

Please enjoy this complimentary SQUILT lesson. If you enjoy this lesson, you can purchase the [SQUILT curriculum](#), which includes many lessons similar to this one, grouped by musical era.

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Thanks! Mary @ [Homegrown Learners](#)

## ***Instructions for the Lesson:***

Play the piece of music for your child. During the first listening, the child is asked to be "Super Quiet" and listen to the entire piece of music (preferably with their eyes closed).

**{Preface this first listening by going over the SQUILT notebooking sheet and prepping them for what they will be listening for: dynamics, rhythm/tempo, instrumentation, and mood. Be sure to tell the child the name of the piece and a little background. }**

This is their time to use their imagination and listening ears to glean as much about the music as possible!

**After the initial listening, have children discuss the music and notebook their findings.** Listen again together and talk as you listen about what you are hearing. Children are being TRAINED to listen, so you will need to walk them through their first SQUILT lessons.

**Little ones may simply color while they listen or talk to you about the music. The goal is to make these lessons short, meaningful, and enjoyable.** They are designed to introduce your children to the great musical classics.

## SQUILT Freebie: "November" from Tchaikovsky's *Seasons*

**About the piece:** *Commissioned in 1875, Tchaikovsky wrote a set of 12 character pieces (one for each month of the year) for solo piano. They are often arranged for symphony orchestra as well. "November" (also known as "Troika") is one of the more popular. You can hear the jingling sleigh bells (in the right hand of the piano version – and the actual sleigh bells in the orchestral version), which was common on Troika rides in Russia (Tchaikovsky's home country).*

Listen to ["November"](#) performed on piano by the famous composers and pianist, Sergei Rachmaninov

Listen to ["November"](#) performed by orchestra

**Dynamics:** Can you hear *louds and softs* in this piece? (In music loud is written as FORTE, and soft is written as PIANO. These are dynamics.) The attention to louds and softs makes this piece interesting. Imagine if it was played at the same dynamic level the entire time. How boring!

**Rhythm/Tempo:** The tempo (speed of the beat) of this piece is Allegro Moderato – quickly, and happily – yet on the moderate end of happily. If you listen carefully you will also hear the same rhythmic pattern repeated several times.

**Instrumentation:** The piece was originally intended for a solo piano, but in this lesson I have linked you also to a performance by a symphony orchestra. What instruments do you hear?

**Mood:** This piece is light and happy – it is supposed to sound like a Troika ride. Do you know what a Troika is? Read this [Wikipedia Article](#) to find out more.

# Enrichment Activities:

Complete the Tchaikovsky notebooking page:

- Learn about Tchaikovsky at [Making Music Fun](#)
- Listen to a show about Tchaikovsky at [Classics For Kids](#)

Read books about Tchaikovsky:

- [Famous Children: Tchaikovsky](#)
- [Getting To Know the World's Famous Composers: Tchaikovsky](#)

[Nutcracker Unit Study](#) (available from Homegrown Learners)

# SQUILT

## Super **Q**uiet **U**ninterrupted Listening Time

### *Dynamics*

*(The Louds and Softs in Music)*

### *Rhythm/Tempo*

*(Patterns of Sound and the Speed of the Beat)*

### *Instrumentation*

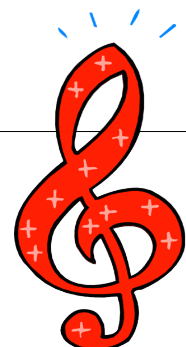
*(4 Families: Strings, Woodwinds, Brass, Percussion)*

### *Mood*

*(How does the music make you feel?)*

Title: \_\_\_\_\_

Composer: \_\_\_\_\_



# Peter Ilyich Tchaikovsky

(1840-1893)



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