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Students analyze the uses of elements of music in aural examples representing diverse genres and cultures

Musical Cartographer

Students will “map” a musical selection, describing tone color, form, tempo, and dynamics

Time needed:

30–40 minutes

Objective:

Using a listening assignment and art supplies, students will describe the form of a listening example.

Materials needed:

Student and Teacher sheets

Pencils

CD: “Trepak” from *The Nutcracker Suite* by Tchaikovsky

Art supplies

Lesson:

1. Play the CD selection of “Trepak” from *The Nutcracker Suite* by Tchaikovsky.
 - ♪ Ask the students to describe the mood the song.
2. Next, instruct the students to become a “cartographer” (a map maker).
 - ♪ A listening map generally describes a “pathway” with shapes or pictures to represent the order of the melodies found in the music.
3. Follow the directions on the student sheet.
4. Continue playing the music, while the students quietly continue their listening maps.
5. When the students are finished, ask them to share and compare their maps, making corrections and additions.
6. Collect their maps for possible display.

Answer key:

- How many times did the main melody repeat? **6 times**
- Was the main melody always played at the same volume (loudness and softness)? **It was repeated louder—with more instruments**
- Did the composer change the mood of the main melody by using different instruments? **No**
- What was the mood of the music? **Fun, happy, or excited (one or all)**
- How would you describe the speed of the beat? **Fast**



WOLFGANG AMADEUS MOZART



January 27, 1756–December 5, 1791



Salzburg, Austria

Once upon a time, in a far away land called


Austria, a very special  was born.

His name was  . When  was

only , his father discovered that he had an amazing talent for .

At the age of , his father started giving  keyboard and composition

lessons. By the time  turned , he wrote several minuets for the

harpsichord.  and his sister, Nannerl, who was also a good musician, performed

for the Elector of Bavaria in Munich, and the Empress Maria Theresa in Vienna when

he was only  . By the time he was , he had mastered the 

and had composed his first sonata.  was a child prodigy, which is another name