Conducting Chart

Keep your eyes focused on the conductor of the class, and your ears focused on the beat!
Based on your assigned group, follow the actions outlined on each beat count below.

1	2	3	4	5	6	7	8	9	10
stand	—	—	—	sit	—	—	—	shake	—

11	12	13	14	15	16	17	18	19	20
shake	—	stand	—	head	—	shake	shake	—	—

21	22	23	24	25	26	27	28	29	30
head	head	—	—	shake	shake	head	head	stand	sit

31	32	33	34	35	36	37	38	39	40
head	head	stand	sit	head	head	stand	sit	head	—

Create Your Own Conducting Chart

1	2	3	4	5	6	7	8	9	10

11	12	13	14	15	16	17	18	19	20

21	22	23	24	25	26	27	28	29	30

31	32	33	34	35	36	37	38	39	40

Prokofiev Listening Map

Write down information in the blank sections below on the Listening Map as you listen to "The Montagues and Capulets" from this video. What instruments do you hear? What dynamics are used in the section (consider using the Dynamics chart to identify dynamics using the Italian words or abbreviations)? Is the tempo fast or slow? What is the mood or feeling of the section? Do you notice any other interesting elements, such as how the orchestra members are playing (facial expressions, techniques, what they're paying attention to) or how it is led by the conductor? Use this Listening Map to guide and enhance your active listening experience.

Introduction 0:00-0:31	**Transition** 0:32-0:53	**Repetition of introduction** 0:54-1:11	**Transition** 1:12-1:33	**Section A (main theme)** 1:34-2:17	**Section A (contrast)** 2:18-2:58	**Section A (main theme)** 2:59-3:22
The instruments I hear are:	The instruments I hear are:	The instruments I hear are:	The instruments I hear are:	The instruments I hear are:	The instruments I hear are:	The instruments I hear are:
The dynamics used:	The dynamics used:	The dynamics used:	The dynamics used:	The dynamics used:	The dynamics used:	The dynamics used:
Tempo (Fast or Slow):	Tempo (Fast or Slow):	Tempo (Fast or Slow):	Tempo (Fast or Slow):	Tempo (Fast or Slow):	Tempo (Fast or Slow):	Tempo (Fast or Slow):
Mood or Feeling:	Mood or Feeling:	Mood or Feeling:	Mood or Feeling:	Mood or Feeling:	Mood or Feeling:	Mood or Feeling:
I also noticed:	I also noticed:	I also noticed:	I also noticed:	I also noticed:	I also noticed:	I also noticed:

Section B: New melody 3:23-4:04	**Section B: New melody, variation** 4:05-4:42	**Return of Section A:** 4:43-5:06	**Return of Section A, original theme** 5:07
The instruments I hear are:	The instruments I hear are:	The instruments I hear are:	The instruments I hear are:
The dynamics used:	The dynamics used:	The dynamics used:	The dynamics used:
Tempo (Fast or Slow):	Tempo (Fast or Slow):	Tempo (Fast or Slow):	Tempo (Fast or Slow):
Mood or Feeling:	Mood or Feeling:	Mood or Feeling:	Mood or Feeling:
I also noticed:	I also noticed:	I also noticed:	I also noticed:

About Dynamics

Dynamics dictate the volume at which the music should be played. In music, dynamics are indicated using Italian words, with the abbreviations shown below written in the music:

Dynamic, or volume	Italian word	Abbreviation shown in music
Very quiet	*Pianissimo*	***pp***
Quiet	*Piano*	***p***
Medium quiet	*Mezzo piano*	***mp***
Medium loud	*Mezzo forte*	***mf***
Loud	*Forte*	***f***
Very loud	*Fortissimo*	***ff***
Music gradually increases in volume	*Crescendo*	***Cresc.***
Music gradually decreases in volume	*Decrescendo*	***Decresc.***

B	I	N	GO
Violin	Flute	Quiet section	French horn
Timpani	Music accelerating slow to faster	Violins playing high and fast	Low brass playing all together
Double bass	Cymbal crash	Oboe	Trombone
Cello	Moment of silence	Loud section	Baton

B	I	N	GO
Stage	Audience	Oboe	Baton
Timpani	Violins playing high and fast	Cello	Moment of silence
French horn	Double bass	Loud section	Conductor
Music accelerating slow to faster	Loud section	Music Stands	Low brass playing all together

B	I	N	GO
Loud section	Oboe	Double bass	Baton
French horn	Quiet section	Music accelerating slow to faster	Cello
Flute	Timpani	Violin	Conductor
Audience	Violins playing high and fast	Music Stands	Stage

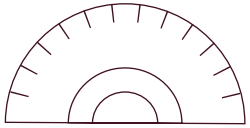
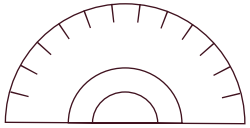
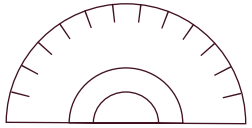
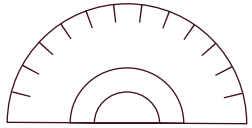
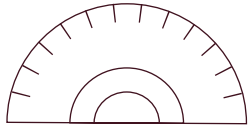
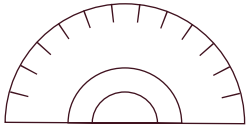
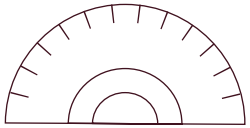
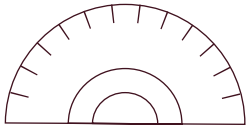
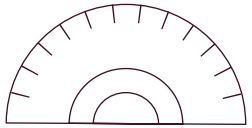
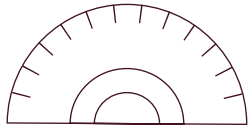
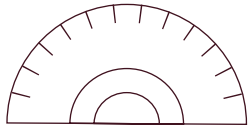
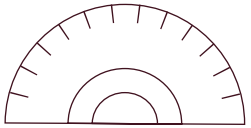
B	I	N	GO
Quiet section	Flute	Double bass	Violins playing high and fast
French horn	Stage	Oboe	Moment of silence
Loud section	Music accelerating slow to faster	Cello	Conductor
Low brass playing all together	Audience	Baton	Timpani

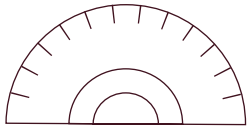
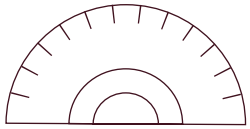
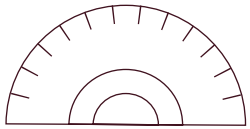
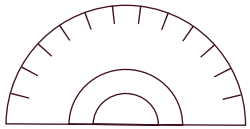
B	I	N	GO
Cello	Timpani	Stage	Conductor
Violins playing high and fast	Moment of silence	Flute	Loud section
Music accelerating slow to faster	Music Stands	Oboe	Low brass playing all together
Baton	Audience	Quiet section	French horn

B	I	N	GO
French horn	Oboe	Loud section	Double bass
Audience	Music accelerating slow to faster	Cello	Conductor
Quiet section	Music Stands	Trombone	Violins playing high and fast
Baton	Moment of silence	Low brass playing all together	Stage

Rossini *Crescendo* Chart

Write down or draw information in the blank sections below on the Rossini Crescendo Chart as you listen to the "Finale" of the Overture to *William Tell* from this video. What dynamics are used in the section (consider using the Dynamics chart to identify dynamics using the Italian words or abbreviations)? What tempo (speed) is the section? With the dynamics and tempo considered together, does the energy of the section feel more intense or less intense? Do you notice any other interesting elements, such as how the orchestra members are playing (facial expressions, techniques, what they're paying attention to) or how it is led by the conductor? Use this Chart to guide and enhance your active listening experience.

	FANFARE 0:00–0:11	**PHRASE 1** 0:14–0:25	**PHRASE 2** 0:26–0:45	**PHRASE 1'** 0:46–0:57	**PHRASE 3** 0:58–1:16	**PHRASE 3'** 1:17–1:34
Dynamic level:						
Tempo (speed) Draw an arrow on the meter to indicate the "speed."						
Energy/Intensity Draw an arrow on the meter to indicate the "energy" – for instance, are many instruments playing fast and frantic and loudly (high energy)?						
I also noticed:						

	TRANSITION 1:35–1:40	**CODA (END)** 1:41–END
Dynamic level:		
Tempo (speed) Draw an arrow on the meter to indicate the "speed."		
Energy/Intensity Draw an arrow on the meter to indicate the "energy" – for instance, are many instruments playing fast and frantic and loudly (high energy)?		
I also noticed:		

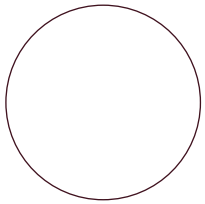
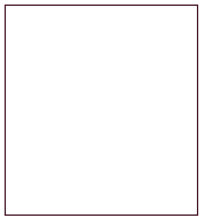
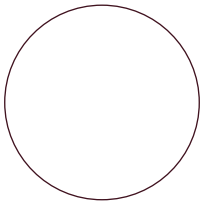
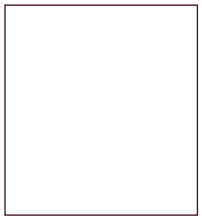
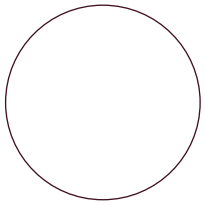
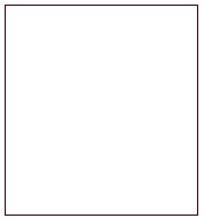
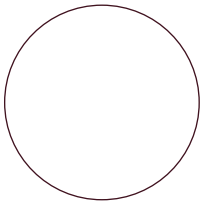
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Very loud	*Fortissimo*	***ff***
Music gradually increases in volume	*Crescendo*	***Cresc.***
Music gradually decreases in volume	*Decrescendo*	***Decresc.***

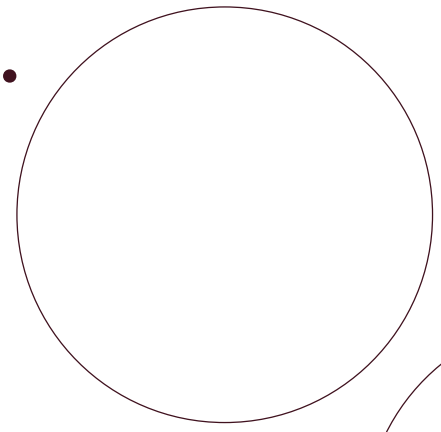
Williams Listening Map: "Main Title" from *Star Wars*: Suite for Orchestra

Using the Williams Listening Map, follow Luke Skywalker's theme through the "Main Title" music of Star Wars from this video. On the Luke's Story Handout, write or draw a picture in each circle or rectangle about what Luke might be thinking, feeling, or experiencing based on what the music sounds like for that section. Circles indicate transitional music, and rectangles indicate Luke's theme.

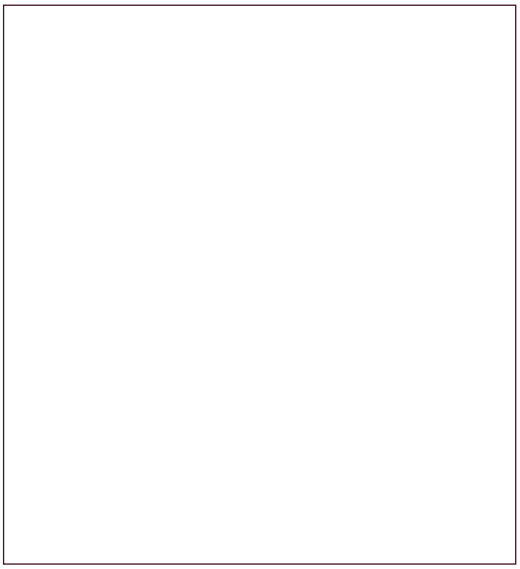
	1.	2.	3.	4.	5.	6.	7.
Shape on Luke's Story handout							
Phrase	**Introduction: Fanfare**	**Luke's theme (1)**	**Transitional music (plus another theme)**	**Luke's theme (2)**	**Transitional music (plus another theme)**	**Luke's theme (3)**	**Coda: Ending fanfare**
Timestamp	0:00	0:10	1:15	2:35	3:30	4:28	5:03
Features	Full orchestra with triangle. Brief fanfare	A: trumpet B: upper strings A': horns and strings	Transitional material. Ethereal quality, listen for the piccolo solo. Listen for impending doom and evil at 2:15.	A: horns and glockenspiel B: violins and harp A': horns	Transitional material. Other-worldly, but more optimistic than phrase 3.	A: trumpet B: variation in strings and harp A: Trick! – instead of A' we move to section 7!	5:03: variation of opening fanfare, then presented in muted strings alone (5:29), then concluding chords.

Luke's Story Handout

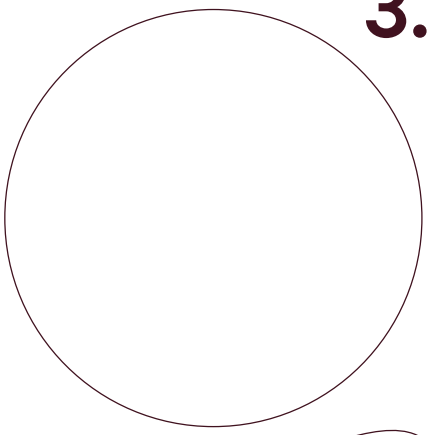
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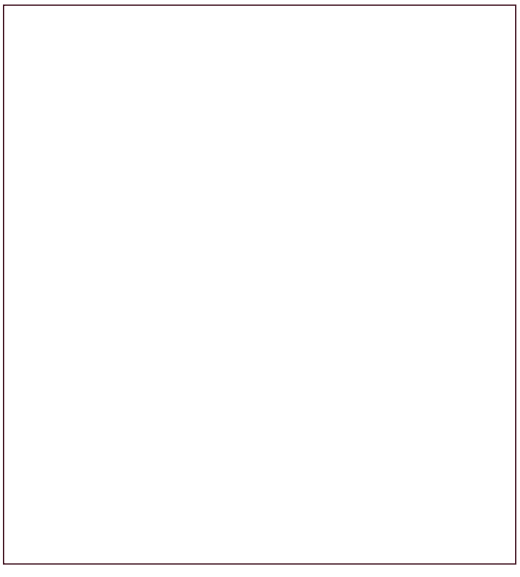
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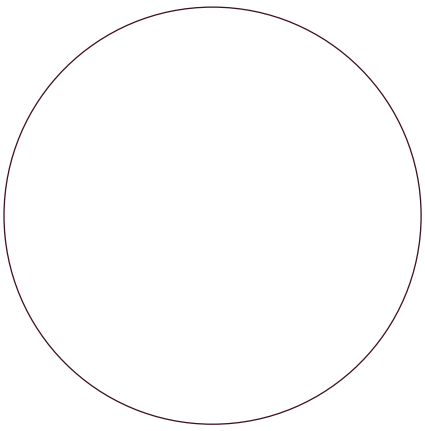
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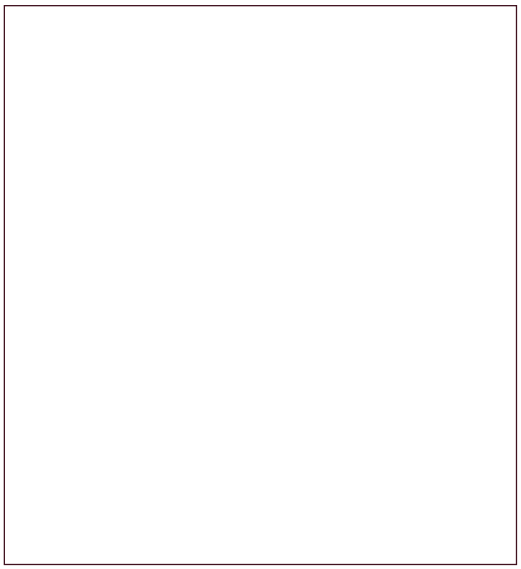
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