

Night on Bald Mountain Lesson Plan No. 1 – Active Listening

National Music Standards (rev. 2014)

Artistic Process	Connecting
Anchor Standard 10	Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Learning Target

The student will demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).

Lesson Plan

Time for lesson: 10 minutes

Materials:

Sound recording of Night on Bald Mountain
Small white boards, markers and erasers OR slips of paper and pencils, clipboards large white board or projection system

Prepare:

Distribute writing materials (white boards or paper) to each student. Have students choose a partner.

Warmup: Teacher instructions to students:

“You will be going to a concert featuring the Des Moines Symphony Orchestra. Now we will listen to one of the pieces they will perform at the concert.”

“To be able to completely concentrate on this music, find a **comfortable** position for your body. **Relax** your muscles. **Close your eyes** so you aren’t distracted by things in the room. **Breathe** in deeply, breathe out slowly.”

“While you listen, think about what **colors or pictures** the music makes you ‘see’ in your mind. Think about what feelings the music makes you feel. How would you describe this music to someone who hasn’t heard it before?”

Direct Instruction: Listen to the first theme (approx. first 1-1 ½ minutes).

Have students open their eyes and share 10 words that describe the music. Teacher lists on board.

To help elicit descriptive words, teacher can ask the following:

Did you see any colors?

What pictures came to mind?

How did this music make you feel?

Did it relax you or make your heart beat faster? Why?

Guided practice: Using the original directives for *active listening* (*relax, close eyes, breathe deeply*), have students listen to the second major theme (start at approx. 1:30 minutes from the beginning and play for about one minute).

Ask students to turn to a partner and describe the music in five words each. Volunteers can share out from these partnerships to the whole class.

Ask students to describe **how** this part of the music was different from the first part. "If someone had never heard this music before, how would you describe it?"

Independent practice: Listen to the chiming of the bell through the oboe solo (approx. 5 ½ minutes from the beginning lasting 2 minutes).

Using white boards/markers or paper/pencils, have students write down three words to describe the music.

Assessment:

Informal - Students hold up their white boards

Formal – Students hand in their slips of paper

Resources:

Fitzpatrick, F. Music and the Brain: Active Listening.

<http://earthtones.org/2012/09/music-and-the-brain-active-listening/>