

Music Blizzard Bags

Name: _____

Grades 3-4

Day 1 Assignment:

Wolfgang Amadeus **Mozart** was a talented and influential composer in the late 1700's. Much research has been done indicating that listening to Mozart stimulates the brain and increases intelligence.

Click the link below to watch and listen to the video of Mozart's "Eine Kleine Nachtmusik"

<https://www.youtube.com/watch?v=tSL5-wxgvFY>

As you listen and watch, notice that the lines represent different instruments. List 2 observations (or things you notice) about the colors and the placement (how high or low) of the lines. Please name one instrument you hear and tell which color represents the instrument. You may have to guess on this, and that is okay. We will review the video in class and make corrections to your responses as necessary. Please print out this page and write your response on the back. If you cannot print, write your response on a blank sheet of paper.

Please have your written answer signed by a family member and returned to me during your next music class.

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Day 2 Assignment:

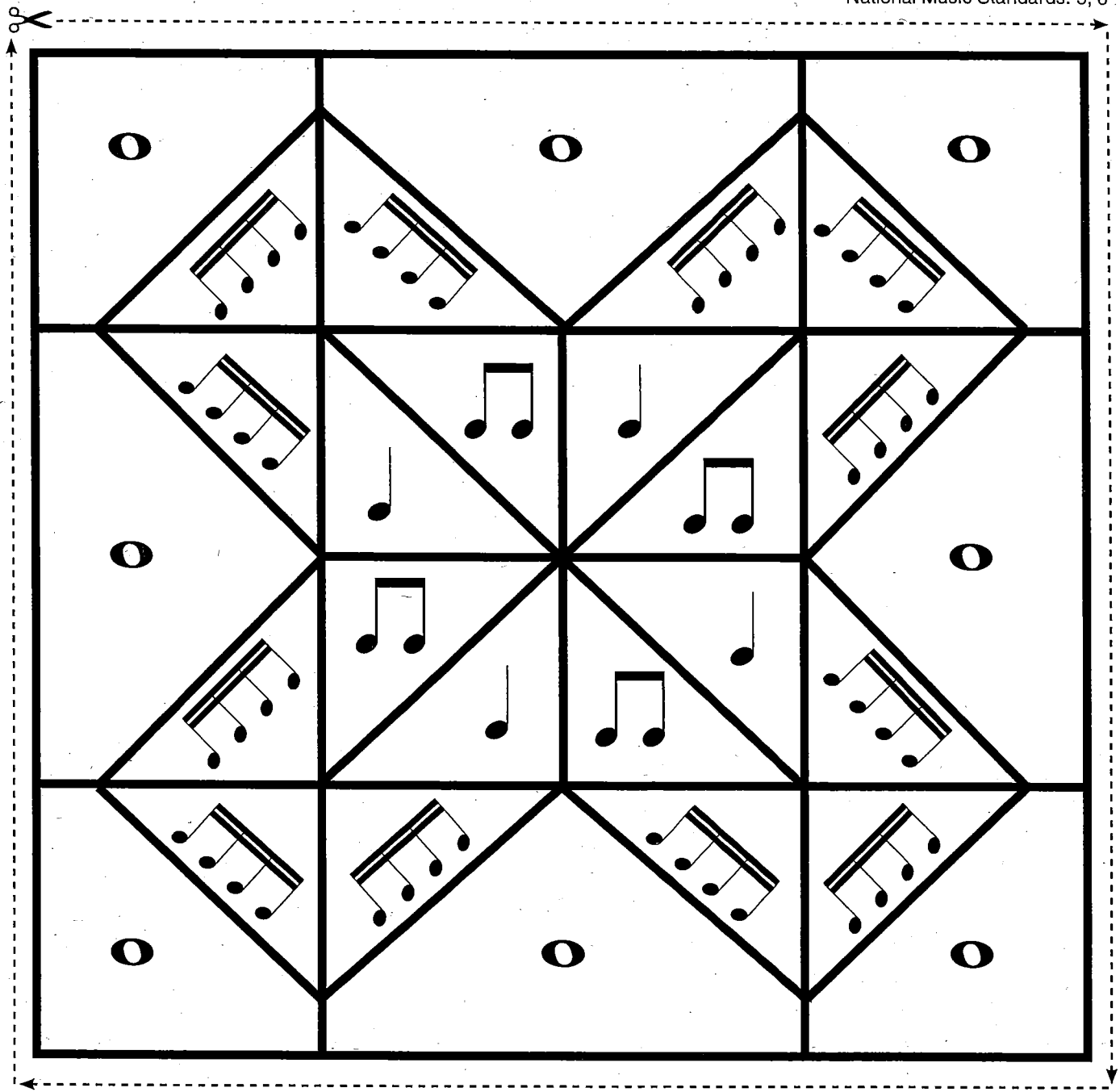
We have been doing a lot of work related to rhythm notation across all grade levels. We have experimented with the difference between steady beat & rhythm, and we have been creating 4-beat rhythm patterns in class using quarter notes (ta's), eighth notes (ti-ti's), and sixteenth notes (tika-tika's). Please print out the following two pages and complete the coloring sheets while listening to your favorite music. Although we have not worked with half notes and whole notes yet, we have had plenty of experience with quarter notes, eighth notes, sixteenth notes, and quarter rests. This will be a great review and reinforcement activity, as well as an introduction to half notes & whole notes. Please turn in the completed papers during your next music class. Have fun listening & coloring, and stay warm! :)





Name _____

Class _____

RUNNING RHYTHMS #6

National Music Standards: 5, 8



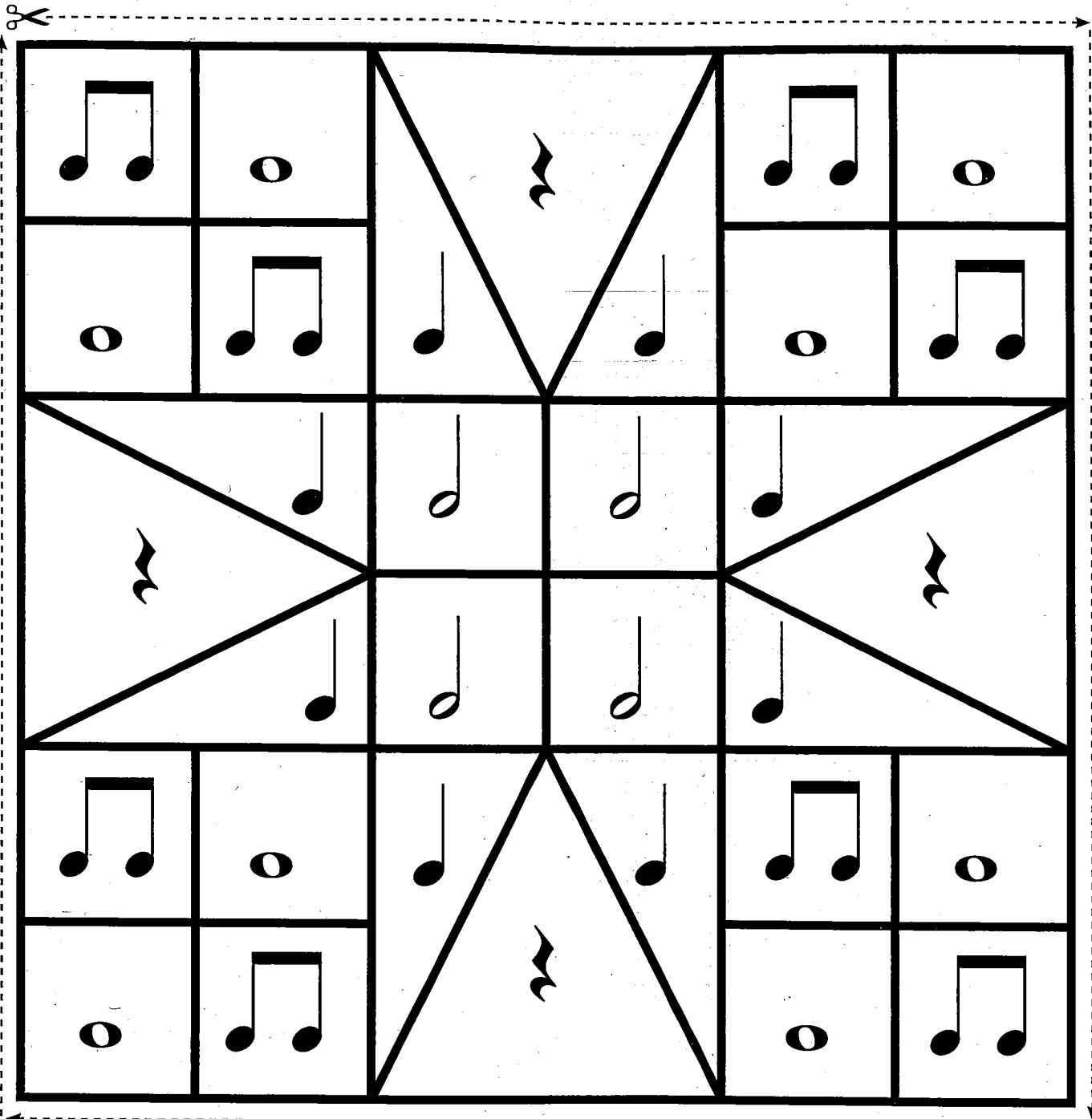
<p>DIRECTIONS</p> <p>Color each</p>  <p>BLUE</p>	<p>Color each</p>  <p>YELLOW</p>	<p>Color each</p>  <p>ORANGE</p>	<p>Color each</p>  <p>RED</p>
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Name _____

Class _____

RUNNING RHYTHMS #10

National Music Standards: 5, 8



DIRECTIONS Color each Quarter Note:  YELLOW	Color each Half Note:  ORANGE	Color each Whole Note:  RED	Color each Eighth Note:  GREEN	Color each Quarter Rest:  BLUE
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Music Blizzard Bags

Name: _____

Grades 3-4

Day 3 Assignment:

Please read the following pages about the ballet, "The Nutcracker" and about the composer, Peter Tchaikovsky. Then print out the last page and complete the writing activity by filling in the blanks and drawing a picture. If you cannot print, you can write your response and draw your picture on a blank sheet of paper. Please turn in the writing activity during your next music class - make sure your name is on the paper!

Peter Ilyich Tchaikovsky

(1840–1893)



Peter Tchaikovsky was the most important Russian composer of the Romantic era. He wrote symphonies, concertos, and program music with beautiful melodies and rich harmonies that reflected his love for Russia and appealed to a wide audience.

He was born in Votkinsk, a small town in the Ural Mountains of Russia. At the age of eight, he was sent to school in Saint Petersburg so that he would have better cultural and educational opportunities. He studied piano, but did not decide on a career in music until he was twenty-three years old. He attended the Saint Petersburg Conservatory and graduated in three years. Tchaikovsky then

joined the newly-opened Moscow Conservatory as professor of harmony. His first piano concerto was a success.

Tchaikovsky had a long relationship with a wealthy widow, Nadejda von Meck, who gave him enough money so that he could compose music without financial worries. The two never met, but carried on their friendship with letters for fourteen years.

In 1877, he had a brief, unsuccessful marriage to one of his students, Antonina Milyukova. His ballet *Swan Lake* was first performed that year. When his marriage ended, Tchaikovsky left the Conservatory and produced some of his most popular works: *The 1812 Overture*, *Romeo and Juliet*, and the opera *Eugene Onegin*. He toured the United States and Europe from 1888 through 1893 and led four concerts at the opening of New York's Carnegie Hall. It was during this time he wrote his famous ballets: *The Sleeping Beauty* and *The Nutcracker*. Tchaikovsky became sick with cholera after drinking unboiled water. He died on November 6, 1893.

The Nutcracker

by Peter Ilyich Tchaikovsky

The ballet was first choreographed by George Balanchine and presented by the New York City Ballet on February 2, 1954. It is based on the book *The Nutcracker and the King of Mice* by E. T. A. Hoffmann.

Act I

It is Christmas Eve and the Stahlbaum family is preparing for a party. Dr. Stahlbaum is decorating the tree and the children, Marie and Fritz, are eager to open their gifts. Guests arrive dressed in holiday clothes. There is music and dancing. Herr Drosselmeyer arrives with his nephew and gives Marie a special toy, a Nutcracker. It is shaped like a soldier and Marie is delighted when he demonstrates the way it cracks nuts. Her brother, Fritz, grabs the Nutcracker and throws it to the ground. Herr Drosselmeyer repairs the damage and the Nutcracker is laid in a doll's bed to rest the night.

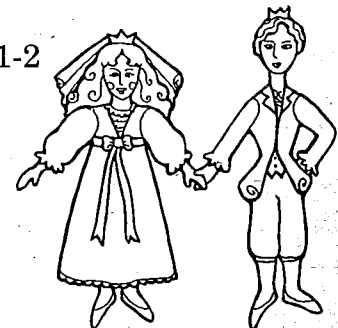
Act II

After the family is asleep, Marie sneaks back to the drawing room to see her Nutcracker. Herr Drosselmeyer waits in the shadows, and after Marie is again asleep, he continues working on the toy. Suddenly, the Christmas tree lights become bright and Marie is awakened. The tree seems to be growing and the toys are life-size. There are hundreds of mice running out of the walls. They are led by the Mouse King who has many heads. Marie is frightened and cries for help. A shot is fired and the battle between the toys, led by the Nutcracker, and the mice, led by the Mouse King, begins. Marie watches silently in the shadows. The Mouse King draws his sword to slay the Nutcracker and Marie throws her slipper to knock him out. Her throw is on target and the Mouse King falls. The Nutcracker thrusts his sword into the heart of the Mouse King and all the mice run back in the walls. Marie flies with the Nutcracker Prince (who looks a lot like Herr Drosselmeyer's nephew) to the most delicious place in all the world.

Act III

Soon they arrive in the land of the Sugar-Plum Fairy. A beautiful melody plays and the Sugar-Plum Fairy dances. She welcomes them and is pleased to hear of the way Marie saved the Nutcracker. They are entertained by Mother Ginger, waltzing flowers, and Arabian, Chinese, and Russian dancers. Marie believes she has perfect happiness. Soon they must go. Everyone gathers to say good-bye as a sleigh carries them into the sky. Marie looks at the Prince and says, "I wish this glorious adventure would never end."

Recording: *Tchaikovsky Suites*, London Digital Audio, 410 551-2



The Nutcracker

What do you think happened when the Nutcracker Prince and Marie returned home? Use this space to write a sequel to their story. You will need to decide on the characters, setting, problem, and solution for your story. Write your ideas here:

Characters: _____ Setting: _____
_____ Problem: _____

Solution: _____

Use this form for your story.

Marie and the Nutcracker Prince returned to _____
and began to _____. The first thing they did
was _____. Then they _____
_____. Next they went to _____
_____. Finally, _____

Draw a picture of your story in the space below.