



Symphony #6, Mvmt. 4

by
Peter Ilyich Tchaikovsky



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Enjoy!

Mary @ [Homegrown Learners](#) and [SQUILT Music](#)

The goal of a SQUILT lesson is to give your child exposure to a piece of beautiful music and to train their ears to listen for the elements of music. It's not so much about filling in the SQUILT notebooking page “correctly” as it is developing attention, discrimination, and appreciation (skills that translate into so much more than music appreciation). SQUILT lessons can include a little or a lot – as the parent you should judge how much your child can handle in one sitting. It is a wonderful day when your child hears a piece of music and starts talking with you about its finer points!

Instructions for the Lesson: {Preface the first listening by going over the SQUILT notebooking sheet and prepping them for what they will be listening for: dynamics, rhythm/tempo, instrumentation, and mood. Be sure to tell the child the name of the piece and a little background. }

Play the piece of music for your child (using the listening links provided). During the first listening, the child is asked to be “Super Quiet” and listen to the entire piece of music (preferably with their eyes closed). This is their time to use their imagination and listening ears to glean as much about the music as possible!

*If the piece of music is LONG (as is this movement of Tchaikovsky’s 6th Symphony, simply have your child listen to a 2-3 minute snippet.

After the initial listening, have children discuss the music and notebook their findings. Listen again together and talk as you listen about what you are hearing. Children are being TRAINED to listen, so you will need to walk them through their first SQUILT lessons. Little ones may simply color while they listen (“Draw a picture for me about what you hear!”) or talk to you about the music.

The goal is to make these lessons short, meaningful, and enjoyable. They are designed to introduce your children to the great musical classics. *Other activities are included and can be interspersed throughout your week. Immerse your children in Tchaikovsky and study the composer for an entire week!

SQUILT

Super Quiet Uninterrupted Listening Time

Dynamics

(The Louds and Softs in Music)

Rhythm/Tempo

(Patterns of Sound and the Speed of the Beat)

Instrumentation

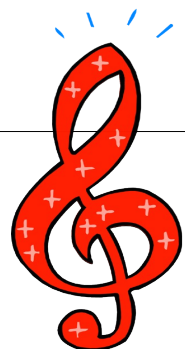
(4 Families: Strings, Woodwinds, Brass, Percussion)

Mood

(How does the music make you feel?)

Title: _____

Composer: _____





Draw What You Hear



Symphony #6, Movement 4
"Pathetique"
by Peter Ilyich Tchaikovsky

About: This piece was written by Tchaikovsky in 1893, and actually premiered just ONE WEEK before his death. It is considered to be one of the most important and DEFINING works of the Romantic Era. Described by some as his "Farewell to Life", this piece is loved by many today.

Are you pronouncing TCHAIKOVSKY correctly?

Read more about the [Romantic Era](#).

Read more about [Tchaikovsky's 6th Symphony](#).

Listen to Mvmt. 4, Symphony 6 by Tchaikovsky

Dynamics: This movement has a broad range of dynamics, which is typical of the Romantic Era. Encourage your children to use some of the specific terms for loud and soft. (See [this website](#) for a good explanation of terms.) Also, when music gets louder it is called a **CRESCENDO**, and when it gets softer it is called a **DECRESCENDO**. (If you listen further into the piece (around 4:00 in), the music gets very loud and comes to an obvious climax.)

Rhythm/Tempo: The official "Tempo" of the piece is "Adagio Lamentoso", which means slowly and sadly. These are Italian terms. The rhythms in this piece are not ordered (as they were in the previous Classical Era) – this is also characteristic of the Romantic Era.

Instrumentation: What instruments of the orchestra are you hearing? (Learn about the 4 families of the orchestra [here](#).) The most obvious first answer will be STRINGS. There are also woodwind (bassoon, flute) and brass (French horns) instruments playing. Simply encourage your children to write names of instruments they hear.

Mood: This piece is in the musical key of B minor. Put simply, music in MAJOR keys sounds happy and music in MINOR keys sounds sad. This piece is also incredibly sad, but it is one of the most well known and representative pieces of the Romantic Era. If you can encourage your children to listen to the entire 4th movement (around 9 minutes long), they will get a wonderful idea of the highs and lows of emotion in the piece. It's also interesting to note that Tchaikovsky's personality had these same highs and lows.

Supplemental Activities

Minor vs. Major

Listen to The Beatles' "[Hey Jude](#)" (originally in a Major Key)

Listen to "[Hey Jude](#)" again – this time in a Minor Key

Which do you like better?

Read a little more about [Tchaikovsky](#). Have your child complete the following notebooking page – with facts they remember about the composer.

Peter Ilyich Tchaikovsky

(1840-1893)



Thank you!

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