerts and wrote his first two piano compositions.
4. In his early thirties, Chopin suffered from serious health problems. He died of an unknown illness in 1849 at the age of 39.



Enrichment Activities

Activity 1: Describe the Music

- Listen to the music, and close your eyes and let yourself imagine. What do you picture as you listen to the music?
- After listening to the music, describe and discuss what you heard.
- Does the music sound like a sunny day or a stormy day? Does it sound happy or mournful? Does the music convey motion or stillness?
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 2: Study the Painting, Frédéric Bazille's 'The Family Reunion'

- As you listen to the music, find the following in the painting: Top Hats, Flowers, Hat with Flower, Black Lace Shawl, Basket, Low Brick Wall, Bench, Table, Beard, Moustache
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.



Activity 3: Read About the Painting, Frédéric Bazille's 'The Family Reunion'

In the painting, Frédéric Bazille's 'The Family Reunion,' Bazille pictures his own family coming together in the shade of a tree on a pleasant, sunny day. Men in top hats and suits and women in dresses look directly at the artist, fully aware they are being captured in a point in time. This is a gathering of adults. There are no children. A bouquet of flowers rests in the foreground next to a lady's hat and a walking stick, perhaps indicating the family has just returned from a stroll under the sun. The day may be brisk, as one woman wears a shawl.

Review Questions

1. **What is the title of the music?** The title is 'Reunion.'
2. **Who composed the music?** The composer is Frédéric Chopin.
3. **Describe what occurs at a reunion?** During a family reunion, family members gather together. Parents, grandparents, sisters, brothers, aunts, uncles, and cousins move and talk. Children run and play.

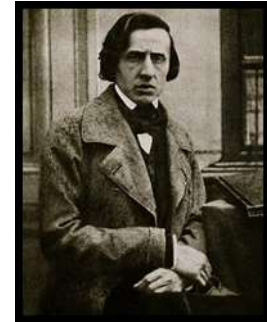
Lesson 17 Guide: Preludes, Op. 28 - No. 4 'Suffocation'

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

Written between 1835 and 1839, Chopin's 24 Preludes, Op. 28, are a set of short piano compositions. Preludes are short musical pieces that often introduce more complex pieces. When Chopin wrote the Preludes, which are stand-alone versus introducing other pieces, critics criticized them for being too short and lacking structure. Prelude No. 4, 'Suffocation,' was played at Chopin's funeral at his request. It is believed the full title to this piece is 'What tears [are shed] from the depths of the damp monastery?.' You may recognize this piece. It is one of Chopin's best-known.

Vocabulary

- **Prelude:** Short musical pieces that often introduce more complex pieces, although Chopin's preludes stand-alone.
- **Suffocation:** The struggle or inability to breathe.
- **Monastery:** A building or buildings occupied by a community of monks living under religious vows.

Composer

1. Frédéric Chopin was born in 1810 near Warsaw, Poland.
2. Find Chopin's country of birth on the map of Europe on the next page.
3. Chopin started piano lessons at an early age. It quickly became obvious that he was a child prodigy. By the time he was seven, Chopin gave concerts and wrote his first two piano compositions.
4. In his early thirties, Chopin suffered from serious health problems. He died of an unknown illness in 1849 at the age of 39.



Enrichment Activities

Activity 1: Describe the Music

- Listen to the music, and close your eyes and let yourself imagine. What do you picture as you listen to the music?
- After listening to the music, describe and discuss what you heard.
- Is the music happy or sad? Is the tempo (speed) of the music brisk or subdued?
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 2: Study the Painting, Klavidiy Vasilievich Lebedev's 'Tsar Ivan the Terrible Asks Abbot Cyril for Tonsure'

- As you listen to the music, find the following in the painting: Cloaks, Fur Coat, Hoods, Hats, Shoes, Pictures on the Wall, Window, Rug, Book
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.



Activity 3: Read About the Painting, Klavidiy Vasilievich Lebedev's 'Tsar Ivan the Terrible Asks Abbot Cyril for Tonsure'

The painting shows the Russian ruler, Ivan the Terrible, in a state of despair as he pleads with the father superior of a monastery to take tonsure, which involves shaving the head in a show of humility.

Review Questions

1. **What is the title of the music?** The title is 'Suffocation.'
2. **Who composed the music?** The composer is Frédéric Chopin.
3. **What does suffocation mean?** Suffocation means the struggle or inability to breathe.

Lesson 18 Guide: Preludes, Op. 28 - No. 6 'Tolling Bells'

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

Written between 1835 and 1839, Chopin's 24 Preludes, Op. 28, are a set of short piano compositions. Preludes are short musical pieces that often introduce more complex pieces. When Chopin wrote the Preludes, which are stand-alone versus introducing other pieces, critics criticized them for being too short and lacking structure. Like 'Suffocation,' the prelude, 'Tolling Bells,' was played at Chopin's funeral, which may be the source of the name. A single bell toll is sometimes sounded in remembrance of a person who has passed away.

Vocabulary

- **Prelude:** Short musical pieces that often introduce more complex pieces, although Chopin's preludes stand-alone.
- **Toll:** The ringing of a bell to mark the time, a service, or a person's death.
- **Bell:** A hollow object, typically made of metal and having the shape of a deep inverted cup widening at the lip, that sounds a clear musical note when struck, typically by means of a clapper inside.
- **Remembrance:** The action of remembering something.
- **Foundry:** A workshop or factory for casting metal.

Composer

1. Frédéric Chopin was born in 1810 near Warsaw, Poland.
2. Find Chopin's country of birth on the map of Europe on the next page.
3. Chopin started piano lessons at an early age. It quickly became obvious that he was a child prodigy. By the time he was seven, Chopin gave concerts and wrote his first two piano compositions.
4. In his early thirties, Chopin suffered from serious health problems. He died of an unknown illness in 1849 at the age of 39.



Enrichment Activities

Activity 1: Describe the Music

- Listen to the music, and close your eyes and let yourself imagine. What do you picture as you listen to the music?
- After listening to the music, describe and discuss what you heard.
- As you listen to the piece, can you hear the regular, rhythmic tolling of a bell?
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 2: Read About the Painting, Jean Leon Gerome Ferris' 'The Bell's First Note'

- As you listen to the music, find the following in the painting: Bell, Walking Stick, Hammer, Wig, Fire, Foundry, Bow, Hat, Work Apron, Dress
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.



Activity 3: Read About the Painting, Jean Leon Gerome Ferris' 'The Bell's First Note'

This painting shows the Liberty Bell, a symbol of American freedom, about to be rung for the first time by a lady holding a hammer. Next to her stands a founder, one of the men who cast the bell. Men in powdered wigs and suits congregate for the occasion. In the background, additional founders are at work in the fiery foundry. The Liberty Bell may be associated with the signing of the declaration of independence. It is currently located in Philadelphia, Pennsylvania.

Review Questions

1. **What is the title of the music?** The title is 'Tolling Bells.'
2. **Who composed the music?** The composer is Frédéric Chopin.
3. **Why might a bell toll a single time?** A bell might toll a single time in remembrance of someone who passed away.

Lesson 19 Guide: Preludes, Op. 28 - No. 7 'The Polish Dancer'

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

Written between 1835 and 1839, Chopin's 24 Preludes, Op. 28, are a set of short piano compositions. Preludes are short musical pieces that often introduce more complex pieces. When Chopin wrote the Preludes, which are stand-alone versus introducing other pieces, critics criticized them for being too short and lacking structure. Chopin was from Poland, and many of his works were based on traditional Polish dance (mazarckas). You can imagine the precise steps and graceful swirls of dancers as you listen to this prelude.

Vocabulary

- **Prelude:** Short musical pieces that often introduce more complex pieces, although Chopin's preludes stand-alone.
- **Poland:** A country in central Europe.
- **Polish:** Of or from Poland.

Composer

1. Frédéric Chopin was born in 1810 near Warsaw, Poland.
2. Find Chopin's country of birth on the map of Europe on the next page.
3. Chopin started piano lessons at an early age. It quickly became obvious that he was a child prodigy. By the time he was seven, Chopin gave concerts and wrote his first two piano compositions.
4. In his early thirties, Chopin suffered from serious health problems. He died of an unknown illness in 1849 at the age of 39.



Enrichment Activities

Activity 1: Describe the Music

- Listen to the music, and close your eyes and let yourself imagine. What do you picture as you listen to the music?
- After listening to the music, describe and discuss what you heard.
- Is the tempo of the music fast or slow? Do you image dancers moving in a slow, dignified manner or a lively, energetic manner?
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 2: Read About the Painting, Korneli Szlegel's 'Polonaise Under the Sky'

- As you listen to the music, find the following in the painting: Harp, Ladies, Gentlemen, Fans, Dress, Flowering Plant, Log, Sword, Huts
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.



Activity 3: Read About the Painting, Korneli Szlegel's 'Polonaise Under the Sky'

The painting 'Polonaise Under the Sky' by Korneli Szlegel shows a gathering of well-dressed people dancing the Polonaise, a common dance of the time, outside on a lovely day. A woman strums a harp, and a man plays a flute.

Review Questions

1. **What is the title of the music?** The title is 'The Polish Dancer.'
2. **Who composed the music?** The composer is Frédéric Chopin.
3. **Where was Frédéric Chopin from?** Frédéric Chopin was from Poland.

Lesson 20 Guide: Preludes, Op. 28 - No. 10 'The Night Moth'

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

Written between 1835 and 1839, Chopin's 24 Preludes, Op. 28, are a set of short piano compositions. Preludes are short musical pieces that often introduce more complex pieces. When Chopin wrote the Preludes, which are stand-alone versus introducing other pieces, critics criticized them for being too short and lacking structure. Chopin's prelude, 'The Night Moth,' features rapid cascading sequences of notes followed by brief pauses. You can imagine a moth taking flight, rapidly fluttering its wings, and then briefly touching down before taking off again.

Vocabulary

- **Prelude:** Short musical pieces that often introduce more complex pieces, although Chopin's preludes stand-alone.
- **Moth:** A chiefly nocturnal insect related to the butterflies. It typically has a stout body, drab coloration, and wings that fold flat when resting.
- **Rapid:** A fast pace.
- **Cascade:** Musical notes tumbling down in a rush (music)..

Composer

1. Frédéric Chopin was born in 1810 near Warsaw, Poland.
2. Find Chopin's country of birth on the map of Europe on the next page.
3. Chopin started piano lessons at an early age. It quickly became obvious that he was a child prodigy. By the time he was seven, Chopin gave concerts and wrote his first two piano compositions.
4. In his early thirties, Chopin suffered from serious health problems. He died of an unknown illness in 1849 at the age of 39.



Enrichment Activities

Activity 1: Describe the Music

- Listen to the music, and close your eyes and let yourself imagine. What do you picture as you listen to the music?
- After listening to the music, describe and discuss what you heard.
- Is the tempo of the music fast or slow, steady or changing?
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 2: Read About the Painting, Vincent van Gogh's 'Emperor Moth'

- As you listen to the music, find the following in the painting: Moth, Four Fake Eyes, Red Berries, Plants, Wings, Moth Body
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.



Activity 3: Read About the Painting, Vincent van Gogh's 'Emperor Moth'

'Emperor Moth,' by Vincent van Gogh, is part of a series of paintings featuring butterflies and one moth. Wikipedia writes in its entry 'Butterflies (Van Gogh series),' 'The metamorphosis of the caterpillar into a butterfly was symbolic to Van Gogh of men and women's capability for transformation.'

Review Questions

1. **What is the title of the music?** The title is 'The Night Moth.'
2. **Who composed the music?** The composer is Frédéric Chopin.
3. **Describe the motion of the moth captured in this music.** In cycles, the moth takes off and flutters its wings, briefly lands, then flutters off again. The music reflects these movements of the moth.

Lesson 21 Guide: Preludes, Op. 28 - No. 11 'The Dragonfly'

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

Written between 1835 and 1839, Chopin's 24 Preludes, Op. 28, are a set of short piano compositions. Preludes are short musical pieces that often introduce more complex pieces. When Chopin wrote the Preludes, which are stand-alone versus introducing other pieces, critics criticized them for being too short and lacking structure. Chopin's prelude, 'The Dragonfly,' evokes the joyous feeling of smoothly sailing through the air on a bright sunny day. You can picture a dragonfly soaring and hovering over an idyllic pond.

Vocabulary

- **Prelude:** Short musical pieces that often introduce more complex pieces, although Chopin's preludes stand-alone.
- **Dragonfly:** A fast-flying long-bodied insect with two pairs of large transparent wings.
- **Joyous:** Full of happiness and joy.
- **Sailing:** Move smoothly and rapidly.

Composer

1. Frédéric Chopin was born in 1810 near Warsaw, Poland.
2. Find Chopin's country of birth on the map of Europe on the next page.
3. Chopin started piano lessons at an early age. It quickly became obvious that he was a child prodigy. By the time he was seven, Chopin gave concerts and wrote his first two piano compositions.
4. In his early thirties, Chopin suffered from serious health problems. He died of an unknown illness in 1849 at the age of 39.



Enrichment Activities

Activity 1: Describe the Music

- Listen to the music, and close your eyes and let yourself imagine. What do you picture as you listen to the music?
- After listening to the music, describe and discuss what you heard.
- Is the tempo of the music fast or slow, steady or changing?
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 2: Study the Painting, Ambrosius Bosschaert's 'Flower Still Life'

- As you listen to the music, find the following in the painting: Pink Flowers, Yellow Flowers, White Flowers, Flower Buds, Bee, Butterfly, Dragonfly, Wings, Basket, Table
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.



Activity 3: Read About the Painting, Ambrosius Bosschaert's 'Flower Still Life'

Dutch painter Ambrosius Bosschaert painted many still lifes involving flowers, insects, and shells. 'Flower Still Life' features a basket of assorted flowers, a bee, a butterfly, and a dragonfly. A still life is a painting where the subjects are not in motion and are often posed or arranged.

Activity 4: Act Out the Music

- Listen to the music. Can you imagine a dragonfly skimming over the water?
- As you listen to the music, soar around like a dragonfly.

Review Questions

1. **What is the title of the music?** The title is 'The Dragonfly.'
2. **Who composed the music?** The composer is Frédéric Chopin.
3. **Describe the motion of the dragonfly captured in this music.** The music captures the motion of a dragonfly soaring through the air.

Lesson 22 Guide: Preludes, Op. 28 - No. 12 'The Duel'

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

Written between 1835 and 1839, Chopin's 24 Preludes, Op. 28, are a set of short piano compositions. Preludes are short musical pieces that often introduce more complex pieces. When Chopin wrote the Preludes, which are stand-alone versus introducing other pieces, critics criticized them for being too short and lacking structure. You can hear the clashing confrontation in Chopin's prelude, 'The Duel,' and imagine a frantic life-and-death struggle.

Vocabulary

- **Prelude:** Short musical pieces that often introduce more complex pieces, although Chopin's preludes stand-alone.
- **Duel:** A contest with deadly weapons arranged between two people to settle a point of honor.
- **Confrontation:** A hostile or argumentative meeting or situation between opposing parties.
- **Struggle:** Make forceful or violent efforts to get free of restraint or constriction.

Composer

1. Frédéric Chopin was born in 1810 near Warsaw, Poland.
2. Find Chopin's country of birth on the map of Europe on the next page.
3. Chopin started piano lessons at an early age. It quickly became obvious that he was a child prodigy. By the time he was seven, Chopin gave concerts and wrote his first two piano compositions.
4. In his early thirties, Chopin suffered from serious health problems. He died of an unknown illness in 1849 at the age of 39.



Enrichment Activities

Activity 1: Describe the Music

- Listen to the music, and close your eyes and let yourself imagine. What do you picture as you listen to the music?
- After listening to the music, describe and discuss what you heard.
- Is the music peaceful or frantic? Is the tempo of the music fast or slow?
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 2: Read About the Painting, Paolo Domenico Finoglia's 'Raymond of Toulouse Fights a Duel against Argant'

- As you listen to the music, find the following in the painting: Helmet, Armor, Broken, Sword, Whole Sword, Shields, Saddle, Bridle, Angel Wings, Scabbard (sheath for sword), Stirrup (loop to support horse rider's foot)
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.



Activity 3: Read About the Painting, Paolo Domenico Finoglia's 'Raymond of Toulouse Fights a Duel against Argant'

Italian painter Paolo Domenico Finoglia's painting 'Raymond of Toulouse Fights a Duel against Argant' shows two armored men dueling atop rearing horses over the fate of Jerusalem.

Raymond of Toulouse was a French prince, and Argant was a Muslim warrior. They both wield swords and shields, although one sword is a broken stub. The men are far removed from the chaos of battle in the background. Over them hovers a winged angel, watching the confrontation.

Activity 4: Map the Painting - Jerusalem

- The painting shows a duel over the fate of Jerusalem.
- Jerusalem is a city in Israel.
- Look at the map of the Middle East below. Find the city of Jerusalem within Israel.



Review Questions

1. What is the title of the music? The title is 'The Duel.'
2. Who composed the music? The composer is Frédéric Chopin.
3. What is the music about? 'The Duel' represents a fight between two parties.

Lesson 23 Guide: Preludes, Op. 28 - No. 23 'A Pleasure Boat'

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

Written between 1835 and 1839, Chopin's 24 Preludes, Op. 28, are a set of short piano compositions. Preludes are short musical pieces that often introduce more complex pieces. When Chopin wrote the Preludes, which are stand-alone versus introducing other pieces, critics criticized them for being too short and lacking structure. Chopin's prelude, 'A Pleasure Boat,' flows like rhythmic waves over a peaceful lake.

Vocabulary

- **Prelude:** Short musical pieces that often introduce more complex pieces, although Chopin's preludes stand-alone.
- **Pleasure:** A feeling of happy satisfaction and enjoyment.
- **Boat:** A small vessel propelled on water by oars, sails, or an engine.

Composer

1. Frédéric Chopin was born in 1810 near Warsaw, Poland.
2. Find Chopin's country of birth on the map of Europe on the next page.
3. Chopin started piano lessons at an early age. It quickly became obvious that he was a child prodigy. By the time he was seven, Chopin gave concerts and wrote his first two piano compositions.
4. In his early thirties, Chopin suffered from serious health problems. He died of an unknown illness in 1849 at the age of 39.



Enrichment Activities

Activity 1: Describe the Music

- Listen to the music, and close your eyes and let yourself imagine. What do you picture as you listen to the music?
- After listening to the music, describe and discuss what you heard.
- Is the tempo of the music fast or slow, steady or changing?
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 2: Study the Painting, Pierre-Auguste Renoir's 'Young Girl in a Boat'

- As you listen to the music, find the following in the painting: Girl, Boat, Black Dress, Necklace, Bow, Hat, Canoe, Paddle
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.



Activity 3: Read About the Painting, Pierre-Auguste Renoir's 'Young Girl in a Boat'

French painter Pierre-Auguste Renoir's work 'Young Girl in a Boat' shows a pretty girl in a black dress sitting in a boat. She wears a hat and a both a necklace and a knotted bow around her neck. In the background, a man paddles in a canoe.

Review Questions

1. **What is the title of the music?** The title is 'A Pleasure Boat.'
2. **Who composed the music?** The composer is Frédéric Chopin.
3. **Which of the following boats might be considered pleasure boats: Speedboat, Freighter, Tugboat, Rowboat, Barge, Sailboat?** Speedboats, Rowboats, and Sailboats might be considered pleasure boats.

Lesson 24 Guide: The Gladiator

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

The Gladiator was John Philip Sousa's breakout hit, selling over a million copies. He wrote it in honor of Charles B. Towle, a journalist, either due to an article Towle wrote or perhaps because Towle's pen was 'mightier than the sword.'

Vocabulary

- **Gladiator:** In ancient Rome, a man trained to fight with weapons against other men or wild animals in an arena.
- **Sousaphone:** A form of tuba with a wide bell pointing forward above the player's head and circular coils, used in marching bands.
- **Brass Instruments:** Brass wind instruments (including trumpet, horn, trombone) forming a band or a section of an orchestra.
- **March:** Walk in a military manner with a regular measured tread.

Composer

1. John Philip Sousa was born in 1854 in Washington, D.C., United States.
2. Find Sousa's city of birth (labeled DC) on the map of United States on the next page.
3. He started playing the violin at the age of six and later studied an additional seven instruments including piano, flute, and trombone.
4. He served as an apprentice, director, and composer for the United States Marine Band at various times during his career. He eventually formed his own band and toured the world.
5. He also invented a brass instrument called the sousaphone.
6. Sousa is well known for the patriotic marches he composed. A 'march' is music for marching and features a strong beat. Marches are often played by military bands.
7. As you listen to Sousa's compositions, march to the music and form your own parade.
8. Sousa died of heart failure in 1932 at the age of 77.



Enrichment Activities

Activity 1: Describe the Music

- Listen to the music, and close your eyes and let yourself imagine. What do you picture as you listen to the music?
- After listening to the music, describe and discuss what you heard.
- Is the tempo of the music fast or slow, steady or changing?
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 2: Study the Painting, Pierre-Auguste Renoir's 'Young Girl in a Boat'

- As you listen to the music, find the following in the painting: Helmets, Shields, Swords, Statues, Spectators, Young Boy, Horn Instruments
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.



Activity 3: Read About the Painting, Giovanni Francesco Romanelli's 'Roman Gladiators with Wooden Swords'

In the painting, Giovanni Francesco Romanelli's 'Roman Gladiators with Wooden Swords,' Romanelli shows battling gladiators wearing helmets and holding shields and wooden swords. Gladiators used wooden swords for training. Wooden swords were also given to enslaved gladiators when they were freed. Note the Roman audience members, the men blowing horns, and the statues encircling the fighting arena. There is also a child in red seeking a better view of the fighting. He holds up his arms to the three women spectators above, perhaps beseeching his mother to pick him up..

Review Questions

1. **What is the title of the music?** The title is 'The Gladiator.'
2. **Who composed the music?** The composer is John Philip Sousa.
3. **Who invented the Sousaphone?** John Philip Sousa invented the Sousaphone.
4. **Name some brass instruments.** The tuba, trombone, trumpet, sousaphone, and French horn are all brass instruments.

Lesson 25 Guide: The Invincible Eagle

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

Regarding 'The Invincible Eagle,' John Philip Sousa stated, 'It is what I call one of my sunshine marches. Some of my heavy marches are intended to convey the impression of the stir and strife of warfare, but The Invincible Eagle shows the military spirit at its lightest and brightest – the parade spirit . . . with the bravery of uniform, the sheen of silken stands, and the gleam of polished steel.' ('John Philip Sousa.' Wikipedia.org)

Vocabulary

- **March:** Walk in a military manner with a regular measured tread.
- **Brass Instruments:** Brass wind instruments (including trumpet, horn, trombone) forming a band or a section of an orchestra.
- **Invincible:** Too powerful to be defeated or overcome.
- **Eagle:** A large bird of prey with a massive hooked bill and long broad wings.
- **Parade:** A public procession, especially one celebrating a special day or event and including marching bands and floats.

Composer

1. John Philip Sousa was born in 1854 in Washington, D.C., United States.
2. Find Sousa's city of birth (labeled DC) on the map of United States on the next page.
3. He started playing the violin at the age of six and later studied an additional seven instruments including piano, flute, and trombone.
4. He served as an apprentice, director, and composer for the United States Marine Band at various times during his career. He eventually formed his own band and toured the world.
5. He also invented a brass instrument called the sousaphone.
6. Sousa is well known for the patriotic marches he composed. A 'march' is music for marching and features a strong beat. Marches are often played by military bands.
7. As you listen to Sousa's compositions, march to the music and form your own parade.
8. Sousa died of heart failure in 1932 at the age of 77.



Enrichment Activities

Activity 1: Describe the Music

- Listen to the music, and close your eyes and let yourself imagine. What do you picture as you listen to the music?
- After listening to the music, describe and discuss what you heard.
- Is the tempo of the music fast or slow, steady or changing?
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 2: Study the Painting, Constantino Brumidi's 'Union'

- As you listen to the music, find the following in the painting: Stars, Stripes, Banner, Eagle, Arrows, Phrygian cap, Beak, Cape, Olive Branches, Union Shield
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.



Activity 3: Read About the Painting, Constantino Brumidi's 'Union'

In Constantino Brumidi's 'Union,' he depicts symbols of America. A young woman wearing red, white, and blue looks to the heavens and waves the Union shield. She wears a Phrygian cap, which symbolizes liberty. Thirteen white stars form a constellation overhead. In the background, an eagle clutches arrows in his claws (signifying readiness for war) but is surrounded by olive branches (signifying desire to remain at peace). Union is mounted in the White House entrance hall.

Activity 4: March to the Music

Listen to the music, and march in time to the beat.

Review Questions

1. **What is the title of the music?** The title is 'The Invincible Eagle.'
2. **Who composed the music?** The composer is John Philip Sousa.
3. **What kind of animal is an Eagle?** An Eagle is a bird.

Lesson 26 Guide: Manhattan Beach

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

John Philip Sousa wrote 'Manhattan Beach' in honor of the Manhattan Beach Park Hotel in New York City, a lavish beach resort for well-to-do New Yorkers. Sousa both stayed at the hotel and performed his commemorative piece here.

Vocabulary

- **March:** Walk in a military manner with a regular measured tread.
- **Brass Instruments:** Brass wind instruments (including trumpet, horn, trombone) forming a band or a section of an orchestra.
- **New York City:** Located on the east coast, the largest city in the United States of America.
- **Manhattan:** One of five boroughs in New York City, mostly located on an island.
- **Beach:** A pebbly or sandy shore, especially by the ocean between high- and low-water marks.

Composer

1. John Philip Sousa was born in 1854 in Washington, D.C., United States.
2. Find Sousa's city of birth (labeled DC) on the map of United States on the next page.
3. He started playing the violin at the age of six and later studied an additional seven instruments including piano, flute, and trombone.
4. He served as an apprentice, director, and composer for the United States Marine Band at various times during his career. He eventually formed his own band and toured the world.
5. He also invented a brass instrument called the sousaphone.
6. Sousa is well known for the patriotic marches he composed. A 'march' is music for marching and features a strong beat. Marches are often played by military bands.
7. As you listen to Sousa's compositions, march to the music and form your own parade.
8. Sousa died of heart failure in 1932 at the age of 77.



Enrichment Activities

Activity 1: Describe the Music

- Listen to the music, and close your eyes and let yourself imagine. What do you picture as you listen to the music?
- After listening to the music, describe and discuss what you heard.
- Is the tempo of the music fast or slow, steady or changing?
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 2: Study the Painting, Edward Henry Potthast's 'Happy Days'

- As you listen to the music, find the following in the painting: Red Bucket, Boys, Girls, Sand, Water, Rocks, Waves, Sky, Hair Bows
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.



Activity 3: Read About the Painting, Edward Henry Potthast's 'Happy Days'

Edward Henry Potthast captured many images of New York beaches, including in his work 'Happy Days' which shows children frolicking on the beach. Boys wearing shorts and tank tops and girls in bloomers and dresses wade in the water, some venturing out into the waves to swim. Three children in the foreground bend down and point at something they've spotted in the water. Perhaps they've spotted a pretty shell or a sea creature.

Activity 4: Parade to the Music

- Listen to the music, line up single file, and have a parade around your house.
- If you have instruments you can carry, such as a drum, maracas, flutes, harmonicas, etc. play them as you march in your parade.

Review Questions

1. **What is the title of the music?** The title is 'Manhattan Beach.'
2. **Who composed the music?** The composer is John Philip Sousa.
3. **What is a beach?** A beach is a pebbly or sandy shore, especially adjacent to the ocean.

Lesson 27 Guide: Preludes, Presidential Polonaise

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

American President Chester A. Arthur requested that John Philip Sousa compose 'Presidential Polonaise,' but Arthur died before it was performed. Presidential Polonaise was later used to coax along slow guests as they traversed the receiving line of formal events held at the White House. A Polonaise is a slow dance of Polish origin.

Vocabulary

- **March:** Walk in a military manner with a regular measured tread.
- **Brass Instruments:** Brass wind instruments (including trumpet, horn, trombone) forming a band or a section of an orchestra.
- **Presidential:** Befitting a president, especially the office of the president of the United States.
- **Polonaise:** A slow dance of Polish origin.
- **Receiving Line:** A collection of people who gather in a row to greet guests as they arrive at a formal social event.

Composer

1. John Philip Sousa was born in 1854 in Washington, D.C., United States.
2. Find Sousa's city of birth (labeled DC) on the map of United States on the next page.
3. He started playing the violin at the age of six and later studied an additional seven instruments including piano, flute, and trombone.
4. He served as an apprentice, director, and composer for the United States Marine Band at various times during his career. He eventually formed his own band and toured the world.
5. He also invented a brass instrument called the sousaphone.
6. Sousa is well known for the patriotic marches he composed. A 'march' is music for marching and features a strong beat. Marches are often played by military bands.
7. As you listen to Sousa's compositions, march to the music and form your own parade.
8. Sousa died of heart failure in 1932 at the age of 77.



Enrichment Activities

Activity 1: Describe the Music

- Listen to the music, and close your eyes and let yourself imagine. What do you picture as you listen to the music?
- After listening to the music, describe and discuss what you heard.
- Is the tempo of the music fast or slow, steady or changing?
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 2: Study the Painting, Emanuel Leutze's 'Washington Rallying the Troops at Monmouth'

- As you listen to the music, find the following in the painting: George Washington, George Washington's Saber, Horses, Drum, Smoke, Bridle, Red Flag, Racoon Skin Cap, Stirrup
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.



Activity 3: Read About the Painting, Emanuel Leutze's 'Washington Rallying the Troops at Monmouth'

In Emanuel Leutze's 'Washington Rallying the Troops at Monmouth,' George Washington points his saber at the sky and charges into battle on his horse. Revolutionary and British soldiers battle all around him.

Review Questions

1. **What is the title of the music?** The title is 'Presidential Polonaise.'
2. **Who composed the music?** The composer is John Philip Sousa.
3. **What is a Polonaise?** A Polonaise is a slow Polish dance.

Lesson 28 Guide: La Mer - From Dawn to Midday on the Sea

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

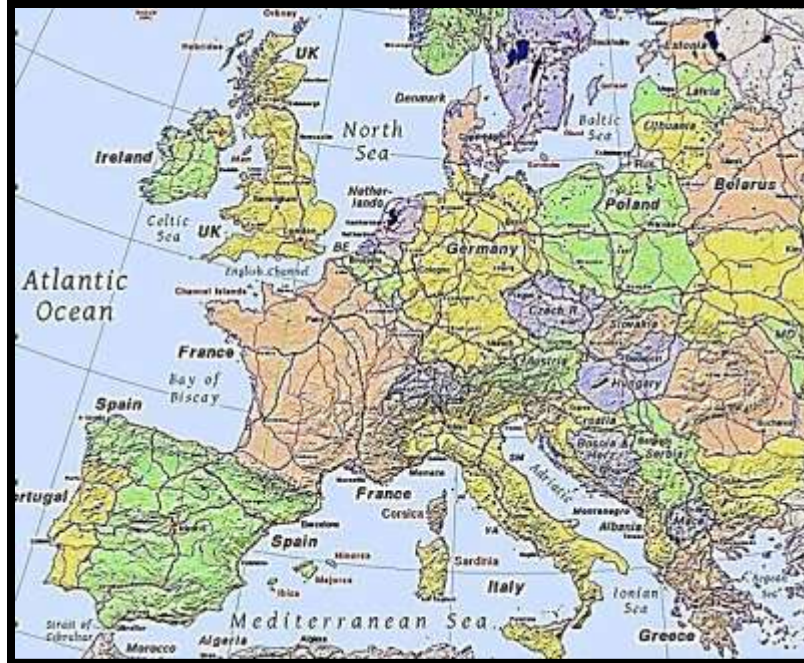
Claude Debussy's suite, 'La mer' (The Sea), contains three symphonic sketches that capture the unpredictable and turbulent nature of the sea. The first movement, 'From Dawn to Midday on the Sea,' captures the changes in the sea as the sun rises from the horizon to its zenith.

Vocabulary

- **Sea:** The expanse of salt water that covers most of the earth's surface and surrounds its landmasses.
- **Symphony:** An elaborate musical composition for full orchestra, typically in four movements.
- **Symphonic:** Relating to or having the form or character of a symphony.
- **Unpredictable:** Unable to say or estimate that a specified thing will happen in the future.
- **Turbulent:** Characterized by conflict, disorder, or confusion.
- **Horizon:** The line at which the earth's surface and the sky appear to meet.
- **Zenith:** The highest point reached by a celestial or other object.

Composer

1. Claude Debussy was born in 1862 near Paris, France.
2. Find Debussy's country of birth on the map of Europe on the next page. What color represents the water of the oceans and seas? How many ocean and seas are shown on the map? Recite their names aloud.
3. Debussy began playing violin at the age of six, learned piano at age eight, and later studied an additional six instruments including flute and trombone. He entered the Paris Conservatoire at age ten.
4. Debussy was an artistic rebel, experimenting with music in ways not taught at the academy.
5. Critics of his day dismissed some of his best-loved works of today, and he often struggled to stay afloat financially.
6. Debussy died of cancer at the age of 55 in 1918.



Enrichment Activities

Activity 1: Describe the Music

- Listen to the music, and close your eyes and let yourself imagine. What do you picture as you listen to the music?
- After listening to the music, describe and discuss what you heard.
- Does the music sound happy or mournful? Is it fast or slow? Does the music convey motion or stillness? Does the music change over time as the piece progresses?
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 2: Study the Painting, Ivan Aivazovsky's 'The Ninth Wave'

- As you listen to the music, find the following in the painting: Survivors, Shipwreck, Debris, Sun, Clouds, The Ninth Wave, The Glow of Sunlight Through the Water, Wave Crest
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.



Activity 3: Read About the Painting, Ivan Aivazovsky's 'The Ninth Wave'

The title of Ivan Aivazovsky's painting, 'The Ninth Wave,' refers to nautical tradition that states that waves come in an ever-growing grouping of nine. The ninth wave is the largest. This work shows a group of survivors clutching debris after a shipwreck. Painted in warm, cheerful tones, the sun's rays illuminate the survivors, perhaps representing hope of their survival. However, the title may indicate something more ominous in their futures. Have the survivors already bested the Ninth Wave, or will the Ninth Wave yet be their ultimate undoing? Note how Aivazovsky captures the sunlight glowing through the translucent water.

Review Questions

1. **What is the title of the music?** The title is 'La Mer (The Sea) - From Dawn to Midday on the Sea.'
2. **Who composed the music?** The composer is Claude Debussy.
3. **What is 'From Dawn to Midday on the Sea' about?** 'From Dawn to Midday on the Sea' is about the changes in the sea between dawn and midday.

Lesson 29 Guide: La Mer - Play of the Waves

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

Claude Debussy's suite, 'La mer' (The Sea), contains three symphonic sketches that capture the unpredictable and turbulent nature of the sea. The second movement, 'Play of Waves,' is brighter and livelier than the first, and may represent the swells of ocean waves on a pleasant day.

Vocabulary

- **Sea:** The expanse of salt water that covers most of the earth's surface and surrounds its landmasses.
- **Wave:** A ridge of water between two depressions in open water.
- **Swell:** A slow, regular movement of the sea in rolling waves that do not break.

Composer

1. Claude Debussy was born in 1862 near Paris, France.
2. Find Debussy's country of birth on the map of Europe on the next page. What color represents the water of the oceans and seas? How many ocean and seas are shown on the map? Recite their names aloud.
3. Debussy began playing violin at the age of six, learned piano at age eight, and later studied an additional six instruments including flute and trombone. He entered the Paris Conservatoire at age ten.
4. Debussy was an artistic rebel, experimenting with music in ways not taught at the academy.
5. Critics of his day dismissed some of his best-loved works of today, and he often struggled to stay afloat financially.
6. Debussy died of cancer at the age of 55 in 1918.



Enrichment Activities

Activity 1: Describe the Music

- Listen to the music, and close your eyes and let yourself imagine. What do you picture as you listen to the music?
- After listening to the music, describe and discuss what you heard.
- Does the music sound happy or mournful? Is it fast or slow? Does the music convey motion or stillness? Does the music change over time as the piece progresses?
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 2: Study the Painting, Ivan Aivazovsky's 'American Ships off the Rock of Gibraltar'

- As you listen to the music, find the following in the painting: The Rock of Gibraltar, The Mediterranean, Ships, Clouds, The Reflection of Sunlight Off the Water, The Glow of Sunlight Through the Water, The Sun
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.



Activity 3: Read About the Painting, Ivan Aivazovsky's 'American Ships off the Rock of Gibraltar'

The Rock of Gibraltar is a high, rocky landform pointing into the Mediterranean off coastal southern Spain. It has been a British territory for over 300 years, but Britain and Spain are still fighting over it. Ivan Aivazovsky features this landform on the horizon in his work, 'American Ships off the Rock of Gibraltar.'

Activity 4: Map the Painting

- Study the map of the western European country of Spain below.
- Find the Mediterranean Sea.
- Find Gibraltar on the Southern Coast of Spain.



Review Questions

1. **What is the title of the music?** The title is 'La Mer (The Sea) - Play of Waves.'
2. **Who composed the music?** The composer is Claude Debussy.
3. **What is 'Play of Waves' about?** 'Play of Waves' may represent the swells of ocean waves on a pleasant day.

Lesson 30 Guide: La Mer - Dialogue between Wind and Waves

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

Claude Debussy's suite, 'La mer' (The Sea), contains three symphonic sketches that capture the unpredictable and turbulent nature of the sea. The third movement, 'Dialogue between Wind and Waves,' features the interplay between two forces of nature.

Vocabulary

- **Sea:** The expanse of salt water that covers most of the earth's surface and surrounds its landmasses.
- **Wave:** A ridge of water between two depressions in open water.
- **Wind:** The perceptible natural movement of the air, especially in the form of a current of air blowing from a particular direction.
- **Interplay:** The way in which two or more things influence each other. For example, a stronger wind may cause a higher wave. A higher wave may block some of the wind.

Composer

1. Claude Debussy was born in 1862 near Paris, France.
2. Find Debussy's country of birth on the map of Europe on the next page. What color represents the water of the oceans and seas? How many ocean and seas are shown on the map? Recite their names aloud.
3. Debussy began playing violin at the age of six, learned piano at age eight, and later studied an additional six instruments including flute and trombone. He entered the Paris Conservatoire at age ten.
4. Debussy was an artistic rebel, experimenting with music in ways not taught at the academy.
5. Critics of his day dismissed some of his best-loved works of today, and he often struggled to stay afloat financially.
6. Debussy died of cancer at the age of 55 in 1918.



Enrichment Activities

Activity 1: Describe the Music

- Listen to the music, and close your eyes and let yourself imagine. What do you picture as you listen to the music?
- After listening to the music, describe and discuss what you heard.
- Does the music sound happy or mournful? Is it fast or slow? Does the music convey motion or stillness? Does the music change over time as the piece progresses?
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 2: Study the Painting, Ivan Aivazovsky's 'Rainbow'

- As you listen to the music, find the following in the painting: Survivors, Shipwreck, Rainbow, Rowboat, Oars, Waves
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.



Activity 3: Read About the Painting, Ivan Aivazovsky's 'Rainbow'

Ivan Aivazovsky's 'Rainbow' shows a ship dashed upon the misty rocks. The survivors huddle in a rowboat and battle the roiling waves. The glimmer of a rainbow offers the hope of survival.

Review Questions

1. **What is the title of the music?** The title is 'La Mer (The Sea) - Dialogue between Wind and Waves.'
2. **Who composed the music?** The composer is Claude Debussy.
3. **What is 'Dialogue between Wind and Waves' about?** 'Dialogue between Wind and Waves' represents the effect that the wind and waves have on each other.

Lesson 31 Guide: The Happy Island

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

Inspired by Antoine Watteau's 'The Embarkation for Cythera,' Claude Debussy composed 'L'isle joyeuse' (The Happy Island) for solo piano in 1904.

Vocabulary

- **Embarkation:** To go on board a ship, aircraft, or other vehicle.
- **Cythera (Kythira):** A Greek island in the Mediterranean Sea.
- **Island:** A piece of land surrounded by water.
- **Solo:** Something done alone, such as playing an instrument or singing.

Composer

1. Claude Debussy was born in 1862 near Paris, France.
2. Find Debussy's country of birth on the map of Europe on the next page. What color represents the water of the oceans and seas? How many ocean and seas are shown on the map? Recite their names aloud.
3. Debussy began playing violin at the age of six, learned piano at age eight, and later studied an additional six instruments including flute and trombone. He entered the Paris Conservatoire at age ten.
4. Debussy was an artistic rebel, experimenting with music in ways not taught at the academy.
5. Critics of his day dismissed some of his best-loved works of today, and he often struggled to stay afloat financially.
6. Debussy died of cancer at the age of 55 in 1918.



Enrichment Activities

Activity 1: Describe the Music

- Listen to the music, and close your eyes and let yourself imagine. What do you picture as you listen to the music?
- After listening to the music, describe and discuss what you heard.
- Does the music sound happy or mournful? Is it fast or slow? Does the music convey motion or stillness? Does the music change over time as the piece progresses?
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 2: Study the Painting, Antoine Watteau's 'The Embarkation for Cythera'

- As you listen to the music, find the following in the painting: Angel, Cupids, Little Girl, Couples, Pink Flowers, Statue of Venus, Foliage, Dog
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.



Activity 3: Read About the Painting, Antoine Watteau's 'The Embarkation for Cythera'

Antoine Watteau's 'The Embarkation for Cythera' inspired Debussy to compose 'The Happy Island.' The painting shows a group of people enjoying a day on the island of Cythera, mythical birthplace of Venus. Joined by an angel, cupids fly overhead, aiming arrows at couples below. A statue of Venus is visible among the foliage.

Review Questions

1. **What is the title of the music?** The title is 'The Happy Island.'
2. **Who composed the music?** The composer is Claude Debussy.
3. **What is 'The Happy Island' about?** 'The Happy Island' is about Antoine Watteau's painting 'The Embarkation for Cythera.'

Lesson 32 Guide: Prelude to the Afternoon of a Faun

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

Inspired by Stéphane Mallarmé's poem, 'The Afternoon of a Faun,' Debussy's symphonic poem, 'Prelude to the Afternoon of a Faun,' describes the afternoon dreams of a faun, a mythical half-human, half-goat figure.

Vocabulary

- **Prelude:** Short musical pieces that often introduce more complex pieces, although Chopin's preludes stand-alone.
- **Faun:** One of a class of rural gods, represented as a man with a goat's horns, ears, legs, and tail.
- **Panpipes:** A musical instrument made from a row of short pipes of varying length fixed together and played by blowing across the top.
- **Nymph:** A mythological spirit of nature imagined as a beautiful maiden inhabiting rivers, woods, or other locations.
- **Mythical:** Occurring in or characteristic of myths or folk tales, imaginary.

Composer

1. Claude Debussy was born in 1862 near Paris, France.
2. Find Debussy's country of birth on the map of Europe on the next page. What color represents the water of the oceans and seas? How many ocean and seas are shown on the map? Recite their names aloud.
3. Debussy began playing violin at the age of six, learned piano at age eight, and later studied an additional six instruments including flute and trombone. He entered the Paris Conservatoire at age ten.
4. Debussy was an artistic rebel, experimenting with music in ways not taught at the academy.
5. Critics of his day dismissed some of his best-loved works of today, and he often struggled to stay afloat financially.
6. Debussy died of cancer at the age of 55 in 1918.



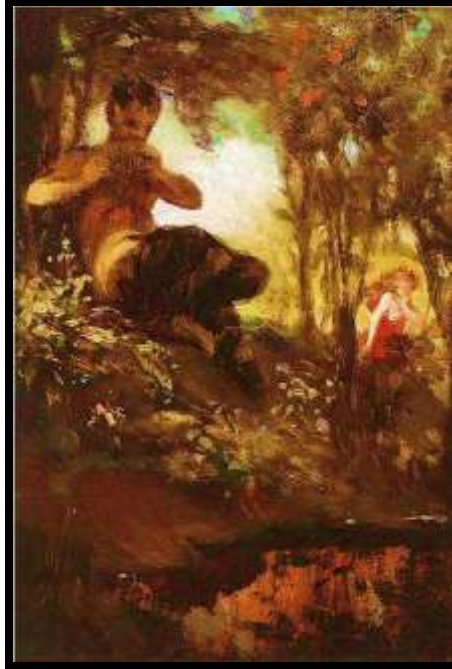
Enrichment Activities

Activity 1: Describe the Music

- Listen to the music, and close your eyes and let yourself imagine. What do you picture as you listen to the music?
- After listening to the music, describe and discuss what you heard.
- Does the music sound happy or mournful? Is it fast or slow? Does the music convey motion or stillness? Does the music change over time as the piece progresses?
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 2: Study the Painting, Pál Szinyei Merse's 'Faun and Nymph'

- As you listen to the music, find the following in the painting: Faun, Nymph, Panpipes, Foliage, Vegetation, Water, Flowers, Hooves
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.



Activity 3: Read About the Painting, Pál Szinyei Merse's 'Faun and Nymph'

Pál Szinyei Merse's 'Faun and Nymph' shows a faun, a mythical half-human, half-goat figure, and a nymph, a mythological spirit of nature imagined as a beautiful maiden inhabiting rivers, woods, or other locations. The faun plays panpipes, while the nymph in red looks on.

Activity 4: Act Out the Painting

Experiment with your own 'panpipe.'

- Get one or more empty bottles with a narrow mouth at the top.
- Blow across the top to play a note.
- Experiment with adding or removing water from the bottle.
- Does the note get higher or lower when you add water?
- Does the note get higher or lower when you remove water?

Review Questions

1. **What is the title of the music?** The title is 'Prelude to the Afternoon of a Faun.'
2. **Who composed the music?** The composer is Claude Debussy.
3. **What inspired 'Prelude to the Afternoon of a Faun?'** Stéphane Mallarmé's poem 'The Afternoon of a Faun.' inspired the musical composition 'Prelude to the Afternoon of a Faun.'

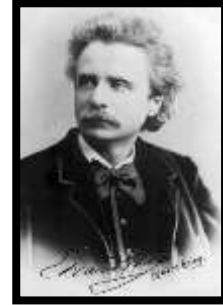
Lesson 33 Guide: Lyric Pieces, Op. 62 - V. Dream Vision

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

Between 1867 and 1901, Grieg published 66 short solo piano compositions called 'Lyric Pieces.' The pretty 'Drommesyn' (Dream Vision) meanders, like a slow-flowing river on a peaceful day.

Vocabulary

- **Solo:** Something done alone, such as playing an instrument or singing.
- **Lyric:** Expressing the artist's emotions, the words of a song.
- **Dream:** A series of thoughts, images, and sensations occurring in a person's mind during sleep.
- **Vision:** An experience of seeing someone or something in a dream or altered state of consciousness.

Composer

1. Norwegian composer and pianist Edvard Grieg was born in 1843.
2. Find Grieg's country of birth on the map of Europe on the next page.
3. His mother taught him piano starting when he was six.
4. As a boy, he was miserable in school due to cruel bullying by his schoolmates.
5. At the age of 15, he enrolled in the Leipzig Conservatory to study piano.
6. During his career, he composed and played as a concert pianist.
7. Grieg stated, 'The traditional way of life of the Norwegian people, together with Norway's legends, Norway's history, Norway's natural scenery, stamped itself on my creative imagination from my earliest years.'
8. He died in Norway at age 64 from heart failure.



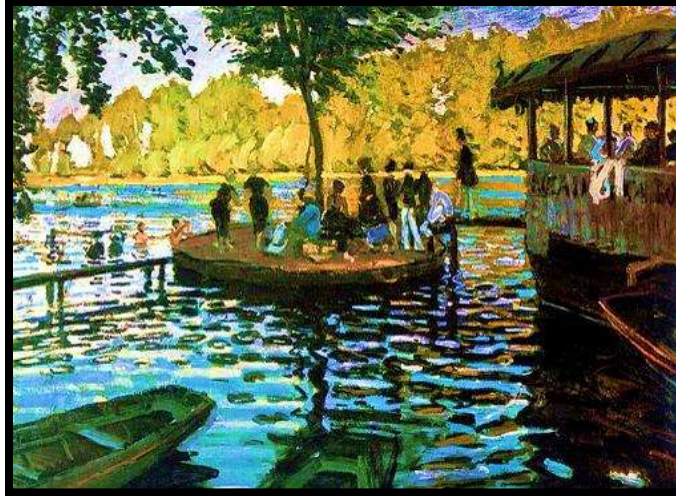
Enrichment Activities

Activity 1: Describe the Music

- Listen to the music, and close your eyes and let yourself imagine. What do you picture as you listen to the music?
- After listening to the music, describe and discuss what you heard.
- Does the music sound happy or mournful? Is it fast or slow? Does the music convey motion or stillness? Does the music change over time as the piece progresses?
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 2: Study the Painting, Claude Monet's 'The Baths of La Grenouillère'

- As you listen to the music, find the following in the painting: People Swimming, Boats, Water, Roof, Trees, Sky, Top Hat
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.



Activity 3: Read About the Painting, Claude Monet's 'The Baths of La Grenouillère'

Like Grieg, Claude Monet had a 'dream vision' to create 'Bain à la Grenouillère (The Baths of La Grenouillère)' before painting it. Located on the Seine, 'La Grenouillère' resort provided an escape from daily life offering boating, a spa, and a floating café. The Seine is a river that flows through northern France, including Paris.

Review Questions

1. **What is the title of the music?** The title is 'Dream Vision.'
2. **Who composed the music?** The composer is Edvard Grieg.
3. **When do people dream?** People dream during sleep. They also daydream while awake.

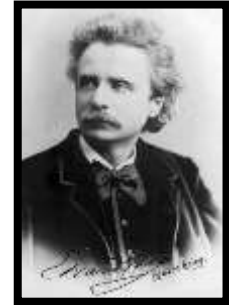
Lesson 34 Guide: Lyric Pieces, Op. 54 - IV. Notturmo (Night)

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

Between 1867 and 1901, Grieg published 66 short solo piano compositions called 'Lyric Pieces.' Romantic, passionate, and varied in tempo, Grieg's beautiful 'Notturmo' (Night) swells with emotion.

Vocabulary

- **Romantic:** Characterized by the expression of love.
- **Passionate:** Showing or caused by strong feelings
- **Tempo:** The speed at which a passage of music is or should be played.
- **Night:** The period of darkness in each twenty-four-hour period; the time from sunset to sunrise.

Composer

1. Norwegian composer and pianist Edvard Grieg was born in 1843.
2. Find Grieg's country of birth on the map of Europe on the next page.
3. His mother taught him piano starting when he was six.
4. As a boy, he was miserable in school due to cruel bullying by his schoolmates.
5. At the age of 15, he enrolled in the Leipzig Conservatory to study piano.
6. During his career, he composed and played as a concert pianist.
7. Grieg stated, 'The traditional way of life of the Norwegian people, together with Norway's legends, Norway's history, Norway's natural scenery, stamped itself on my creative imagination from my earliest years.'
8. He died in Norway at age 64 from heart failure.



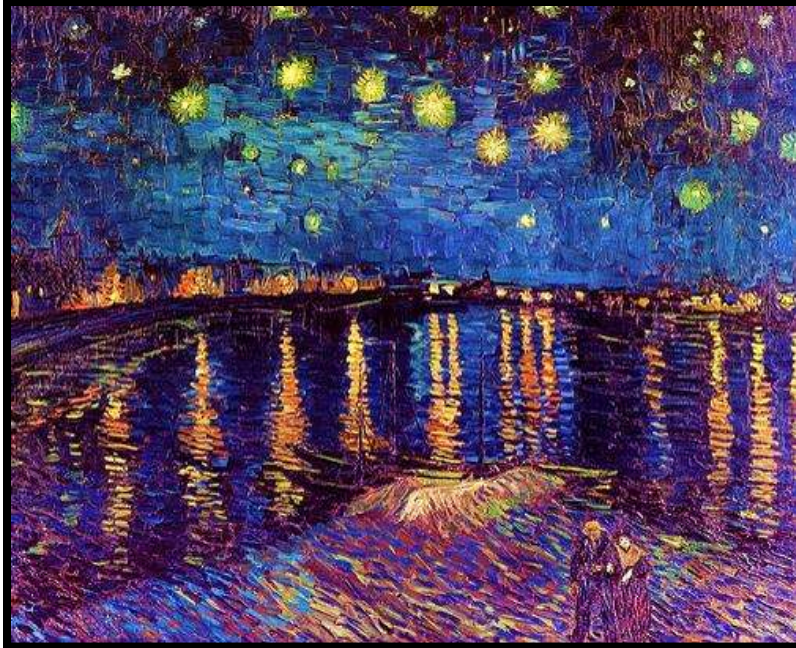
Enrichment Activities

Activity 1: Describe the Music

- Listen to the music, and close your eyes and let yourself imagine. What do you picture as you listen to the music?
- After listening to the music, describe and discuss what you heard.
- Does the music sound happy or mournful? Is it fast or slow? Does the music convey motion or stillness? Does the music change over time as the piece progresses?
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 2: Study the Painting, Vincent van Gogh's 'Starry Night Over the Rhone'

- As you listen to the music, find the following in the painting: Stars, Sky, Water, A Couple, Beach, Boats, City Lights, Reflections of City Lights, Buildings
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.



Activity 3: Read About the Painting, Vincent van Gogh's 'Starry Night Over the Rhone'

Vincent van Gogh's 'Starry Night Over the Rhone' captures the same romantic nocturnal feeling as the music. The Rhone is a European river that flows through Switzerland and southern France.

Review Questions

1. **What is the title of the music?** The title is 'Night.'
2. **Who composed the music?** The composer is Edvard Grieg.
3. **What is the Rhone?** The Rhone is a river that flows through Switzerland and southern France..

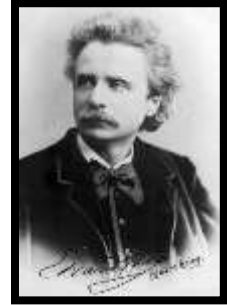
Lesson 35 Guide: Lyric Pieces, Op. 43 - III. In my Homeland

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

Between 1867 and 1901, Grieg published 66 short solo piano compositions called 'Lyric Pieces.' Grieg's nostalgic 'In My Homeland,' represents his tenderness for his home country of Norway.

Vocabulary

- **Homeland:** A person's or a people's native land.
- **Norway:** A country in Northern Europe.
- **Tenderness:** Gentleness and kindness.
- **Fjord:** A narrow sea inlet between high cliffs.

Composer

1. Norwegian composer and pianist Edvard Grieg was born in 1843.
2. Find Grieg's country of birth on the map of Europe on the next page.
3. His mother taught him piano starting when he was six.
4. As a boy, he was miserable in school due to cruel bullying by his schoolmates.
5. At the age of 15, he enrolled in the Leipzig Conservatory to study piano.
6. During his career, he composed and played as a concert pianist.
7. Grieg stated, 'The traditional way of life of the Norwegian people, together with Norway's legends, Norway's history, Norway's natural scenery, stamped itself on my creative imagination from my earliest years.'
8. He died in Norway at age 64 from heart failure.



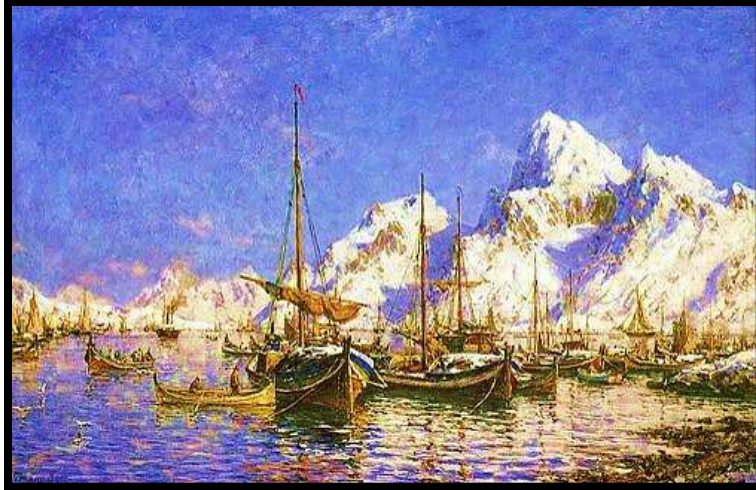
Enrichment Activities

Activity 1: Describe the Music

- Listen to the music, and close your eyes and let yourself imagine. What do you picture as you listen to the music?
- After listening to the music, describe and discuss what you heard.
- Does the music sound happy or mournful? Is it fast or slow? Does the music convey motion or stillness? Does the music change over time as the piece progresses?
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 2: Study the Painting, Gunnar Berg's 'From Vaterfjord'

- As you listen to the music, find the following in the painting: Snow, Fjord, Cliffs, Sailboats, Rowboats, Oars, People, Sails, Masts, Flag, Shore
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.



Activity 3: Read About the Painting, Gunnar Berg's 'From Vaterfjord'

Like Grieg, Norwegian painter Gunnar Berg used his homeland of Norway as an inspiration. Berg's 'From Vaterfjord,' features his native Lofoten on the northern coast of Norway. A fjord is a narrow sea inlet between high cliffs.

Review Questions

1. **What is the title of the music?** The title is 'In My Homeland.'
2. **Who composed the music?** The composer is Edvard Grieg.
3. **What is a fjord?** A 'fjord' is a narrow sea inlet between high cliffs.

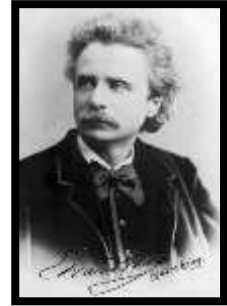
Lesson 36 Guide: Lyric Pieces, Op. 12 - V. Folksong

Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Read about the composer and practice reciting his or her name and the composition title.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.



Synopsis

Between 1867 and 1901, Grieg published 66 short solo piano compositions called 'Lyric Pieces.' Folk songs are those with specific traditional or regional roots. Grieg often incorporated Norwegian folk songs into his works, as he did with 'Folksong.'

Vocabulary

- **Folk:** A person's or a people's native land.
- **Folk Song:** A country in Northern Europe.

Composer

1. Norwegian composer and pianist Edvard Grieg was born in 1843.
2. Find Grieg's country of birth on the map of Europe on the next page.
3. His mother taught him piano starting when he was six.
4. As a boy, he was miserable in school due to cruel bullying by his schoolmates.
5. At the age of 15, he enrolled in the Leipzig Conservatory to study piano.
6. During his career, he composed and played as a concert pianist.
7. Grieg stated, 'The traditional way of life of the Norwegian people, together with Norway's legends, Norway's history, Norway's natural scenery, stamped itself on my creative imagination from my earliest years.'
8. He died in Norway at age 64 from heart failure.



Enrichment Activities

Activity 1: Describe the Music

- Listen to the music, and close your eyes and let yourself imagine. What do you picture as you listen to the music?
- After listening to the music, describe and discuss what you heard.
- Does the music sound happy or mournful? Is it fast or slow? Does the music convey motion or stillness? Does the music change over time as the piece progresses?
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Cheerful, Mournful, Soft, Noisy, Vivacious, Soothing, Eerie, Threatening, Surreal, Whimsical, Rhythmic, Grand

Activity 2: Study the Painting, Pierre-Auguste Renoir's 'Young Girl in a Boat'

- As you listen to the music, find the following in the painting: Boats, Fjord, Oars, Buildings, Bride, Bridal Party, Shore, Fiddle, Gun, Crown
- After you study the painting, narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music.



Activity 3: Read About the Painting, Adolph Tidemand's 'Bridal Party in Hardanger'

Adolph Tidemand's 'Bridal Party in Hardanger' shows a bridal party enjoying boat rides on a sunny day. Multiple boats depart from a far-off shore. In the boat nearest the viewer, one man plays a fiddle and another holds a gun. The bride wears a crown and sits slightly higher than those around her. Hardanger is a traditional district in western Norway.

Review Questions

1. **What is the title of the music?** The title is 'Folksong.'
2. **Who composed the music?** The composer is Edvard Grieg.
3. **What is 'Folksong' based on?** 'Folksong' is based on Norwegian folk songs.

References

See individual online lessons at <https://underthehome.org> for references.