

Night on Bald Mountain Lesson Plan No. 2 – Bubble Map

National Music Standards (rev. 2014)

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| Artistic Process | Responding |
| Anchor Standard 7 | Perceive and analyze artistic work |
| Enduring Understanding | Through their use of elements and structures of music, creators and performers provide clues to their expressive intent |

Learning Target

The student will demonstrate and explain (*interpret*) how responses to music are informed by the structure, the use of the elements of music, and context.

Lesson Plan

Time for lesson: 5 minutes for movement
10-15 minutes for listening analysis

Materials:

Bubble map (projected, printed or drawn on board)
Musical Elementary Glossary and Vocabulary List Document
Higher Order Thinking Skills questions
Photos of St. John's Eve
https://en.wikipedia.org/wiki/Saint_John%27s_Eve#/media/File:The_Feast_of_Saint_John.jpg
Night on Bald Mountain performance
Akademia Filmu i Telewizji (*performed by students at an art school in Warsaw, Poland*)
<http://www.bing.com/videos/search?q=Bald+Mountain+at+Night&&view=detail&mid=D67C530E453D76F94FE2D67C530E453D76F94FE2&FORM=VRDGAR>
Photo of Mt. Triglav – Bald Mountain
<https://rememberingletters.files.wordpress.com/2013/08/slovenia-julian-alps.jpg>

Prepare:

Post or project **Vocabulary for Musical Elements**
Post or project **Bubble Map**
Bubble map – enough copies for each student, pencils and clipboards

Warmup: Mirror movement

Teacher begins as the mirror movement leader, standing in front of the students who are scattered throughout the room in self-space. The teacher leads creative movement that expresses the mood/tempo/dynamics of the music. The teacher should model dramatic facial expressions as well (surprise, fear, anger, joy, etc.)

After a few minutes, ask for a student leader. Five minutes of movement should suffice as an introduction or review for students.

Direct Instruction: Material to share with students

“Mussorgsky was a composer from Russia whose music was inspired by the folk tales and art from his own country. *Night on Bald Mountain* is a piece of music written in 1867. He was inspired by a Russian short story titled, *St. John’s Eve*. It is about the night of June 23, when people in the British Isles and Europe celebrate with bonfires.”

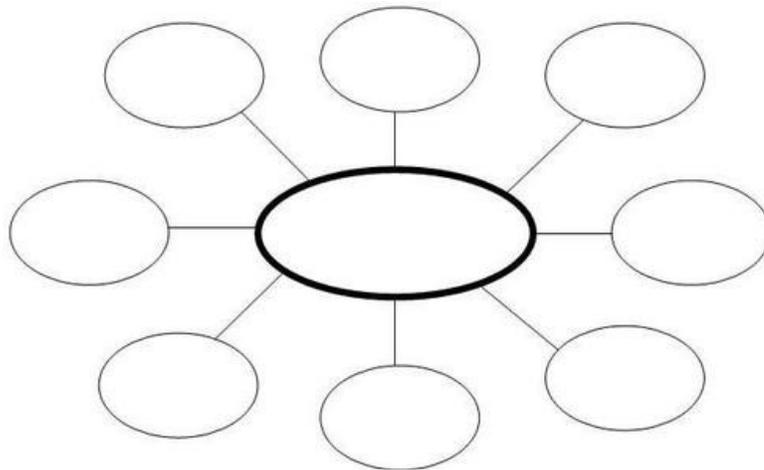
“St. John’s Eve is a night much like Halloween, when people used to believe that devils and witches came out to roam the earth. Sometimes people celebrating St. John’s Eve burn a straw witch in the bonfire.”

Show the online paintings (see link in **Materials**) and photos of St. John’s Eve and St. John’s wort, a medicinal herb traditionally collected on this night. Show the photo of Mt. Triglav in Slovenia which is thought to be the mountain from the title.

Guided practice: Structural listening – Musical Analysis

“This version was created by another Russian composer named Nicolai Rimsky-Korsakov. He used Mussorgsky’s musical ideas to create an orchestral version. It became popular when it was included in the Walt Disney movie *Fantasia*.”

Using a bubble map like the one below, put the title/composer in the center bubble and musical elements you want to analyze in the others. Some elements you can include are: tempo, instruments, dynamics, texture (thick/thin), timbre, pitch, rhythm, meter and mood.



Refer to the **Musical Elements Glossary and Vocabulary List** and the **Higher Order Thinking Questions**. Direct students to listen for specific musical characteristics. During the performance, point out important elements like instrumentation and texture.

Key elements of this music:

Changing between **thin and thick texture**

Instrumentation to create mood like the chimes at the end

Rhythmic contrast - first theme - violins in a high range playing fast rhythms and low brass playing a much slower melody.

From the performance video by Akademia Filmu i Telewizji, use the following time marks for analysis:

- 35"** First theme
- 1' 58"** Second theme
- 3' 5"** Fanfare
- 5' 57"** Return of first theme
- 8' 20"** Church bells chime
- 10' 11"** Clarinet solo
- 10' 48"** Flute solo

Independent practice: Students complete part of the map on their own
Once you have...

- a) listened to the main themes
- b) pointed out important musical characteristics
- c) filled out some of the bubbles with the whole class

... have the students fill out some of the bubbles on their own.

Listen to each main theme again as students complete the bubbles.

Assessment:

Informal – teacher reads student responses while moving around the classroom as the music plays

Formal – students hand in their bubble maps for a written assessment score