

Book  
1

# Music Appreciation

for the Elementary Grades



# *Music Appreciation for the Elementary Grades: Book 1*

Written by Elisabeth Tanner and Judy Wilcox

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# Introduction

Dear Parents and Teachers,

Do you have a favorite musical composer? Can you hum along with popular classical pieces like Beethoven's *Fur Elise*, Handel's *Messiah* or Bach's *Minuet in G*? It has been said that "A love of classical music is only partially a natural response to hearing the works performed, it also must come about by a decision to listen carefully, [and] to pay close attention..."<sup>1</sup> The heart of this series is to introduce children to classical music, and begin to instill within them a love and appreciation for this unique genre. We desire not only to encourage children to appreciate music, but to also motivate them to pursue music for themselves. Throughout this study, your student will meet the men who devoted their lives to composing and performing amazing pieces of music. They will be introduced to multiple songs by each composer, and learn to recognize these well-loved pieces. This two-year series is structured to be a thorough music appreciation program, with an introduction to music theory. It has been written to meet all of the national benchmarks required for music appreciation for kindergarten through sixth grade. It not only meets the national academic requirements, it opens up a new world of art and entertainment for your students.

## Components of Music Appreciation for the Elementary Grades: Book 1

*Music Appreciation for the Elementary Grades: Book 1* will introduce children to seven different composers, dating from 1685-1828 (Bach, Handel, Haydn, Mozart, Beethoven, Paganini and Schubert). Each composer's childhood and adult life are vividly described in individual biographies. Every important incident is mentioned and every detail of the stories is true. Each book contains written music and delightful pictures throughout. It is more than the human side of these books that will make them live, for in the music the great masters breathe.

In order to best meet the needs of each student, this program has been designed to be flexible and easily arranged. Each composer has been allotted four weeks, with the various activities being divided amongst those weeks. Please feel free to adjust this suggested layout any way that you see fit for your schedule and the student's needs. You may also omit some activities if time does not permit for them. (Please Note: The activities marked with an asterick [\*] are required in order to meet national music appreciation standards.)

Please be aware that most of the activities suggested in the *Student Activity Book* can be adjusted to each grade level, by simply adapting the adult involvement. Older children, who can read, write, and follow multi-step directions will be able to work through the majority of the material on their own. Children who are younger will need an adult to help them read the biographies, discuss the questions orally, and work through the hands-on activities. There are a few instances where activities are specifically designated for the older grades, but otherwise the activities are able to be easily understood by a wide range of ages.

<sup>1</sup> Charles Rosen, Brainyquote.com [http://www.brainyquote.com/quotes/authors/c/charles\\_rosen.html](http://www.brainyquote.com/quotes/authors/c/charles_rosen.html)



## Required Components:

### Music Appreciation Student Activity Book

This book includes a variety of hands-on activities such as: geography lessons, history lessons, recipes, instrument studies, music vocabulary, hand writing, musical facts of the Classical period, timelines, character trait studies, and so much more. Geared for a variety of learners—auditory, kinesthetic, visual, and just plain “active”—the *Student Activity Book* is an excellent companion to your reading experience.

### Music Appreciation Music CDs

The Music CDs provide all of the supplemental music that corresponds with the weekly activities. On these CDs you will find all of the music that is included in the books, exactly as it is written, an additional thirty-five professionally recorded pieces, plus an explanation and demonstration of each of the instruments in the orchestra from Benjamin Britten’s *Young Person’s Guide to the Orchestra*. This music will enhance your child’s understanding of the music concepts being taught each week.

### Music Appreciation Lapbook CDs

The Lapbook CD provides seven lapbook templates. Students will create a lapbook for each composer, allowing them to connect with the music and the lives of these musicians in a hands-on way. These easy to assemble lapbooks will help solidify in your child’s mind: musical concepts, character traits, world geography, and information on the composers’ lives.

### The Great Musician Series

Available in print, Audio Book, and eBook editions, the following seven *Great Musician Series* biographies, by Opal Wheeler and Sybil Deucher, are the core of this course:

- *Sebastian Bach, The Boy from Thuringia*
- *Handel at the Court of Kings*
- *Joseph Haydn, The Merry Little Peasant*
- *Mozart, The Wonder Boy*
- *Ludwig Beethoven and the Chiming Tower Bells*
- *Paganini, Master of Strings*
- *Franz Schubert and His Merry Friends*

## Optional Components:

### Music Appreciation Coloring Pages

For the younger student, we also offer coloring pages for each biography in the *Great Musician Series*. Sold separately, this package of coloring pages includes over 60 professionally drawn illustrations. The coloring pages are directly related to scenes from the chapter being read.

### Music Appreciation Bingo Game

Easy to play and lots of fun too! The game features 45 informative cards on composers, instruments, and elements of music. The object is to match the cards to the picture on your board, and be the first to yell “Bingo!” Recommended for all ages.

# Scope and Sequence

<b>Music Appreciation Standards</b>	Bach	Handel	Haydn	Mozart	Beethoven	Paganini	Schubert
<b>History:</b>							
Compare music examples from different periods	✓	✓	✓	✓	✓	✓	✓
Identify music examples from music literature; respond to the style of that period of music	✓	✓	✓	✓	✓	✓	✓
Sing and listen to music from various historical periods	✓	✓	✓	✓	✓	✓	✓
Identify, listen, and respond to music of different composers (compare/contrast)	✓	✓	✓	✓	✓	✓	✓
Discuss the lives and times of composers from different periods	✓	✓	✓	✓	✓	✓	✓
Recognize and demonstrate theme variations in classical music	✓	✓	✓	✓	✓	✓	✓
Research and identify musical instruments from different historical periods	✓	✓	✓	✓	✓	✓	✓
Identify certain composers and place them in the right time period	✓	✓	✓	✓	✓	✓	✓
Classify by composer (time, place, event) and a varied body of musical works	✓	✓	✓	✓	✓	✓	✓
Identify major periods or genres in development of world music	✓	✓	✓	✓	✓	✓	✓
Discuss the purpose of music from selected historical periods	✓	✓	✓	✓	✓	✓	✓

<b>Music Appreciation Standards</b>	Bach	Handel	Haydn	Mozart	Beethoven	Paganini	Schubert
<b>Music in Everyday Life:</b>							
Communicate ideas about the importance of music in everyday life	✓	✓	✓	✓	✓	✓	✓
Recognize how sounds and music are used in our daily lives	✓			✓	✓	✓	
Listen, identify, discuss, and respond to music written for specific purposes	✓			✓	✓		
Recognize and describe how songs are used for a variety of occasions	✓			✓	✓		
<b>Music Styles in American History:</b>							
Contrast opera and music theatre				✓			
<b>Music in Different Cultures:</b>							
Sing and listen to music from world cultures			✓	✓			
Recognize and describe how music serves as an expression in various cultures		✓	✓	✓			
Recognize the interaction of people in music			✓	✓		✓	
Research individual musical instruments from world cultures			✓	✓			
Describe conditions under which music is created and performed in various cultures			✓	✓			
Discuss how culture influences music				✓			

<b>Music Appreciation Standards</b>	Bach	Handel	Haydn	Mozart	Beethoven	Paganini	Schubert
<b>Music Style:</b>							
Listen and respond to a variety of music styles		✓	✓	✓	✓	✓	
Demonstrate how elements of music are used to create music style		✓				✓	
Identify how elements of music communicates ideas or moods		✓				✓	
Identify and describe contrasting music styles (march vs. lullaby...)		✓				✓	
Examine the chronological development of various music style		✓					
<b>Types of Music:</b>							
Identify mass, concerto, symphony...		✓		✓		✓	✓
<b>How Music Is Created:</b>							
Recognize and identify contextual elements that shape the development of music (time, location, culture, current events, social and political climate)					✓		
Recognize and identify the historical and cultural contexts that have influenced music (time, place, event)					✓		
Discuss how current developments in music reflect society in reference to themselves, community, and the world around them					✓		
Demonstrate how music communicates meaning of text, feelings, moods, and images and how that influences personal preferences					✓		
Describe the emotional connection to the musical experience					✓	✓	



<b>Music Appreciation Standards</b>	Bach	Handel	Haydn	Mozart	Beethoven	Paganini	Schubert
Describe how music preferences reflect people's values, and how people respond to music					✓	✓	
Describe how events during various historical periods have influenced the development of music	✓	✓	✓	✓	✓	✓	✓
<b>Developing Personal Musical style:</b>							
Develop and apply (use) criteria to determine personal preferences for specific musical works						✓	
Identify personal preferences for specific music	✓				✓	✓	
Justify one's personal preferences of music choice using music vocabulary						✓	
Reflect on why others may have different music preferences					✓	✓	
Express how characteristics of the music of their choice affects/ is applicable to their daily experiences					✓	✓	
Identify various uses of music in their daily experiences						✓	

<b>Music Theory Standards</b>	Bach	Handel	Haydn	Mozart	Beethoven	Paganini	Schubert
<b>Learning about Instruments:</b>							
Identify instruments visually and aurally (tambourine, maracas, rhythm sticks, triangle, woodblock, finger cymbals)			✓				
Identify instruments visually and aurally (orchestra)		✓	✓				✓

<b>Music Theory Standards</b>	Bach	Handel	Haydn	Mozart	Beethoven	Paganini	Schubert
Classify the four families of orchestral instruments			✓				
Identify instruments visually and aurally (band)			✓				
Identify selected electronic and world music instruments (guitar, violin, sitar, congas, bagpipes, synthesizer)			✓			✓	
<b>Written music and vocabulary:</b>							
Written music vocabulary (meter, Al Fine, DC al Coda, DC dal seno, tonality)							✓
1/8 notes and rests, 1/4 notes and rests, 1/2 notes and rests, quarter notes and rests, 1/16 notes and rests and dotted notes and rests							✓
Analyze a piece of music using music vocabulary							✓
Explore melody vs. harmony						✓	✓
Recognize, identify, and use the key signatures							✓
Identify elements of music ( vocabulary, terms, rhythm, syllables, solfege, piano, forte)	✓	✓		✓	✓	✓	✓
Recognize clef, key signature, meter signature, tempo, note values, dynamic markings							✓
Discuss how these elements determine quality of a song in expressive music		✓					✓
Read and notate music in the bass clef and the treble clef							✓

# Music Disc Track List

## Music Disc 1

1. Bach p 43 Minuet
2. Bach p 47 March
3. Bach p 60 Gavotte
4. Bach p 66 Polonaise
5. Bach p 71 Chorale
6. Bach p 75 Gavotte
7. Bach p 81 Musette
8. Bach p 92 Minuet
9. Pomp & Circumstance
10. Mendelssohn Wedding March
11. Taps
12. Now Let Us to the Bagpipes Sound
13. Stars and Strips Forever
14. Joy to the World
15. Bach p 102 Gigue
16. Bach p 107 Bouree
17. Bach p 108 Musette
18. Bach p 112 Beside Thy Cradle Here I Stand
19. Bach p 114 Air on G String
20. Bach p 118 My Heart Ever Faithful
21. Bach p 122 Now Let Us to the Bagpipe's Sound
22. Handel p 37 Minuet
23. Handel p 58 Minuet
24. Handel p 64 Gavotte
25. Handel p 65 Passepied
26. Handel p 76 Gavotte with Variations
27. Handel p 83 Gavotte
28. Handel p 89 Gigue
29. Handel p 94 Vivace
30. 1812 Overture
31. Wiegenlied
32. Overture The Marriage of Figaro
33. Oh Susanna

## Music Disc 2

1. Music for the Royal Fireworks
2. Arrival of the Queen of Sheba
3. Overture The Magic Flute
4. The Nutcracker Suite Dance of the Sugar Plum
5. Bach Toccata
6. Bach Aria
7. Handel p 112 Graceful Dance
8. Handel p 118 The Harmonious Blacksmith

9. Handel p 130 Hallelujah Chorus
10. Handel p 137 Minuet
11. Handel p 138 Bouree
12. Handel p 140 Courante
13. Handel p 143 Minuet
14. Handel p 145 Passepied
15. Handel p 146 Minuet
16. Handel p 147 Prelude
17. Handel p 148 Minuet
18. Handel p 150 Fugue
19. Handel p 152 Hornpipe
20. Handel p 154 Chaconne
21. Handel p 157 Bourree
22. Handel p 158 Intermezzo
23. Handel p 160 Gavotte
24. Handel p 162 Fughetta
25. Handel p 163 Sonatina
26. Handel p 166 Largo
27. Haydn p 43 Minuet in D
28. Haydn p 47 Andantino
29. Haydn p 58 Minuet in C
30. Haydn p 64 Sonata

## Music Disc 3

1. Violin
2. Viola
3. Cello
4. Double Bass
5. Harp
6. Flute
7. Clarinet
8. Oboe
9. Bassoon
10. Piccolo
11. French Horn
12. Tuba
13. Trombone
14. Trumpet
15. Snare Drum & Cymbals
16. Bass Drum
17. Timpani

## Music Disc 4

1. Haydn p 77 Minuet in E
2. Haydn p 80 La Roxelane
3. Haydn p 83 Allegro



4. Haydn p 85 Farewell Symphony
5. Haydn p 89 Serenata
6. Haydn p 91 Symphony in C
7. Haydn p 92 Toy Symphony
8. Country Gardens Marine Band
9. Allegro for Acoustic Guitar
10. Elements
11. Seeking
12. Haydn p 101 Scherzo
13. Haydn p 105 Andante from the Surprise Symphony
14. Haydn p 106 Andante from the Clock Symphony
15. Haydn p 112 Gypsy Rondo
16. Haydn p 115 Austrian Hymn
17. Rag Saraswati
18. Jarawali
19. No 2 Allegro for Harpsichord
20. Panpipe Recital
21. Grass Dance Theme Song
22. Indoesian Gong
23. Scottish Bagpipe Band
24. Jowelbinna Didgeridoo
25. Mozart p 21 Minuet in G
26. Mozart p 33 Minuet in F
27. Mozart p 52 Allegro
28. Mozart p 69 Theme from the Sonata in A
29. Mozart p 71 A Little Waltz
30. Mozart p 80 Wiegenlied
31. Mozart p 84 Longing for Spring
32. Mozart p 90 Song from the Magic Flute
33. Mozart p 93 Sonatina
34. Mozart p 94 A French Melody with Variation
35. Mozart p 96 Andante
36. Mozart p 97 Rondo
37. Mozart p 98 Bagatelle
38. Mozart p 100 Presto
39. Mozart p 101 Sonata
40. Mozart p 102 Minuet
41. Mozart p 103 Adante
42. Mozart p 104 Presto
43. Mozart p 105 Andante
44. Mozart p 106 Rondo
45. Mozart p 107 Allegretto
46. Mozart p 108 Sonata
47. Mozart p 109 Rondo
48. Mozart p 111 Sonta
49. Mozart p 114 A Little Minuet
50. Mozart p 116 Landler Secondo
51. Mozart p 117 Landler Primo
52. Mozart Landler Primo & Secondo Duet
53. Mozart p 120 Minuetto Secondo
54. Mozart p 121 Minuetto Primo
55. Mozart Minuette Primo & Secondo Duet
56. Mozart p 122 Country Dance (1) Secondo
57. Mozart p 123 Country Dance (1) Primo
58. Mozart Country Dance (1) Primo & Secondo Duet
59. Mozart p 124 Country Dance (2) Secondo
60. Mozart p 125 Country Dance (2) Primo
61. Mozart Country Dance (2) Primo & Secondo Duet

## Music Disc 5

1. Battle Cry of Freedom
2. Beethoven p 50 Sonatina
3. Beethoven p 54 Ecosaise I
4. Beethoven p 56 Ecosaise II
5. Beethoven p 60 Romance
6. Beethoven p 74 Anger Over a Lost Penny
7. Beethoven p 80 Andantino
8. Beethoven p 83 Rondo
9. Beethoven p 89 Minuetto
10. Beethoven p 93 Rondo
11. Moonlight Sonata
12. Beethoven p 105 Thundering tones
13. Beethoven p 106 Andante melody
14. Beethoven p 108 Minuet in G
15. Beethoven p 111 Country Dance
16. Beethoven p 112 Country Dance
17. Beethoven p 113 Wistful tune
18. Beethoven p 116 Pastoral Symphony
19. Beethoven p 122 Turkish March Secondo
20. Beethoven p 123 Turkish March Primo
21. Beethoven Turkish March Secondo & Primo Duet
22. Beethoven p 130 Minuet
23. Beethoven p 138 Allegretto
24. Beethoven p 142 Ninth Symphony
25. Beethoven p 147 Rondo
26. Beethoven p 148 Minuetto
27. Beethoven p 149 Andante

28. Beethoven p 150 Scherzo
29. Beethoven p 151 Albumleaf
30. Beethoven p 152 Allegretto
31. Beethoven p 154 Rondo
32. Beethoven p 155 Vivace
33. Beethoven p 158 Sonata
34. Beethoven p 163 Sonata
35. Beethoven p 164 Sonata
36. Confusion
37. el Pasajero
38. Antoinetten-Polka
39. Hinei Ma Tov
40. Paganini p 152 Allegro
41. Paganini p 156 Rondo
42. The Sound of Music - Do Re Mi
43. Schubert p 36 Rondo
44. Schubert p 40 Cradle Song
45. Schubert p 43 Waltz
46. Schubert p 49 German Dance
47. Schubert p 52 Impromptu
48. Schubert p 58 Three Waltzes
49. Schubert p 61 German Dance
50. Schubert p 62 German Dance
51. Schubert p 66 Eccosaise I
52. Schubert p 66 Eccosaise II
53. Schubert p 70 March Militaire Secondo
54. Schubert p 71 March Militaire Primo
55. Schubert March Militaire Duet
56. Schubert p 76 Ballet from Rosamunde
57. Schubert p 81 German Dance
58. Schubert p 86 Theme of the Erlking
59. Schubert p 88 Hedge Roses
60. Schubert p 102 Moment Musicale
61. Schubert p 110 Hark! Hark! The Lark
62. Schubert p 119 Unfinished Symphony melody
63. Schubert p 122 Theme from Impromptu



# Weekly Lesson Outline



(Activities marked with an \* are required in order to meet national music appreciation standards.)

## Week One:

---

- Read Chapter 1\*
- Answer Comprehension Questions
- Character Qualities
- Tidbits of Interest
- Assemble Lapbook Folder
- Bach Family Facts (LB)
- Places that Bach Visited Map Activity
- Learning About Stringed Instruments Activity\*

## Week Two:

---

- Read Chapter 2 & 3\*
- Answer Comprehension Questions
- Listen to Music Disc 1, tracks 1-7\*
- Character Qualities
- Tidbits of Interest
- Recipe for German Rye Bread
- Oxidation Experiment (LB)
- Glory to God Copy Work
- Music of the Baroque Period (LB)\*
- "What's that Song?" Vocabulary (LB)\*
- Name that Tune (LB)

## Week Three:

---

- Read Chapter 4\*
- Answer Comprehension Questions
- Listen to Music Disc 1, track 8\*
- Character Qualities
- Tidbits of Interest
- Music in Everyday Life\*
- Music for Special Occasions and Purposes\*

## Week Four:

---

- Read Chapter 5\*
- Answer Comprehension Questions
- Listen to Music Disc 1, tracks 15-21\*
- Character Qualities
- Tidbits of Interest
- The Voyager (LB)
- Timeline Game (LB)\*

## Additional activity required for national music standards:

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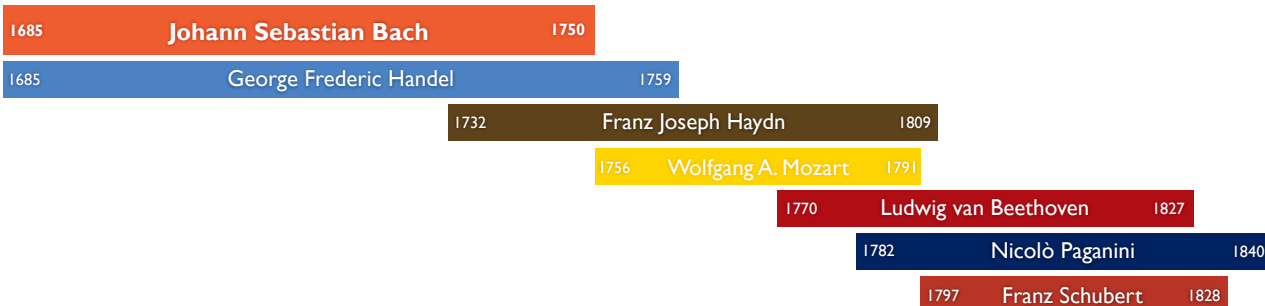
- Sing songs representing the child's culture

# Week 1 Activity Pages



## Chapter One Comprehension Questions

1. What talent did nearly all members of the Bach family seem to share? \_\_\_\_\_  
\_\_\_\_\_
2. Sebastian's father taught him about his great-great-grandfather, Veit Bach, who took his lute with him to work. Do you remember what his occupation was? \_\_\_\_\_  
\_\_\_\_\_
3. The Bach family did something annually. What was it, and why did the whole village of Eisenach enjoy it? \_\_\_\_\_  
\_\_\_\_\_
4. Sebastian sang in a scholars' choir that sang the same songs as an important Reformation leader in church history. Can you think of his name? \_\_\_\_\_  
\_\_\_\_\_
5. What sad events changed Sebastian's life when he was a young boy? \_\_\_\_\_  
\_\_\_\_\_
6. Sebastian went to live with his brother Christoph, but Christoph was very strict about something. What were his rules and how did Sebastian respond to them? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. In spite of Christoph's confiscation of Sebastian's copy of the music, Sebastian had done something remarkable in the six month process. What was it? \_\_\_\_\_  
\_\_\_\_\_
8. As the chapter ends, where is Sebastian preparing to go? \_\_\_\_\_  
\_\_\_\_\_



## Character Qualities

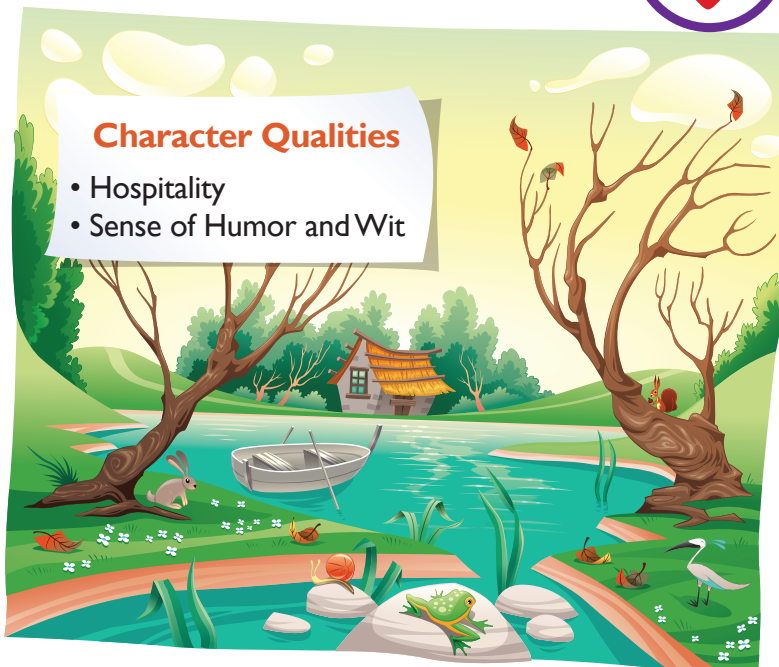


### Hospitality (pp. 14, 15, 121, 126)

– The Bach family was known as a hospitable family. Hospitality means being friendly and generous in entertaining guests and visitors. The family reunion was just one example of the Bach hospitality in action. It was a quality that Sebastian maintained throughout his life. His home was recognized as one of graciousness, friendship, and love.

### Sense of Humor and Wit (pp. 15, 16, 52)

– Sebastian himself was known as “a merry and companionable fellow.”<sup>1</sup> In this chapter, the portion about the quodlibet of the fat cow that would not go to pasture and the quiet flowing river hints at Sebastian’s love for laughter and merry songs. You have to admit that finding gold coins in herrings’ mouths is somewhat humorous (providentially so). Anyone who likes coffee will be delighted to learn that Bach also loved coffee and even wrote a cantata about



it (*The Coffee Cantata*)! That’s good caffeinated humor in its richest sense. Once when Bach was praised for his skill as an organist, he replied, “There is nothing wonderful about it. You have only to hit the right notes at the right moment and the instrument does the rest.”<sup>2</sup>

## Tidbits of Interest



### Chapter 1:

*Pages 9–11:* Eisenach (pronounced \eye-zen-ahk\), the village, nestles on the edge of the Thuringian forest. It is also the location of Wartburg Castle, where Martin Luther (1483–1546) once sought refuge from Pope Leo X and other critics from the Roman Catholic Church. Wartburg Castle is where Luther translated the New Testament into German, making it available to the common man for study and meditation. Remember that Luther emphasized having a personal, living, Bible-based faith in Jesus Christ. He was himself a musician, declaring that music was second unto the Gospel itself,

so that many of the hymns from the Lutheran hymnal became a source of stimulation for Bach’s works.<sup>3</sup>

In Eisenach, Bach sang in the scholars’ choir, an all-boy choir in which boys sang even the soprano parts. Often, they sang chorales, which were German Lutheran hymn-tunes, many composed or arranged by Luther himself.

*Page 11:* Sebastian is the name Bach is called most frequently in Wheeler and Deucher’s book. There were 53 individuals in the Bach family who were named Johann.<sup>4</sup> Oh, and five of his own sons were named Johann, and two of his



daughters were named Johanna!<sup>5</sup> So you can see why children were often called by their middle names to eliminate some confusion.

Pages 14,15: The Bach family was wonderfully musical. In fact, one author says that Bach's "is the largest family tree in music."<sup>6</sup> There are more than 50 musicians with the name of Bach who are recognized by musicologists. It is interesting that the word *bach* in German means *brook*. Ludwig Beethoven once exclaimed, "His name ought not to be Bach, but ocean, because of his infinite and inexhaustible wealth of combinations and harmonies."<sup>7</sup>

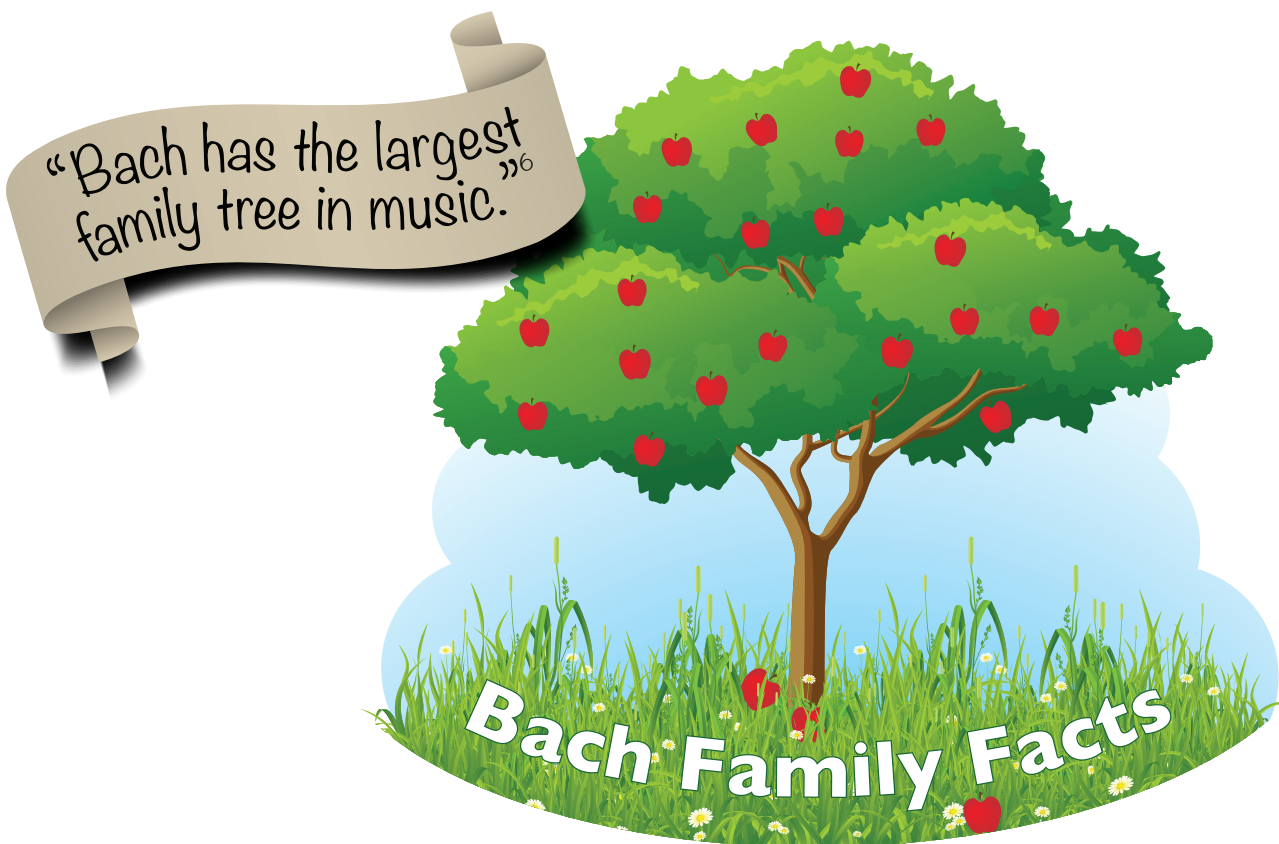
Page 20: Johann Christoph Bach, Sebastian's older brother by fourteen years, was the church organist in Ohrdruff who gave Sebastian his

first keyboard lessons and took responsibility for him in 1695, after their father's death. Christoph had been a student of the composer Johann Pachelbel.<sup>8</sup> His library of music contained French and Italian manuscripts by the best Italian and French composers of the time.<sup>9</sup> It is believed that the copying of the works of the masters by moonlight may have contributed to Sebastian's blindness by age 65.

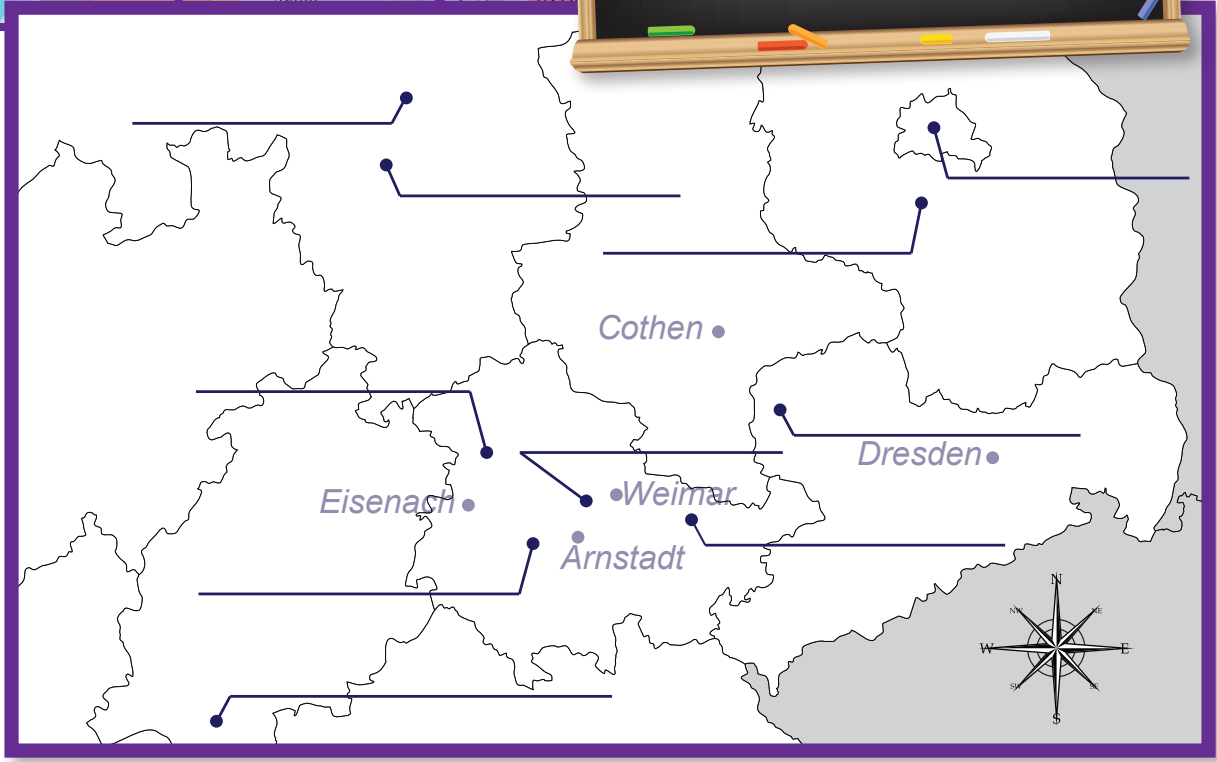


## Learning About the Bach Family

Using the *Bach Family Facts* lapbook pages. Follow the directions to cut out and assemble the pieces. Adhere this activity to section #5 & 6 in your Bach lapbook.



# Places that Bach Visits



Using the following clues, complete the map of places that Bach visited.

1. Frankfurt is the southernmost city on this map.
2. Ohrdruff is due west of Arnstadt.
3. Berlin is found in the northeast corner of this map.
4. Celle is the northernmost city on this map.
5. Jena is located southeast of Weimar.
6. Hanover is southwest of Celle.
7. Leipzig is almost halfway between Dresden and Cöthen.
8. The state of Brandenburg is south of Berlin.
9. Erfurt is situated west of Weimar and north of Arnstadt.
10. Muhlhausen is located northwest of Erfurt.





## Learning About Stringed Instruments

Many of these instruments were popular during the Baroque Period. Bach composed and performed much of his music for these types of instruments.

Directions: Cut out the boxes on the next page and glue the descriptions under the appropriate instruments.

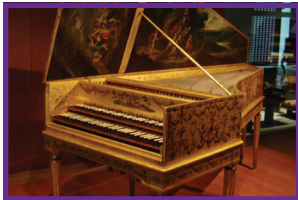
### Keyboard Instruments

Clavichord



© PatrycjaKisielewska

Harpsichord



© Nick Michael

Spinet



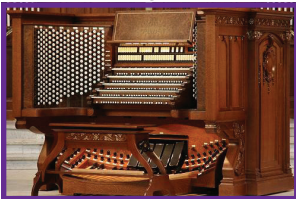
© Diederik

Virginal



© Gerard Janot

Organ



Upright Piano



Grand Piano



© Bruce Shippe

Keyboard



© Lisa Quarford

### The Violin Family

Violin



© vutun78

Viola



© Argument

Cello



© Almarafid

Double Bass



© Vadim Zhukov



The clavichord is one of the simplest of the keyboard family. Pressing a key causes a hammer action that strikes the strings. The volume is very soft.

The virginal is a member of the harpsichord family and used the same mechanism. It only had one keyboard. The virginal's strings ran parallel to the keyboard.

The harpsichord was very popular during the Baroque period. Even though it looks like a piano, it sounds different. It only has a range of about four octaves and the keys cause a mechanism (using quills) to pluck the strings.

Sometimes called the king of instruments, the organ can have several keyboards, as well as many pedals. A pipe organ can produce many sounds that imitate other instruments, depending on the shape of the pipes.

A spinet has keys that work a mechanism that pluck the strings. It only has one keyboard, and the strings in a spinet run diagonal to the keyboard. It is similar to the virginal and harpsichord.

The electronic keyboard can be played like an organ or a piano. It can imitate many other instruments and produce non-instrument sounds. The electronic keyboard is also called a synthesizer.

Upright pianos are the most common type of piano. They take up less space and cost less than the grands. Piano keys raise a hammer to strike the strings and can be played loudly or softly. The piano was invented around 1709.

The grand piano represents its name in sound quality and size. There are actually different sizes of grand pianos – a baby grand is about five feet long, while the concert grand is around nine feet long.

The violin is held and played under the player's chin. It is the smallest and highest pitched of the violin family. The violin has four strings and no frets. There are more violins in the symphony orchestra than any other instrument.

The largest member of the sting family, the double bass is about six feet tall. It rests on the ground and the player stands behind it to play. The double bass is usually played rhythmically.

The cello is a lot bigger than the viola and its range is one octave lower than the viola. It has a very mellow tone. The cello rests on the ground and the cellist sits behind it to play. It has four strings and no frets.

The viola is held by the musician to play and is a little bigger and deeper than the violin. This instrument plays in the tenor range. It has four strings and no frets.