



Touilleries, Gnomes and Chicks!

Key Developer

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Snapshot

Touilleries, Gnomes and Chicks, Oh, My! Join students as they enter the musical world of Modest Mussorgsky! Students prepare for a field trip to hear Mussorgsky's composition, "Pictures at an Exhibition," by studying his life and the music dedicated to his artist friend, Victor Hartmann. This unit is sequential, and begins with research and a review of the foundational elements of music. The music lessons are integrated with math, social studies, language arts and technology. The students work in the computer lab making colorful graphs, using a digital camera, traditional cameras, viewing slides presentations and listening to the music. The students discover that Modest Mussorgsky, a man born of a noble family, composed music to celebrate the common people of Russia.

Profile



Modest Mussorgsky

Music enriches life! Mary Gannaway has been a general music teacher at Willard School in Sanford, Maine, for twenty-eight years. Over one hundred of her former students have chosen a career in music, ranging from the music industry, country singing, classical, rock, blue grass performances, church ministry, symphony playing, and music education. Mrs. Gannaway also has her own flute studio at home and has educated over fifty flute players. Several former flute students are now playing professionally, at church or for their own children at home. Mrs. Gannaway teaches her students that they can use the skills of music to make the world a better place.

Unit Information

Primary Content Area: Visual and Performing Arts

Guiding Principle 1: A clear and effective communicator.

Guiding Principle 2: An integrative and informed thinker.

Grades Used: fourth grade

Grades Suitable: three - eight

Target Audience:

Maine Learning Results Alignment

Content Area 1

Grade Level: Elementary Grades 3-4

Content Area: Visual and Performing Arts

Content Standard: B. CULTURAL HERITAGE

Students will understand the cultural contributions (social, ethical, political, religious dimensions) of the arts, how the arts shape and are shaped by prevailing cultural and social beliefs and values, and recognize exemplary works from a variety of cul

1. Recognize selected major periods of the visual arts and performing arts and identify major artists and their work.

Goals

Touilleries, Gnomes and Chicks, Oh, My! This is the title a fourth grader selected for her level one Collins writing reflection on "Pictures At An Exhibition". However, my first reaction to Modest Mussorgsky's music was Touilleries, Gnomes and Chicks, Oh No! Let me tell you why I had this reaction. Our school district was fortunate to receive funds to take all fourth graders in the district to see and hear the Portland Symphony perform "Pictures At An Exhibition" by Modest Mussorgsky. Students were also invited to submit artwork, through the art department, related to Mussorgsky's music, "Pictures At An Exhibition". The drawings will be made into slides and the children will view their selected artwork on March 30, 2004, while listening to the symphony!

Sounds great doesn't it? There was only one problem. I never could warm up to the music of "Pictures At An Exhibition". My husband would listen to the Mussorgsky piece, while correcting his math papers, and I would think, "How does he listen to that? I need a soothing, beautiful melody when I come home from work! Besides I know nothing about Mussorgsky!" However, "Necessity Is The Mother Of Invention". Technology was used because problem solving had to be done. During the first technology lesson, the fourth graders completed a Google search looking for information, videos and books regarding Modest Mussorgsky's life and work, major periods in music, characteristics of the Romantic Period, and composers of the Romantic Period. The children found a colorful, informative book about why "Pictures At An Exhibition" was composed. They also found a video on Mussorgsky's life and another video on his work, "Pictures At An Exhibition". In addition, students discovered a series of videos on timbre and the various sections of the orchestra created by the Royal Philharmonic and its conductor Paul Anthony McCray. Using the internet they gathered information on the life and work of Mussorgsky, the emancipation of the serfs in Russia, what life was like in Russia during the eighteen hundreds, and why the Russian government may have closed down Mussorgsky's wonderful opera, "Boris Godunov". The children also interviewed an artist and guidance counselor to find out why Modest Mussorgsky and his friend, Victor Hartmann, would have taken the time to create paintings and music about devils and gnomes.

The second technology lesson involved students taking the book of "Pictures At An Exhibition" by Anna Celenza to the computer lab. Using a Sony digital camera, personal computer, the students created a slide show using the photographs from the "Pictures At An Exhibition" book. A number of students volunteered to take turns reading parts of the book. The students were given the definition of dynamics as being degrees of volume. They were also given a

yellow square with the letter "P" (piano, soft) printed on the square, a turquoise square with the letters "MF" (Mezzo Forte, medium loud), and a red square with the letter "F" (Forte, loud).

Two students were asked to operate the slide show showing the photographs from the book. The students reading the story were directed by the music teacher to use a soft speaking voice, medium voice and very loud voice where appropriate. The pupils in the class held up their "P" square when the volume was soft, "MF" square when the volume was medium and "FF" square when the volume was loud.

The children then created another slide show, again, using the "Pictures At An Exhibition" book, a traditional Canon camera, copy stand equipment and ectachrome slide film. On another day the same story was read and the traditional slide show was shown. Students compared and contrasted the process and final products of creating a slide show using computer technology verses the traditional copy work method and made conclusions as to which process was easier and what method produced the highest quality presentation.

During the third technology lesson, the fourth graders learned how to create a computerized spreadsheet to analyze data. The students viewed the video of "Pictures At An Exhibition". The children had a list of the nine movements of Mussorgsky's work such as "The Promenade", "Gnomes", "The Wagon", "Ballet of the Unhatched Chicks", etc., on a piece of paper. The students rated each movement from zero to one hundred depending on how much they liked the music. After the video, the children circled their favorite movement. Before gathering the data, the students predicted which movement would appeal to the fourth graders. The children then gathered the data of one hundred and forty five fourth graders. In the computer lab they created spreadsheets showing the level of interest of each movement. The fourth graders were asked to show the data using line graphs, circle graphs, area graphs and pictograms. These various graphs are in line with the Everyday Math Program used at Willard School. The children then drew conclusions. After attending the live performance of "Pictures At An Exhibition" on March 30, 2004, the children will again rate the movements in terms of appeal, create new spreadsheets using technology, then compare and contrast the data. They will draw conclusions concerning the way their taste changed over time. At the beginning of the school year, the favorite movements were "Gnomes" and "Entering the Great City" (These movements were predicted by the students!). Perhaps after the March 30 performance the favorites will be, "The Promenade" and "Tuilleries".

The students learned sections of the various themes of "Pictures At An Exhibition" using the recorder and melody bells. The children then performed the themes one at a time during music class, graded themselves using a music product descriptor (using the elements of music such as dynamics, rhythm, pitch etc.) then wrote a level three Collins writing reflection on what went well about their performance and what should improve.

We also had the fourth graders experience listening lessons and complete listening guide assessments for the various movements of "Pictures at an Exhibition". These listening guides involved the elements of music such as dynamics, timbre, and tempo.

Using the Collins method of writing, the fourth graders completed a level two-piece on Mussorgsky's music and life. These written pieces were the best writing I've seen by fourth graders in the twenty-eight years I have been teaching. After the children return from the March 30 symphony performance, they will complete a level five Collins writing piece (A level five writing is a piece of work that can be published). The fourth graders will write letters to the editors of local newspapers reporting on their experiences leading up to the March 30 performance and their impressions of the Symphony performance of Modest Mussorgsky's

"Pictures At An Exhibition".

This unit requires ten music classes. It was successful with children in grade four but could be easily adapted for students in grades three through twelve. To be suitable for the older grades, I would suggest that more emphases be placed on the listening guides as opposed to raising the various shapes (icons) in the air during the listening lessons.

I believe the Modest Mussorgsky unit is unique and effective primarily because the composer lived a life so in tune with our local and state core values. The children in our school system are trying to live by these core values everyday. I see so many acts of kindness and compassion in the classroom. I realize the Kingdom of God is at hand when I observe their behavior.

Modest's life became miserable in his late thirties with the loss of his parents and his friend, Victor (It was Victor's art exhibition that inspired the music, "Pictures At An Exhibition"). Modest's father was a nobleman. Consequently, Modest had a very comfortable life until the death of his parents. Even though the family money was nearly depleted, Modest still worked for the emancipation of the serfs, which would ultimately create more poverty for him. When the Russian government closed down his Opera, "Boris Godunov", because the government felt Modest had anti- government messages in the opera, Modest worked in the government forestry department by day and continued to compose in the evening. Modest was from an aristocratic family. At seventeen he was an officer in the Russian army but felt he had a responsibility to turn away from the military and to choose a life of musical composition. He composed to honor the lives of the poor common people, to lift up Russia and to celebrate the folklore and folk art of the Russian people. Many of the students in our school are also poor and identified with the common people. My students admired Modest for the choices he made in life. This was evident in the writing reflections created by our fourth graders.

Other aspects that were effective in this unit were the excitement created by the technology lessons. Working in the computer lab creating colorful graphs, using a digital camera and traditional cameras, seeing the slides presentations and hearing the music and performing the themes themselves was a tremendous motivator for the students. When the children are older and are scanning through radio stations in the car, perhaps they will not past the classical station so quickly if they hear themes they have performed themselves and are a part of their tonal memory.

The March 30 field trip is another great motivator. Just the idea of being able to board a bus and go to Merrill Auditorium will be a thrill for them. (Many of our students have never been to downtown Portland!) To see and hear professionals play their instruments will help the fourth graders decided what instrument they will select as a fifth grader in beginning band. Hopefully the instrument they choose will provide life long enjoyment and learning experiences for them!

The following resources and assessments are available for other teachers: Internet sites offering information and materials on the life and music of Modest Mussorgsky and "Pictures At An Exhibition", Internet sites offering information and materials on timbre and the various sections of a symphonic orchestra. Directions for creating spreadsheets, Directions for creating a slide show, Instrumental Performance Product Descriptor, Collins level three writing reflection prompt with focus corrections areas, Collins Great Writing Assignment and level five writing reflection prompt with focus corrections areas, listening guides involving timbre, form and dynamic lessons, titles of books and videos

and addresses where they may be purchased and samples of student work. Along with my fourth graders, I made the journey into the life and works of Modest Mussorgsky. Did our musical taste change? Were we able to tolerate all of the sections of "Pictures At An Exhibition"? Indeed, we learned to like the music of Mussorgsky and admire this man. We can't wait until March 30, 2004, to sit at Merrill Auditorium, hear the sounds and see the sights of the instruments and the artwork created by the children!

Standards and Assessment

I selected the content standard, Cultural Heritage: Students will understand the cultural contributions of the arts, how the arts shape and are shaped by prevailing cultural and social beliefs and values, and recognize exemplary works from a variety of cultures and historical periods. I selected the above because the students learned that that during the nineteenth century, composers (such as Modest Mussorgsky) from non- Germanic countries began looking for ways in which they might express the musical soul of their home lands. They learned that, like Mussorgsky many of the Nationalist composers turned to indigenous history and legends as plots for their operas, and to the popular folk melodies and dance rhythms of their homelands as inspiration for their symphonies and instrumental music. "Pictures at an Exhibition" is an example of Mussorgsky's nationalist style because of the Russian themes found in this great work.

The performance indicator is: Students will be able to recognize selected major periods of the performing arts and identify major artists and their work. The fourth graders found that Mussorgsky wrote during the Romantic Period in Europe (1820- 1900) and that he was greatly influenced by the Russian Nationalist composers. The students learned that the Russian Nationalist composers used ethnic elements not just as a statement of patriotic feelings, but also because they added a sense of the exotic to their music. The principal members of the Russian school were grouped together in a band called "The Russian Five." They included Balakirev, Borodin, Mussorgsky, Rimsky-Korsakov and Cui. The children discovered that Mussorgsky became one of the most original and influential of the 19th-century Russian nationalist composers. The following tasks, performances, discussions, written reflections, listening guide quizzes, instrumental performance guides and projects were used to assess the Content Standards and Performance Indicator.

After the students conducted their internet research, I read the information to the fourth graders regarding the 1800s in Russia and the various characteristics that influenced Mussorgsky. We also viewed videos and slides of the book on Mussorgsky. We had several class discussions regarding the videos and book. The students then completed a written reflection on the discussions we conducted in class. The students created two slide shows of the pictures in the book we purchased and used icons during the reading of the book and while listening to the music of "Pictures At An Exhibition". The icons held in the air by the children were symbols of the element of music called dynamics.

Students created a spreadsheet and graphed the data collected on the appeal of the various movements of "Pictures At An Exhibition" to the fourth graders. They also completed listening guides and performed the themes from the different movements of "Pictures At An Exhibition".

The following are the criteria and indicators of success used for the assessment of student products and performances: Under my supervision and guidance, the fourth graders used a performance guide to evaluate their recorder and melody performance of the themes from "Pictures At An Exhibition". The students completed a written reflection on their performance. The written reflections have focus corrections areas at the top of the page. After the child finished writing, they read their work out loud. They also heard their written pieces read out

loud to them before creating a second draft. The music teacher and student then corrected the writing reflections based on the focus correction areas.

During the discussions of the historical time in which Mussorgsky lived as well as the discussions surrounding the analysis of the computer-graphing lesson, I used a point system to keep track of student participation.

I was able to assess the dynamic lessons because the children have their eyes closed while they are listening to a movement of "Pictures at an Exhibition". As I scanned the class, it is evident who could identify the tempo and the dynamics such as allegro or andante or piano, mezzo forte and forte by the icons they were holding in the air. The three listening guides were evaluated. Each correct answer was given a point value. For example the "Promenade" listening guide was given ten points for each correct response.

The summative assignment, the Great writing Assignment, was evaluated based on a four-point rubric. The Great Writing Assignment can be found in the assessment section of this packet.

Content

The content area of this unit is the visual and performing arts. The content standard is Cultural Heritage: Students will understand the cultural contributions of the arts, how the arts shape and are shaped by prevailing cultural and social beliefs and values, and recognize exemplary works from a variety of cultures and historical periods.

The performance indicator is: The students will be able to recognize selected major periods of the performing arts and identify major artists and their work.

In this Mussorgsky unit, students were able to identify the "Pictures at an Exhibition" piece as classical music. They were able to describe the role of the artist, Modest Mussorgsky, who lived in the 1800s in Russia.

The content aligns with the content standards and performance indicators I have identified in that Mussorgsky was a musical composer and performer who lived in Russia during a historical period when Russian Nationalist music was becoming recognized in the world.

The visual and performance arts content is important because music composition and performance is an important form of human communication.

The unit is sequential and begins with research into Mussorgsky's life and, work, Russian folk-art, Russian Folklore, and what was happening in Russia at the time Mussorgsky was alive. As described in the narrative section of this application, there is a review of the foundational elements of music such as dynamics, rhythm, form and tone color. The unit then progresses to the final lessons, which use a higher process evident by the students analyzing data, evaluating their own performances of the themes of "Pictures At An Exhibition" and writing and evaluating reflections on the life and music of Mussorgsky.

The content in this unit can transfer to other context areas. The skills learned in computer spreadsheets and graphing can be used in other areas of music and other subjects. In future music classes, students could graph their progress in reading the notes of the treble clef, or, in science, create graphs to show the growth of plants.

The skills developed during the internet research lessons can be used in many other areas. The elements of music learned in the listening lessons can be transferred to other areas of

music such as performance and composition.

During the language arts part of this unit, students learned to write using the Collins method. The focus correction areas such as, "vary sentence beginnings and sentence length", "use of complete sentences", or "use sufficient facts and personal experiences" are skills that would be helpful in other context areas.

Strategies

The Mussorgsky unit involves the following constructivist instructional strategies:

Our students were able to construct new knowledge and understanding from authentic experiences. The children knew that the Collins written reflections regarding their study and field trip to the PSO to hear "Pictures At An Exhibition" would be submitted to the Sanford News and read by the people in the community. As the students used the digital cameras, the students understood that the teacher and class would view the slide show they created. As they prepared their performances of the themes from "Pictures At An Exhibition", they realized they would perform one by one in front of the class and that they would analyze their recorder performances and evaluate their performance using a performance guide. These are all authentic experiences.

The children were required to demonstrate understanding during their presentations, performances and written reflections. During the spreadsheet and graphing lessons, the students made use of cognitive terminology such as predict, create and analyze. They predicted what movement of "Pictures At An Exhibition" would be the favorite of the fourth graders, they analyzed the graphs they created in the computer lab and made conclusions.

Learner inquiry was encourage because I was honest with the students and explained to the children that we were going to Portland to the PSO to hear a piece composed by Mussorgsky and that I did not know very much about this composer. The students conducted internet research from the very beginning of this unit to locate videos, books and historical research. In this way I believe the emphasis was on learning and not teaching and that learner autonomy and initiative was encouraged. Throughout the internet research lessons, spreadsheet lessons, and creation of the slide presentations co-operative learning was used and I was able to tap in on the children's natural curiosity and have them engaged in experiential learning. In terms of the cognitive theory of inquiry, the instruction relied upon a dialectic process of discussions, question and answers that took place between the students and me. The process was guided in order to reach the objectives and goals of having the children prepared to attend their first symphony performance.

When I considered the learner's mental model, I had to realize that there were differences in the areas of development in my students in terms of physical, cognitive, social, and emotional growth. The children had different frames of reference, coming from different backgrounds. I had to help them integrate the new information and skills into this frame of reference. Very few children have attended a symphony performance or studied the work of a composer. Fortunately, many children have attended a "Disney On Ice" performances or have watched the video, "Barbie's Swan Lake" and "The Nutcracker". We talked about the composer, Tchaikovsky, who composed the music to "The Nutcracker Suite" and "Swan Lake". We also made a connection between " Pictures At An Exhibition" which will be heard at the PSO performance and the "Disney On Ice" performance previously viewed by many of the students.

Steps

The Pictures At An Exhibition Unit will take approximately ten general music classes. Students should have prior experience in reading pitch, rhythm, playing the recorder and melody bells, and Collins Method of writing.

1. Class one - Fourth graders conduct internet (google) research on the following:

- a. Romantic Period, [http:// www.essentialsofmusic.com/eras/romcon.html](http://www.essentialsofmusic.com/eras/romcon.html)
- b. Mighty five Nationalist

Composers, www.auburn.edu/~2/MM/Russia/The_MightyFive.html

c. Modest Mussorgsky's Biography, w3.rzberlin.mpg.de/cmp/mussorgsky.html

d. Videos available on Modest Mussorgsky's life (Great Russian Composers, Modest Mussorsky, Kultur, CDU 1046581, March 30, 1999, \$19.95, www.kulturvideo.com)

e. Videos available on Mussorgsky's Pictures At An Exhibition (www.clearvue.com)

f. Sheet Music of the piano score of A Kalmus Classic Edition, Mussorgsky, Pictures At An Exhibition, for piano solo, k 03688, Kalmus, Warner Bros.

g. Emancipation of the Serfs in Russia,

[www.courseworkbank.co.uk/coursework/cause_reform - 2786/](http://www.courseworkbank.co.uk/coursework/cause_reform_-_2786/) and www.nts.net/~afiebelk/Russia.htm

h. Russian Folklore Baba Yaga by Ernest Blair Hut [Baba Yaga by Ernest Blair Hut](#)

i. Russian Folk Art, www.geocities.com/Athens/Delphi/6422/page3.html

[all- moscow.ru/culture/museum/decprikl/decprik.en.html](http://all-moscow.ru/culture/museum/decprikl/decprik.en.html)

[http://folkloria.lv/sai tes.en.shtml](http://folkloria.lv/saites/en.shtml)

j. Mussorgsky's Opera, Boris Godinov, <http://www.kulturvideo.com>

k. Book on why Mussorgsky wrote Pictures At An Exhibition. Look for a book that includes the CD of the piano performance and an Orchestral performance arranged by Ravel (Pictures At An Exhibition by Anna Celenza, www.Charlesbridge.com/pictures.htm) Pictures at an Exhibition (hc)\$19.95

l. Tone Color or Timbre Video, Discovering the Orchestra with host conductor Paul Anthony McGrae, 1996, <http://isis.csuhayard.edu/dbsw/music/MRC/VHS/VHS.htm>

2. Class Two - Students view video, Great Russian Composer, Modest Mussorgsky, published by Kultur.

a. Using information from the video and information gleaned from the internet research, teacher facilitates a discussion on the life of Mussorgsky, the mighty five nationalist composers, lords and land owners of the eighteen hundreds, emancipation of the six million serfs in Russia, and why the Russian government closed the opera, Boris Godinov after one performance.

b. After the video students use a Collins level one writing format to write about what they remember about the Modest Mussorgsky movie and the discussion stated above.

3. Class Three and Four - Students view video, Pictures At An Exhibition, Mussorgsky/Ravel, Clearvue/eav, 1987, Chicago, 1-800-253-2788, 7VH 7421, 23:21, www.clearvue.com

a. As the students view the video and listen to the music, the students rate each section of Pictures At An Exhibition from 0 (did not like the music) to 10 (liked that section of music).

b. Teachers collects all the data from all fourth

c. Students go to the computer lab with information provided by the teacher.

d. Students learn to create spreadsheets and graphs showing the appeal of each section of Pictures At an Exhibition. Students create bar graphs, line graphs, pictograms, circle or pie graphs, and area graphs.

4. Class Five and Class Six - Students create a traditional slide show (using a copy stand and 35 ml camera and kodachrome film) in addition to computer slide show of the book, Pictures at an Exhibition by Anna Harwell Celenza, illustrated by JoAnn E, Kitchel, Talewinds Book, Published by Charlsbridge, 85 Main Stree, Wttertown, MA 02472, (617) 926-0329 This book suggest how the death of friend, Victor Hartmann, inspired the music of Modest Mussorgsky in St. Petersburg in the 1870s.

a. Students take turns reading the story stated above using different degrees of volume as they read.

b. Other class members hold up a square that has "P" printed on it when the readers are reading softly, "MF" when the student readers are using a medium loud voice, and "F" when it is loud.

c. Teacher facilitates a discussion regarding, art exhibit, promenade, death of a friend, honoring a friend.

5. Class Seven - Teacher instructs students on the use of listening guides and using dynamic squares for listening lessons.

a. As students listen to Baba Yaga's Hut and Entering the Great City, students follow their music teacher as she holds up a yellow quare that has the letter "P" printed on it. This is done when the music is soft. "MF" mezzo Forte is held up when the music is medium loud and "F" is used when the music is loud.

b. Students listen to various sections of Pictures At An Exhibition.

c. When call numbers are heard, students complete listening guides.

6. Class Eight - Using the Soprano recorder and melody bells, teacher teaches themes of Pictures At An Exhibition.

a. Student practice the themes of Pictures At An Exhibition on recorder and melody bells.

b. Students perform themes one at a time and grade themselves using a product descriptor.

c. Students write about their performance using a Collins level three (with focus corrections) writing form

7. Class Nine and Ten- Students attend the Portland Symphony Performance of Pictures At An Exhibition on March 30, 2004. Students also attend an art exhibition at The Portland Museum

of Art the same day.

- a. When the students return from the performance they begin writing a level five critique about the performance.
- b. Students continue their level five Collins writing critique in the subsequent music classes.
- c. Two letters that exceed the standards are selected and sent to the editor of a local newspapers.

Modifications

At Willard School we are aware that Maine's Learning Results establish goals for what all students should know and be able to do, including students with unique learning needs. To ensure accountability and meet the requirements of the least restrictive environment and to ensure full participation of all students in the standards based reform, I use modifications and alternate assessments to measure progress of our students.

I use the following MEA approved accommodation for our special needs students: Individualized administration of the recorder performance and written reflections, preferential seating, extended testing time, directions given and verified for understanding, teacher facing student, on task focusing prompts, color variation for different icons and following musical scores.

Following are some examples where special need students were helped during this unit:

During the recorder assessment, I stood by the special needs student and pointed to each note so the child would stay on the correct place, I whispered the fingerings and names of notes when needed. Some children did not have the fine motor skills to play the recorder. Consequently, the child used an electronic piano to play the themes. When the piano was not helpful, melody bells were used or the child was asked to hum a theme. All students had some success performing the themes of "Pictures At An Exhibition" using one of the four methods stated above. Last year I was speaking with our assistant principal about using alternate assessment for our children with unique needs and said, "I'm grateful that God has given each child some gift, some strength to show us that they are learning. If the child does not have the fine motor skills to play an instrument they usually have a great voice and can sing the pitches!" I have a masters degree in exceptionality and learned in graduate school that many children with special needs are also gifted.

During the listening lessons, children held up colored icons to show they understood when the music had a dynamic level of piano, mezzo forte or forte. If a child consistently did not have the correct icon held in the air this told me that I needed to provide more experiences for them in the area of musical dynamics.

In the computer lab, I had the special needs student sit at the computer connected to the overhead projector. I said to the child, "Would you like to team teach with me today and model what the spreadsheets should look like?" The special learner liked that idea. I was able to give a great deal of assistance to the child because of the proximity to me. I made sure that she/he printed the various graphs first so she/he had several different kinds of graphs in her/his music portfolio at the end of class. Other children who needed assistance were seated close to me so that I could easily direct them.

The classes where we created the slide shows were very topical learning experiences. All children had success because I directed them to push a button on the digital camera and

traditional camera and press a particular key on the computer.

During the written reflection part of the unit, the focus correction areas and length of the piece was modified. Some special needs students focused on writing in complete sentences rather than trying to vary sentence beginning and length.

When we attend the PSO performance, the children with severe disabilities will have their own education technician, who understands their disabilities and who will assist them throughout the field

trip. In fact, an educational technician attends the general music class with the child and is seated next to the child. In addition, the special needs child also has a peer helper seated on the other side.

Using modifications and accommodations, every child was able to experience success in the various parts of the "Pictures At An Exhibition" unit.

Integration

During the first technology lesson, the fourth graders completed a google search looking for videos and books regarding Modest Mussorgsky's life and work. The children found a colorful, informative book about why "Pictures At An Exhibition" was composed. They also found a video on Mussorgsky's life and another video on his work, "Pictures At An Exhibition". In addition students discovered a series of videos on timbre and the various sections of the orchestra created by the Royal Philharmonic and its conductor Paul Anthony McRae. Using the internet they gathered written information on the life and work of Mussorgsky, the emancipation of the serfs in Russia, what life was like in Russia during the eighteen hundreds, and why the Russian government may have closed down Mussorgsky's wonderful opera, "Boris Godinov". The children also interviewed an artist and guidance counselor to find out why Modest Mussorgsky and his friend, Victor Hamilton, would have taken the time to create paintings and music about devils and gnomes. The second technology lesson involved students taking the book of "Pictures At An Exhibition" by Anna Celenza to the computer lab. Using a digital camera, personal computer, and overhead, the students created a slide show using the photographs from the "Pictures At An Exhibition" book. A number of students volunteered to take turns reading parts of the book. The students were given the definition of dynamics as being various degrees of volume. They were also given a yellow square with the letter "P" (piano, soft) printed on the square, a turquoise square with the letters "MF" (Mezzo Forte, medium loud), and a red square with the letter "F" (Forte, loud).

Two students were asked to operate the slide show showing the photographs from the book. The students reading the story were directed by the music teacher to use a soft speaking voice, medium voice and very loud voice where appropriate. The pupils in the class held up their "P" square when the volume was soft, "MF" square when the volume was medium and "FF" square when the volume was loud.

The children then created another slide show again using the "Pictures At An Exhibition" book, a traditional Cannon camera, copy stand equipment and ectachrome slide film. On another day the same story was read and the traditional slide show was shown. Different students operated the computer slide show during this class. Students compared and contrasted the process and final products of creating a slide show using computer technology verses the traditional copy work method and made conclusions as to which process was easier and what method produced the highest quality presentation.

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analyze data. The students viewed the video of "Pictures At An Exhibition". The children had a list of the nine movements of Mussorgsky's work such as "The Promenade", "Gnomes", "The Wagon", "Ballet of the Unhatched Chicks", etc. on a piece of paper. The students rated each movement from zero to one hundred depending on how much they liked the music. After the video, the children circled their favorite movement. The children then gathered the data of one hundred and forty five fourth graders. In the computer lab they created a spreadsheet showing the level of interest of each movement. The fourth graders were asked to show the data using line graphs, circle graphs, area graphs and pictograms. These various graphs are in line with the Everyday Math Program used at Willard School. The children then drew conclusions. After attending the live performance of "Pictures At An Exhibition" on March 30, 2004, the children will again rate the movements in terms of appeal, create new spreadsheets using technology, then compare and contrast the data. They will draw conclusions to see if their taste changed over time. At the beginning of the school year, the favorite movements were the "Gnomes" and "Entering the Great City". Perhaps after the March 30 performance the favorites will be, "The Promenade" and "Tuilleries".

Materials

The equipment and materials used during the "Pictures At An Exhibition" unit were as follows:

digital Camera, lap top computer, computer lab with twenty- five personal computers, 35mm camera, copy stand with enlargement rings, Kodak Elite Chrome film, cassette recorder, CD player, soprano recorders, melody bells, television and VCR and lots of paper and pencils.

Bibliography

Books

Title of Book Kalmus Classic Edition , Mussorgsky Pictures At An Exhibition for Piano Solo

Author(s) Mussorgsky

Where Published 15800 N.W. 48th AVenue, Miami, Florida 33014

Publisher Kalmus, Warner Bros. Publications

Copyright Date 1992

Title of Book Pictures At An Exhibition

Author(s) Anna Harwell, JoAnnE. Kitchell

Where Published 85 Main Street, Watertwon, Ma 02472

Publisher Charlesbridge

Copyright Date 1992

Title of Book Baba Yaga

Author(s) Ernest Small, Blair Lent

Where Published New, York

Publisher Warner Brothers

Copyright Date 1966

Videos

Title of Video Discovering The Orchestra

Director(s) Paul Anthony McGrae

Writer William Cole Hueter

Distributor Social Issues Resource Series, Inc.

Date Released 1990

Studio Videu Selkirk Communications, Inc. Ft. Lauderdale and Trilon Video Ltd. London

Title of Video Mussorgsky's Pictures At An Exhibition

Director(s) Russel Drake

Writer Russel Drake

Distributor EAV Music Appreciation Series

Date Released 1987

Studio Clearvue

Title of Video Tone Color

Director(s) Paul Anthony McGrae

Writer William Cole Hueter

Distributor SIR, Inc.

Date Released 1990

Studio Videu Selkirk Communications, Inc. Ft. Lauderdale, Florida

Title of Video Form

Director(s) Paul anthony McGrae

Writer William Cole Heuter

Distributor SIR, Inc.

Date Released 1990

Studio Videu Selkirk Communications, Inc. Ft. Lauderdale, Florida

Title of Video Rhythm

Director(s) Paul Anthony McGrae

Writer William Cole Heuter

Distributor SIR, Inc

Date Released 1990

Studio Videu Selkirk Communications, Inc.

Title of Video Melody

Director(s) Paul Anthony McGrae

Writer William Cole Heuter

Distributor SIR, Inc.

Date Released 1990

Studio Videu Sellkirk Communication, Inc. Ft. Lauderdale Trillion Video Ltd.
London

Title of Video Great Russian Composers, Modest Mussorgsky

Director(s) S. Sivatsenko, Frixos Constantine, Roman Petrfslc

Writer H. Michaeluva

Distributor Kultur Distributors

Date Released 1993

Studio Poseidon - Ostankino Co. Production, BBC Wales

Web Sites

Title Bar Coursewrok Bank

Author(s) not listed

Name of Site Emancipation of the Serfs in Russia

URL http://www.courseworkbank.co.uk/coursework/cause_reform_russia_-_2786/

Date Browsed october 2003

Title Bar <http://www.auburn.edu/~barbed2/MM/Russia/TheMightyFive.html>

Author(s) not listed

Name of Site Russian Music - The Mighty Five

URL <http://http://www.auburn.edu/~barbed2/MM/Russia/TheMightyFive.html>

Date Browsed October 2003

Title Bar Essentials Of Music

Author(s) Sony Music Entertainment

Name of Site Romantic Period

URL <http://http://www.essentialsofmusic.com/eras/romcon.html>

Date Browsed October 2003

Title Bar Classical Music Page
Author(s) Matt Boynick
Name of Site Biography of Modest Mussorgsky
URL <http://w3.rz-berlin.mpg.de/cmp/mussorgsky.html>
Date Browsed October 2003

Title Bar Music Masters
Author(s) not listed
Name of Site Kalmus Classic Edition - Pictures At AnExhibition Piano Solo #03688
URL <http://http://www.masters-music.com/action.lasso?-db=mastexp&-layout=web&-response=ksearch.lasso&-findall>
Date Browsed October 2003

Title Bar Kultur Videos
Author(s) H. Michaeluva
Name of Site Great Russian Composers
URL <http://kulturvideo.com/>
Date Browsed October 2003

As the students watch the video of “Pictures At An Exhibition”, the students should use the following form for rating their preference of the various movements.

Pictures At An Exhibition by Modest Mussorgsky

1. Promenade _____
2. Gnome _____
3. The Old Castle _____
4. The Tuileries _____
5. The Wagon _____
6. Ballet of the Bird _____
7. The Market _____
8. Baba-Yaga’s Hut _____
9. Entering The Great City _____

Music and Math Graphing – Appleworks 5 – spreadsheet directions
Graphing the Movements of “Pictures At An Exhibition”

1. Click mouse two times on Appleworks 5.
2. Click mouse on the word spreadsheet.
3. Select cell A. 1 Type the number of students who chose “Promenade: as their favorite movement of “Pictures At An Exhibition”.
4. Select cell B.1. Type the number of students who chose “Gnomes”.
5. Select cell C.1. Type the number of students who chose “The Old Castle”
6. Select cell D.1. Type the number of students who chose “The Tuileries”
7. Select cell E.1. Type the number of students who chose “The Wagon”
8. Select cell F.1. Type the number of students who chose “Ballet of the Birds”
9. Select cell G.1. Type the number of students who chose “The Market”
10. Select cell H.1. Type the number of students who chose “Baba Yaga’s Hut”
11. Select cell I.1. Type the number of students who chose “Entering the Great City”
12. Select A.1 again. Keeping your finger down on the left side of the mouse, drag to B.1. C.1. D.1. e.1. F.1. G.1. H.1. and I.1. Cell A.1. should remain white. The other cells should be black.
13. Click on options make chart in the menu section. Click on labels.
14. Type your first name and last name. Click on enter and a bar graph should appear. Analyze bar graph with your students.
15. Go to file. Drag to select print.
16. Place the number 1 in the two boxes where it says from ____ to _____. There should be a number 1 in both empty boxes.
17. Deselect Print column heading, print cell grid, print row heading (these boxes should be blank).
18. Click okay. The printer will print for you.
19. Click once in the middle of the graph on your computer screen. Repeat the above process but use a different graph this time such as area graph. Another time select line graph then circle graph and then pictogram until the children have printed out several different graphs showing the preference for the various movements of pictures at an exhibition.

Story Time Slide Show

Our Story Time Slide Show was developed out of the need to present the images of a book being read to the entire class in a large enough format to ensure that all students could see the details in the books pictures. We wanted to project the pictures from the book onto the wall of our classroom. To do this we used a digital camera to first take a picture of each illustration in the book and then with our classroom computer connected to a digital projector we were able to project a very large version of each page onto the classroom wall. The final step was to organize our pictures in MicroSoft PowerPoint for a more professional looking presentation.

PowerPoint slide show is a convenient way to organize a set of images into a presentation. With the images already stored on the local disk (“C” drive) of the computer being used for the presentation it is just a few keystrokes to import each picture into the slideshow.

The slide show could be displayed on a large TV screen at the front of the audience or preferably a video projection system could be used with the computer directly connected to the display.

The steps outlined below are intended as a guide to assist a beginner through the many steps required to build a PowerPoint slide show using digital images from a camera or scanner.

Start: PowerPoint application

Select: blank presentation

Select: title slide

Insert: titles “Pictures at an Exhibition”

Insert: subtitles “By Mary & Samantha”

Insert: New Slide (*From Menu Bar*)

(My preference is to have students select “Slide Sorter View” prior to inserting new slides. This gives them a look at the entire slide show being built and helps ensure they are organizing new slides in the proper order.)

Select: Large Picture or Blank slide from the many styles and OK this selection

Select the new slide and double click this new slide to edit it in the “Normal View”. *(The new slide will now fill the screen and is ready to accept your first stored picture.)*

On the Menu Bar, select “Insert”, then “Picture”, then “From File”

Browse to where images are stored

Select: desired image

Resize or crop to desired size

Insert: New Slide (*From Menu Bar*)

Select: Large Picture or Blank slide from the many styles and OK this selection

Select the new slide and double click this new slide to edit it in the “Normal View”

On the Menu Bar, select “Insert”, then “Picture”, then “From File”

Browse to where images are stored

Select: desired image

Resize or crop to desired size

Repeat the “Insert: New Slide” steps for all remaining pictures you plan to present in your slide show. The slide show should have an ending slide, which could be the same style as the Title Slide you started with. The “Sub-title” section of this ending slide would be good place to offer bibliography info and copyright credits.

If you simply wish to scroll through a series of pictures and do not care to add title information or other text then the slide show within Microsoft Photo Album would be an easier option. Many of the steps offered above would be fully automated with the Photo Album application automatically flipping through the entire group of pictures.

Product Descriptor for Modest Mussorgsky "Pictures At An Exhibition"

Developing Writing and Thinking Across The Curriculum - Collins Method

Type Three

Focus Corrections:

- Use of complete sentences (25 points)
- Capital letters, periods, indent on paragraphs (25 points)
- Sufficient facts and personal experience (25 points)
- Vary sentence beginnings and sentence length (25 points)

Music Performance

If you were to improve your performance, what part(s) would you change?

What part(s) of the performance do you believe went well? Remember to talk about the elements of music such as: dynamics, rhythms and melody.

x _____

x

x _____

x _____

x _____

x _____

x _____

x

5. A
C

6. Coda
Introduction

#3/2 on the Philharmonia Orchestra CD conducted by Vladimir Ashkenazy, 1983 The Decca Record Co. Ltd. London Stereo 414 386-2

Dynamics Call Chart – Modest Mussorgsky’s “Baba Yaga” and “Entering The Great City” from Pictures At An Exhibition - Listening Call Chart

Is your hearing or perception of what’s going on in music pretty good? This call chart will let you test out your hearing and it will let you know how accurate you are as a listener. Please read these directions before you begin.

1. Listen for the call numbers. They point out events in the music.
2. When you hear the number called, circle the correct corresponding description of what is happening in the music. Please choose between column A or B.

| Call Numbers | A | B |
|--------------|----|----|
| 1. | F | P |
| 2. | MF | P |
| 3. | MF | FF |
| 4. | FF | P |
| 5. | MF | FF |

| | | |
|-----|-----|-----|
| 6. | FF | MF |
| 7. | F | P |
| 8. | P | F |
| 9. | FF | P |
| 10. | F | P |
| 11. | MF | FF |
| 12. | F | P |
| 13. | P | FF |
| 14. | MF | FFF |
| 15. | F | P |
| 16. | PPP | MF |
| 17. | FF | P |

#12 on the Philharmonia Orchestra CD conducted by Vladimir Ashkenazy, 1983 The Decca Record Co.
 Ltd. London Stereo 414 386-2

Timbre or Tone Color Call Chart – “Promenade” from Mussorgsky’s Pictures At An Exhibition

Is your hearing or perception of what’s going on in music pretty good? This call chart will let you test out your hearing and it will let you know how accurate you are as a listener. Please read these directions before you begin.

1. Listen for the call numbers. They point out events in the music.
2. When you hear the number called, circle the correct corresponding description of what is happening in the music. Please choose between column A or B.

| Call Numbers | A | B |
|--------------|-----------------------|------------|
| 1. | Trumpets | Flutes |
| 2. | Full Orchestra | Percussion |
| 3. | Clarinets Trumpets | |
| 4. | Full Orchestra | Saxophone |
| 5. | Piccolo Trumpets | |
| 6. | Full Orchestra | Oboe |
| 7. | Muted Trumpets | Violin |

- | | | |
|-----|----------------|---------|
| 8. | Woodwinds | Brass |
| 9. | Muted Trumpets | Flute |
| 10. | Woodwinds | |
| | Percussion | |
| 11. | Full Orchestra | Trumpet |

#7 on the Philharmonia Orchestra CD conducted by Vladimir Ashkenazy, 1983 The Decca Record Co. Ltd. London Stereo 414 386-2

Level 5 Collins Great Writing Assignment

Domain: Analytical / Expository

Project Summary:

Many writers are critics who analyze artwork and offer an opinion.

Today you will write as a critic and analyze Pictures at an Exhibition composed by Modest Mussorgsky. This is the music you heard while attending the Portland Symphony performance at Merrill Auditorium. Your letter should be addressed to the editor of a local newspaper.

Purpose:

The letter will help you remember the Romantic Period, Modest Mussorgsky, sections of “Pictures At An Exhibition” and the elements of music learned in class such as: tone color (color); dynamics; rhythm; texture; form and melody.

Writer's Role: Critic - You will be writing as yourself expressing a valuable opinion.

Audience: Classmate, teacher, newspaper editor, and newspaper readers.

Form: You will be writing a letter to the editor.

Focus Correction Areas:

Content 1. Topic sentences and supporting details

including ten facts that are subject related vocabulary words. Students should also include information regarding their own personal experience.

Style 2. Sustained focus on topic from beginning to end.

Style 3. Vary sentence beginning.

Procedure:

1. The children will be introduced to letters to the editor.
2. The students will be asked to generate a list to show

what they know about the elements of music (type 2 activity).

3. The students will view video of Pictures at and Exhibition prior to attending the March 30 performance at Merrill auditorium.
4. Type three writing practice before attending the performance.
5. Practice varying sentence beginning, lead sentences, topic sentences.
6. On March 30, 2004 have the students attend the performance of Pictures At An Exhibition by Mussorgsky.
7. Have students write to the editor.
8. Have students check Focus Correction Areas.
9. Have students read aloud to himself or herself the letter to the editor.
10. Have a classmate read the letter to the student.
11. Have students rewrite their letter to the editor so it is at a publishable level.

Modest Mussorgsky - Pictures At An Exhibition

Developing Writing and Thinking Across The Curriculum – Collins Method

Type 5

Name_____

Focus Correction Areas:

Content facts 1. Topic sentences and supporting details including ten (underlined) that are subject related vocabulary words. (90 points)

Style points) 2. Sustained focus on topic from beginning to end. (5 points)

Style 3. Vary sentence beginning. (5 points)

Attending a Symphony Performance

Please write a critique, in letter to the editor form, regarding the performance of Pictures At An Exhibition.

Remember to write about the Romantic Period, Modest Mussorgsky, three movements of Pictures At An Exhibition, three elements of music/art (such as form, texture, tone color, dynamics, rhythm, and melody) and one personal experience.

X

—

X

—

X

-

X

-

X

-

X

-

X _____

-

X

-

X

-

X

-

X

-

X

-

X

Fun-



What Was Happeninig In The World During Mussorgsky's Lifetime?

Historically, Mussorgsky and Hartmann lived in an interesting time. Some of the things that occurred during their lifetimes are as follows:

Political

- 1861 Russia abolishes serfdom
- 1861-65 U.S. Civil War
- 1867 Russia sells Alaska to the US

Inventions

- 1877 Edison invents the phonograph
- 1876 Bell patents the telephone
- 1878 Edison invents the electric light bulb
- 1895 Roentgen developed X-Rays

Literature

- 1847 C.Bronte's *Jane Eyre*
- 1847 E.Bronte's *Wuthering Heights*
- 1855 Whitman's *Leaves of Grass*
- 1865 Carroll's *Alice in Wonderland*
- 1867 Dostoyevsky's *Crime and Punishment*
- 1876 Marx's *Das Kapital*
- 1876 Mark Twain's *Tom Sawyer*

Also authors of the time were Harriet Beecher Stowe, Henry David Thoreau, Alexis Tocqueville, Charles Dickens, Ralph Waldo Emerson, Louise Alcott and Nathaniel Hawthorne

Transportation and related

- 1869 First transcontinental railroad completed in the US
- 1885 Internal combustion gas engine developed

Visual Art

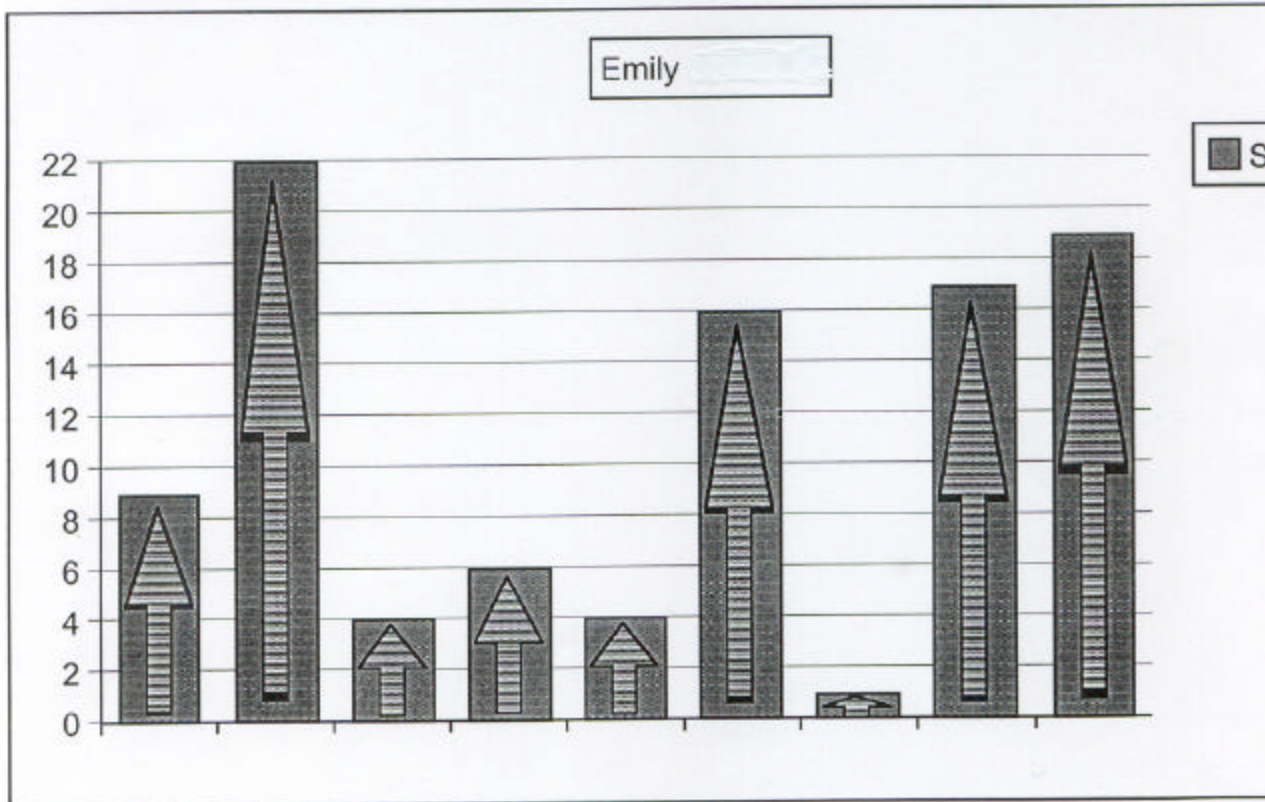
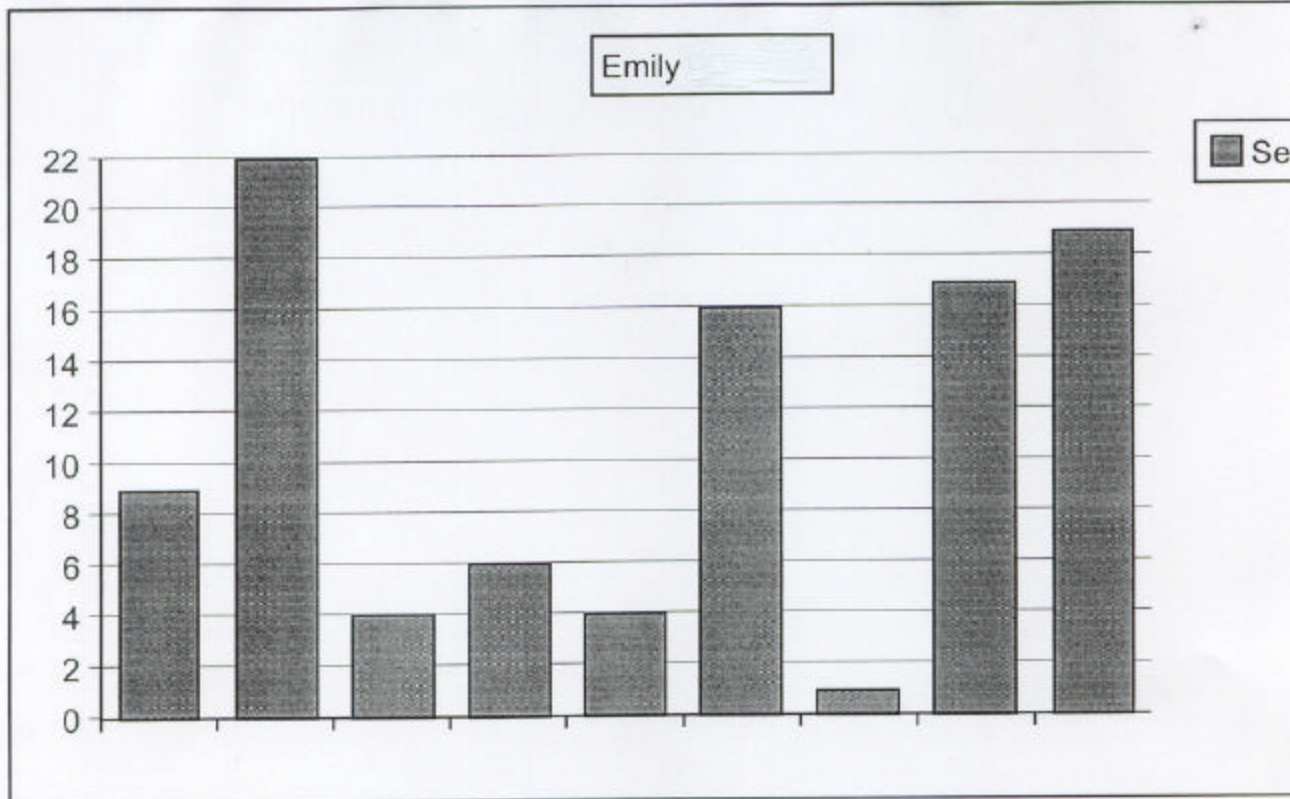
**Rodin, Renoir, Degas, Cezanne Seurat,
Gauguin, Van Gogh, Munich, Cassat,**
Sargent, Whistler and Monet- just a few of the artists active at this time

Music-the Romantic Period

Brahms, Dvorak, Tchaikovsky, Ravel, DeBussy, Rimsky-Korsakov, Saint Saens Verdi,
Schuman, Wagner -a sample of many who were composing at this time.

Author: Gail Witherill - Education Coordinator of the Portland Symphony Orchestra
Used with permission

These graphs show that the "Gnomes", "Great Gate Of Kiev", and "Baba Yaga's Hut" were the fourth graders' most popular movements of Pictures At An Exhibition.



used with permission.

Local Assessment Development for the ME Department of Education – Maine Mathematics & Science Alliance – September 2002

Music History – Periods, Composers and Modest Mussorgsky’s Pictures At An Exhibition: Scoring Guide

| Standard and Performance Indicator | | Score Descriptions | | | | |
|---|-----------------------------|---|--|--|--|---|
| | | 1 <i>Attempted demonstration</i> <i>(Does Not Meet Standard)</i> | 2 <i>Partial demonstration</i> <i>(Partially Meets Standard)</i> | 3 <i>Proficient demonstration</i> <i>(Meets Standard)</i> | 4 <i>sophisticated demonstration</i> <i>(Exceeds Standard)</i> | |
| MRL Visual & Performing Arts | B. Cultural Heritage | 1. Recognize selected major periods of the <u>performing arts</u> and identify major artists and their work. | <p><i>Displays Recognition of fewer than two major periods of the performing arts or</i></p> <p><i>Displays recognition of fewer than two characteristics of the Romantic Period or</i></p> <p><i>Mussorgsky is identified as a composer of the Romantic Period or</i></p> | <p><i>Displays Recognition of two major periods of the performing arts (including the Romantic Period) and</i></p> <p><i>Displays recognition of two characteristics of the Romantic Period and</i></p> <p><i>Mussorgsky and one other composer are identified as composers of the Romantic Period and</i></p> | <p><i>Displays Recognition of three major periods of the performing arts (including the Romantic Period) and</i></p> <p><i>Displays recognition of Three characteristics of the Romantic Period are stated and</i></p> <p><i>Mussorgsky and two other composers are identified as composers of the Romantic Period and</i></p> | <p><i>Displays Recognition of four major periods of the performing arts (including the Romantic Period) and</i></p> <p><i>Displays recognition of four or more characteristics of the Romantic Period and</i></p> <p><i>Mussorgsky and three other composers are identified as composers of the Romantic Period and</i></p> |

Domain: Analytical/Expository

Project Summary:

Many writers are critics who analyze artwork and offer an opinion. Today you will write as a critic and analyze three movements of Pictures At An Exhibition composed by Modest Mussorgsky. This is the music you heard today at Merrill Auditorium. You will also identify three major periods of the performing arts and three composers of the Romantic period in addition to Mussorgsky. You will list three characteristics of the Romantic period. Your letter should be addressed to the editor of a local newspaper.

Purpose:

The letter will help you express what you remember about the elements of music learned in class such as: tone color, dynamics, rhythms, texture, form and melody. It will also help you express what you remember regarding the major periods in music, the characteristics of the

Romantic Period, composers of the Romantic Period such as Modest Mussorgsky and Mussorgsky's composition, Pictures At An Exhibition.

Writer's Role:

**Critic - You will be writing as yourself
expressing a valuable opinion.**

Audience: One classmate, teacher, newspaper editor, and newspaper readers.

Form: You will be writing a letter to the editor.

Style: Vary Sentence Beginnings

Focus Correction Areas:

Content 1. Topic sentences and supporting details including fifteen facts (underlined) that are subject related vocabulary words. Students should also include information regarding their own personal experience.

Content 2. Complete Sentences with no significant errors in the use of ending punctuation marks, use of commas, pronouns and adjectives, adverbial form, conjunctions, spelling, capitalization of words that begin sentences, and capitalizations of proper nouns and titles.

Style: 3. Vary Sentence Beginnings

Procedure:

1. The students will be introduced to writing letters to the editor.
2. In the general music class, students will learn about the elements of music, the major periods in the performing arts,

characteristics about the Romantic Period,
composers of the Romantic Period including
Modest Mussorgsky and his composition,

Pictures At

An Exhibition .The students will be asked to
generate a

list to show what they know about the
elements of

music (type 2 activity).

3. The students will view videos of Pictures At
And Exhibition and Russian Composers
(Modest Mussorgsky) prior to attending the
March 30 performance at Merrill
auditorium.

4. The students will complete a type one
writing practice on Mussorgsky's life before
attending the performance.

5. The students will practice writing varying
sentence beginnings, lead sentences, and
topic sentences.

6. The students will attend the PSO March 30,

2004

performance of Pictures At An Exhibition by
Mussorgsky.

7. The students will learn about the four point
rubric and

Check the Focus Correction Areas.

8. The students will write to the editor.

9. The Students will read the letter to the editor

aloud to

himself/herself.

10. The classmates will read the letter to the each

other.

The students will rewrite their letter to
the editor so it is

at a publishable level.

11. The students will have their letters mailed to the editor.