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Music Appreciation

Credits: .5

Course Description: Students will grow in their understanding of music as they listen to classics from the Baroque period through the jazz age. Students will develop their ear to identify instruments, musical pieces, and musical periods by their sound. Students will also learn music terminology and music theory in order to express in writing accurate descriptions of music.

Day 1*

If a link is not working to follow the steps on the FAQ page.

1. “All books on understanding music are agreed about one point: You can’t develop a better appreciation of the art merely by reading a book about it. If you want to understand music better, you can do nothing more important than listen to it. Nothing can possibly take the place of listening to music.” p. 15 *What to Listen for in Music*, Aaron Copland
2. Listen to Aaron Copland’s *Appalachian Spring*. (I will be putting youtube videos on “quiet tube” to block out distractions so you can listen to the music. If it’s not working, just click on view on youtube at the bottom of the screen and then make sure you have safety mode on at the bottom of your youtube screen. You can also pull the youtube url from inside the quietube address.)
3. *Print out a [grading sheet](#) to keep track of your grades for this course or use the [Excel](#) version. I also suggest using a regular [180-day chart](#) to check off each day as completed, if the work was completed to satisfaction. That will be considered as part of the final grade.

Day 2

1. Listen to these two songs. Does the first sound familiar? Why? The second?
 - *Simple Gifts*
 - *Lord of the Dance*
2. If you don't know why the first should have sounded familiar, listen to this, starting at [20:30](#).
3. Read about this [tune](#).
4. What does this show you about music? (answer: It is adaptable. It can grow and change. The same song can be done hundreds of ways: different tempo, different instruments, arrangements.)

Day 3

1. You are going to be learning more about the instruments and some music terminology so you know what you are listening to and can describe it.
2. Watch this video on the [violin](#) until 5:35. You will want to be able to recognize when a violin is playing. (He talks about vibrato. That's a word to remember.)
3. Watch this video on the [flute](#).
4. Just a heads up: later in the course you will be identifying musical instruments by their sound. Learn about them, but also learn what they sound like.
5. Click on each word in the [music dictionary](#) under A. Write down the words that you think will come in handy when you listen and describe music. Listen to the examples. Write definitions or descriptions that will help you remember what the words mean.

Day 4

1. Watch the video on on the [French horn](#).
2. Watch this video on [timpani](#) drums.
3. Click on each word under B in the [music dictionary](#). Write down the words that you think will come in handy when you listen and describe music. Listen to the examples. Write definitions or descriptions that will help you remember what the words mean.

Day 5

1. You have learned about one instrument from each of the main sections. Go to this [orchestra](#) page and click on each section. Click on the play button at the bottom to listen to it. You should be able to easily identify each section, each main type of instrument.
2. Watch this video on the [cello](#). How is this string instrument different from the violin? How is it the same?

3. Watch this video on the [clarinet](#). How is this woodwind instrument different from the flute? How is it the same?
4. Click on each word under C, down through *chord*, in the [music dictionary](#). Write down the words that you think will come in handy when you listen and describe music. Listen to the examples. Write definitions or descriptions that will help you remember what the words mean.

Day 6

1. Watch this short video of a [violinist](#). Use your budding music vocabulary to write some descriptions of her playing.
2. Watch this video on the [trumpet](#).
3. Watch this video on the [harp](#) until 6:30.
4. Click on each word under C, chordophone through concertmaster, in the [music dictionary](#). Write down the words that you think will come in handy when you listen and describe music. Listen to the examples. Write definitions or descriptions that will help you remember what the words mean.

Day 7

1. Click on each word under C, starting from concerto down to the end, in the [music dictionary](#). Write down the words that you think will come in handy when you listen and describe music. Listen to the examples. Write definitions or descriptions that will help you remember what the words mean.
2. You heard pieces of a violinist playing Mendelssohn's Violin Concerto on Day 6. Now watch this [listening guide](#) to the piece. Listen for your vocabulary words!
3. Now listen to [Mendelssohn's Violin Concerto in E Minor](#). In the beginning he's tuning his instrument. Listen. Listen for the things mentioned in the guide. Use the vocabulary you know to write some descriptions of the music, anything you noticed.

Day 8

1. Watch this video on the [bassoon](#), up until 8:30.
2. Watch the video on the [trombone](#).
3. Click on each word under D in the [music dictionary](#). Write down the words that you think will come in handy when you listen and describe music. Listen to the examples. Write definitions or descriptions that will help you remember what the words mean.

Day 9

1. Watch this video on the [percussion instruments](#).
2. Click on each word under E in the [music dictionary](#). Write down the words that you think will come in handy when you listen and describe music. Listen to the examples. Write definitions or descriptions that will help you remember what the words mean.

Day 10

1. Listen to the [composer](#) talk about his violin concerto.
2. Watch and listen to his [violin concerto](#).

Day 11

1. Read Mahler's [quote](#). Now read the [quote](#) on this page. From what you have seen so far, do you think there are an infinite number of musical possibilities for creating new music? Why or why not?
2. Read and listen fully to everything in the page. Try to hear what is being described. Also click on the other two tabs under "[soundscapes](#)."
3. Click on each word under F in the [music dictionary](#). Write down the words that you think will come in handy when you listen and describe music. Listen to the examples. Write definitions or descriptions that will help you remember what the words mean.

Day 12

1. Read and listen fully to the page on Mahler [borrowing](#).
2. Click on all of the places on the "[origins](#)" map. Read and listen fully to everything. Click on the play buttons on the timeline as well.
3. Write a paragraph about what things Mahler borrowed and how he used them. Give specific examples.
4. Click on each word under G in the [music dictionary](#). Write down the words that you think will come in handy when you listen and describe music. Listen to the examples. Write definitions or descriptions that will help you remember what the words mean.

Day 13

1. Read and listen to "[musical signatures](#)."
2. Read and listen to "[Refuge and Renewal](#)," "Triumph and Tragedy," and "Awe and Affirmation." Try to listen for what they are talking about. You are going to be writing about music. Use these lessons to learn about what to listen for and how to describe it.

3. Click on each word under H in the [music dictionary](#). Write down the words that you think will come in handy when you listen and describe music. Listen to the examples. Write definitions or descriptions that will help you remember what the words mean.

Day 14

1. Read about his use of [parody](#) and listen to the music.
2. Read about his use of [words](#) and listen to the music.
3. Read and listen to “[Folk and Folkways](#)” and “Self and Society.”
4. Click on each word under I in the [music dictionary](#). Write down the words that you think will come in handy when you listen and describe music. Listen to the examples. Write definitions or descriptions that will help you remember what the words mean.

Day 15

1. Use all the links on the [timeline](#) and across the top of the page. Read and listen. Remember to listen for what they are describing. How do they describe what you are hearing?
2. Click on each word under J in the [music dictionary](#). Write down the words that you think will come in handy when you listen and describe music. Listen to the examples. Write definitions or descriptions that will help you remember what the words mean.

Day 16

1. Use all the links on the [timeline](#) and across the top of the page. Read and listen. Remember to listen for what they are describing. How do they describe what you are hearing?
2. Click on each word under K in the [music dictionary](#). Write down the words that you think will come in handy when you listen and describe music. Listen to the examples. Write definitions or descriptions that will help you remember what the words mean.

Day 17

1. Use all the links on the [timeline](#) and across the top of the page. Read and listen. Remember to listen for what they are describing. How do they describe what you are hearing?

Day 18

1. Read the [epilogue](#) on Mahler.
2. Listen to the three pieces of music. Use your music terminology and write about the music you heard. What is similar in them all? How do they related musically?
3. Click on each word under L in the [music dictionary](#). Write down the words that you think will come in handy when you listen and describe music. Listen to the examples. Write definitions or descriptions that will help you remember what the words mean.

Day 19

1. Click on each word under M in the [music dictionary](#) through the word Meter. Write down the words that you think will come in handy when you listen and describe music. Listen to the examples. Write definitions or descriptions that will help you remember what the words mean.
2. Watch this listener's guide to [Mahler's Symphony No. 6](#).
3. Listen to the [symphony](#).
4. Write a description of the symphony. Use your terminology.
5. Music description rubric:
 - Description lets the reader “hear” the music by describing: instruments (at least instrument families), volume, speed, quality of sound—sharp, ringing, clanging, discordant, staccato, vibrato... (0 to 4 points based on the inclusion of none to all of these things)
 - +1 point for using the musical vocabulary
 - Record out of 5.

Day 20

1. Learn about the [oboe](#).
2. Learn about the [tuba](#).
3. Click on each word under M in the [music dictionary](#) starting with the word Metronome. Write down the words that you think will come in handy when you listen and describe music. Listen to the examples. Write definitions or descriptions that will help you remember what the words mean.

Day 21

1. Learn about the [piccolo](#).
2. Learn about the [bass clarinet](#).
3. Learn about [keyboards](#).
4. Click on each word under N in the [music dictionary](#). Write down the words that you think will come in handy when you listen and describe music. Listen to the examples. Write definitions or descriptions that will help you remember what the words mean. Then do it for the [letter O](#).

Day 22

1. Watch the [listening guide](#) on Lutoslawski's concerto for orchestra.

2. Listen to the [concerto](#).
3. While you are listening, write a description of the music. Use your music terminology.
4. Music description rubric:
 - Description lets the reader “hear” the music by describing: instruments, volume, speed, quality of sound—sharp, ringing, clanging, discordant, staccato, vibrato... (0 to 4 points based on the inclusion of none to all of these things)
 - +1 point for using the musical vocabulary
 - Record your score out of 5.

Day 23

1. Read and listen to the first two tabs, “[Playing with Tunes](#),” and “Playing with Shadows.” There are four and three excerpts to listen to respectively. Plus, listen to the original tunes and then try to hear them in his music. Also, watch the videos.
2. Click on each word under P in the [music dictionary](#), through “Pianoforte.” Write down the words that you think will come in handy when you listen and describe music. Listen to the examples. Write definitions or descriptions that will help you remember what the words mean.

Day 24

1. Read, listen to and watch the second two tabs on “[Piling It On](#)” and “Singing Along.” Use all of the blue links to listen and watch. Listen for what is being described.
2. Click on each word under P in the [music dictionary](#), starting with “Piccolo.” Write down the words that you think will come in handy when you listen and describe music. Listen to the examples. Write definitions or descriptions that will help you remember what the words mean.

Day 25

1. Click on each word under Q in the [music dictionary](#). Write down the words that you think will come in handy when you listen and describe music. Listen to the examples. Write definitions or descriptions that will help you remember what the words mean.
2. Watch the listening guide to [Debussy](#)’s Prelude to the Afternoon of a Faun.
3. [Listen](#) to it.
4. While you are listening, write a description of the music. Use your terminology.
5. Music description rubric:
- 6.

- Description lets the reader “hear” the music by describing: instruments, volume, speed, quality of sound—sharp, ringing, clanging, discordant, staccato, vibrato... (0 to 4 points based on the inclusion of none to all of these things)
- +1 point for using the musical vocabulary

Day 26

1. Try all of the [experiments](#). Use each of the four tabs. Watch the videos and click on “Try It.”
2. Tell someone what you observed from each of the four experiments.
3. Click on each word under R in the [music dictionary](#). Write down the words that you think will come in handy when you listen and describe music. Listen to the examples. Write definitions or descriptions that will help you remember what the words mean.

Day 27

1. [Listen](#) to Beethoven’s 5th Symphony.
2. While you are listening, write a description of it. Use your terminology.
3. Music description rubric. Record your score out of 5.
4.
 - Description lets the reader “hear” the music by describing: instruments, volume, speed, quality of sound—sharp, ringing, clanging, discordant, staccato, vibrato... (0 to 4 points based on the inclusion of none to all of these things)
 - +1 point for using the musical vocabulary

Day 28

1. Learn about the [viola](#). What makes it different from a violin?
2. Learn about the [double base](#). What makes it different from a cello?
3. Learn about the [cor anglais](#). What makes it different from an oboe.
4. Click on each word under S in the [music dictionary](#) up through “Snare Drum.” Write down the words that you think will come in handy when you listen and describe music. Listen to the examples. Write definitions or descriptions that will help you remember what the words mean.

Day 29

1. Read and listen to all five exhibits on [Shostakovich](#)’s symphony number 5. Watch the videos, listen to everything and do the short activities. On the last exhibit. Listen to the music played at different speeds and answer the questions. Does it change the meaning? How?

2. Click on each word under S in the [music dictionary](#) starting with “Solo.” Write down the words that you think will come in handy when you listen and describe music. Listen to the examples. Write definitions or descriptions that will help you remember what the words mean.
3. Listen to the [fourth movement](#) of this 5th symphony. It’s called, “Allegro non troppo” meaning fast, but not too fast. Just listen. Close your eyes. Turn away from the computer. Just listen. What do you hear? What do you “see” or feel, listening to this music?

Day 30

1. Click listen on the main page about [Shostakovich’s 5th Symphony](#).
2. Then listen to the piece again. What do you think when it changes its sound around :40? What do you feel as the drum at the end slows down? There are no right answers. The only wrong answer is not having a thought.

Day 31

1. Watch the videos under “The Score” only, clicking on Exhibits 1-5 and listen to the music of [Shostakovich’s 5th Symphony](#) score.
2. What do you think of the symphony? Was he playing Stalin’s music or singing a different tune?
3. Click on each word under T in the [music dictionary](#) through transcription. Write down the words that you think will come in handy when you listen and describe music. Listen to the examples. Write definitions or descriptions that will help you remember what the words mean.

Day 32

1. Listen to all of the [musical precedents](#) and read the [opinions](#). Use all of the tabs, but you don’t have to watch any videos in the opinion sections.

Day 33

1. Listen to the first half of [Shostakovich’s Symphony Number 5](#). Stop at 24:30.
2. Write a description of the music.
3. Music description rubric. Record your score out of 5.
 - Description lets the reader “hear” the music by describing: instruments, volume, speed, quality of sound—sharp, ringing, clanging, discordant, staccato, vibrato... (0 to 4 points based on the inclusion of none to all of these things)
 - +1 point for using the musical vocabulary

Day 34

1. Listen to the second half of [Shostakovich's Symphony Number 5](#). Start at 24:30.
2. Write a description of the music.
3. Music description rubric. Record your score out of 5.
 - Description lets the reader “hear” the music by describing: instruments, volume, speed, quality of sound—sharp, ringing, clanging, discordant, staccato, vibrato... (0 to 4 points based on the inclusion of none to all of these things)
 - +1 point for using the musical vocabulary

Day 35

1. Click on each word under T in the [music dictionary](#), starting with “Transposing Instruments.” Write down the words that you think will come in handy when you listen and describe music. Listen to the examples. Write definitions or descriptions that will help you remember what the words mean.
2. Read through your vocabulary and study your words. When we get to the end of the alphabet, there will be a test.

Day 36

1. Learn about the [E Flat Clarinet](#).
2. Read about the [contrabass clarinet](#).
3. Learn about the [contrabassoon](#).
4. Read about the [saxophone](#).
5. Click on each word under V in the [music dictionary](#). Write down the words that you think will come in handy when you listen and describe music. Listen to the examples. Write definitions or descriptions that will help you remember what the words mean.

Day 37

1. Learn about the [bass trombone](#).
2. Click on each word under V in the [music dictionary](#). Write down the words that you think will come in handy when you listen and describe music. Listen to the examples. Write definitions or descriptions that will help you remember what the words mean.
3. Also learn about the [xylophone](#).
4. Do you think when you hear an instrument you could recognize easily if an instrument is from the string, brass, woodwind or percussion family? Use this [page](#) to review if necessary.

5. Ask someone to click on the four different [instrument family](#) sections on this page. Can you identify the instrument family?
6. Record 2 points for each correct answer, 1 point if you get it on the second guess. (Out of 8 points)

Day 38

1. Your midterm will have three parts. First you will identify instruments. Second, you will identify music. Third, you will take a multiple choice music terminology test.
2. Here's your terminology [study guide](#). The words you will be tested on will come from here.
3. Here is the list of instruments you need to be able to recognize by sound. You will hear them playing different tunes for your test.
 - violin, cello, snare drum, timpani, clarinet, flute, trumpet, tuba
 - Use this site to [listen](#) to them for practice.
4. You will also need to recognize *Appalachian Spring*, *Shostakovich's Symphony Number 5*, *Mendelssohn's Violin Concerto in E Minor*, *Beethoven's 5th Symphony*. For full points you will need to recognize it at a point not at the beginning of the music. If you get that wrong, it will be started at the beginning.
5. Study today and Day 39.

Day 39

1. Study for Day 40's midterm. Use Day 38 for a reference.
2. You will need someone to administer the listening portion of the test.

Day 40

1. **DO NOT CLICK ON ME.** This is for the test administrator. Call someone over to the computer. You go sit nearby but somewhere you can't see the screen. You don't need any paper. You'll just say the answers. Did you study?
2. After the listening portion is complete, take this [vocabulary test](#) on music terminology.
3. Total your scores and record them. This is out of 78. Record it out of 75. There is a potential for three points extra credit.

Day 41

1. Listen to Stravinsky's *The Rite of Spring*.
2. As you listen, write a description of the music. What do you picture happening?
3. Music description rubric. Record your score out of 5.

- Description lets the reader “hear” the music by describing: instruments, volume, speed, quality of sound—sharp, ringing, clanging, discordant, staccato, vibrato... (0 to 4 points based on the inclusion of none to all of these things)
- +1 point for using the musical vocabulary

Day 42

1. Watch the *Rite of Spring*. ([part 2](#)) ([part 3](#))
2. How does the movement/story match the music?

Day 43

1. Listen to the pieces in *What's in a Theme?*
2. Click on the numbers and then click on orchestra and listen again. Click on each section below and listen to the themes and then close and choose the next.
3. You've been looking at music. You have probably learn the basics of reading music before. Take a quick refresher course. Go through the lessons under [Basics](#). Make sure you click on the ones with the little speaker to listen.

Day 44

1. Go through the [Rhythm and Meter](#) lessons.
2. Go back and look at/listen to the pieces in *What's in a Theme?*
3. What is the meter? What are the rhythms? Listen to some and clap along to the rhythm.
4. What can you identify about the music? Notes, duration, ties, sharps, flats, time signature...
5. Listen to part of [Beethoven's Eroica](#) (translates to Heroic). You should be able to pick out that scale motif in there!

Day 45

1. Do the lessons on [major and minor scales](#). Make sure you click on the ones with the little speaker to listen.
2. Listen to the video about [keys](#) and how Beethoven used them. Then do the two pages about character and distance. On both pages you'll click on the colored blocks. Listen to everything.
3. What are you observing on the character page? (answer: the feeling evoked by major and minor keys, which evoked which feeling?)
4. What are you observing on the distance page? (answer: the further from the “home” key, the fewer notes there are in common, what does it say that causes the listener to feel?)

Day 46

1. Do the last three sections under [Key Signatures](#).
2. Listen to the video on [tuning and keys](#), read the directions and follow them. Can you hear the difference?
3. Listen to the end of [Beethoven's Eroica](#). Start at 44:00.

Day 47

1. Watch the first half of this video on [Beethoven's Eroica](#).
2. This video is not working right now. Here it is on youtube.
 - [part one](#)
 - [part two](#)

Day 48

1. Watch the second half of this video on [Beethoven's Eroica](#).
2. On youtube...[part three](#), [part four](#).

Day 49

1. Do the lessons on [intervals](#).
2. Listen to this [interval video](#).
3. Listen to the [intervals](#) on this page.

Day 50

1. Do the lessons under "[Chords](#)."
2. Play with [chords](#).
 - Click on clear.
 - Click on the notes. (ie. C, F, etc.)
 - Click on what type of chord. (ie. major, minor, etc.)
 - Click on the left arrow to send it into the box.
 - Click on play.
 - You can clear it and start again or add several and build a song.
 - Do it a bunch. Can you anticipate what it will sound like?
 - Can you make it sound good?
 - Can you make a song?

Day 51

1. If you are into the music theory, go through the rest of the [chord lessons](#). You can listen to the music below too if you like.

2. If it's all getting to be over your head, [listen to music](#). Skip the first, but listen to the other excerpts.

Day 52

1. Listen to the listening guide for [Stravinsky's *Firebird*](#).
2. Listen to [Stravinsky's *Firebird Suite*](#). What images/feelings does the music invoke?
3. Take notes while you are listening.

Day 53

1. Read about [Stravinsky](#).
2. Watch and listen to part of the [Firebird](#).
3. How did the animators interpret the music? Did the story, pictures, motion, fit the music?
4. Write a description of the music.
5. Music description rubric. Record your score out of 5.
 - Description lets the reader "hear" the music by describing: instruments, volume, speed, quality of sound—sharp, ringing, clanging, discordant, staccato, vibrato... (0 to 4 points based on the inclusion of none to all of these things)
 - +1 point for using the musical vocabulary

Day 54

1. Do this activity. Read, watch the video and then click on [emotional roots](#).
2. Listen to each mood and each gradient within that mood. You have to click on emotional roots again to get back to choose the next one.
3. Then match the paintings and the music. It doesn't let you change, so work on making matches one at a time and then reset. Match them up. Take your time. Work to make a pair out of each piece of music based on its feeling.

Day 55

1. Under the 4th Symphony click on enter.
2. Choose "[Four Movements](#)."
3. Do each of the four movements completely. Read, listen, go through the score. What can you read and understand and follow on the score? How do Peter Tchaikovsky's words match his music? (Off topic: Tchaikovsky sounds depressed. He says that fate keeps away happiness. I see God as in control of fate. Why would God, who controls fate, let hard things into our lives? Why are those good things? How can we have joy, as we are supposed to, when happiness can be fleeting?)

Day 56

1. “All books on understanding music are agreed about one point: You can’t develop a better appreciation of the art merely by reading a book about it. If you want to understand music better, you can do nothing more important than listen to it. Nothing can possibly take the place of listening to music.” p. 15 *What to Listen for in Music*, Aaron Copland
2. We aren’t going to be using those websites anymore. You will be listening to music every day. You will listen to pieces more than once, and I will be helping with some other people’s interpretations of what they are hearing.
3. Listen to [Beethoven’s 4th Symphony](#).
4. Whenever there is a feature of an instrument, write down it’s name. Refer to [this page](#) if necessary.

Day 57

1. Listen again to [Beethoven’s 4th symphony](#) and read along.
2. [Part two](#)
3. [Part three](#)
4. [Part four](#)
5. Listen to this [description](#) by a famous conductor.

Day 58

1. Listen [again](#).
2. Write a description of the music.
3. Music description rubric. Record your score out of 5.
 - Description lets the reader “hear” the music by describing: instruments, volume and speed, quality of sound—sharp, ringing, clanging, discordant, staccato, vibrato... (0 to 3 points based on the inclusion of none to all of these things) *notice difference here
 - What about feeling? mood? color? (+1 for inclusion)
 - +1 point for using the musical vocabulary

Day 59

1. Listen to [Beethoven’s 2nd Symphony](#).
2. Take notes.
3. While you are listening, write a description.
4. Music description rubric. Record your score out of 5.

- Description lets the reader “hear” the music by describing: instruments, volume and speed, quality of sound—sharp, ringing, clanging, discordant, staccato, vibrato... (0 to 3 points based on the inclusion of none to all of these things) *notice difference here
- What about feeling? mood? color? (+1 for inclusion)
- +1 point for using the musical vocabulary

Day 60

1. Listen to [Beethoven’s 2nd Symphony](#) and read along. (It starts in the middle of the first movement.)
2. [Part two](#)
3. [Part three](#)
4. [Part four](#)
5. [Part five](#)
6. Write a description.
7. Record your score out of 5. Music description rubric:
 - Description lets the reader “hear” the music by describing: instruments, volume and speed, quality of sound—sharp, ringing, clanging, discordant, staccato, vibrato... (0 to 3 points based on the inclusion of none to all of these things) *notice difference here
 - What about feeling? mood? color? (+1 for inclusion)
 - +1 point for using the musical vocabulary

Day 61

1. Watch the first half of [Berlioz’s Symphony Fantastique](#). Stop just after 30 minutes.

Day 62

1. Watch the second half of [Berlioz’s Symphony Fantastique](#). Start just after 30 minutes.

Day 63

1. Watch and [read along](#).
2. [2nd movement](#)

Day 64

1. [3rd movement](#)
2. [4th movement](#)
3. [5th movement](#)

Day 65

1. Watch the first half of [Berlioz’s Symphony Fantastique](#). Stop just after 27 minutes.

Day 66

1. Watch the second half of [Berlioz's Symphony Fantastique](#). Start just after 27 minutes.
2. While you are listening, write a description.
 1. Music description rubric. Record your score out of 5.
 - Description lets the reader “hear” the music by describing: instruments, volume and speed, quality of sound—sharp, ringing, clanging, discordant, staccato, vibrato... (0 to 3 points based on the inclusion of none to all of these things) *notice difference here
 - What about feeling? mood? color? (+1 for inclusion)
 - +1 point for using the musical vocabulary

Day 67

1. Listen to [Hayden's Opus 33 String Quartet No. 1](#). (quiet tube wasn't working for these, make sure safety mode is on at the bottom of your youtube page)
2. Take notes as you listen.
3. Watch them play the “[presto](#)” portion of the movement.

Day 68

1. Listen and read along to [Hayden's Opus 33 String Quartet No. 1](#).
2. [Second movement](#)
3. [Third movement](#)
4. [Finale](#)
5. Do not write your description until you are finished watching.
6. Write a description of the music of No. 1.
- 7.
8. Music description rubric. Record your score out of 5.
 - Description lets the reader “hear” the music by describing: instruments, volume and speed, quality of sound—sharp, ringing, clanging, discordant, staccato, vibrato... (0 to 3 points based on the inclusion of none to all of these things) *notice difference here
 - What about feeling? mood? color? (+1 for inclusion)
 - +1 point for using the musical vocabulary

Day 69

1. Listen to “[The Joke](#).” Listen and make a guess as to why it is called, “The Joke.” This is Hayden's Opus 33 String Quartet No. 2. (This is on youtube. Make sure you have safety mode on.)

2. Read about these [musical pieces](#).

Day 70

1. Listen to [Hayden's Opus 33 String Quartet No. 3](#). (This is on youtube. Make sure safety mode is on.)
2. [Second movement](#)
3. [Third movement](#)
4. [Fourth movement](#)

Day 71

1. Go through this lesson on [ragtime](#). Continue with the stride piano section. Read and click on each listen link.
2. Listen to music on ragtime radio for fifteen minutes. Click on the play button. If there are commercials, wait for the music to start.
3. Write a description of ragtime music.

Day 72

1. Listen to the radio show on [George Gershwin](#).
2. Then click listen to the music, *Rhapsody in Blue* (on the right).
3. Listen to the radio show on "What is a Rhapsody?"
4. Listen to the radio show on Rhapsody in Blue.
5. Listen to the radio show on jazz in classical music.
6. Record 12 points for completing today's work, if you did. (There used to be quizzes on the site after the radio shows.)

Day 73

1. Listen to the show about [Scott Joplin](#).
2. Listen to the show on ragtime music.
3. Listen to the show on classical music and the movies.
4. Listen to the show on black composers and classical music.
5. Write a description of Joplin's music or describe it to someone.
6. Record 12 points for completing today's work, if you did. (There used to be quizzes on the site after the radio shows.)

Day 74

1. Read the intro on the page and then listen to the piece by [Bach](#).

2. Take notes. You'll want to be able to place featured artists in their correct time period. You'll also want to recognize what time period music is from
3. Listen to the piece by Handel.
4. Listen to the Four Seasons by Vivaldi.
5. Write a description of the *Four Seasons* by Vivaldi.
6. Music description rubric. Record your score out of 5.
 - Description lets the reader “hear” the music by describing: instruments, volume and speed, quality of sound—sharp, ringing, clanging, discordant, staccato, vibrato... (0 to 3 points based on the inclusion of none to all of these things) *notice difference here
 - What about feeling? mood? color? (+1 for inclusion)
 - +1 point for using the musical vocabulary

Day 75

1. We've been learning about music and listening to music. Now we're taking a quick trip through music history.
2. You read the intro on the [Baroque period](#) and listened to the clips of music on the page. Now choose an artist and listen to the shows listed.

Day 76

1. Remember that you'll want to be able to identify these artists and pieces of music as part of the classical period.
2. Read the intro and listen to each piece of [music](#) linked in the list.

Day 77

1. Choose a composer to learn more about by using at least four of the listed shows from the [classical period](#).
2. Take notes.

Day 78

1. Read the introduction and listen to the first half of the [music](#) linked in the list, through the man named “Modest.”
2. Remember that you'll want to be able to identify these artists and pieces of music as part of the romantic period.
3. Spend time reviewing your notes on the periods of music.

Day 79

1. Listen to the rest of the [music](#) linked in the list, through the man named “Modest.”
2. Remember that you’ll want to be able to identify these artists and pieces of music as part of the romantic period.

Day 80

1. Read the [introduction](#) on the page.
2. Listen to [Debussy’s Children’s Corner](#).
3. Write a description of the music.
4. Music description rubric. Record your score out of 5.
 - Description lets the reader “hear” the music by describing: instruments, volume and speed, quality of sound—sharp, ringing, clanging, discordant, staccato, vibrato... (0 to 3 points based on the inclusion of none to all of these things) *notice difference here
 - What about feeling? mood? color? (+1 for inclusion)
 - +1 point for using the musical vocabulary

Day 81

1. Use the links to listen to the four listed shows on [Debussy](#).

Day 82

1. Our last category is jazz, spirituals, and the blues. Listen to the music on the pages linked below.
2. Learn about [William Gran Still](#).
3. Learn about [Gershwin](#).
4. Learn about [Scott Joplin](#).
5. Describe their music in writing or to someone and tell about his life.

Day 83 – Day 89

1. Review the music from Days 72-82 and recognize which time period it belongs to. You should also be able to match those composers with their time period.
2. Also prepare to recognize: *Firebird*, *Beethoven’s 2nd Symphony*, *Hayden’s Opus 33 String Quartet No. 2*, *Beethoven’s 4th symphony*.
3. Review your [music vocabulary](#).
4. Want some [music](#) to listen to while you study? It actually can help you focus and remember.

Day 90

1. [DO NOT CLICK ON ME](#). The person giving you your final should click on this link when you are ready. (36 points)

2. Take the [vocabulary](#) part of your test. (35 points)
3. For five final points: Name five new things you discovered about music by taking this course.
4. Record your final score out of 75. (That's one extra credit point available.)