

# COMMUNICATING THE MESSAGE LESSONS USING MOZART ON CD TRACKS 21 and 22

## Tell Me a Story: Putting it all Together!

### Description/Instructions:

- This is a big musical story from an opera, and it has it all; scenery, mood, characters and action.
- We will all explore the story together at the Young Peoples Concerts, but let students get a head start using the Yellow Activity Cards and imagining their own stories.
- The story behind this work is outlined on page 25.
- Keep the composer's story a secret until students have created their own stories to the music.
- **Suggested Activity Progression for Track 21 and 22**
  - **Day 1: Listen first to Track 21, the excerpt from the Overture which is without singers.**
    - \* Ask students to identify the mood that the music creates.
    - \* Ask them to come up with emotion words that describe the mood of the piece.
  - **Day 2: Next, listen to Track 22 which is with singers. They are singing in another language (Italian) but don't let that stop students! In addition to exploring the ideas on the Activity Cards, ask students these questions:**
    - \* **Let your imagination go! What could the characters be talking about?**
    - \* **In your imagination, where does the music put the characters?**
    - \* **Does anything in the music tell you that something is moving or happening?**
    - \* **What happens at the end of the piece of music?**
  - **Suggestion:** You may choose to use Yellow Activity Cards 1, 2, 4 and 5 to assist the steps above.
  - With ears "opened and warmed up" use any of the additional Yellow Activity Cards for a more challenging exploration of the Communicating the Message.

Track #	Composer	Selection
Track 21	Mozart	Overture to Don Giovanni, excerpt
Track 22	Mozart	Don Giovanni, No. 24, scene 15



## Experiencing Emotion in Music Lesson Goals

- Develop and utilize strong critical listening skills
- Develop a vocabulary to describe different emotions
- Use music, movement, words and drawings to express different emotions
- Develop understanding or empathy for others' actions, opinions and feelings
- Explore sophisticated, intangible concepts such as quality, beauty and value
- Explore personal identification with music and personal uses for music
- Explore music in different cultures
- Discover music and the arts as a safe vehicle for the expression of emotion

## Student Assessment Prompts

- Did students determine different emotions among the four pieces?
- How nuanced were students' emotion choices for each piece?
- In what ways have students addressed difficult emotions (anger, fear, sadness, etc.) through these exercises?
- How have students compared value to beauty?

