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Teasing

Bela Bartok

Anticipated Outcomes

The students will be able to:

- name the instruments that make up a woodwind quintet.
- recognize visually the instruments featured in the music.
- identify the order in which five instruments are featured in the music.
- use movement to show recognition of the instruments featured in the music.



Content Standard 6

Achievement Standards a, d

Materials List

- playback equipment
- recording of “Teasing”
- Big Book page 4
- Student Activity Book page 6
- Student Coloring Book page 6
- poster pictures of French horn, oboe, clarinet, flute, bassoon
- color markers, crayons



The Composition

Bartok was an avid collector of Hungarian folk music. He arranged some of the music he collected especially for children under the general heading *Gyermekeknek*, which means “for children” in Hungarian.



The Composer

Bela Bartok (1881-1945) was born in a small town in Hungary. His mother was his first music teacher. In 1899 he studied at the Royal Conservatory of Music in Budapest, and he became an excellent pianist and gave concerts throughout Europe. He earned a living during much of his life as a piano teacher and collector of folk music. In 1907 he received an appointment as professor at the Royal Conservatory where he spent the next thirty years of his life. For many years his compositions received little attention outside of Hungary.



Musical Features Sketch (0:47)

“Teasing” consists of a short, folk song melody that is passed among the instruments of a woodwind quintet (flute, oboe, clarinet, bassoon, and French horn). The French horn introduces the piece, then each of the other instruments takes its turn imitating the original melody played by the clarinet. Some of the instruments play the melody much like it was originally presented; others use just fragments in their imitations.

0:00 The French horn plays quick notes ascending in pitch that sound almost like a hunting horn call.

0:04 The clarinet plays a simple, dance-like melody while the other instruments of the quintet play an even simpler accompaniment of short notes. This kind of accompaniment continues throughout the piece as each instrument is featured.

0:19 The oboe imitates the melody played by the clarinet, but at a higher pitch level.

0:26 The flute plays a not-too-exact imitation of the melody.

Marching Band, Acrobats and Juggler

from *Under the Big Top*
Herbert Donaldson



Curriculum Connections

Social Studies/Art

1. Ask the students to name the jobs they can think of that people do at a circus such as putting up the tents, selling tickets and food, taking care of the animals, and performing. Discuss the tasks the people do who have these jobs. Invite the students to take turns pantomiming the different jobs to see if the others can guess what they are doing.
2. Talk with the students about how clowns make up their faces in funny ways. Then ask them to draw their own version of a clown face and costume using magic markers or crayons. Invite someone from the community to demonstrate how clowns put on make-up, perhaps using the students' drawings as models.
3. Read aloud *The Greatest Show on Earth* by John Prater (Candlewick Press: 1995). In the story the boy has trouble doing any of the things people do in the circus. Ask the students to name a job they think would be best to do at a circus and to explain why.

Math

4. Encourage the students to identify shapes they might see at a circus (circles, ovals, squares, etc.) Invite them to draw pictures of a circus using the shapes they name.



Student Activity/Coloring Book Pages

"Marching Band, Acrobats and Juggler"
Donaldson

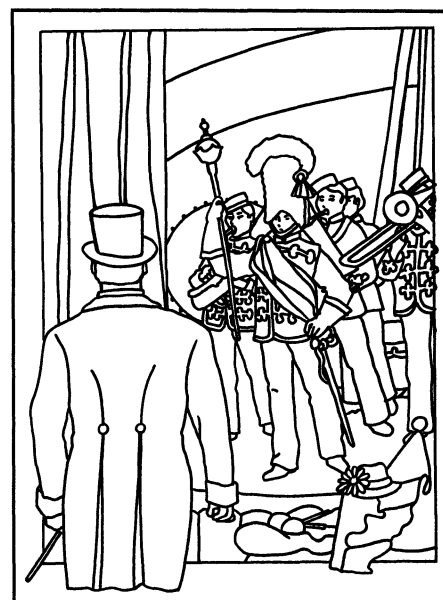
1. Use green to color the picture of the circus performer that matches the music you hear.
2. Use yellow to color the picture of the circus performer that matches the music you hear.
3. Use red to color the picture of the circus performer that matches the music you hear.

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Student Activity Book
Page 10



Student Coloring Book
Page 10



Student Coloring Book
Page 11