

Two Week Sample

Composer Study

Music

Grade 2 - 12



Alveary

Music Appreciation is also referred to as Composer Study. Students in Grade 1 are introduced to the orchestra and then to two works designed to familiarize them with the sounds of each instrument or family of instruments, while impressing upon students the idea that music expresses ideas.

Beginning in Grade 2, all students study the same composer(s) each term. Students gain an appreciation for and an understanding of the general style of the composer and typical characteristics of music of the time period, as well as being introduced to musical terms associated with the music.

Composer Study

Meet significant composers and performers and learn about their lives and works. Explore various genres (works for orchestra, solo instruments, chamber groups, voice, choir), musical characteristics of the time period, and compositional forms and devices.

ASSIGNED GRADES & SCHEDULING

Students or Groups Enrolled by Form or Grade

Grade(s) 2 3 4 5 6 7 8 9 10 11 12 (suitable 1)

FORM	MIN.	xWK	MORN.	TEACH.	ACT.
F1+	10	1	*	■	∞
F2-6	15	1	*		

PLACEMENT TIPS

Students in Grades 2-3 with no classical music background may choose to take Intro to Music Appreciation.

COURSE NOTES

Course Text(s): Various Resources

Charlotte Mason often included more music in the program than could be covered in the lesson time. While we have selected pieces that fit the length of the lesson, students will develop a relationship with the term's music insofar as it is a part of their daily atmosphere. Use the year's playlist to listen to previous and current pieces in the afternoons, and explore the Extra Helpings for more music from the term's composer or time period. Grade 5+ extensions are also usually appropriate as Extra Helpings for interested younger students. The YouTube playlist contains the whole year's music, though lessons will occasionally have extra links to historical or musical information. Feel free to create your own playlist if you prefer other platforms to YouTube; though videos were often chosen for visual and sometimes historical interest, the crucial element is the music itself.

An Appendix is provided to help you better understand and listen to the assigned music. The Recap Questions and Suggestions (referred to in lesson plans as "RQ") will help you connect previous lessons to current ones; the Musical Vocabulary section defines terms with which you may be unfamiliar.

Occupations: Dates for important people and events are provided for ease of reference when working on History Charts. It is not necessary to include them all; allow students to follow interest.

PLANNING & PREP

- ALERT: Preview Links.** The final responsibility for previewing any and all links rests with the teacher. All links were checked at the time of publication; however, websites change frequently and may contain objectionable content. Please report broken links by using the "contact us" link on the website.

TERM 1

TERM 1

<p>☐ 01 The Schumanns</p> <hr style="border-top: 1px dashed black;"/> <p>→ INTRO: We're starting the year by studying two famous composers from the 1800s--who also happen to have married each other! Clara and Robert Schumann. This first piece is by Clara.</p> <p>→ LISTEN & DISCUSS: ★ Video: About Clara Schumann ★ Video: Piano Trio in G Minor (listen till end of lesson)</p> <p>→ (Grade 5+) Finish the video about Clara's life.</p>	<p>☐ 02 Piano Trio in G Minor</p> <hr style="border-top: 1px dashed black;"/> <p>→ LISTEN & DISCUSS: Notice what, when, and how each instrument is playing in relation to the others (older students take notes while listening). Listen for solos, duets, imitation, lyrical vs. rhythmic playing, etc.</p> <p>★ Video: Piano Trio in G Minor</p> <p>→ (Grade 5+) READ: Skim the rough analysis below. How well does it match your notes? Look at the analysis as you listen in the afternoons this week. ☆ Analysis of Trio (see Appendix)</p>	<p>☐ 03 Er ist gekommen in Sturm und Regen</p> <hr style="border-top: 1px dashed black;"/> <p>→ LISTEN & DISCUSS: Read the translation as you listen to the piece. Can you hear the "Storm" and "Rain"?</p> <p>★ Audio: Er ist gekommen in Sturm und Regen</p> <p>→ (Grade 5+) WRITE: Clara was born in 1819 and died in 1896. Jot down as many other historical events that you can think of that happened while she was alive. Think of other school books you're reading or have read and look up exact dates if you need to.</p>

Composer Study

ALERT: Preview Links. The final responsibility for previewing any and all links rests with the teacher. All links were checked at the time of publication; however, websites change frequently and may contain objectionable content. Please report broken links by using the "contact us" link on the website.

01 TERM 1 Week 1	About Clara Schumann	Piano Trio in G Minor
02 TERM 1 Week 2	Piano Trio in G Minor	

Composer Study

01 TERM 1 Week 1

● AFTERNOON LISTENING

Listen in the car, as you play or do chores, etc. Finish the video on Clara Schumann.

● HISTORY CHARTS

(Clara Schumann, 1819-1896 AD)

02 TERM 1 Week 2

● AFTERNOON LISTENING

Listen in the car, as you play or do chores, etc. Explore the Extra Helpings and pick a biography to read further.

● MAPWORK: Find Leipzig,

Germany (where Clara was born) on a map.

Composer Study◆ **TERM 1**

- GRADES 2-3** • Describe one of your favorite pieces by Clara or Robert Schumann and tell what you know about their lives.
- GRADE 4** • Describe one of your favorite pieces by Clara or Robert Schumann and tell what you know about their life and music.
- GRADES 5-6** • Describe one of your favorite pieces by Clara or Robert Schumann and tell what you know about their life and music.
- GRADES 7-8** • Describe one of your favorite pieces by Clara or Robert Schumann and tell what you know about their life and music.
- GRADE 9** • Describe one of your favorite pieces by Clara or Robert Schumann and tell what you know about their life and music.
- GRADES 10-11** • Describe one of your favorite pieces by Clara or Robert Schumann and tell what you know about their life and music.
- GRADE 12** • Describe one of your favorite pieces by Clara or Robert Schumann and tell what you know about their life and music.

Composer Study

For students with a high level of interest.

PROJECTS & ACTIVITIES

◆ TERM 1

- [Listen to this 10 minute video about Clara Schumann to learn more about her life!](#)
- [Listen to Robert Schumann's Trio in D minor which may have inspired Clara's trio.](#)
- [Explore more about Isata Kanneh-Mason and her family \(the pianist who played Clara's Scherzo\).](#)

BOOKS, GAMES & MORE

<u>RESOURCE</u>	<u>INFORMATION</u>	<u>SCOPE</u>	<u>BUY/FREE</u>
	The Book of Great Musicians by Percy Scholes → Section on Robert Schumann used this year.	Term 1	FREE
	Her Piano Sang: A Story of Clara Schumann by Barbara Allman ISBN/ASIN 978-1575050126 → Nice biography of Clara Schumann. Best for Grades 3-8.	Term 1	\$6.00
	Robert Schumann & Mascott Ziff by Opal Wheeler ISBN/ASIN 9781933573069 → Biography of Robert Schumann and a bit about Clara as well.	Term 1	\$11.00



Album for the Young by Schumann
 ISBN/ASIN 978-0793529940
 → For students learning piano--intermediate level.

Term 1

[\\$10.00](#)



The Story of Peter Tchaikovsky by Opal Wheeler
 ISBN/ASIN 978-1610060141
 → Biography of Tchaikovsky.

Term 2

[\\$15.00](#)



Dancing Hands by Margarita Engle (Author), Rafael López (Illustrator)
 ISBN/ASIN 978-1481487405
 → Beautiful picture book biography of Teresa Carreño.

Term 3

[\\$14.00](#)



Modern Course for the Piano by John Thompson
 → For students learning piano. Basic series for your musical library with quality pieces and some information about composers along the way.

Term 1

[\\$9.00](#)

Term 2

Term 3

Composer Study

RECAP QUESTIONS & SUGGESTIONS

Questions/ideas to help connect the previous lesson to the current one. Choose a question relevant to the previous lesson and work to vary the questions from week to week. Older students may choose a question themselves and younger students should occasionally be allowed to choose as well.

- Name the piece from the last lesson and describe it.
- What do you remember about ____'s life and history?
- Name and explain some musical terms or features from the last lesson.
- Hum a melody from the piece you heard in the last lesson.
- Describe [piece of music] as if you were talking to a friend who had never heard it before.
- What other historical events were happening during [composer's] life? Think of people, places or events you may have read about in your History, Geography, Literature, or Citizenship readings.
- Come up with a question you would want to ask [composer] and share it.

MUSICAL VOCABULARY

To use as a reference when looking at a musical score, reading and/or recapping a lesson, and whenever strikes your fancy.

Term	Definition
Overture	An instrumental prelude or introduction to a large stage work such as an opera, oratorio, or musical.
Score	The printed manuscript with the musical notation for each instrument of the orchestra.
Movement	A shorter section of a large work such as a symphony, sonata, or concerto.
Presto	Tempo marking indicating a very quick/fast pace.
Andante	Tempo marking indicating a moderate or "walking" pace.
Andantino	Tempo marking; slightly faster than Andante.
Allegro	Tempo marking indicating a bright, lively pace. Slower than Presto, faster than Andante.
Allegro vivace	Tempo marking indicating a lively, fast page. Faster than Allegro but slower than Presto.
Agitato molto	Dynamic/tempo marking indicating that the piece should be played in a very agitated/upset way.
Scherzo	A light and lively composition, sometimes a movement in a symphony.
Staccato	An articulation represented by small dots directly below or above notes indicating they should be played with short, disconnected sounds.
Forte (f)	Dynamic marking meaning "strong" indicating a loud level of sound.
Piano (p)	Dynamic marking meaning "soft."
Rondo	A musical form featuring an "A" theme and two contrasting themes presented in a particular order in which the "A" theme recurs after each of the other themes, i.e., ABACA or ABACABA.
Concerto	A large musical composition (usually comprising three movements and occasionally more) featuring a solo instrument accompanied by orchestra; often features one or more cadenzas.
Crescendo	Dynamic marking instructing musicians to gradually play or sing louder.
Diminuendo	Dynamic marking instructing musicians to gradually play or sing softer.
Symphony	A large-scale musical work for a full orchestra, usually in 3 or 4 movements--the first of which is often in Sonata-Allegro form.

Recitative	A particular style of composition in which a singer is allowed to adopt the free rhythms and delivery of ordinary speech. Occurs in operas and oratorios and is used to give a quick narrative and carry the plot or action forward to the next aria.
Cadenza	Generally occurring at the end of the 1st movement of a concerto, an improvised or written-out ornamental passage played or sung by a soloist, usually in a "free" rhythmic style, and often allowing virtuosic display.

MUSICAL CHARADES GAME

Pick some of the tempo and dynamic markings from the list of musical terms above. Write them each on notecards or slips of paper. Have one person read out the tempo or dynamic term. The other person should act it out (for instance, the person acting out "Presto" would have to move very quickly!). If playing with teams, take turns reading off definitions and tally up the number of cards each team correctly acts out. Also try reversing the game and have someone act out a term while the others guess.