

# Junior Music For Spring

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# The Moldau

by  
**Bedrich Smetana**



## MUSIC ACTIVITIES

*Musicanada 6* (Holt, Rhinehart & Winston) has excellent listening activities based on *The Moldau*.

1. Listen to the music. Play it several times, not necessarily just in the music period. It can be played during art lessons, quiet reading times or as students enter or leave the room.
2. Explain the term “Program Music.”  
It is music that tells a story. (*See Appendix*)  
Distribute the guided listening sheet to each student.  
Play the music while the students follow the events on the sheet.  
It may be helpful for the teacher to track the numbers on the board at first, although this will probably not be necessary for subsequent listening.
3. Display the themes on a bulletin board.  
It is a good idea to laminate them first.  
Ask the students to compare and contrast:
  - a) key signatures
  - b) time signatures
  - c) note values
  - d) grouping of notes
  - e) performance indicators (*legato* - *staccato*)
  - f) dynamics (loud - soft)
4. Listening to the various themes.  
Distribute a listening Theme sheet to each student.  
Review each theme, noting the differences before playing the recording.  
Play the recording as the students listen carefully.  
Each time they hear one of the themes they put a checkmark in the appropriate box.

**Spain**  
**Music #1**



The guitar is the national instrument of Spain.

Draw an example of a Spanish acoustic guitar and label the following:

- |               |                |
|---------------|----------------|
| a) strings    | b) neck        |
| c) bridge     | d) tuning keys |
| e) head       | f) body        |
| g) frets      | h) sound hole  |
| i) pick guard |                |

**Spain**

**Music #2**



The acoustic or Spanish guitar was developed from the lute, an instrument of the medieval era.

Draw a diagram of each instrument and label them.

Create a chart to show their similarities and differences.



# Lawrence of Arabia

(Main Theme)

by Maurice Jarre



## MUSIC ACTIVITIES

1. Listen to the main theme several times.  
Maurice Jarre wrote this theme to accompany scenes of the desert in the movie.
  - a) Without telling the students this, ask the students what pictures they imagine as they listen.
  - b) After telling the students it is music to describe the desert. Brainstorm words to describe the music: musical, dreamy, etc.  
List the words on chart paper.
2. Display the music of the main theme in the classroom. (*See Appendix*)  
Sing it to neutral syllables or play it on the piano, keyboard or Orff instruments.
3. Listen to the recording and list, on chart paper, the predominant instruments you hear: English horn (cor anglais), timpani, snare drums, various strings, cymbals, etc.  
Match these with pictures of the instruments. (*See Appendix*)
4. Distribute the guided listening sheets. (*See Appendix*)  
Listen to the main theme on the recording again.  
As each section is heard, the students place a checkmark against the number.
5. Listen to *The Arabian Dance* from *The Nutcracker Suite* by Tchaikovsky.  
As a whole group, compare and contrast the similarities and differences between the two pieces of music.  
Record these on a chart on paper or the board:

**Spain - Carmen**

**Art Activity #1**



Design a costume for one of the main characters from *Carmen*.

Some research may be necessary to ensure that your design is authentic for the location and the time period.

Draw your design on a sheet of cartridge paper and color it using paint, crayons or pastels.

**Spain - Carmen**

**Art Activity #2**



Using the medium of your choice create a scene of one of the following.

- a) the gypsy smugglers camp.
- b) the final scene outside the arena in Seville.

**Spain - Ritual Fire Dance**  
**Activity #1**



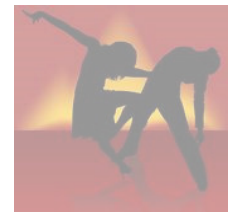
Manuel de Falla is a famous Spanish composer.

Use the resources available to you research this talented man.

Write a brief biography of him, using your research notes, remembering to include a list of some of his compositions.

**Spain - Ritual Fire Dance**

**Activity #2**



Listen to *Ritual Fire Dance* by Manuel de Falla.

Make a list of five instruments that have solo parts in this composition.

Draw and label two of these instruments.

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