

**Objectives:**

- SWBAT Recognize the programmatic elements from "The Moldau"

**Materials:**

Map, "The Moldau" recording, cards for puzzle, "Tour Guide", Art Supplies

**Procedures:**

- Puzzle cards are on desks before class begins room is rearranged to resemble a "tour boat"
- Greet ss at door, take name, give them their "tour guide" and instruct them to "stow their belongings"
- "Good day to all of you! Welcome to Indigo Cruise Line's *Symphonic Moldau Cruise*. If you will pull out your "tour brochure", we'll begin with some basic information about our cruise."
- Select ss to read the information on the "cruise" and composer aloud.
- Have SS find Czechoslovakia on map
- "If you would ask for a plane ticket to Czechoslovakia would you still be able to go there?"  
NO "No! It's now 2 countries named the Czech Republic and Slovakia"
- "During our cruise I would like you to take the set of 'postcards' before you and arrange them in the order of the 'landmarks' that we encounter during our journey. You may work with your partners at your desks."
- "As we begin our journey, we start in the cool woodlands of the Czechoslovakian forests 5,000 feet above the ocean. You will hear the running of two small brooks created by the melting of ice and snow from a recent snowfall. I would like you to listen as our journey begins and when we get to our next "landmark" I'll ask you what instrument or instruments represent these 2 small brooks."
- Play music. Stop before the River Theme.
- "What instrument did you hear?" SS should answer flute
- "As we continue, the 2 brooks have united to form the beautiful Moldau River. Listen for this theme:"
- Play Theme
- "Is it major or minor?" lead students to minor.
- "Now we'll continue our symphonic cruise and I'd like you to listen for 2 things. First, how many times does the theme play? Second, what instrument family represents the river?"
- Play recording. Stop before the "fox hunt"
- "How many times did it play?" get ss to say four.
- "Why do you suppose it played 4 times? Do you suppose we are traveling down the river?"
- "What instrument family represents the river?" ss say strings.

- "Our next stop will take us to a small hunting lodge in the forests where you will hear the hunters getting ready for a foxhunt. Listen for this:"
- Play hunt theme.
- Play recording.
- "As we continue floating down the river we come to a small village that is celebrating a wedding, you can hear the orchestra playing a lively dance tune."
- Play dance tune.
- Play recording.
- "Night falls on our cruise. The sun is setting. However, we can still see children splashing along the shoreline and the moon glows on the glassy surface of the river. When you hear this segment; what instruments play this theme?"
- Play "night theme"
- Play recording.
- "We're now into the second day of our journey! The sun rises as we continue our travel down the river. Once again, a familiar tune leads our travel. What do you suppose is happening to the river? Listen."
- • Play next excerpt. Stop before climax.
- "What is happening?" Take answers. SS should mention something about being choppy, rapids, etc. "Right! We are now passing through St. John's Rapids! So, hold tight and listen how each instrument adds to the turbulence!"
- • Play recording. Stop after a few repetitions of the river theme.
- "What has happened to our river theme? Something is different! Is it now major or minor?" lead students to major.
- • "We're now at the widest point on the Moldau, from here, we can see the city of Prague. The city is known for its many bell towers as well as its ancient castles. We can see the castle of Vysherad (VEE' SHAY -Rod) in the distance. And now our fantastic journey is at an end."
- • Finish Recording.
- • Discuss order of postcards. Springs, River 1, Fox Hunt, Dance, Night, Old Castle, River 2, St. John's Rapids, River 3, Prague
- • Discuss project. Students will visit the souvenir shop and create a "souvenir" postcard of their favorite part of the journey
- • SS work on projects for remainder of period.