



# *Under the Home*

*Kindergarten Music  
Lesson Guide Printout*

*Learn from the Masters*

## Lesson 1 Guide: The Four Seasons - Fall

### Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

Cool, crisp days and brightly colored leaves characterize autumn in northern climates. The next four weeks focus on selections that embody the fall season. Go outside, play in the leaves, and enjoy the music. Antonio Vivaldi wrote 'The Four Seasons' in 1723. The four concertos celebrate the seasons of spring, summer, autumn, and winter. Vivaldi published sonnets to accompany each season's concerto. He may have written these poems himself. The fall piece varies from brisk to slow and back to brisk, like a calm day between windy days.

### Enrichment Activities

**Activity 1: Discuss fall weather changes in northern climates. For example:**

- The air turns colder.
- Leaves change color and drop from the trees.
- The days become shorter. It stays dark longer in the morning and becomes dark earlier in the evening.
- Animals gather food for winter. Some begin to hibernate (go to sleep for the winter). Others migrate (seasonal travel) to warmer parts of the globe in preparation for winter.

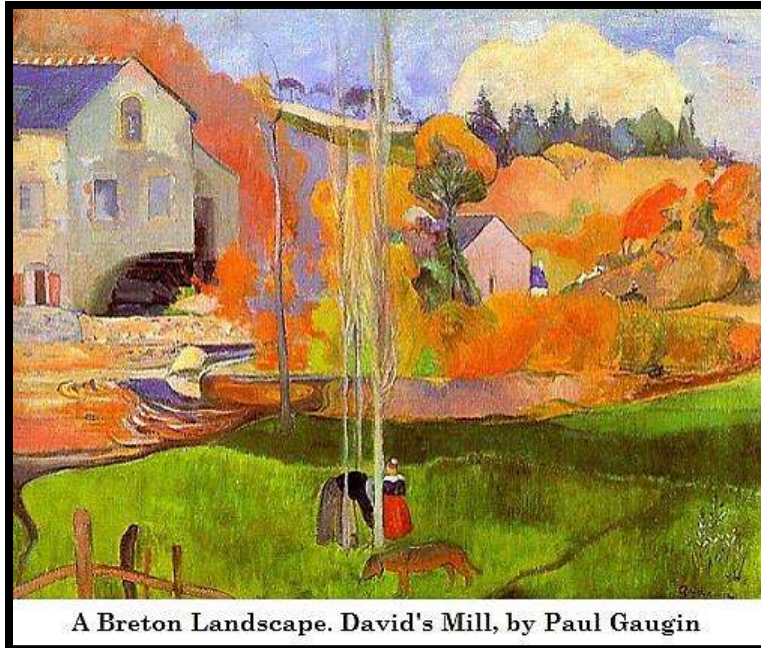
**Activity 2: Describe the Music**

- 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: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified

## KINDERGARTEN MUSIC LESSON GUIDES

### Activity 3: Study the Painting

- Examine the painting while listening to the music.
- 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: Signs of Fall, Houses, Windows, Fence, Water, Water Wheel, Dog, People, Sky, Clouds



### Activity 4: Act Out the Music

- Act out the events of the music.
- Create fall leaves by cutting them out of brown, yellow, red, and/or orange construction paper.
- As the music plays, grab handfuls of the 'leaves.'
- Dance and pretend to be a tree dropping your fall leaves.
- Gather up the leaves and repeat losing your leaves as the music plays or while you are still having fun.
- Rake the leaves up with a broom or your hands and place them in a bowl or bag to keep for the next activity.

### Activity 5: Create Fall Tree Collages

- As you listen to the music, use the leaves from Activity 4 to create fall tree collages.
- Sketch a tree trunk and some branches on a piece of paper.
- Glue the confetti leaves onto the branches, falling through the air, and on ground.
- Draw animals, clouds, grass, or anything else you wish on your fall tree artwork.

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**Activity 6: For each movement, listen to the movement, pause the playback, and read the associated lines of Vivaldi's autumn poem.**

**(0:00) Allegro Movement (Allegro means brisk tempo)**

The peasant celebrates with song and dance the harvest safely gathered in.  
The cup of Bacchus flows freely, and many find their relief in deep slumber.

**(4:15) Adagio Molto Movement (Adagio means slow, molto means very)**

The singing and the dancing die away  
as cooling breezes fan the pleasant air,  
inviting all to sleep  
without a care.

**(8:00) Allegro Movement (Allegro means brisk tempo)**

The hunters emerge at dawn,  
ready for the chase,  
with horns and dogs and cries.  
Their quarry flees while they give chase.  
Terrified and wounded, the prey struggles on,  
but, harried, dies.

### Review Questions

1. **What is the title of the music?** The title is 'The Four Seasons - Fall.'
2. **Who composed the music?** The composer is Antonio Vivaldi.
3. **What happens to the weather in northern climates during the fall season?** The weather turns colder. Depending on where you live, rain turns to snow.
4. **What happens to the trees in northern climates during the fall season?** The leaves on some of the trees change from green to red, brown, orange, and gold and eventually fall to the ground.
5. **What happens to the animals in northern climates during the fall season?** The animals gather food, go into hibernation, and/or migrate to warmer parts of the globe in preparation for winter.

## Lesson 2 Guide: Preludes, Op. 28 - No. 15 'Raindrop'

### Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

Cool, crisp days and brightly colored leaves characterize autumn in northern climates. This week features another selection that embodies the fall season. Go outside, play in the leaves, and enjoy the music. Written between 1835 and 1839, Frédéric Chopin's 24 Preludes, Op. 28 are a set of short piano compositions. Preludes are short musical pieces that often introduce more complex pieces. The wistful nature of the opening and closing notes of No. 15 'Raindrop' is reminiscent of the last rains of fall before the winter snow arrives to cocoon the memories of summer.

### Enrichment Activities

**Activity 1: Discuss what happens when the rain comes. For example:**

- The air might turn colder.
- The wind might begin to blow.
- The leaves of the trees might rustle in the wind.
- Clouds block the sun, moon, and/or stars in the sky.
- The air may smell of rain.
- In a storm, you might see bolts of lightning zip across the sky or hear the rumble of thunder.

**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: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified

**Activity 3: Act Out the Music**

- One day this week, act out the events of the music.
- As the music plays, pretend to be trees blowing in the wind during a rainstorm.
- Wave your hands in the air in time to the music.
- Pretend your fingers are falling raindrops. Wiggle your fingers and sweep your hands from high to low.
- Finally, if you have an umbrella handy, take cover under the umbrella and move to the music.

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### Activity 4: Create a Rainy Picture

- One day this week, draw a rainy scene while listening to the music.
- Cut out shapes, make dots with markers, or use glitter to represent the raindrops.

### Review Questions

1. **What is the title of the music?** The title is 'Raindrop.'
2. **Who composed the music?** The composer is Frédéric Chopin.
3. **Describe what happens when it rains?** When it rains, drops of water fall from the clouds in the sky.
4. **What is a raindrop?** A 'raindrop' is a single drop of rain.

## Lesson 3 Guide: St. Paul's Suite, Op. 29 no. 2

### Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

Cool, crisp days and brightly colored leaves characterize autumn in northern climates. This week features another selection that embodies the fall season. Go outside, play in the leaves, and enjoy the music. St. Paul's Suite, a composition for string orchestra, was written in 1912 when Gustav Holst was the director of music at St Paul's Girls' School in London, England. It has four movements: 1) Jig - Vivace (lively and brisk manner), 2) Ostinato - Presto (a quick tempo), 3) Intermezzo - Andante con moto (moderately slow), and 4) Finale - Allegro (brisk tempo). This piece evokes the crisp, colorful days during the fall semester of a school year.

### Enrichment Activities

**Activity 1: Discuss what happens at the start of the school year. For example:**

- Summer comes to an end and fall begins.
- To prepare for school, children and their families might buy school supplies and new warmer, school clothes.
- Children return to their studies in subjects such as reading, writing, and math.

**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: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified

**Activity 3: Act Out the Music**

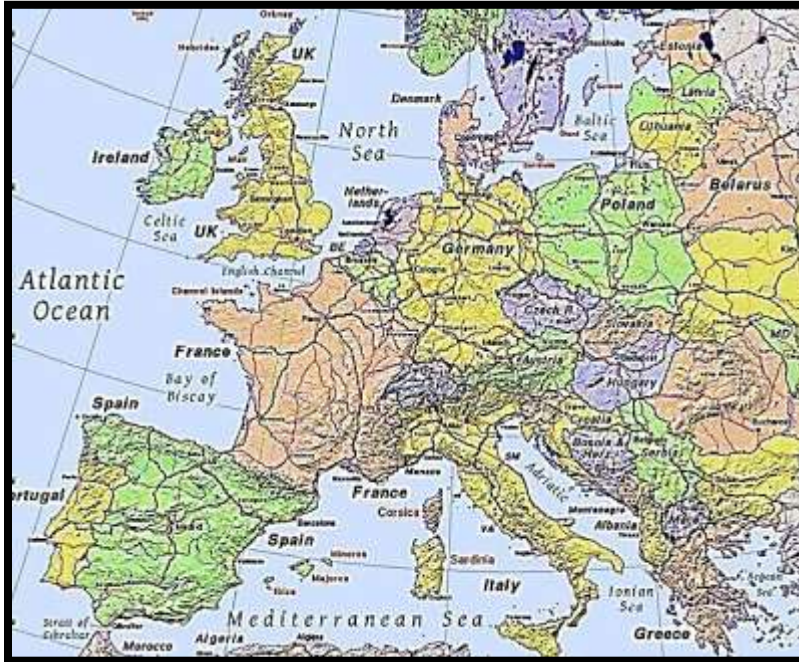
- One day this week, act out the events of the music.
- As the music plays, play teacher and students.
- Take turns at playing the teacher and the students.
- Play at teaching ABCs, counting, or other items of interest.



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### Activity 4: Map the Music

- Gustav Holst wrote St. Paul's Suite in 1912 when he was the director of music at St Paul's Girls' School in London, England.
- Examine the map of Europe, and find England (UK).



### Activity 5: Create a School Picture

- One day this week, while listening to the music, draw, color, or paint a scene of students learning from an instructor.

### Review Questions

1. **What is the title of the music?** The title is 'St. Paul's Suite.'
2. **Who composed the music?** The composer is Gustav Holst.
3. **What was the inspiration for the music?** The inspiration was Holst's experiences as St Paul's Girls' School in London, England.
4. **Describe what happens at the start of the school year?** At the start of the school year, summer ends, fall arrives, children shop for school supplies, and classes begin.



## Lesson 4 Guide: Symphony No. 4 in E Minor, Op. 98

### Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

Cool, crisp days and brightly colored leaves characterize autumn in northern climates. This week features another selection that embodies the fall season. Go outside, play in the leaves, and enjoy the music. Written by the composer Johannes Brahms in 1884, 'Symphony No. 4' kindles recollections of shortening days, cooling air, animals busy preparing for winter, and falling leaves. This piece has four movements: 1) Allegro non troppo (fast, but not too fast), 2) Andante moderato (moderately slow, comfortable and easy), 3) Allegro giocoso (quick and playful), and 4) Allegro energico e passionato (fast with energy and passion).

### Enrichment Activities

#### Activity 1: Discuss how animals prepare in the fall for winter:

##### Hibernation

- Hibernating animals eat lots of food over the summer and store extra energy as fat for the upcoming winter.
- Hibernating animals retreat to hidden places such as caves, dens, trees, or burrows under the ground.
- Some hibernating animals sleep through the entire winter. Other hibernating animals sleep most of the winter and wake periodically to feed.
- Animals such as bears, snakes, skunks, chipmunks, and some bats hibernate.
- Even insects such as bees hibernate for winter.

##### Migration

- Many animals in cold climates migrate during the autumn to places where food is more plentiful and the weather is warmer.
- Migrating animals fly, swim, walk, or run to their new homes.
- Migrating animals include geese and other birds, butterflies, whales, bats, elk, and caribou.
- Some insects migrate down into the earth where it does not freeze, such as worms and termites.

##### Hiding or Storing Food

- Squirrels gather up acorns and other food and bury them or hide them to prepare for winter.

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- Other animals, such as mice and beavers also store food for winter.

### **Adaptation**

- Many animals grow thicker fur in the winter to stay warm.
- The fur of some animals, such as rabbits and foxes, turns white to blend in with the snow.

### **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: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified

### **Activity 3: Act Out the Fall Season - Hibernate**

- One day this week, as you listen to the music, pretend to be an animal preparing for winter.
- First, pretend to be a bear hibernating in a cave.
- Eat a snack to store up fat for the long winter.
- Make a cave out of a blanket and a table, crawl inside, and take a long winter snooze.

### **Activity 4: Act Out the Fall Season - Migrate**

- One day this week, pretend to be a butterfly migrating south for the winter.
- Go outside and feel the cool air.
- Migrate 'south' into your house where it is warm and there is food.

### **Activity 5: Act Out the Fall Season - Hide Food for Winter**

- One day this week, hide some food for the squirrels.
- Find some acorns or get a couple of nuts from home.
- Bury the nuts in your yard or in a nearby park.

### **Activity 6: Create a Hibernation Picture**

- One day this week, as you listen to the music, draw or color a nice, plump bear or other animal hibernating in a cave or den.
- Draw the cold, white, winter snow outside the cave.

## **Review Questions**

1. **What is the title of the music?** The title is 'Symphony No. 4.'
2. **Who composed the music?** The composer is Johannes Brahms.
3. **What is a 'composer?'** A 'composer' is someone who writes music.
4. **What is a musical 'composition?'** A 'composition' is a work of music.
5. **What does 'Allegro' mean?** 'Allegro' means fast or quick.
6. **What is a 'Andante' mean?** 'Andante' means moderately slow.

## Lesson 5 Guide: Night on Bald Mountain

### Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

Pumpkin picking, leaves crunching underfoot, corn mazes, hay rides, and apple cider, the fall is a season for family fun. The next four weeks focus on spooky selections that embody the spirit of the season. Get a flashlight, hide under a blanket, and read some spine-tingling stories while listening to the spooky music. Written in 1867 in only 12 days, 'Night on Bald Mountain' is a symphonic poem. Composers write symphonic poems to accompany stories, paintings, or (non-musical) poems. Modest Mussorgsky wrote this spooky music about witches gathering on a mountain. This piece was never played by an orchestra during Mussorgsky's lifetime. Another composer rewrote the piece after Mussorgsky's death, and only then was it finally played.

### Enrichment Activities

#### Activity 1: 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: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified

#### Activity 2: Act Out the Music

- One day this week, as you listen to the music, pretend to climb a mountain.
- With your instructor's permission, climb a 'mountain' in your house, whether it is a set of stairs or a couch.

#### Activity 3: Create a Mountain Picture

- This work is about a gathering on a mountain.
- Draw, color, or paint a tall mountain.
- Draw some people climbing up the side of the mountain.

#### Activity 4: Study the Painting

Examine the painting on the next page while listening to the music.

- 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:

- Moon
- Bat

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- Bug-Like Fairies
- Human-Like Fairies
- Transparent/Invisible Fairies
- Wings
- Leaves
- Branches
- Sky
- Swords
- Shield



### Review Questions

1. **What is the title of the music?** The title is 'Night on Bald Mountain.'
2. **Who composed the music?** The composer is Modest Mussorgsky.
3. **What is a 'symphonic poem?'** A 'symphonic poem' is a piece of music that relates to a story, poem, or art.
4. **What is 'Night on Bald Mountain' about?** 'Night on Bald Mountain' is about a gathering of witches on a mountain.

## Lesson 6 Guide: Symphonie Fantastique, Op. 14 - 5

### Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

Pumpkin picking, leaves crunching underfoot, corn mazes, hay rides, and apple cider, the fall is a season for family fun. This week features another spooky selection. Get a flashlight, hide under a blanket, and read some spine-tingling stories while listening to the spooky music. Hector Berlioz wrote the otherworldly 'Symphonie Fantastique' in 1830. The sheet music includes over 90 instruments. The included recording is the fifth movement of 'Symphonie Fantastique' entitled, 'Dream of the Night of the Sabbath.' 'Symphonie Fantastique' is about a gathering of spooky creatures who dance and frolic.

### Enrichment Activities

#### Activity 1: 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: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified

#### Activity 2: Act Out the Music

- One day this week, as you listen to the music, pretend to be a spooky creature dancing at a party.

#### Activity 3: Create a Spooky Dancing Picture

- As you listen to the music, draw, color, or paint spooky creatures dancing.

### Review Questions

1. **What is the title of the music?** The title is 'Symphonie Fantastique.'
2. **Who composed the music?** The composer is Hector Berlioz.
3. **What is 'Symphonie Fantastique' about?** 'Symphonie Fantastique' is about a gathering of spooky creatures.

## Lesson 7 Guide: Totentanz, S. 126/2

### Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

Pumpkin picking, leaves crunching underfoot, corn mazes, hay rides, and apple cider, the fall is a season for family fun. This week features another spooky selection. Get a flashlight, hide under a blanket, and read some spine-tingling stories while listening to the spooky music. Hungarian composer Franz Liszt was fascinated by the concepts of religion, heaven, life, and death. A haunting reflection of human mortality, 'Totentanz' reflects Liszt's keen interest. Totentanz means 'Dance of the Dead' in English.

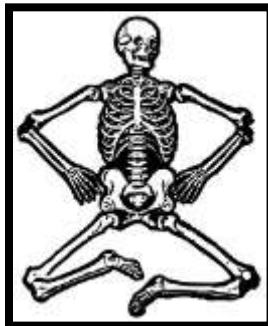
### Enrichment Activities

#### Activity 1: 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: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified

#### Activity 2: Draw the Music

- One day this week, as you listen to the music, draw some spooky skeletons dancing to the music.
- Look at the image of a skeleton below for reference.



### Review Questions

1. **What is the title of the music?** The title is 'Totentanz.'
2. **Who composed the music?** The composer is Franz Liszt.
3. **What is 'Totentanz' about?** 'Totentanz' is Liszt's reflection on life and death.
4. **What does 'Totentanz' mean in English?** 'Totentanz' means 'dance of the dead' in English.



## Lesson 8 Guide: Pictures at an Exhibition - II. The Old Castle

### Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

Pumpkin picking, leaves crunching underfoot, corn mazes, hay rides, and apple cider, the fall is a season for family fun. This week features another spooky selection. Get a flashlight, hide under a blanket, and read some spine-tingling stories while listening to the spooky music. Modest Mussorgsky wrote 'Pictures at an Exhibition' in memory of his friend, Viktor Hartmann, who died young at the age of 39. Each movement within the suite represents one of Hartmann's pictures. 'The Old Castle' was inspired by Hartmann's sketch of an Italian castle.

### Enrichment Activities

#### Activity 1: 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: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified

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### Activity 2: Map the Music

- 'The Old Castle' was inspired by Hartmann's sketch of an Italian castle.
- Study the map of Europe below, and find Italy.



### Activity 3: Define Castle Features

- One day this week, study the definitions below. Find the terms in the picture of the castle on the next page.
- **Castle:** A large building or group of buildings that are protected from attack with thick walls, towers, and moats.
- **Moat:** A water-filled ditch around a castle or town.
- **Gatehouse:** A defensive, often guarded entryway into a castle.
- **Tower:** Tall narrow building forming part of a castle.

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### Activity 4: Sketch a Castle

- One day this week, as you listen to the music, study the castle. Find the moat, the gatehouse, and the towers.
- Sketch a castle like the one shown below.
- Be sure to sketch the moat of water surrounding the castle as well.



### Review Questions

1. **What is the title of the music?** The title is 'The Old Castle.'
2. **Who composed the music?** The composer is Modest Mussorgsky.
3. **What is 'The Old Castle' about?** 'The Old Castle' was inspired by Viktor Hartmann's sketch of an old Italian castle.

## Lesson 9 Guide: A Hymn of Thanksgiving

### Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

Pumpkin pie, stuffing, green bean casserole, family gatherings, and giving thanks for our blessings, November is a month to appreciate our homes and families and to reflect on all that we have. For the next four weeks, you'll listen to selections that embody gratefulness for home, health, family, and country. Enjoy this music while preparing your Thanksgiving dinner or eating your Thanksgiving meal. Ludwig van Beethoven composed string quartet, Opus 132 in A minor near the end of his life. He was 54 and recovering from a life-threatening illness which he cured by limiting his diet to certain foods. In Beethoven's words, this movement was 'offered to the divinity by a convalescent.' Beethoven said the more energetic parts of the piece reflected him 'feeling new strength.'

### Enrichment Activities

#### Activity 1: 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: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified

#### Activity 2: Gratitude Discussion

Beethoven was grateful to the divine for being cured of his illness. One day this week, as you listen to the music, discuss what you are thankful for. Potential answers might include:

- Your family members
- A safe place to live
- Nutritious food to eat
- Opportunities for learning, reading, and schooling
- Friends and neighbors
- Religion and the divine
- Opportunities to participate in activities, hobbies, and sports

#### Activity 3: Gratitude Sketch

- One day this week, as you listen to the music, color, draw, or sketch one or more things that you are grateful for.

#### Activity 4: Study the Painting

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Examine the painting below while listening to the music.

- 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:

- Pumpkin/Squash
- Grapes
- Bowl
- Plates
- Wooden Handle
- Cork
- Bottle
- Basket
- Bread
- Brown and Purple Jug
- Table Surface



### Review Questions

1. **What is the title of the music?** The title is 'A Hymn of Thanksgiving.'
2. **Who composed the music?** The composer is Ludwig van Beethoven.
3. **What is 'A Hymn of Thanksgiving' about?** 'A Hymn of Thanksgiving' captures gratitude and thanking the divine for being cured of a sickness.

## Lesson 10 Guide: We Thank You, God, We Thank You

### Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

Pumpkin pie, stuffing, green bean casserole, family gatherings, and giving thanks for our blessings, November is a month to appreciate our homes and families and to reflect on all that we have. This week, continue to listen to selections that embody gratefulness for home, health, family, and country. Johann Sebastian Bach wrote cantata 'We thank you, God, we thank you' in 1731. A cantata is 'a medium-length narrative piece of music for voices with instrumental accompaniment, typically with solos, chorus, and orchestra.'

### Enrichment Activities

#### Activity 1: 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: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified

#### Activity 2: Harvest Discussion

The Thanksgiving holiday was originally celebrated as a way of giving thanks for the fall harvest.

A harvest is when crops that have grown during the summer are gathered up, sold, and/or stored.

Crops might be grown on farms, in community cooperatives, or right in people's back yards.

Food crops in America include:

- Grains such as wheat, corn, and rice
- Vegetables such as carrots, onions, potatoes, lettuce, squash, and pumpkins
- Fruits such as oranges, strawberries, and blueberries
- Beans, peas, and peanuts
- Nuts such as almonds

#### Activity 3: Harvest Sketch

- One day this week, as you listen to the music, color, draw, or sketch some crops that were gathered up in a harvest.

**Review Questions**

1. **What is the title of the music?** The title is 'We Thank You, God, We Thank You.'
2. **Who composed the music?** The composer is Johann Sebastian Bach.
3. **What is 'We Thank You, God, We Thank You' about?** 'We Thank You, God, We Thank You' represents gratitude and thanking the divine.



## 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.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

Pumpkin pie, stuffing, green bean casserole, family gatherings, and giving thanks for our blessings, November is a month to appreciate our homes and families and to reflect on all that we have. This week, continue to listen to selections that embody gratefulness for home, health, family, and country. Ludwig van Beethoven composed 'The Consecration of the House, Op. 124' in 1822 for the opening of the Josephstadt Theater in Vienna, Austria. A 'consecration' is the dedication of something for a certain purpose. A theater might be consecrated to promote the arts and elevate the human spirit. People might consecrate their own houses as well, dedicating their houses to their families and the love they share in them.

### Enrichment Activities

#### Activity 1: 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: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified

#### Activity 2: Can You Find It?

Ludwig van Beethoven composed 'The Consecration of the House, Op. 124' in 1822 for the opening of the Josephstadt Theater in Vienna, Austria.

Find the following items in the engraving of the Josephstadt Theater on the next page:

- Stage
- Curtain
- Audience
- Balconies
- Pillars
- Special Curtained Section of the Balcony
- Flowered Wreaths and Garlands
- Children on Stage
- Adults on Stage



### Activity 3: Celebration Discussion

People often gather together on Thanksgiving or other special occasions and celebrate with a special meal.

Discuss the special things you do with your family on Thanksgiving or another special celebration.

- Do you travel anywhere to have your celebration?
- Do you eat any special foods for your celebration?
- Who do you celebrate the special day with?
- Do you reflect on what you are thankful for during the special celebration?

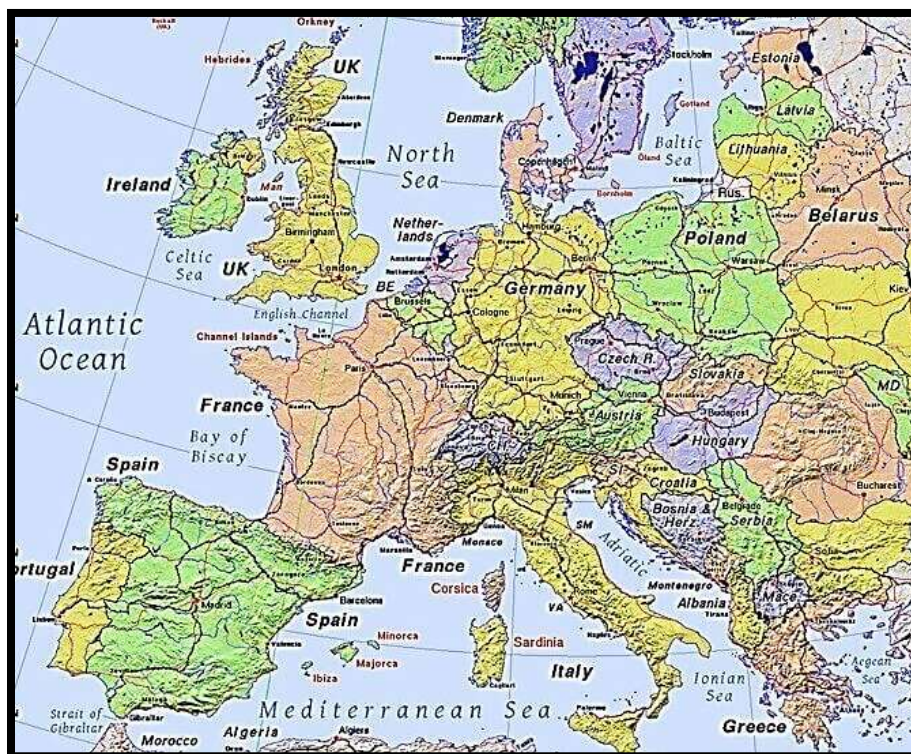
### Activity 4: Celebration Sketch

- One day this week, as you listen to the music, color, draw, or sketch your own celebration. You might wish to include the place, the people, and/or the special meal in your drawing.

## KINDERGARTEN MUSIC LESSON GUIDES

### Activity 5: Map the Music

- This composition is about the dedication of Josephstadt Theater in Vienna, Austria.
- Study the map of Europe below, and find Austria.



### Review Questions

1. **What is the title of the music?** The title is 'The Consecration of the House.'
2. **Who composed the music?** The composer is Ludwig van Beethoven.
3. **What is 'The Consecration of the House' about?** 'The Consecration of the House' is about the dedication of a theater.
4. **Where is the Josephstadt Theater?** The Josephstadt Theater is in Vienna, Austria.

## 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.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

Pumpkin pie, stuffing, green bean casserole, family gatherings, and giving thanks for our blessings, November is a month to appreciate our homes and families and to reflect on all that we have. This week, listen to the final selection that embodies gratefulness for home, health, family, and country. Inspired by a visit to America, Antonín Dvořák created 'String Quartet no. 12 in F major 'American,' Op. 96' based on American landscapes. It reminds us to be thankful for our homelands and the beautiful world we live in.

### Enrichment Activities

#### Activity 1: 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: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified

#### Activity 2: Homeland Discussion

Your 'homeland' can be considered the place you consider home. Your homeland might be:

- The place where you were born.
- The place you grew up.
- A place you moved to and embraced as your true home.

Discuss the place that you consider to be your homeland.

#### Activity 3: Map the Music

- 'American' represents the beauty of American landscapes and gratitude for a homeland.
- Study the map of the world on the next page. Find America and the place you consider your homeland.





#### Activity 4: Homeland Sketch

- One day this week, as you listen to the music, color, draw, or sketch your favorite places, people, features, and/or characteristics of your homeland.

#### Review Questions

1. **What is the title of the music?** The title is 'American.'
2. **Who composed the music?** The composer is Antonín Dvořák.
3. **What is 'American' about?** 'American' represents the beauty of American landscapes and gratitude for a homeland.
4. **What do you consider to be your homeland?** Answers will vary.

## Lesson 13 Guide: The Nutcracker Suite

### Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

Giving to others, family gatherings, religious worship, trimming trees, special songs, eggnog, and mistletoe, the Christmas holiday involves comforting traditions for many. For the next four weeks, you'll listen to selections associated with the Christmas season. For those who celebrate Christmas, enjoy this music while baking Christmas cookies, hanging stockings, decorating your tree, or opening presents. The Nutcracker Suite, Op. 71a is a ballet written by Pyotr Ilyich Tchaikovsky in 1892. It is performed by ballet companies across the United States during the Christmas season. A ballet is a dance that is performed to music and tells a story. The story of the Nutcracker ballet is based on E.T.A. Hoffmann's story 'The Nutcracker and the Mouse King.' In the story, a girl named Clara receives a Nutcracker from her uncle on Christmas Eve. That night, the Nutcracker is transformed into a handsome prince. With the help of Clara, the prince defeats the Mouse King and his army of mice. Clara and the prince travel to the Land of Sweets and see magical dances and wondrous people and places.

### Enrichment Activities

#### Activity 1: 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: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified

## KINDERGARTEN MUSIC LESSON GUIDES

### Activity 2: Ballet Sketch

Examine the picture on the next page and find the following items:, Ballerina, Ballerino (Male Ballet Dancer), Dress, Tights, Ballet Shoes, Flowers, Pointed Toe, Wooden Floor, Framed Painting

One day this week, as you listen to the music, color, draw, or sketch ballet dancers like in the picture.



### Activity 3: Nutcracker Sketch

Examine the picture below and find the following items:

- Crown
- Sword
- Boots
- Belt
- Moustache
- Teeth

One day this week, as you listen to the music, color, draw, or sketch the nutcracker shown below.





## KINDERGARTEN MUSIC LESSON GUIDES

### Activity 4: Nutcracker Dance

- One day this week, as you listen to the music, pretend to be either Clara, the handsome Nutcracker prince, or the Mouse King and dance to the music.

### Activity 5: Study the Painting

Examine the painting below while listening to the music.

- 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:

- Christmas Tree
- Christmas Tree Lights
- Ornaments
- Star Tree Topper
- Children
- Women
- Circle
- Shadows
- Holding Hands
- Pillar
- Vase
- Bust (sculpture of a person's head and shoulders.)



## KINDERGARTEN MUSIC LESSON GUIDES

### Activity 6: Identify the Movements

A 'movement' is a principal division of a longer musical work, self-sufficient in terms of key, tempo, and structure.

There are eight (8) movements in the core Nutcracker Suite performance. Listen for each and try to identify them (the listed times will help at first). The titles of each movement are listed below.

1. Overture (time 0.00)
2. March (time 3.00)
3. Dance of the Sugar Plum Fairy (time 5.00)
4. Russian Dance (time 6.40)
5. Coffee (Arab Dance) (time 7.43)
6. Tea (Chinese Dance) (time 11.35)
7. Dance of the Reed Flutes (time 12.45)
8. Waltz of the Flowers (time 15.05)

This recording includes additional music from first and second acts of the ballet.

9. The Christmas Tree (time 21.12)
10. Grandfather Dance (time 25.18)
11. Children's Gallop and Entrance of the Parents (time 28.28)
12. Pas de Deux Variations (time 29.50)
13. Waltz of the Snowflakes (time 34.02)
14. The Magic Castle in the Kingdom of Sweets (time 38.03)
15. Final Waltz and Apotheosis (time 42.50)

### Review Questions

1. **What is the title of the music?** The title is 'The Nutcracker Suite.'
2. **Who composed the music?** The composer is Pyotr Ilyich Tchaikovsky.
3. **What is 'The Nutcracker Suite' about?** 'The Nutcracker Suite' tells of the adventures of a girl named Clara and her nutcracker, which transforms into a handsome prince.
4. **What is a ballet?** A ballet is a dance that is performed to music and tells a story.

## Lesson 14 Guide: Christmas Oratorio

### Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

This week, you'll continue listening to selections that embody the Christmas season. For those who celebrate Christmas, enjoy this music while baking Christmas cookies, hanging stockings, decorating your tree, or opening presents. J.S. Bach wrote his 'Christmas Oratorio' in 1734 to be performed in Christian churches during the Christmas season. An oratorio is defined as: 'a large-scale musical work for orchestra and voices, typically a narrative on a religious theme, performed without the use of costumes, scenery, or action' (Google define). 'Christmas Oratorio' contains six cantatas. From the Wikipedia entry on 'Christmas Oratorio': 'The first part (for Christmas Day) describes the birth of the Christian figure Jesus Christ, the second (for December 26) the annunciation to the shepherds, the third (for December 27) the adoration of the shepherds, the fourth (for New Year's Day) the naming of Jesus, the fifth (for the first Sunday after New Year) the journey of the Magi, and the sixth (for Epiphany) the adoration of the Magi.

### Enrichment Activities

#### Activity 1: 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: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified

#### Activity 2: Christmas Discussion

- Around the world, some families celebrate Christmas in a religious sense, others celebrate in a secular sense, and still others do not celebrate Christmas at all.
- One day this week, as you listen to the music, discuss what Christmas means to your family.

#### Activity 3: Christmas Sketch

- One day this week, as you listen to the music, color, draw, or sketch your favorite things about Christmas or another special holiday.

### Review Questions

1. **What is the title of the music?** The title is 'Christmas Oratorio.'
2. **Who composed the music?** The composer is Johann Sebastian Bach.
3. **What is 'Christmas Oratorio' about?** 'Christmas Oratorio' describes the birth of Jesus, the announcement of the birth to the shepherds, the adoration of the shepherds, the naming of Jesus, the journey of the Three Wise Men, and the adoration of the Three Wise Men.

## Lesson 15 Guide: Romanian Christmas Carols

### Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

This week, you'll continue listening to selections that embody the Christmas season. For those who celebrate Christmas, enjoy this music while baking Christmas cookies, hanging stockings, decorating your tree, or opening presents. Adapted in in 1915, Béla Bartók based his 'Romanian Christmas Carols, Sz. 57' on carols traditionally sung by Romanian village children. The work contains twenty Christmas Carols, played continuously without a break.

### Enrichment Activities

#### Activity 1: 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: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified

#### Activity 2: Caroling Lyrics

Lyrics are words that accompany music.

Famous American carols with lyrics include 'Joy to the World,' 'Jingle Bells,' and 'Deck the Halls.'

As you listen to the music, read the partial listing of lyrics for 'Jingle Bells' below and then color, draw, or sketch a picture based on the lyrics.

Dashing through the snow  
In a one-horse open sleigh  
Over the fields we go  
Laughing all the way, ha ha ha

Bells on bob-tail ring  
Making spirits bright  
What fun it is to laugh and sing  
A sleighing song tonight.

Oh jingle bells, jingle bells  
Jingle all the way,  
Oh what fun it is to ride  
In a one-horse open sleigh, hey!

## KINDERGARTEN MUSIC LESSON GUIDES

### Activity 3: Carolers Sketch

- One day this week, as you listen to the music, color, draw, or sketch the carolers shown below.



### Activity 4: Map the Music

- This composition includes twenty Christmas carols traditionally sung by Romanian village children.
- Study the map of Europe below, and find Romania.



### Review Questions

1. **What is the title of the music?** The title is 'Romanian Christmas Carols.'
2. **Who composed the music?** The composer is Béla Bartók.
3. **What is 'Romanian Christmas Carols' about?** 'Romanian Christmas Carols' includes twenty Romanian Christmas carols traditionally sung by village children.

## Lesson 16 Guide: Traditional Carol - Deck the Halls

### Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

This week, you'll continue listening to selections that embody the Christmas season. For those who celebrate Christmas, enjoy this music while baking Christmas cookies, hanging stockings, decorating your tree, or opening presents. Deck the Halls is a traditional Christmas carol. The song implores listeners to decorate, to sing, and to spread good cheer for the Christmas season. This piece is an arrangement for brass instruments. Brass instruments include the trumpet and the trombone and are often made of brass.

### Enrichment Activities

#### Activity 1: 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: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified

#### Activity 2: Deck the Halls Lyrics

As you listen to the music, read the partial listing of lyrics for 'Deck the Halls' below.

Deck the hall with boughs of holly,  
Fa la la la la la la la.  
'Tis the season to be jolly,  
Fa la la la la la la la.

Don we now our gay apparel  
Fa la la la la la la la.  
Troll (Circulate or spread) the ancient Christmas carol,  
Fa la la la la la la la.



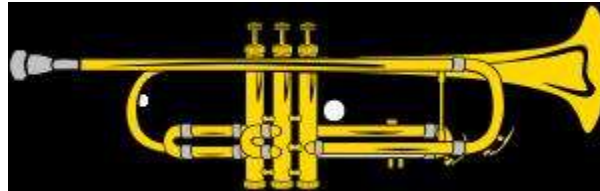
**Activity 3: Holly Sketch**

- One day this week, as you listen to the music, color, draw, or sketch the holly shown below.



**Activity 4: Trumpet Sketch**

- One day this week, as you listen to the music, color, draw, or sketch the trumpet shown below.



**Review Questions**

1. **What is the title of the music?** The title is 'Deck the Halls.'
2. **What is 'Deck the Halls' about?** 'Deck the Halls' is about decorating, singing, and spreading good cheer during the Christmas season.
3. **What type of instruments is used to play 'Deck the Halls' in this piece?** Brass instruments are used to play 'Deck the Halls.'

## Lesson 17 Guide: The Four Seasons - Winter

### Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

Bundling up under the covers, making snowmen and snow angels, sledding over the snow, and icicles dangling from gutters, For the next four weeks, you'll listen to selections that embody the winter season. If you live in an area that becomes cold and snowy, play this music, enjoy some hot cocoa, and watch the snow fall. Antonio Vivaldi wrote 'The Four Seasons' in 1723. The four concertos celebrate the seasons of spring, summer, autumn, and winter. Vivaldi published sonnets to accompany each season's concerto. He may have written these poems himself. The winter concerto varies its tempo and tone to reflect the vagaries of winter weather, from snowflakes drifting down from the sky to the wind whipping up violent snowstorms.

### Enrichment Activities

#### Activity 1: Discuss winter weather changes. For example:

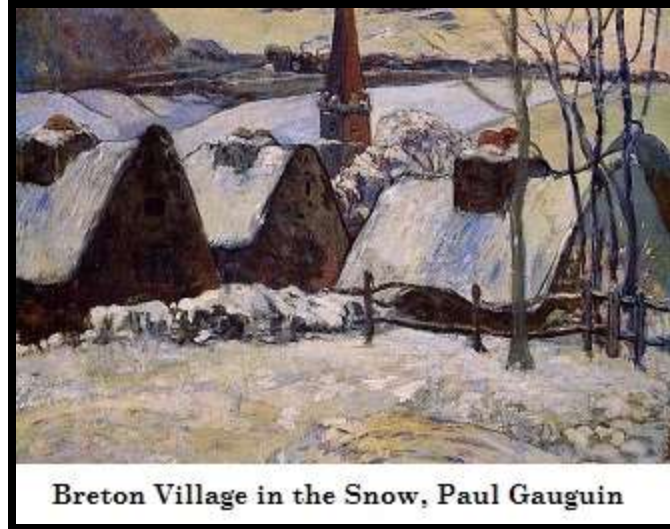
- In certain areas on Earth, winter brings frigid weather.
- Streams, lakes, and rivers freeze solid, thick enough that people can walk or drive over the ice.
- Some people ice fish on lakes, cutting holes in the ice and catching fish through the openings.
- Storms called blizzards may occur. Blizzards are extreme winter storms with heavy snow, fast winds, and low visibility.

#### 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: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified

#### Activity 3: Study the Painting

- Examine the painting on the next page while listening to the music.
- 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: Snow, Houses, Church Steeple, Roofs, Trees, Fence, Hill, Horizon



**Activity 4: For each movement, listen to the movement, pause the playback, and read the associated lines of Vivaldi's Winter Poem.**

**(0:00) Allegro Non Molto Movement (Allegro Non Molto means not very quick)**

To tremble from cold in the icy snow,  
In the harsh breath of a horrid wind;  
To run, stamping one's feet every moment,  
Our teeth chattering in the extreme cold.

**(4:00) Largo Movement (Largo means slow tempo and dignified)**

Before the fire to pass peaceful,  
Contented days while the rain outside pours down.

**(6:15) Allegro Movement (Allegro means brisk tempo)**

We tread the icy path slowly and cautiously,  
for fear of tripping and falling.  
Then turn abruptly, slip, crash on the ground and,  
rising, hasten on across the ice lest it cracks up.  
We feel the chill north winds course through the home  
despite the locked and bolted doors...  
this is winter, which nonetheless  
brings its own delights.

### Review Questions

1. **What is the title of the music?** The title is 'The Four Seasons - Winter.'
2. **Who composed the music?** The composer is Antonio Vivaldi.
3. **In places with cold winter weather, what happens to the weather, the trees, and the animals during the winter season?** The weather grows frigid, ice and snow encase bare tree branches, rivers and lakes freeze over, and animals continue to hibernate or huddle in their burrows to stay warm.

## Lesson 18 Guide: Etude Op. 25 no. 11 - 'Winter Wind'

### Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

Bundling up under the covers, making snowmen and snow angels, sledding over the snow, and icicles dangling from gutters, you'll continue to listen to selections that embody the winter season. If you live in a snowy area, play this music, enjoy some hot cocoa, and watch the snow drift down from the sky. Frédéric Chopin composed 'Etude Op. 25 no. 11 in A minor - Winter Wind' in 1836. An 'etude' is defined as: 'a short musical composition, typically for one instrument, designed as an exercise to improve the technique or demonstrate the skill of the player' (Google define). 'Winter Wind' reflects the frigid winds and swirling snowflakes of the winter season.

### Enrichment Activities

#### Activity 1: 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: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified

#### Activity 2: Draw Old Man Wind

- Wind is often portrayed as a cloud with a face or an old man blowing furiously.
- One day this week, as you listen to the music, color, draw, or sketch Old Man Wind blowing the trees and people below.



### Review Questions

1. **What is the title of the music?** The title is 'Winter Wind.'
2. **Who composed the music?** The composer is Frédéric Chopin.
3. **What is 'Winter Wind' about?** 'Winter Wind' represents the cold, cutting winds of the winter season.

## Lesson 19 Guide: 'Aeolian Harp' or 'Shepherd Boy'

### Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

Bundling up under the covers, making snowmen and snow angels, sledding over the snow, and icicles dangling from gutters, you'll continue to listen to selections that embody the winter season. If you live in a snowy area, play this music, enjoy some hot cocoa, and watch the snow drift down from the sky. Frédéric Chopin composed 'Aeolian Harp' or 'Shepherd Boy' in 1836. An Aeolian Harp is an instrument made of a box and strings that is played by the wind. People place Aeolian Harps in open windows to let the wind play the music. This piece is also called 'Shepherd' boy because Chopin reportedly advised his students to picture a poor shepherd boy taking refuge from a cold storm as they played the piece.

### Enrichment Activities

#### Activity 1: 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: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified

#### Activity 2: Review Facts about Shepherds

- A shepherd or shepherder is a person who raises and tends sheep.
- Shepherds protect their sheep against predators such as wolves.
- Shepherds used to use crooks, or long poles with a hook on one end, to guide their sheep.

## KINDERGARTEN MUSIC LESSON GUIDES

### Activity 3: Draw a Shepherd Boy

- One day this week, as you listen to the music, color, draw, or sketch a shepherd boy with a crook sheltering from a cold winter storm.



### Review Questions

1. **What are the titles of the music?** The titles are 'Aeolian Harp' and 'Shepherd Boy.'
2. **Who composed the music?** The composer is Frédéric Chopin.
3. **What is 'Shepherd Boy' about?** 'Shepherd Boy' may be about a young sheep herder taking refuge from a cold storm.

## Lesson 20 Guide: Winterreise, D. 911, 24 - Der Leiermann

### Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

Bundling up under the covers, making snowmen and snow angels, sledding over the snow, and icicles dangling from gutters, you'll listen to the final selection that embodies the winter season. If you live in a snowy area, play this music, enjoy some hot cocoa, and watch the snow drift down from the sky. Franz Schubert composed Winterreise, Der Leiermann (Winter Journey, The Organ Grinder) in 1827 based on the poem 'Der Leiermann' (The Organ Grinder or The Hurdy-Gurdy Man) by Wilhelm Müller. See in the enrichment activities section a translation of the poem by Celia Sgroi.

### Enrichment Activities

#### Activity 1: 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: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified

#### Activity 2: Review Facts about Organ Grinders

- An organ grinder is an organ playing street performer.
- Organ grinders play organs small enough to be carried.
- Sometimes organ grinders have performing monkeys.
- See below a picture of an organ grinder with his portable organ and his performing monkey.



#### Activity 3: Draw an Organ Grinder and his Monkey



## KINDERGARTEN MUSIC LESSON GUIDES

- One day this week, as you listen to the music, color, draw, or sketch an organ grinder, his organ, and a monkey.

### **Activity 4: Listen to the Music and Read 'The Hurdy-Gurdy Man' poem below**

Over there beyond the village stands an organ-grinder,  
And with numb fingers he plays as best he can.  
Barefoot on the ice, he totters here and there,  
And his little plate is always empty.  
No one listens to him, no one notices him,  
And the dogs growl around the old man.  
And he just lets it happen, as it will,  
Plays, and his hurdy-gurdy is never still.  
Strange old man, shall I go with you?  
Will you play your organ to my songs?

### **Review Questions**

1. **What is the title of the music?** The titles are 'Winter Journey' and 'The Organ Grinder.'
2. **Who composed the music?** The composer is Franz Schubert.
3. **What is 'The Organ Grinder' about?** 'The Organ Grinder' is based on a poem by the same name, which tells the story of a poor organ grinder.

## Lesson 21 Guide: Lyric Pieces, Op. 43 - 5. Love Poem

### Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

Showing kindness and appreciation, planning happy surprises, and thinking of those you love, for the next four weeks, in honor of the Valentine's season, you'll listen to selections that represent love and affection for family and friends. Norwegian composer and pianist Edvard Grieg wrote 66 short compositions for 'Lyric Pieces.' They were published between 1867 and 1901. They are often referred to as 'mood pieces,' written to evoke certain feelings in the listener. Grieg may have written 'Love Poem' as a declaration of love for his wife, Nina.

### Enrichment Activities

#### Activity 1: 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: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified

#### Activity 2: Learn a Love Poem

As you listen to the music, read, recite, and memorize the love poem below.

Roses are red,  
Violets are blue,  
Sugar is sweet,  
And so are you

#### Activity 3: Draw Something You Love

- One day this week, as you listen to the music, color, draw, or sketch something that you love.

## KINDERGARTEN MUSIC LESSON GUIDES

### Activity 4: Study the Painting

Examine the painting below while listening to the music.

- Narrate the scene shown in the painting aloud using your own words.
- Describe how the painting relates to the music. (Putti or Cherubs are often associated with love and the divine.)
- Find the following items in the painting: Clouds, Putti (Cherubs), Wings, Feathers, Eyes Looking Up, Plump Wrists



### Review Questions

1. **What is the title of the music?** The title is 'Love Poem.'
2. **Who composed the music?** The composer is Edvard Grieg.
3. **What is 'Love Poem' about?** The composition, 'Love Poem,' may be a declaration of love by Grieg to his wife Nina.

## Lesson 22 Guide: Waltz in B minor, Op. 69 no. 2

### Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

Showing kindness and appreciation, planning happy surprises, and thinking of those you love, in honor of the Valentine's season, you'll continue to listen to selections that represent love and affection for family and friends. Frédéric Chopin wrote 'Waltz in B minor, Op. 69 no. 2' in 1829 for solo piano. It was not published until after his death. Chopin reportedly wanted this composition burned after he died (and his other unpublished works at the time of his death). This composition is one of Chopin's easier to perform and better-known works. The name 'waltz' originally comes from a word that refers to the turning movement associated with the waltz dance. This lovely piece conjures images of dancing couples gracefully twirling around a ballroom floor.

### Enrichment Activities

#### Activity 1: 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: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified

**Activity 2: Read a Love Poem**

As you listen to the music, read 'How Do I Love Thee?' by Elizabeth Barrett Browning below.

How do I love thee? Let me count the ways.  
I love thee to the depth and breadth and height  
My soul can reach, when feeling out of sight  
For the ends of being and ideal grace.  
I love thee to the level of every day's  
Most quiet need, by sun and candle-light.  
I love thee freely, as men strive for right.  
I love thee purely, as they turn from praise.  
I love thee with the passion put to use  
In my old griefs, and with my childhood's faith.  
I love thee with a love I seemed to lose  
With my lost saints. I love thee with the breath,  
Smiles, tears, of all my life; and, if God choose,  
I shall but love thee better after death.

**Review Questions**

1. **What is the title of the music?** The title is 'Waltz in B minor.'
2. **Who composed the music?** The composer is Frédéric Chopin.
3. **What is 'Waltz in B minor' about?** 'Waltz in B minor' is a waltz for dancing.

## Lesson 23 Guide: Romeo and Juliet

### Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

Showing kindness and appreciation, planning happy surprises, and thinking of those you love, in honor of the Valentine's season, you'll continue to listen to selections that represent love and affection for family and friends. Pyotr Tchaikovsky based 'Romeo and Juliet (Overture-Fantasia)' on the Shakespeare's play of the same name. His initial version was not a success with the audience, but he persisted, rewriting the work. The revised work was published in 1870. There are three parts - the first part is foreboding of the tragedy to come, the second part is warlike with symbols crashing and symbolizes the fight between the families of Romeo and Juliet, and the third and most famous part emotes the love between Romeo and Juliet.

### Enrichment Activities

#### Activity 1: 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: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified

#### Activity 2: Study a Painting of Romeo and Juliet, 'Romeo and Juliet Balcony Scene' by Ford Madox Brown

- Romeo and Juliet were two characters in a play who fell in love. In the painting on the next page, Romeo has climbed up to Juliet's balcony to visit her.
- Find the following items in the painting of Romeo and Juliet on the next page: Juliet, Romeo, Balcony, Railing, Rope, Hook, Flowers, Kiss, Horizon



**Activity 3: Practice Reciting Famous Lines from Shakespeare's play, 'Romeo and Juliet'**

As you listen to the music, recite the following five lines from 'Romeo and Juliet.' Don't be afraid to inject some dramatic body movements into your recitations.

1. Romeo, Romeo, wherefore art thou Romeo?  
(Pretend to be Juliet looking around for Romeo.)
2. That which we call a rose by any other name would smell as sweet.  
(If we called a rose a 'skunk,' it would still smell nice. The name we call things cannot change their physical characteristics.)
3. My bounty is as boundless as the sea, My love as deep; the more I give to thee, The more I have, for both are infinite.  
(When it comes to love, the more we give to others the more we receive in return.)
4. Good night, good night! parting is such sweet sorrow  
(Parting, or saying goodbye, is both sorrowful because Romeo and Juliet will be parted and sweet because they can look forward to the next time they can be together.)
5. A pair of star-cross'd lovers  
(Romeo and Juliet were star-cross'd because they had very bad luck in the play.)

**Review Questions**

1. **What is the title of the music?** The title is 'Romeo and Juliet.'
2. **Who composed the music?** The composer is Pyotr Ilyich Tchaikovsky.
3. **What is 'Romeo and Juliet' about?** The composition, 'Romeo and Juliet,' is based on Shakespeare's play of the same name.



## Lesson 24 Guide: Ballade no. 1 in G minor

### Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

Showing kindness and appreciation, planning happy surprises, and thinking of those you love, in honor of the Valentine's season, you'll listen to the last selection that represents love and affection for family and friends. Frédéric Chopin composed 'Ballade no. 1 in G minor, Op. 23' in 1831. At the time, he lived in Vienna and longed for his home in Poland, where the people were fighting against the Russian Empire. He incorporated his feelings of longing, loyalty, and love for his homeland into this piece (Wikipedia entry on the piece).

### Enrichment Activities

#### Activity 1: 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: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified

#### Activity 2: Map the Music

- At the time Frédéric Chopin wrote this composition, he lived in Vienna (Austria) and longed for his home in Poland, where the people were fighting against the Russian Empire.
- Study the map of Europe on the next page and find the countries of Austria, Poland, and Russia.



### Activity 3: Make a Card for Someone You Love

- One day this week, as you listen to the music, create and decorate a special card for someone you love. Give the person the card and tell them you love them.

### Review Questions

1. **What is the title of the music?** The title is 'Ballade no. 1 in G minor.'
2. **Who composed the music?** The composer is Frédéric Chopin.
3. **What is 'Ballade no. 1 in G minor' about?** 'Ballade no. 1 in G minor' is about Chopin's love and longing for his homeland.

## Lesson 25 Guide: Preludes, Op. 28 - No. 14 'Stormy Sea'

### Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

Transitioning from winter to spring, uncertain and unstable weather, and feeling invigorated and hopeful, For the next four weeks, you'll listen to selections that embody the turbulence of the transition from winter to spring. Listen to this music from the warmth and comfort of your home as the cold wind blows ice, snow, and/or rain all around you. Written between 1835 and 1839, Chopin's '24 Preludes, Op. 28' are a set of short piano compositions. Preludes are short pieces of music that often serve as introductions to more complex pieces. This piece captures the turbulence of a stormy sea.

### Enrichment Activities

#### Activity 1: Describe the Music

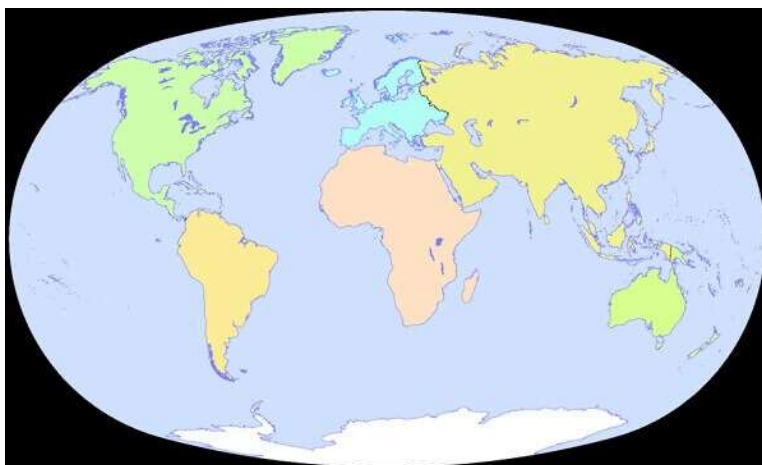
- After listening to the music, describe and discuss what you heard.
- Read the list of adjectives. Select those that describe the music or think up additional adjectives: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified

#### Activity 2: Draw a Stormy Sea

- One day this week, as you listen to the music, draw, color, or paint a stormy sea.
- Draw the whipping wind, the turbulent gray clouds, and the crashing waves.

#### Activity 3: Map the Music

- 'Stormy Sea' represents the whipping winds and the crashing waves of a turbulent sea.
- Study the map of the world on the next page. Point out the areas covered by seas and oceans.



**Activity 4: Study the Painting, ‘The Storm on the Lake of Galilee,’ by Rembrandt**

Examine the painting below while listening to the music.

- 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: Galilee Lake, Waves, Sailboat, Mast, Sails, Flag, Snapped Rope, Paddle, Sailors, Clouds, Blue Sky



**Review Questions**

1. **What is the title of the music?** The title is 'Stormy Sea.'
2. **Who composed the music?** The composer is Frédéric Chopin.
3. **What is 'Stormy Sea' about?** 'Stormy Sea' represents the whipping winds and the crashing waves of a turbulent sea.

## Lesson 26 Guide: The Sorcerer's Apprentice

### Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

Transitioning from winter to spring, uncertain and unstable weather, and feeling invigorated and hopeful, you'll continue listen to selections that embody the turbulence of the transition from winter to spring. Listen to this music from the warmth and comfort of your home as the cold wind blows ice, snow, and rain all around you. Written between 1896 and 1897, 'The Sorcerer's Apprentice' is a symphonic poem by the French composer Paul Dukas. Johann Wolfgang von Goethe's 1797 poem of the same name inspired this piece. In the poem, a sorcerer has left his apprentice and has tasked him to clean. The apprentice enchants a broomstick to do the cleaning for him, and the situation soon spirals out of control. Both the music and the storyline from the poem were featured in Disney's cartoon 'Fantasia.'

### Enrichment Activities

#### Activity 1: 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: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified



**Activity 2: Draw the Sorcerer's Apprentice**

- One day this week, as you listen to the music, draw, color, or paint the sorcerer's apprentice and his enchanted broom.
- Study the drawing of the apprentice enchanting his broom with a wand and a spell book for inspiration.



**Review Questions**

1. **What is the title of the music?** The title is 'The Sorcerer's Apprentice.'
2. **Who composed the music?** The composer is Paul Dukas.
3. **What is 'The Sorcerer's Apprentice' about?** 'The Sorcerer's Apprentice' is about an apprentice who uses magic to complete his cleaning chores until his magic goes awry.

## Lesson 27 Guide: Preludes, Op. 28 - No. 24 'The Storm'

### Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

Transitioning from winter to spring, uncertain and unstable weather, and feeling invigorated and hopeful, you'll continue listen to selections that embody the turbulence of the transition from winter to spring. Listen to this music from the warmth and comfort of your home as the cold wind blows ice, snow, and rain all around you. Written between 1835 and 1839, Frédéric Chopin's '24 Preludes, Op. 28' are a set of short compositions for the piano. This work captures the tempestuous nature of a storm.

### Enrichment Activities

#### Activity 1: 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: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified

#### Activity 2: Draw a Thunderstorm and a Tornado

- One day this week, as you listen to the music, draw, color, or paint a thunderstorm with a swirling tornado touching down on the ground. Draw rain pelting the ground. Draw lightning flashing in the sky. How might you show the boom of the thunder?
- See below a picture of a tornado.





**Review Questions**

1. **What is the title of the music?** The title is 'The Storm.'
2. **Who composed the music?** The composer is Frédéric Chopin.
3. **What is 'The Storm' about?** 'The Storm' is about a turbulent storm.

## Lesson 28 Guide: Symphony no. 5 - I. Trauermarsch

### Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

Transitioning from winter to spring, uncertain and unstable weather, and feeling invigorated and hopeful, you'll continue listen to selections that embody the turbulence of the transition from winter to spring. Listen to this music from the warmth and comfort of your home as the cold wind blows ice, snow, and rain all around you. Mahler composed Symphony no. 5 from 1901 to 1902. Trauermarsch (Funeral March) reflects the tumultuous process of grieving a loved one.

### Enrichment Activities

#### Activity 1: 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: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified

#### Activity 2: Discuss Feeling Sad and Mad

One day this week, as you listen to the music, discuss things that make you sad and mad.

- What makes you sad? Describe one time when you were sad about something.
- What makes you mad? Describe one time when you were mad about something.
- What do you do when you feel sad or mad?
- What should you do when you feel sad or mad?
- Who can you turn to for help when you feel sad or mad?
- Play-act becoming sad or mad and then use your words to talk about your feelings.

### Review Questions

1. **What is the title of the music?** The title is 'Trauermarsch.'
2. **Who composed the music?** The composer is Gustav Mahler.
3. **What is 'Trauermarsch' about?** 'Trauermarsch' encapsulates the tumultuous process of grieving a loved one. People often feel sad or mad when they lose someone they love.

## Lesson 29 Guide: The Four Seasons - Spring

### Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

Birds singing, leaves budding, and baby animals frolicking, for the next four weeks, you'll listen to selections that embody the bloom of spring. Get outside or throw open some windows. Listen to this music and enjoy the renewing sunshine and refreshing breezes of spring. Vivaldi wrote 'The Four Seasons' in 1723. The four concertos celebrate the seasons of spring, summer, autumn, and winter. Vivaldi published sonnets to accompany each season's concerto. He may have written these poems himself. The spring piece is fresh and rejuvenating, like the renewal of life after a long winter of hibernation.

### Enrichment Activities

**Activity 1: Discuss spring weather changes. For example:**

- The air turns warmer.
- The trees and bushes grow fuzzy buds which will bloom into leaves and flowers.
- The days become longer. It gets light earlier in the morning and stays light later in the day.
- Animals awaken from hibernation or migrate in preparation for summer.

**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: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified

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### Activity 3: Act Out the Music

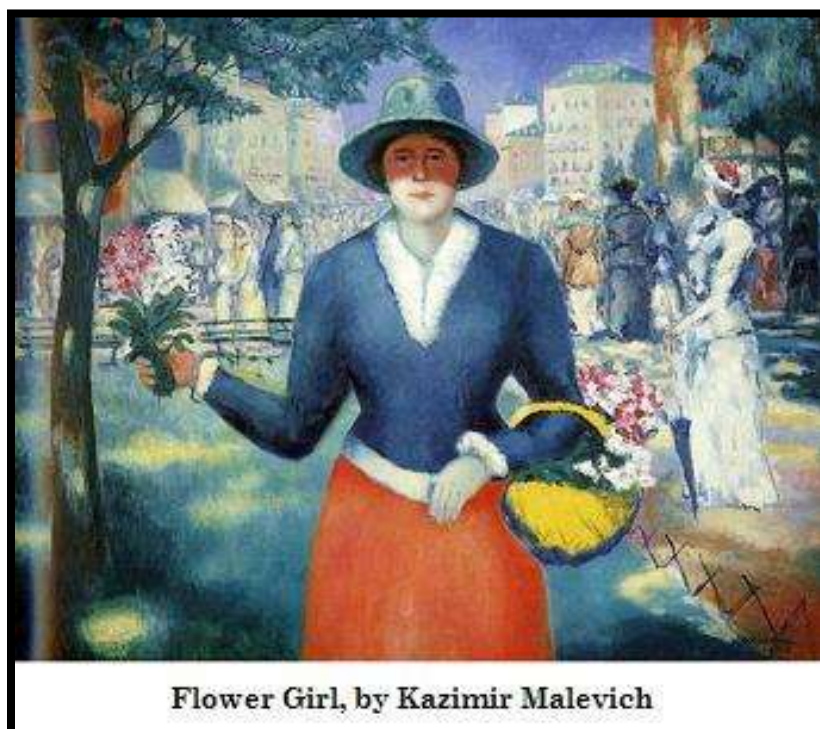
- Act out the events of the music.
- As the music plays, make a burrow or a den out of blankets and a table or couch.
- Pretend to hibernate in the burrow until spring comes and you awaken.

### Activity 4: Study the Painting

Examine the painting below while listening to the music.

- 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: Flowers, Basket, Glove, Hat, Tree, Grass, Path, Parasol, Buildings, Awnings (Canvas coverings over doors or windows), Crowd, Blue Sky



Flower Girl, by Kazimir Malevich

**Activity 5: For each movement, listen to the movement, pause the playback, and read the associated lines of Vivaldi's poem.**

**(0:00) Allegro Movement (Allegro means brisk tempo)**

Springtime is upon us.  
The birds celebrate her return with festive song,  
and murmuring streams are  
softly caressed by the breezes.  
Thunderstorms, those heralds of Spring, roar,  
casting their dark mantle over heaven,  
Then they die away to silence,  
and the birds take up their charming songs once more.

**(3:45) Largo Movement (Largo means slow tempo and dignified)**

On the flower-strewn meadow, with leafy branches  
rustling overhead, the goat-herd sleeps,  
his faithful dog beside him.

**(6:24) Allegro Movement (Allegro means brisk tempo)**

Led by the festive sound of rustic bagpipes,  
nymphs and shepherds lightly dance  
beneath the brilliant canopy of spring.

**Review Questions**

1. **What is the title of the music?** The title is 'The Four Seasons - Spring.'
2. **Who composed the music?** The composer is Antonio Vivaldi.
3. **What happens to the weather, the trees, and the animals during the spring season?**  
During spring, the weather turns warmer, the trees bud and bloom, and the animals wake up from hibernation or migrate in preparation for summer.

## Lesson 30 Lyric Pieces, Op. 38 - V. Spring Dance

### Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

Birds singing, leaves budding, and baby animals frolicking, you'll continue to listen to selections that embody the bloom of spring. Get outside or throw open some windows. Listen to this music and enjoy the renewing sunshine and refreshing breezes of spring. Norwegian composer and pianist Edvard Grieg wrote 66 short pieces for 'Lyric Pieces.' They were published between 1867 and 1901. 'Spring Dance' captures the joy and renewal of spring after a long, cold, and dark winter.

### Enrichment Activities

#### Activity 1: 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: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified

#### Activity 2: Create Blooming Tree Collages

- Cut brightly colored flower shapes from pink, white, purple, and red construction paper.
- Sketch a trunk and some branches on a piece of paper.
- Glue the flowers onto the branches.
- Draw people dancing with joy under the trees.
- Draw animals, clouds, grass, or anything else you wish on your blooming tree artwork.

### Review Questions

1. **What is the title of the music?** The title is 'Spring Dance.'
2. **Who composed the music?** The composer is Edvard Grieg.
3. **What is 'Spring Dance' about?** 'Spring Dance' captures the renewal and energy of spring.

## Lesson 31 Guide: Andantino 'Spring,' B. 117

### Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

Birds singing, leaves budding, and baby animals frolicking, you'll continue to listen to selections that embody the bloom of spring. Get outside or throw open some windows. Listen to this music and enjoy the renewing sunshine and refreshing breezes of spring. Frédéric Chopin wrote 'Andantino 'Spring,' B. 117' for piano around 1838. This composition is a little melancholy, reflecting that with change, even one from winter to spring, we may feel regret for what once was. Chopin based this piece on a Polish poem by his friend Stefen Witwicki.

### Enrichment Activities

#### Activity 1: 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: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified

#### Activity 2: Read Select Verses of the Poem

Read a loose translation of Stefen Witwicki's poem (Google Translate). Chopin's composition reflects the feeling of ambivalence over the change to spring expressed in the poem.

Dewdrops sparkle,  
Hidden in the heather,  
A brook whispers,  
Somewhere a heifer's bell rings.

A tear escapes my eye,  
The brook mourns with me,  
Somewhere above me,  
The skylark sings for me.



**Review Questions**

1. **What is the title of the music?** The title is 'Spring.'
2. **Who composed the music?** The composer is Frédéric Chopin.
3. **What is 'Spring' about?** Chopin based the composition on a melancholy poem by Stefen Witwicki.

## Lesson 32 Guide: The Ballet of Unhatched Chicks

### Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

Birds singing, leaves budding, and baby animals frolicking, you'll listen to the last selection that embodies the bloom of spring. Get outside or throw open some windows. Listen to this music and enjoy the renewing sunshine and refreshing breezes of spring. Modest Mussorgsky wrote 'Pictures at an Exhibition' in memory of his friend, Viktor Hartmann, who died young at the age of 39. Each movement within the suite represents one of Hartmann's pictures. This piece was inspired by Hartmann's painting, 'Ballet of the Unhatched Chicks,' of a child wearing a costume of a hatching chick.

### Enrichment Activities

#### Activity 1: 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: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified

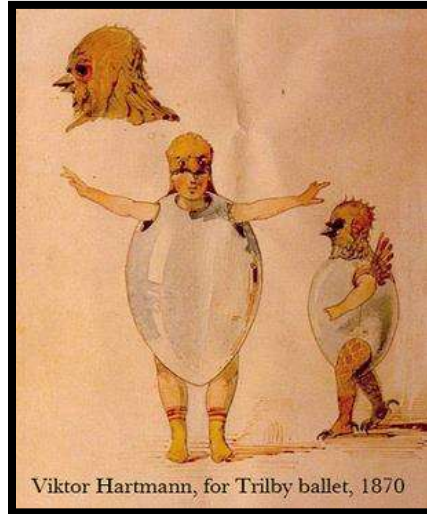
#### Activity 2: Act Out the Poem

Pretend to be a chick hatching from a shell while listening to the music.

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### Activity 3: Create a Hatching Chick Drawing

- One day this week, draw a chick hatching from a shell while listening to the music.



### Review Questions

1. **What is the title of the music?** The title is 'Ballet of the Unhatched Chicks.'
2. **Who composed the music?** The composer is Modest Mussorgsky.
3. **What is 'Ballet of the Unhatched Chicks' about?** 'Ballet of the Unhatched Chicks' is based on a painting of a child wearing a costume of an unhatched chick.

## Lesson 33 Guide: The Four Seasons - Summer

### Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

Spring swinging into summer, flowers thriving, and people basking in the sunshine, For the next four weeks, you'll listen to selections that embody the freedom of summer. Listen to this music as you enjoy playing outside on the green grass. Antonio Vivaldi wrote 'The Four Seasons' in 1723. The four concertos celebrate the seasons of spring, summer, autumn, and winter. Vivaldi published sonnets to accompany each season's concerto. He may have written these poems himself. This composition captures the lush splendor of summer.

### Enrichment Activities

**Activity 1: Discuss summer weather changes. For example:**

- The weather turns hot.
- The trees are full and green.
- The animals raise their young and eat and store food for the next winter.

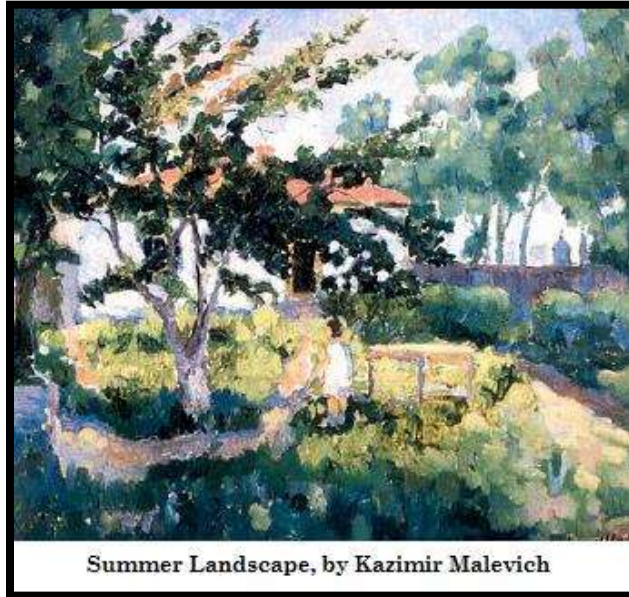
**Activity 2: Describe the Music**

- 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: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified

**Activity 3: Study the Painting**

Examine the painting below while listening to the music.

- 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: House, Girl, Tree, Path, Trees, Grass, Blue Sky



Summer Landscape, by Kazimir Malevich

**Activity 4: For each movement, listen to the movement, pause the playback, and read the associated lines of Vivaldi's autumn poem.**

**(0:00) Allegro Non Molto Movement (Allegro non molto means not very quick)**

Under a hard Season, fired up by the Sun  
Languishes man, languishes the flock and burns the pine  
We hear the cuckoo's voice;  
then sweet songs of the turtledove and finch are heard.  
Soft breezes stir the air, but threatening  
the North Wind sweeps them suddenly aside.  
The shepherd trembles,  
fearing violent storms and his fate.

**(4:50) Adagio e Piano - Presto e Forte Movement (Means slow at ease and soft - quick tempo and loud)**

The fear of lightning and fierce thunder  
Robs his tired limbs of rest  
As gnats and flies buzz furiously around.

**(7:00) Presto Movement (Presto means a quick tempo)**

Alas, his fears were justified  
The Heavens thunders and roar and with hail  
Cuts the head off the wheat and damages the grain.

**Review Questions**

1. **What is the title of the music?** The title is 'The Four Seasons - Summer.'
2. **Who composed the music?** The composer is Antonio Vivaldi.
3. **What happens to the weather, the trees, and the animals during the summer season?**  
The weather turns hot, the trees wave full and green, the animals eat and store food for the next winter.

## Lesson 34 Guide: 'Flower Duet' from Lakme

### Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

Spring swinging into summer, flowers thriving, and people basking in the sunshine, you'll continue to listen to selections that embody the freedom of summer. Listen to this music as you enjoy playing outside on the green grass. Léo Delibes' 'Flower Duet' is a famous duet from his opera Lakmé. The duet is sung by Lakmé, a princess, and Mallika, her handmaid, in a garden near a river. They celebrate how flowers uplift their souls, even in times of conflict.

### Enrichment Activities

#### Activity 1: 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: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified

#### Activity 2: Draw and Define the Music

- The title of this piece is, 'Flower Duet.' A duet is a musical performance by two people.
- One day this week, as you listen to the music, draw exactly two flowers to symbolize the title of the composition.





### Review Questions

1. **What is the title of the music?** The title is 'Flower Duet.'
2. **Who composed the music?** The composer is Léo Delibes.
3. **What is 'Flower Duet' about?** 'Flower Duet' addresses how flowers uplift our souls, even in times of trouble.
4. **How many people perform in a 'duet?'** Two people perform together in a duet.

## Lesson 35 Guide: Thou Art So Like a Flower

### Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

Spring swinging into summer, flowers thriving, and people basking in the sunshine, you'll continue to listen to selections that embody the freedom of summer. Listen to this music as you enjoy playing outside on the green grass. Written between 1835 and 1839, Frédéric Chopin's '24 Preludes, Op. 28' are a set of short compositions for the piano. Chopin dedicated 'Thou Art So Like a Flower' to Camille Pleyel, a pianist who owned the concert hall where Chopin played. This work is bright and sunny, like a flower gently waving in a field under a bright blue sky. Why might you compare something or someone to a flower? Flowers are beautiful, many smell nice, and just having them around can make people happy. Of course, whether this comparison is a compliment or an insult is dependent on the flower. Some flowers emit a smell like rotting meat to attract insects.

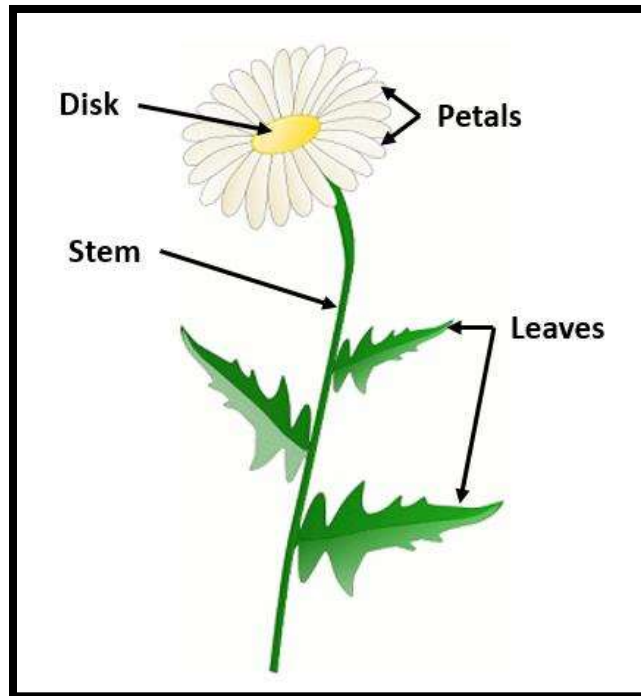
### Enrichment Activities

#### Activity 1: 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: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified

**Activity 2: Draw and Define the Music**

- One day this week, as you listen to the music, draw the parts of a flower.
- The main parts of a daisy flower are the stem, the leaves, the petals, and the disk.



**Activity 3: Act Out the Music**

- One day this week, as you listen to the music, pretend to be flowers in a windy field.
- Listen to the music, keep your feet together, extend your arms like petals, and wave back and forth to the music, like flowers blowing in gentle breeze. Don't move your feet, because your feet represent your stem and roots planted firmly in the ground.

**Review Questions**

1. **What is the title of the music?** The title is 'Thou Art So Like a Flower.'
2. **Who composed the music?** The composer is Frédéric Chopin.
3. **What color is a daisy's petals?** A daisy's petals are (usually) white.
4. **What color is a daisy's central disk?** A daisy's central disk is yellow.
5. **What color is a daisy's stem and leaves?** A daisy's stem and leaves are green.
6. **Why might you compare someone to a flower?** You might compare someone to a flower if the person is beautiful to you, the person smells nice, and/or the person makes you happy. Of course, this comparison depends upon the particular flower, as some flowers are unattractive and smell of rotting meat.

## Lesson 36 Guide: Sheep May Safely Graze

### Directions

Study the musical selection for one week.

Over the week:

- Each day, listen to the musical selection.
- Practice reciting the title of the composition and the composer's name.
- Read the synopsis.
- Complete the enrichment activities.
- Study the review questions.

### Synopsis

Spring swinging into summer, flowers thriving, and people basking in the sunshine, you'll listen to the final selection that embodies the freedom of summer. Listen to this music as you enjoy playing outside on the green grass. Composed in 1713, Johann Sebastian Bach's piece is known by multiple names - 'The lively hunt is all my heart's desire,' 'Sheep May Safely Graze,' 'Hunting Cantata,' and 'Birthday Cantata.' The first three come from the lyrics which accompany this piece. It is sometimes called 'Birthday Cantata,' because it was commissioned for a birthday by a wealthy benefactor.

### Enrichment Activities

#### Activity 1: 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: Happy, Sad, Quiet, Loud, Fast, Slow, Scary, Dreamy, Magical, Rhythmic, Dignified

#### Activity 2: Draw and Define the Music

- One day this week, as you listen to the music, draw a flock of sheep grazing on a grassy field.
- A group of sheep is often called a 'flock' or a 'herd.'
- The flock of sheep in the picture is 'grazing,' or eating grass in a field.



## KINDERGARTEN MUSIC LESSON GUIDES

### Review Questions

1. **What are the titles of the music?** The titles are 'The lively hunt is all my heart's desire,' 'Sheep May Safely Graze,' 'Hunting Cantata,' and 'Birthday Cantata.'
2. **Who composed the music?** The composer is Johann Sebastian Bach.
3. **What is a 'flock' of sheep?** A 'flock' of sheep is a group of sheep.
4. **What does 'graze' mean?** 'Graze' means to eat grass in a field.

### References

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