**“BLIZZARD BAG” HOME ACTIVITIES**

**FOR GENERAL MUSIC GRADES 2 - 6**

revised 2/20/15

Teacher: Mr. Colaner

Phone: 372-5726

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

**BLIZZARD BAG Day #1**

**LESSON OBJECTIVE:** Student will develop quality listening habits; in particular, the student will become familiar with various compositions from the repertoire of historical art music.

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

1. Please choose any three titles from the Listening List on page 3. Locate a video, CD, or mp3 file for each of them. (All of them should show up in a simple Youtube search.\*)
2. Listen to at least the first two minutes of each recording three times, taking note of the title. Try to remember something distinctive about the music for each recording to tie it to its title.
3. Having completed a total of nine viewings or listenings (three recordings, three times each), have a parent or older sibling play one of the three recordings at random. Do not let the student see the title. The student should be able to pick out correctly from the Listening List on page 3 the title of the recording that was played.
4. If the student was not able to correctly pick the title, repeat steps 2 & 3.
5. Pick one of the recordings and listen to it more extensively, perhaps as long as five minutes into the recording, or until it ends, whichever comes first.

\*I chose not to include Youtube links because (a) videos can be removed without notice and (b) sometimes advertising or comments are added to a video that I would not want to endorse.

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

1. Choose six of the titles from the Listening List on page 3. (Older students might use more titles; younger students less.)
2. Study the name of the composer for each title.
3. Try to find a way to associate the title with the name of the composer. (For example, “Handel” and “Hallelujah Chorus” both start with the letter “h.”)
4. Make a copy of page 3 to use as a grading key.
5. Cut page 3 in half lengthwise so that you have a column of titles and another column of composers’ names.
6. Cut up the composer column into horizontal bands so that each name is on its own individual slip of paper.
7. Throw all the composers’ names into a box or hat.
8. Place the column of titles in front of you. Draw composers’ names out of the hat one at a time. Place them as quickly as you can next to the title of the piece that that composer wrote. Some names may get used more than once.
9. Time yourself with a stopwatch and see how fast you can place all of the composers’ names. Add five seconds to your time for each incorrectly placed composer name.
10. Repeat step five several more times, each time attempting to improve your speed.

Page 3: **LISTENING LIST** of historical art music

(i.e. “classical music”)

“Moonlight” Sonata Ludwig van Beethoven

“Fur Elise”(piano etude) Ludwig van Beethoven

“Dance of the Sugar Plum Fairy”

from the ballet *Nutcracker Suite* Peter I. Tchaikovsky

“The Beautiful Blue Danube Waltz” Johann Strauss

“Rhapsody in Blue” George Gershwin

“Bolero” Maurice Ravel

“National Emblem” March Edwin Eugene Bagley

“Hallelujah” (from the oratorio *Messiah)* George Frideric Handel

“Light Calvary Overture” Franz Von Suppe

**BLIZZARD BAG Day #2**

**LESSON OBJECTIVE:** Student will continue to develop quality listening habits; in particular, the student will become familiar with various compositions from the repertoire of historical art music.

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

1. Please choose any three titles from the Listening List on page 5. Locate a video, CD, or mp3 file for each of them. (All of them should show up in a simple Youtube search.\*)
2. Listen to at least the first two minutes of each recording three times, taking note of the title. Try to remember something distinctive about the music for each recording to tie it to its title.
3. Having completed a total of nine viewings or listenings (three recordings, three times each), have a parent or older sibling play one of the three recordings at random. Do not let the student see the title. The student should be able to pick out correctly from the Listening List on page 5 the title of the recording that was played.
4. If the student was not able to correctly pick the title, repeat steps 2 & 3.
5. Pick one of the recordings and listen to it more extensively, perhaps as long as five minutes into the recording, or until it ends, whichever comes first.

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

1. Choose six of the titles from the Listening List on page 5. (Older students might use more titles; younger students less.)
2. Study the name of the composer for each title.
3. Try to find a way to associate the title with the name of the composer. (For example, “Handel” and “Hallelujah Chorus” both start with the letter “h.”)
4. Make a copy of page 5 to use as a grading key.
5. Cut page 5 in half lengthwise so that you have a column of titles and another column of composers’ names.
6. Cut up the composer column into horizontal bands so that each name is on its own individual slip of paper.
7. Throw all the composers’ names into a box or hat.
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Page 5: **LISTENING LIST** of historical art music

(i.e. “classical music”)

“Appassionata” Sonata Ludwig van Beethoven

“Hornpipe” from *Water Music*  George Friderich Handel

1812 Overture Peter I. Tchaikovsky

“Appalachian Spring ” Aaron Copland

Symphony # 9 Ludwig van Beethoven

(4th Movement – the very last part has a choir

singing the melody of “Ode to Joy”

“The Stars and Stripes Forever” John Phillip Sousa

Piano Concerto in A minor (1st Movement) Edvard Grieg

Eine Kleine Nachtmusik Wolfgang A. Mozart

Canon in D Johann Pachelbel

**BLIZZARD BAG Day #3**

**LESSON OBJECTIVE:** Student will develop quality listening habits; in particular, the student will become familiar with various compositions from the repertoire of historical art music.

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

1. Please choose any three titles from the Listening List on page 7. Locate a video, CD, or mp3 file for each of them. (All of them should show up in a simple Youtube search.\*)
2. Listen to at least the first two minutes of each recording three times, taking note of the title. Try to remember something distinctive about the music for each recording to tie it to its title.
3. Having completed a total of nine viewings or listenings (three recordings, three times each), have a parent or older sibling play one of the three recordings at random. Do not let the student see the title. The student should be able to pick out correctly from the Listening List on page 7 the title of the recording that was played.
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Page 7: **LISTENING LIST** of historical art music

(i.e. “classical music”)

Prelude in C Sharp Minor Frederick Chopin

Waltz in A Flat Johannes Brahms

“March of the Nutcracker”

from the ballet *Nutcracker Suite* Peter I. Tchaikovsky

“Trepak”

from the ballet *Nutcracker Suite* Peter I. Tchaikovsky

William Tell Overture Giaccomo Rosini

“O Sacred head Now Wounded” Johann Sebastian Bach

from the oratorio *The St. Matthew Passion*

Piano Concerto #2 Sergei Rachmaninoff

“El Capitan” March John Phillip Sousa

“The Moldau” (from the tone poem *My Vlast)* Bedrich Smetana

Toccata in D Minor (for organ) Johann Sebastian Bach

**BLIZZARD BAG Day #4**

**LESSON OBJECTIVE:** Student will develop quality listening habits; in particular, the student will become familiar with various compositions from the repertoire of historical art music.

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

1. Please choose any three titles from the Listening List on page 9. Locate a video, CD, or mp3 file for each of them. (All of them should show up in a simple Youtube search.\*)
2. Listen to at least the first two minutes of each recording three times, taking note of the title. Try to remember something distinctive about the music for each recording to tie it to its title.
3. Having completed a total of nine viewings or listenings (three recordings, three times each), have a parent or older sibling play one of the three recordings at random. Do not let the student see the title. The student should be able to pick out correctly from the Listening List on page 7 the title of the recording that was played.
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>Instructions for use when you do ***not*** have internet access

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4. Make a copy of page 7 to use as a grading key.
5. Cut page 7 in half lengthwise so that you have a column of titles and another column of composers’ names.
6. Cut up the composer column into horizontal bands so that each name is on its own individual slip of paper.
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Page 9: **LISTENING LIST** of historical art music

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from the ballet *Nutcracker Suite* Peter I. Tchaikovsky

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from the ballet *Nutcracker Suite* Peter I. Tchaikovsky

William Tell Overture Giaccomo Rosini

“O Sacred head Now Wounded” Johann Sebastian Bach

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Piano Concerto #2 Sergei Rachmaninoff

“El Capitan” March John Phillip Sousa

“The Moldau” (from the tone poem *My Vlast)* Bedrich Smetana

Toccata in D Minor (for organ) Johann Sebastian Bach