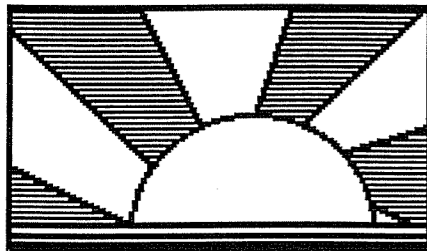


Tchaikovsky tried to describe in the "Arabian Dance." Finally, point to China, where the Chinese Tea Fairies were supposed to have lived. Point out that most countries of the world have unique and special styles of music and that Tchaikovsky was not trying to copy foreign music but to create a mood with his musical interpretation of it. Have students bring in any foreign music they may have at home; and, while you play a sample of it, point out the country on the map or globe from which the music originates.



PEER GYNT Summary

Edvard Grieg, known as the father of Norwegian music, was asked by fellow countryman and renowned dramatist Henrik Ibsen to write a score for his play, *Peer Gynt*. Grieg did so, capturing the action and emotion—if not the irony—of the play with his warm and beautiful melodies, many of which are based on traditional Norwegian folk tunes. This music, unlike the music for *The Nutcracker*, is meant to be incidental to the play, to provide only a background.

Ibsen's play, *Peer Gynt*, is the story of a charming but self-centered liar, who lives only for pleasure. Fortunately, most of the world, both real and imaginary, is wise to Peer, and he ends up in trouble and friendless because of such behavior. Unfortunately, Peer hurts many people along his way, including the people who love him most, his mother and his sweetheart Solveig. Peer's adventures take him into the mountains of Norway, where he meets the king of imps and trolls, and across the seas to many places including Africa, where he both makes and loses a fortune. The variety of Peer's destinations and troubles provide for great variety in Grieg's music.

Vocabulary

Norway	pranks
mischievous	scoffed
imps	trolls
majestically	bruised
wealth	fabulously
disguised	festival
Morocco	Egypt

Suggested Activities

- 1. Before Viewing the Video:** Ask students if they have ever known a person (don't let them mention names) who lied, cheated, or was mean and who ended up sad and without friends because of that behavior. After students tell their stories, explain that *Peer Gynt* is the story of a young man from Norway who was not very nice to people and ended up unhappy and friendless.
- 2. Listening and Music:** Obtain a tape or record of the music from *Peer Gynt*, or copies of the two Grieg orchestral suites that contain eight of the twenty musical numbers from the play. (Music in the suites does not correspond in sequence to the action of the play, but the titles should be the same.) In listening to the suites, focus on the mood Grieg created in each piece. For instance, ask the children to describe the difference in how they feel when they listen to "Morning" and "In the Hall of the Mountain King."
- 3. Role Playing and Cooperation:** Divide the class into three groups. Assign each group the task of pantomiming a scene to "Morning," "In the Hall of the Mountain King," or "Arabian Dance." The scenes can be from *Peer Gynt* or can be ideas of the children that fit the music. Have each group present its scene as the music plays.
- 4. Geography:** On a large map of the world, locate Norway for the children. Tell them that they can remember where it is because it is located along with two other "finger-shaped" countries, Sweden and Finland, and that Norway is the farthest north of the three. (Hold three fingers upside down and say, "Norway, Sweden, Finland" several times while moving the correct finger. "Norway" should always be the finger farthest to the right. Then have children imitate you. The repetition and physical involvement will help them remember this area of the world.) You may also wish to point out Egypt and Morocco, two other countries in which Peer had adventures.
- 5. Art:** The music of the Mountain King is in the same mood as the book *Where the Wild Things Are* by Maurice Sendak. Some of the children are sure to be familiar with the story of the bad boy Max and his wild rumpus in the land of the Wild Things. Have students draw and cut out their own imps and trolls and wild things while listening to "In the Hall of the Mountain King." On a large bulletin board, assemble all of the children's imps and trolls and wild things and label the assemblage "In the Hall of the Mountain King."



Recommended Reading

- Andersen, Hans Christian. *The Swineherd*. North-South Books; dist. by Holt, 1987.
- Andersen, Hans Christian. *The Ugly Duckling*. As told by Marianna Meyer. Macmillan, 1987.
- Brett, Jan. *Goldilocks and the Three Bears*. Dodd, 1987.
- Browning, Robert. *The Pied Piper of Hamelin*. Lothrop, 1986.
- Grimm, Jacob and Grimm, Wilhelm. *The Twelve Dancing Princesses and Other Tales from Grimm*. Ed. by Naomi Lewis. Dial, 1986.
- Hewitt, Kathryn. *The Three Sillies*. HBJ, 1986.
- Huck, Charlotte and Lobel, Anita. *Princess Furball*. Greenwillow, 1989.
- Jennings, Linda. *The Sleeping Beauty: The Story of the Ballet*. Hodder & Stoughton; dist. by David & Charles, 1987.
- Livo, Norma J. and Rietz, Sandra A. *Storytelling Activities*. Libraries Unlimited, 1987.
- MacDonald, Margaret Read. *Twenty Tellable Tales: Audience Participation Folktales for the Beginning Storyteller*. Wilson, 1986.
- Osbourne, Mary Pope. *Beauty and the Beast*. Scholastic, 1987.
- Prokofiev, Sergei. *Peter and the Wolf*. Viking Kestrel, 1986.
- Rosenberg, Jane. *Dance Me a Story: Twelve Tales from the Classic Ballets*. Tames and Hudson, 1989.
- Rosenberg, Jane. *Sing Me a Story: The Metropolitan Opera's Book of Opera Stories for Children*. Thames and Hudson, 1989.
- Stevens, Janet. *The Three Billy Goats Gruff*. HBJ, 1987.
- Turner, Barrie Carson. *I Like Music*. Warwick, 1989.
- Ventura, Piero. *Great Composers*. Putnam, 1986.

CLEARVUE/eav

6465 NORTH AVONDALE
CHICAGO, IL 60631

© 1991 Clearvue/eav
Printed in U.S.A.

Dewey Decimal Classification: 785.8

Teacher's Guide



More Favorite Music Stories, Volume 6 The Nutcracker and Peer Gynt

CLEARVUE CLASSROOM VIDEO KIT NUMBER CL674-CV



Kit Contents

- 1 Videocassette
- Kit Teacher's Guide
- 6 Reproducible Worksheets

Introduction

More Favorite Music Stories, Volume 6 provides an excellent introduction to classical music through the telling of two classic tales. The first selection, *The Nutcracker*, is a ballet by Russian composer Peter Illyich Tchaikovsky based on two German stories. The second, *Peer Gynt*, is based on a play by Henrik Ibsen with incidental music by Norwegian composer Edvard Grieg. Used together with discussion and activities, these musical stories are designed to develop both an appreciation of music and an interest in classic tales.

Notes on Utilization

To make maximum use of the musical selections on this videocassette, try the following procedure.

1. Read the relevant summary, vocabulary, suggested activities, and recommended reading list in this guide.
2. Preview the video, noting introduction of vocabulary and important story elements.
3. Use Activity 1, or another anticipatory activity, to generate interest and enthusiasm in the students.
4. Have students view the video presentation once without interruption.
5. Solicit students' reactions to the story and music immediately after seeing the video.
6. Have students view the video again, this time stopping for story comprehension questions either during the presentation or immediately afterward. To reinforce this activity, have students complete the reproducible Story Comprehension worksheet.
7. Choose the reproducible Music Appreciation worksheet or one of the suggested activities to develop the important music and listening concepts.
8. Choose the reproducible Skill Development worksheet or one of the other suggested activities to extend and enrich students.

9. Conclude the lesson by summarizing the main concepts of the musical selection and by assigning an independent or group project. You might also wish to read one of the suggested books on the Recommended Reading list with the students.



THE NUTCRACKER Summary

The dream of a little girl is the subject of this classic holiday ballet composed by Peter Ilyich Tchaikovsky in 1892. It is based on two fantasies by German writer E.T.A. Hoffman. All children will be able to relate to both the pleasant and the scary content of Marie's dream following a special Christmas party at which an old family friend gives her an unusual nutcracker. Unfortunately, Marie's brothers, jealous of the unusual gift, break the nutcracker while fighting over it. A tired and upset Marie goes to bed and dreams of the adventures of her beloved nutcracker, now come to life.

Vocabulary

nutcracker	scuffling
Sugarplum Fairy	Cossack soldiers
Arabian	Chinese Tea Fairies
flutes	ballet

Suggested Activities

- 1. Before Viewing the Video:** Ask students to describe one of their strangest or scariest dreams. After a time of sharing, explain that the *Nutcracker* mostly concerns the dream of a little girl who receives an unusual gift for Christmas only to have it broken on the first night.
- 2. Listening and Music:** Obtain a copy of the complete *Nutcracker Suite* from the library. Use it after students have seen the video presentation and are familiar with the story. Before playing each section of the *Nutcracker Suite*, ask students to listen for particular orchestral instruments. For instance, ask them to listen for the pizzicato (plucking) strings in the "Dance of the Sugarplum Fairy;" the clarinets and English horn early on, and later, the bassoons in the "Arabian Dance;" the flutes, countered with the English horn and imitated by the violins, in the "Dance of the Mirlitons (flutes);" and the harp cadenza, or flourish, followed by the flowing sound of the violins in the "Waltz of the Flowers." Contrast the flowing sound of the waltz with the pizzicato of the Sugarplum Fairy's dance.
- 3. Rhythm and Counting:** Have students swing their arms and/or count out loud to the time of each *Nutcracker* piece. The "March of the Children," for instance, should be counted 1-2-3-4, whereas the "Waltz of the Flowers" should be counted 1-2-3. Next have students listen to the difference between the "Dance of the Sugarplum Fairy" and the "Cossack's Dance" in terms of speed. Point out to the children that the speed of a piece can change the mood of the music and affect how the audience feels when listening to it. For instance, ask them how the slow and hypnotic "Arabian Dance" makes them feel compared to the light and sprightly "Dance of the Mirlitons."
- 4. Art and Storytelling:** Have students draw a picture of a dream that they have had. Using the picture, have each of them tell the story of their dream to the group. Then have them decide what kind of music—slow or fast, dreamy or scary, loud or soft, smooth or jumpy, etc.—that they would choose to help tell the story of their dream.
- 5. Geography:** Use a map of the world or a globe to show students the Soviet Union. Explain that this is where Tchaikovsky was born and where the Cossacks (dancing soldiers) resided. Next, locate Saudi Arabia and the Middle East and discuss the mood and music



More Favorite Music Stories, Volume 6
The Nutcracker and Peer Gynt



Reproducible Worksheet

Use with: *The Nutcracker*

Skill: Listening

Name _____ Date _____

Music Appreciation

Draw a picture while you listen to the "Waltz of the Flowers" from *The Nutcracker*. Draw what the music makes you think about and feel. You do *not* have to draw flowers.





The Nutcracker and Peer Gynt
Reproducible Worksheet



Use with: *The Nutcracker*

Skill: Story Comprehension

Name _____ Date _____

The Story of *The Nutcracker*



After you have seen *The Nutcracker*, answer these true/false questions about the story. Write **T** for true and **F** for false on the line before each statement.

- _____ 1. In *The Nutcracker* Marie's family was having a Christmas party.
- _____ 2. A family friend gave a nutcracker to Marie's brother as a gift.
- _____ 3. Some boys broke the nutcracker.
- _____ 4. Marie did not like the nutcracker.
- _____ 5. Marie dreamed that the nutcracker led the toys in a march around the brightly lit Christmas tree.
- _____ 6. In Marie's dream the nutcracker lost his fight with the mouse king.
- _____ 7. The nutcracker turned into a prince and took Marie to the castle of the Sugarplum Fairy.
- _____ 8. Marie saw toy Cossack soldiers and Chinese Tea Fairies dance.
- _____ 9. The flutes and flowers sang for Marie.
- _____ 10. Marie never awoke from her dream adventure.



More Favorite Music Stories, Volume 6
The Nutcracker and Peer Gynt



Reproducible Worksheet

Use with: *The Nutcracker*

Skill: Sequencing

Name _____ Date _____

Tchaikovsky's Life



Peter Ilyitch Tchaikovsky (chy KAWF skee) wrote the famous ballet *The Nutcracker*. Read the sentences below about this great composer. Put the sentences in the correct order in which they happened by putting numbers in the blanks. The first one has been done for you.

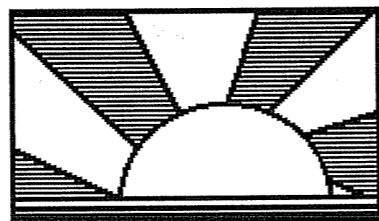
- _____ In 1866, Tchaikovsky graduated from the famous Moscow Conservatory of Music in Russia.
- _____ When Peter was only fifteen, his mother died.
- _____ The Russian-born composer visited the United States in 1891. He found that the Americans loved his music.
- _____ At age five, Peter began taking piano lessons. Soon he could play better than his teacher.
- 1** _____ Peter Tchaikovsky was born on May 7, 1840, in Votkinsk, Russia.
- _____ Tchaikovsky completed the ballet *The Nutcracker* when he was fifty-two.
- _____ In his teens, Peter attended law school, but he was much more interested in music.
- _____ On November 6, 1893, Tchaikovsky died of cholera.



Name _____ Date _____

Tempo and Dynamics in Music

The tempo, or speed, and the dynamics, or loudness, of music can affect the way you feel when you hear the music. Changes in the tempo and dynamics make long pieces of music more interesting. Answer the questions below about the tempo and dynamics in *Peer Gynt*.



• Listen to "Morning" from *Peer Gynt*.

1. Write down three or four words that describe how you feel when you hear "Morning."
2. Is the tempo of the music fast or slow?
3. Is the dynamic level loud or soft?
4. Draw a picture of what comes to mind when you hear "Morning."

• Listen to "In the Hall of the Mountain King."

5. Write down three or four words that describe how you feel when you listen to this tune.
6. Does the tempo of this tune move faster or slower than the tempo of "Morning"?
7. Do the tempo and dynamic change or stay the same during the piece? Explain.
8. Draw a picture of what comes to mind when you hear "In the Hall of the Mountain King."



More Favorite Music Stories, Volume 6
The Nutcracker and Peer Gynt



Reproducible Worksheet

Use with: *Peer Gynt*

Skill: Story Comprehension

Name _____ Date _____

The Story of Peer Gynt

Read the following paragraph. Fill in the blanks using the words listed in the box below. This will help you remember the story of Peer Gynt.

Peer Gynt lived in the country of _____. He was not very nice to people. For instance, he carried away a _____ to the _____, and he left her there. After leaving the woman, Peer had to run away from the king of the mountain imps and _____ because he would not _____ the king's ugly _____. After being nursed back to health by _____, the woman who loved him, Peer left his country to seek his fortune. He traveled to _____, where he was tricked into giving his _____ to the daughter of an Arab chief. Finally, _____ returned to Norway. Just before dying, he asked Solveig to _____ him. He was sorry he had been mean to Solveig and his _____.

- | | | | |
|----------------|-----------------|---------------|------------------|
| Africa | Peer | bride | mother |
| Solveig | forgive | jewels | mountains |
| trolls | daughter | Norway | marry |



More Favorite Music Stories, Volume 6
The Nutcracker and Peer Gynt



Reproducible Worksheet

Use with: *The Nutcracker* and *Peer Gynt*

Skill: Cause and Effect

Name _____ Date _____

Cause and Effect

Draw a line connecting each effect, or result, in column 2 with the event or situation that caused it in column 1. The first three pairs are about *The Nutcracker*, and the last three are about *Peer Gynt*.

<p>Column 1 Cause</p>	<p>Column 2 Effect</p>
<p>The boys at the Christmas party were playing roughly.</p> <p>Marie helped the nutcracker by killing the Mouse King.</p> <p>Marie's parents invited their friends to a Christmas party.</p>	<p>The nutcracker turned into a prince and took Marie to see the Sugarplum Fairy, who gave a party for Marie.</p> <p>Marie's nutcracker broke.</p> <p>Marie received the nutcracker from a family friend as a Christmas gift.</p>
<p>Peer Gynt was mean and lazy.</p> <p>Peer Gynt did not want to marry the Mountain King's ugly daughter.</p> <p>Solveig loved Peer Gynt.</p>	<p>Peer Gynt received the care he needed when he was hurt and when he was dying.</p> <p>Peer Gynt died lonely and poor.</p> <p>Trolls and imps chased Peer Gynt as he tried to run away.</p>


1

More Favorite Music Stories, Volume 6
The Nutcracker and Peer Gynt
Reproducible Worksheet
Use with: *The Nutcracker* Skill: Listening

Name _____ Date _____

Music Appreciation

Draw a picture while you listen to the "Waltz of the Flowers" from *The Nutcracker*. Draw what the music makes you think about and feel. You do not have to draw flowers.



Pictures will vary.

AS674-1 © 1991 Clarvue, Inc. Printed in U.S.A.


2

More Favorite Music Stories, Volume 6
The Nutcracker and Peer Gynt
Reproducible Worksheet
Use with: *The Nutcracker* Skill: Story Comprehension

Name _____ Date _____

The Story of *The Nutcracker*

After you have seen *The Nutcracker*, answer these true/false questions about the story. Write **T** for true and **F** for false on the line before each statement.



- T 1. In *The Nutcracker* Marie's family was having a Christmas party.
- F 2. A family friend gave a nutcracker to Marie's brother as a gift.
- T 3. Some boys broke the nutcracker.
- F 4. Marie did not like the nutcracker.
- T 5. Marie dreamed that the nutcracker led the toys in a march around the brightly lit Christmas tree.
- F 6. In Marie's dream the nutcracker lost his fight with the mouse king.
- T 7. The nutcracker turned into a prince and took Marie to the castle of the Sugarplum Fairy.
- T 8. Marie saw toy Cossack soldiers and Chinese Tea Fairies dance.
- F 9. The flutes and flowers sang for Marie.
- F 10. Marie never awoke from her dream adventure.

AS674-2 © 1991 Clarvue, Inc. Printed in U.S.A.

3

More Favorite Music Stories, Volume 6
The Nutcracker and Peer Gynt
Reproducible Worksheet
Use with: *The Nutcracker* Skill: Sequencing

Name _____ Date _____

Tchaikovsky's Life

Peter Ilyitch Tchaikovsky (chy KAWF skee) wrote the famous ballet *The Nutcracker*. Read the sentences below about this great composer. Put the sentences in the correct order in which they happened by putting numbers in the blanks. The first one has been done for you.

- 5 In 1866, Tchaikovsky graduated from the famous Moscow Conservatory of Music in Russia.
- 3 When Peter was only fifteen, his mother died.
- 6 The Russian-born composer visited the United States in 1891. He found that the Americans loved his music.
- 2 At age five, Peter began taking piano lessons. Soon he could play better than his teacher.
- 1 Peter Tchaikovsky was born on May 7, 1840, in Votkinsk, Russia.
- 7 Tchaikovsky completed the ballet *The Nutcracker* when he was fifty-two.
- 4 In his teens, Peter attended law school, but he was much more interested in music.
- 8 On November 6, 1893, Tchaikovsky died of cholera.

AS674-3 © 1991 Clarvue, Inc. Printed in U.S.A.

4

More Favorite Music Stories, Volume 6
The Nutcracker and Peer Gynt
Reproducible Worksheet

Use with: *Peer Gynt* Skill: Listening

Name _____ Date _____

Tempo and Dynamics in Music

The tempo, or speed, and the dynamics, or loudness, of music can affect the way you feel when you hear the music. Changes in the tempo and dynamics make long pieces of music more interesting. Answer the questions below about the tempo and dynamics in *Peer Gynt*.



• Listen to "Morning" from *Peer Gynt*.
• Listen to "In the Hall of the Mountain King."

- Write down three or four words that describe how you feel when you hear "Morning."
Answers will vary.
- Is the tempo of the music fast or slow?
Slow
- Is the dynamic level loud or soft?
soft
- On the top half of the back of this paper, draw a picture of what comes to mind when you hear "Morning."
Pictures will vary.
- Write down three or four words that describe how you feel when you listen to this tune.
Answers will vary.
- Does the tempo of this tune move faster or slower than the tempo of "Morning"?
faster
- Do the tempo and dynamic change or stay the same during the piece? Explain.
Both change. The music gets faster and louder.
- On the bottom half of the back of this paper, draw a picture of what comes to mind when you hear "In the Hall of the Mountain King."
Pictures will vary.

AS674 © 1991 Clarvue, Inc. Printed in U.S.A.

5

More Favorite Music Stories, Volume 6
The Nutcracker and Peer Gynt
Reproducible Worksheet

Use with: *Peer Gynt* Skill: Story Comprehension

Name _____ Date _____

The Story of Peer Gynt

Read the following paragraph. Fill in the blanks using the words listed in the box below. This will help you remember the story of Peer Gynt.

Peer Gynt lived in the country of Norway. He was not very nice to people. For instance, he carried away a bride to the mountains, and he left her there. After leaving the woman, Peer had to run away from the king of the mountain imps and trolls because he would not marry the king's ugly daughter. After being nursed back to health by Solveig, the woman who loved him, Peer left his country to seek his fortune. He traveled to Africa, where he was tricked into giving his jewels to the daughter of an Arab chief. Finally, Peer returned to Norway. Just before dying, he asked Solveig to forgive him. He was sorry he had been mean to Solveig and his mother.

Africa	Peer	bride	mother
Solveig	forgive	jewels	mountains
trolls	daughter	Norway	marry

AS674 © 1991 Clarvue, Inc. Printed in U.S.A.

6

More Favorite Music Stories, Volume 6
The Nutcracker and Peer Gynt
Reproducible Worksheet

Use with: *The Nutcracker and Peer Gynt* Skill: Cause and Effect

Name _____ Date _____

Cause and Effect

Draw a line connecting each effect, or result, in column 2 with the event or situation that caused it in column 1. The first three pairs are about *The Nutcracker*, and the last three are about *Peer Gynt*.

Column 1 Cause	Column 2 Effect
The boys at the Christmas party were playing roughly.	The nutcracker turned into a prince and took Marie to see the Sugarplum Fairy, who gave a party for Marie.
Marie helped the nutcracker by killing the Mouse King.	Marie's nutcracker broke.
Marie's parents invited their friends to a Christmas party.	Marie received the nutcracker from a family friend as a Christmas gift.
Peer Gynt was mean and lazy.	Peer Gynt received the care he needed when he was hurt and when he was dying.
Peer Gynt did not want to marry the Mountain King's ugly daughter.	Peer Gynt died lonely and poor.
Solveig loved Peer Gynt.	Trolls and imps chased Peer Gynt as he tried to run away.

AS674 © 1991 Clarvue, Inc. Printed in U.S.A.