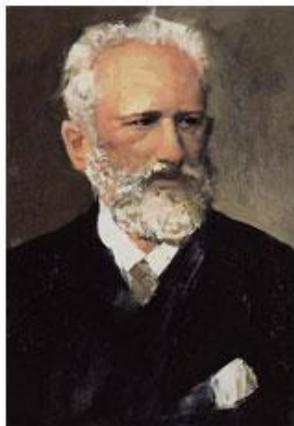


**Austin Civic Orchestra Paint to Music 2017**  
**Tchaikovsky's Fourth Symphony Teacher's Listening Guide/Resource Links**



**Piotr Il'yich Tchaikovsky**  
**(1840-1893)**

Photo retrieved from:  
[http://www.naxos.com/person/Pyotr\\_Ilyich\\_Tchaikovsky/23876.htm](http://www.naxos.com/person/Pyotr_Ilyich_Tchaikovsky/23876.htm)

**PAINT TO MUSIC CONTEST PURPOSE:**

The purpose of this contest is to encourage our youth to explore the language of music and the role that classical music can play in enhancing creative expression through art.

**BASIC INFORMATION:**

- The contest is part of the Austin Civic Orchestra (ACO) education and outreach programs for youth in the Austin area. The ACO invites students of grades Pre-K through 12 attending ANY schools in the city and surrounding areas of Austin to participate in this anniversary Paint to Music event. Additionally, any student planning to attend the culminating Austin Civic Orchestra Golden Concert may participate.
- We invite you to create a work of art in the classroom setting while listening to thematic selections of music chosen by the ACO Paint to Music (PTM) Committee.
- Please see the specific guidelines and deadlines for the art portion of the contest here: [http://www.austincivicorchestra.org/Paint to Music Contest](http://www.austincivicorchestra.org/Paint_to_Music_Contest)

**MATERIALS NEEDED:**

- Chosen art media for each student (Please see the ACO website above for specific criteria and suggestions.)
- Internet connection
- Projector and/or sound system

**EDUCATIONAL SUGGESTIONS/IDEAS:**

- After introducing the piece/composer to students, you may simply play the Recommended Paint to Music Selection while students create their works of art. You may choose one movement to focus on in class or expand over several lessons. You may choose to model one listening/paint to music experience in class, and then let the students choose a listening selection to paint to at home. There are no set guidelines on how the music needs to be presented to students while they are creating their art.

However, do see the guidelines and deadlines for how and when the art must be presented for the contest.

- You may use the links below as the resource material or as a presentation of your lesson. The Analyses provide great music education content, as well as support differentiated teaching and learning. A suggested plan might be to read the introductory statement, then move right into the analysis (video) of your selected/chosen movement. After students have watched the analysis, invite them to listen to the recommended Paint to Music listening while creating their art.
- The listening/video is provided for an alternative or addition to the analysis.
- Student/teacher discussion at any point about the composer, music or analysis is recommended. However, the Listening/Paint to Music time should be silent to discussions, so that students may experience in an individual way.
- No TEKS are presented here, as the contest is open to art and music programs. Again, you have the freedom to choose the focus TEKS.

### **INTRODUCTION TO THE TCHAIKOVSKY'S FOURTH SYMPHONY**

“The fourth symphony of Piotr Il'yich Tchaikovsky, composed in 1877-78 when he was 37 years old, is one of the most dramatic works for orchestra. The music reflects the powerful emotions that Tchaikovsky experienced during this most difficult period of his life: forbidden love, a failed marriage, a mysterious patron whom he was never to meet, and the struggle to understand and accept the inevitability of Fate.” (Khan Academy, retrieved from

<https://www.khanacademy.org/partner-content/all-star-orchestra/masterpieces-old-and-new#Tchaikovsky-4th-analysis>)

### **ANALYSES AND ACTIVE LISTENING**

**Movement I. Andante sostenuto.** Moderato con anima, Moderato assai, quasi Andante. F minor

**Analysis** by Leonard Bernstein:

<http://viewpure.com/AQ3GpUldYvE?start=0&end=0>

Listening/Video: [http://viewpure.com/dOvifJUWw\\_c?start=0&end=0](http://viewpure.com/dOvifJUWw_c?start=0&end=0)

Recommended Paint to Music Listening:

<http://viewpure.com/Ob9gtHTGM-E?start=0&end=0>

(Movements 2-4, Khan Academy, Analyses provided by George Schwarz)

**Movement II. Andantino** in modo di Canzone. Bb minor:

**Analysis:**

<http://viewpure.com/knQtiFUyCi8?start=0&end=0>

Listening/Video:

<http://viewpure.com/O7GbLD6ZRlc?start=0&end=0>

Recommended Paint to Music Listening: [http://viewpure.com/mn8Nelehu\\_M?start=0&end=0](http://viewpure.com/mn8Nelehu_M?start=0&end=0)

**Movement III. Scherzo:** Pizzicato ostinato. Allegro. F major:

**Analysis:**

<http://viewpure.com/BsLnura5zwE?start=0&end=0>

Listening/Video:

<http://viewpure.com/d9AVdrrGH8s?start=0&end=0>

Recommended Paint to Music Listening: <http://viewpure.com/ggqpirTqO84?start=0&end=0>

**Movement IV. Finale:** Allegro con fuoco. F major:

**Analysis:**

[http://viewpure.com/7X1\\_3i9DimY?start=0&end=0](http://viewpure.com/7X1_3i9DimY?start=0&end=0)

Listening/Video

<http://viewpure.com/txLp5HGIg8U?start=0&end=0>

Recommended Paint to Music Listening:

<http://viewpure.com/ALEScLn7QV4?start=0&end=0>

#### EXTRA MATERIAL FOR EXTENDED LEARNING

The fourth movement uses a Russian Folk Tune as the basis of one of its major themes. See the sheet music and listen to various groups perform this folk tune through traditional performances of singing and dancing. (The Little Birch Tree)

See the sheet music arranged by Mary Goetze:

<http://www.hcsvt.org/cms/lib5/VT01000775/Centricity/Domain/378/little.birch.tree.goetze.pdf>

LISTEN:

Here the Fort Wayne Children's Choir Performing Goetze's arrangement (retrieved from:

<https://www.youtube.com/watch?v=0P-SiW-quoI>)

Compare and Contrast the performance of the OSU Choir retrieved from:

<https://www.youtube.com/watch?v=XJHo57U22gA>

Sing along to the karaoke version: <http://viewpure.com/Hi0uGbarREA?start=0&end=0>

Listen to the Russian version:

<http://viewpure.com/ZNI4kOp9mMk?start=0&end=0>

DANCE:

Watch and evaluate the Dance (at the 3:18 minute mark--though the first folk dance is worth watching, too!) Compare and Contrast traditional folk dance and modern dances you see on TV.

<http://viewpure.com/aosUHfbdnn4?start=0&end=0>

Children dancing to The Birch Tree: <http://viewpure.com/aJNiSXSD7fw?start=0&end=0>

Compare and contrast the adult and children dances.

Read the explanation about the folk dance. Why do you think it is important to continue to perform traditional songs and dances? <http://sfglobe.com/2015/02/05/mesmerizing-performance-of-a-russian-folk-dance/>

Listen to the fourth movement again. Can you find this tune?