**“BLIZZARD BAG” HOME ACTIVITIES FOR GENERAL MUSIC**

**GRADES TK-1**

revised 2/20/15

Teacher: Mr. Colaner

Phone: 372-5726

Email: [rcolaner@xeniachristian.com](mailto:rcolaner@xeniachristian.com)

**BLIZZARD BAG DAY #1**

**LESSON OBJECTIVE:** Developing quality listening habits; in particular, discerning the tempo (speed of performance) of the music.

>Instructions for use when you ***do*** have internet access

1. Do a Youtube search for the selections on page 2\*.
2. Play the first minute or two minute of each video. Ask your child to listen and make a determination as to the tempo tempo (“tempo” means the speed of performance). This may take some practice, and it works better if you start by playing one fast one and one slow one so they really know what you mean by “fast” and “slow.” Young children may confuse the concept of tempo with “loud” and “soft” volumes.
3. Replay each selection, asking your child to draw a picture of rabbit when he or she hears a fast selection, and a turtle or a snail when hearing a slow one.

\*Please be cautious about allowing your child to actually view the video, as opposed to just listening to it. Sometimes after a Youtube video is posted, advertising or comments are occasionally added that have inappropriate content.

>Instructions for use when you do ***not*** have internet access

1. Find some recordings in your home, hopefully four or five of them.
2. Sort them into two categories: those that are obviously fast and those that are obviously slow. Omit recordings that are ambiguous in tempo (“tempo” means the speed of performance).
3. Play each recording twice. If they are long, just play a minute or two of each. Ask your child to listen and make a determination as to the tempo. This may take some practice, and it works better if you start by playing one fast one and one slow one so they really know what you mean by “fast” and “slow.” Young children may confuse the concept of tempo with “loud” and “soft” volumes.

Page 2: A short **LISTENING LIST** of some historical art music

(i.e. “classical music”)

“National Emblem March” by Edwin Eugene Bagley (march)

<https://www.youtube.com/watch?v=U40OIESDwlU>

Mark this one fast.

“Moonlight Sonata” by Ludwig van Beethoven (sonata)

<https://www.youtube.com/watch?v=vQVeaIHWWck>

Mark this one is slow.

“Spring” from *The Four Seasons* by Antonio Vivaldi (violin concerto)

<https://www.youtube.com/watch?v=GRxofEmo3HA>

Mark this one fast.

“Dance of the Sugar Plum Fairy” from *The Nutcracker Suite* by Peter I. Tchaikovsky (ballet)

<https://www.youtube.com/watch?v=Wz_f9B4pPtg>

Mark this one slow.

**BLIZZARD BAG DAY #2**

**LESSON OBJECTIVE:** Developing quality listening habits; in particular, discerning the tempo (speed of performance) of the music.

>Instructions for use when you ***do*** have internet access

1. Do a Youtube search for the selections on page 4\*.
2. Play the first minute or two minute of each video. Ask your child to listen and make a determination as to the tempo tempo (“tempo” means the speed of performance). This may take some practice, and it works better if you start by playing one fast one and one slow one so they really know what you mean by “fast” and “slow.” Young children may confuse the concept of tempo with “loud” and “soft” volumes.
3. Replay each selection, asking your child to draw a picture of rabbit when he or she hears a fast selection, and a turtle or a snail when hearing a slow one.

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>Instructions for use when you do ***not*** have internet access

1. Find some recordings in your home, hopefully four or five of them.
2. Sort them into two categories: those that are obviously fast and those that are obviously slow. Omit recordings that are ambiguous in tempo (“tempo” means the speed of performance).
3. Play each recording twice. If they are long, just play a minute or two of each. Ask your child to listen and make a determination as to the tempo. This may take some practice, and it works better if you start by playing one fast one and one slow one so they really know what you mean by “fast” and “slow.” Young children may confuse the concept of tempo with “loud” and “soft” volumes.

Page 4: A short **LISTENING LIST** of some historical art music

(i.e. “classical music”)

Piano Sonata Number 23 in F minor (also known as “Appassionata”) by Ludwig van Beethoven

http://youtu.be/yPR3pkcNbKI

Mark this one fast. This is a bit tricky because there are pauses at the beginning, but the pianist has to be quick to play it. It’s pretty fast.

“Raindrop” Prelude for piano by Frederic Chopin

http://youtu.be/OcIMvliWM2I

Mark this one is slow.

“The Stars and Stripes Forever”, a march by John Phillip Sousa

<http://youtu.be/a-7XWhyvIpE>

Mark this one fast.

“Trepak” from *The Nutcracker Suite* by Peter I. Tchaikovsky (ballet)

http://youtu.be/TmQjhwsPRDE

Mark this one fast.

**BLIZZARD BAG DAY #3**

**LESSON OBJECTIVE:** Developing quality listening habits; in particular, discerning the tempo (speed of performance) of the music.

>Instructions for use when you ***do*** have internet access

1. Do a Youtube search for the selections on page 6\*.
2. Play the first minute or two minute of each video. Ask your child to listen and make a determination as to the tempo tempo (“tempo” means the speed of performance). This may take some practice, and it works better if you start by playing one fast one and one slow one so they really know what you mean by “fast” and “slow.” Young children may confuse the concept of tempo with “loud” and “soft” volumes.
3. Replay each selection, asking your child to draw a picture of rabbit when he or she hears a fast selection, and a turtle or a snail when hearing a slow one.

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>Instructions for use when you do ***not*** have internet access

1. Find some recordings in your home, hopefully four or five of them.
2. Sort them into two categories: those that are obviously fast and those that are obviously slow. Omit recordings that are ambiguous in tempo (“tempo” means the speed of performance).
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Page 6: A short **LISTENING LIST** of some historical art music

(i.e. “classical music”)

Symphony #94; also known as “Surprise Symphony” (2nd movement) by Franz Joseph Haydn

<http://youtu.be/lLjwkamp3lI>

Mark this one slow.

“Toccata in D Minor” by Johann Sebastian Bach

<http://youtu.be/ho9rZjlsyYY>

Mark this one is fast.

“El Capitan”, a march by John Phillip Sousa

<http://youtu.be/pvgr0ckTeQs>

Mark this one fast.

“William Tell Overture” by Giaccomo Rosini

<http://youtu.be/YIbYCOiETx0>

Mark this one fast.

**BLIZZARD BAG DAY #4**

**LESSON OBJECTIVE:** Developing quality listening habits; in particular, discerning the tempo (speed of performance) of the music.

>Instructions for use when you ***do*** have internet access

1. Do a Youtube search for the selections on page 8\*.
2. Play the first minute or two minute of each video. Ask your child to listen and make a determination as to the tempo tempo (“tempo” means the speed of performance). This may take some practice, and it works better if you start by playing one fast one and one slow one so they really know what you mean by “fast” and “slow.” Young children may confuse the concept of tempo with “loud” and “soft” volumes.
3. Replay each selection, asking your child to draw a picture of rabbit when he or she hears a fast selection, and a turtle or a snail when hearing a slow one.

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>Instructions for use when you do ***not*** have internet access

1. Find some recordings in your home, hopefully four or five of them.
2. Sort them into two categories: those that are obviously fast and those that are obviously slow. Omit recordings that are ambiguous in tempo (“tempo” means the speed of performance).
3. Play each recording twice. If they are long, just play a minute or two of each. Ask your child to listen and make a determination as to the tempo. This may take some practice, and it works better if you start by playing one fast one and one slow one so they really know what you mean by “fast” and “slow.” Young children may confuse the concept of tempo with “loud” and “soft” volumes.

Page 8: A short **LISTENING LIST** of some historical art music

(i.e. “classical music”)

“Largo” (from the opera *Xerxes*) by George Frideric Handel

http://youtu.be/uMlxM69ZJFA

Mark this one slow.

“The Washington Post” march by John Phillip Sousa

http://youtu.be/Mxrh1CrMmTY

Mark this one fast.

Symphony Number 8; also known as “The Unfinished Symphony” (1st movement) by Franz Shubert.

<http://youtu.be/pRurBkG9MRg> [Just ignore the first 12 seconds of this recording. It’s something else.]

Mark this one slow.

Violin Concerto Number 1 by Niccolo Paganini

http://youtu.be/joWi96pvkH8

Mark this one fast. It’s a bit confusing at first because there are pauses at the beginning, but it is definitely played at a fast tempo.