

Mussorgsky – Night on Bald Mountain Gallery Walk

Iowa Fine Arts Standard

Artistic Process: Responding
Anchor Standard: Apply criteria to evaluate artistic work.
Process Component: Evaluate
Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria.
Essential Question(s): How do we judge the quality of musical works and performances ?

MU: RE9.1.4

a. Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.

Learning Target

The student will evaluate music in a variety of ways.

Time for lesson: 45 minutes

Materials: Photos of St. John's Eve
https://en.wikipedia.org/wiki/Saint_John%27s_Eve#/media/File:The_Feast_of_Saint_John.jpg

Photo of Mt. Triglav (Bald Mountain)
<https://rememberingletters.files.wordpress.com/2013/08/slovenia-julian-alps.jpg>

Centers:

**asterisk means there is an accompanying document included with this plan*

- I. ***A to Z chart** (posted on wall)
 - students write in as many words they can think of to describe the music beginning with each letter of the alphabet (only one word per letter per student)

- II. ***Art Work (#1, #2, #3)**
 - each work posted, along with a thumbs up/down sheet and questions)
 - make a tally mark by the thumbs up or down symbols for each work
 - discuss with group members: Does this match the mood of the music? Why or why not?

- III. ***Feedback document**
 - *Vocabulary of Musical Elements document**
(questions posted – students discuss with group)
I like... / I wonder...

- IV. **Graffiti** (post chart paper)
 - students draw anything connected to the music

- V. ***St. John's Eve** (post directions, description of holiday and questions)
 - students discuss questions within their group

Lesson Plan

Warmup:

“You will be going to a concert by 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.

Put one hand on your heart and one on your stomach. Where do you feel the music?

Breathe in quietly, 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?”

Listen to the first theme of *Night on Bald Mountain*. This lasts about 45 seconds.

Have students share what they think and feel about the music. Encourage them to use musical vocabulary (i.e., *piano/forte, crescendo/decrescendo, tempo, staccato/legato*, etc.).

Follow the above process again, playing the second theme (starts at about 1 min 30 sec).

Tell the students to **turn to a neighbor** and share three words that describe the music.

“Were your words the same or similar as your neighbor’s?”

Direct Instruction:

“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 the night of June 23, when people in the British Isles and Europe celebrate with bonfires.”

(optional information) “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.

“*Night on Bald Mountain* is a tone poem, or a musical picture of what Mussorgsky imagined St. John’s Eve might be like on Mt. Triglav in Slovenia.”

Guided practice:

Gallery Walk – a learning strategy where small groups of students work at centers around the room. Students can share ideas, gain new perspectives and be actively engaged in the process of evaluating the music.

Go over the following with your students before beginning:

1. Class will be divided into groups of 3-5 students.
2. Each group will visit each center. The teacher will ring a bell or use some signal to indicate when students should move to another center. Three minutes per center
3. Two groups may be at a center at a time, but no more than two.
4. It is the responsibility of each group to visit each center.
5. ***Every student must participate.***

Independent practice:

Students get into their groups, get a pencil and participate in the Gallery Walk.

Assessment:

Informal – After students have complete the Gallery Walk, have a discussion about their each center and their evaluation of the music.

Resources:

Derby Hotels Collection. “The Shortest Day of the Year.” June 18, 2018.

<https://www.derbyhotels.com/blog/en/saint-john-eve-summer/>

Theteachertoolkit. <http://www.theteachertoolkit.com/index.php/tool/gallery-walk>