

Call Chart Date \_\_\_/\_\_\_/\_\_\_

Title – The Moldau

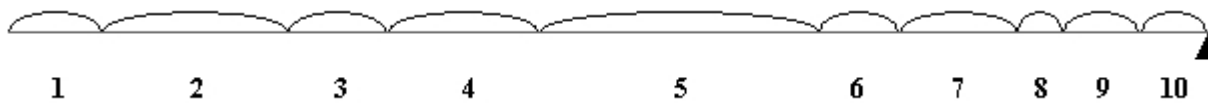
Composer – Bedrich Smetana

Style - \_\_\_\_\_ Idiom - \_\_\_\_\_ Form - \_\_\_\_\_

Identify instruments performing

- 1) \_\_\_\_\_ 2) \_\_\_\_\_ 3) \_\_\_\_\_
- 4) \_\_\_\_\_ 5) \_\_\_\_\_ 6) \_\_\_\_\_
- 7) \_\_\_\_\_ 8) \_\_\_\_\_ 9) \_\_\_\_\_

### Bubble Diagram



### Form Analysis

- 1. 0:00 Two Flutes – Antiphonal style represent the stream
- 2. 1:00 Stream pattern is passed to the lower strings and melody is played by the violins
- 3. 2:59 French Horn section introduces the “Hunting in the Forest” Theme with antiphonic brass
- 4. 4:03 Light string rhythms introduce the “Peasant Wedding” in homophonic texture.
- 5. 5:39 Melody in a major key(happy sound) using the opening flutes with dreamy string melodies in the strings for “Moonlight: Dance of the Water Nymphs”
- 6. 8:38 The River theme from number two returns
- 7. 9:29 The River theme is developed and agitated into “The Rapids of St. John”
- 8. 10:43 The music gets faster and the River theme is played in a major key(happy sound)
- 9. 11:13 The brass play in a homophonic style for “The Ancient Castle Vysehrad”
- 10. 12:02 Coda - The music gets softer while the strings play a variation on the River theme in a homophonic triple meter, fade away, then all give a fortissimo two note cadence.

### Additional Notes

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Call Chart Date \_\_\_/\_\_\_/\_\_\_

Title – The Moldau

Composer – Bedrich Smetana

Style – Nationalistic

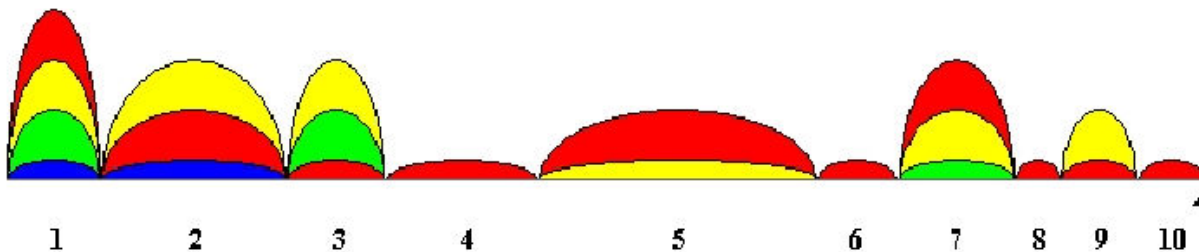
Idiom - Symphony Orchestra

Form - \_\_\_\_\_

Identify instruments performing

- |          |          |          |
|----------|----------|----------|
| 1) _____ | 2) _____ | 3) _____ |
| 4) _____ | 5) _____ | 6) _____ |
| 7) _____ | 8) _____ | 9) _____ |

Bubble Diagram



Form Analysis

- 11. 0:00 Two Flutes – Antiphonal style represent the stream
- 12. 1:00 Stream pattern is passed to the lower strings and melody is played by the violins
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### Additional Notes

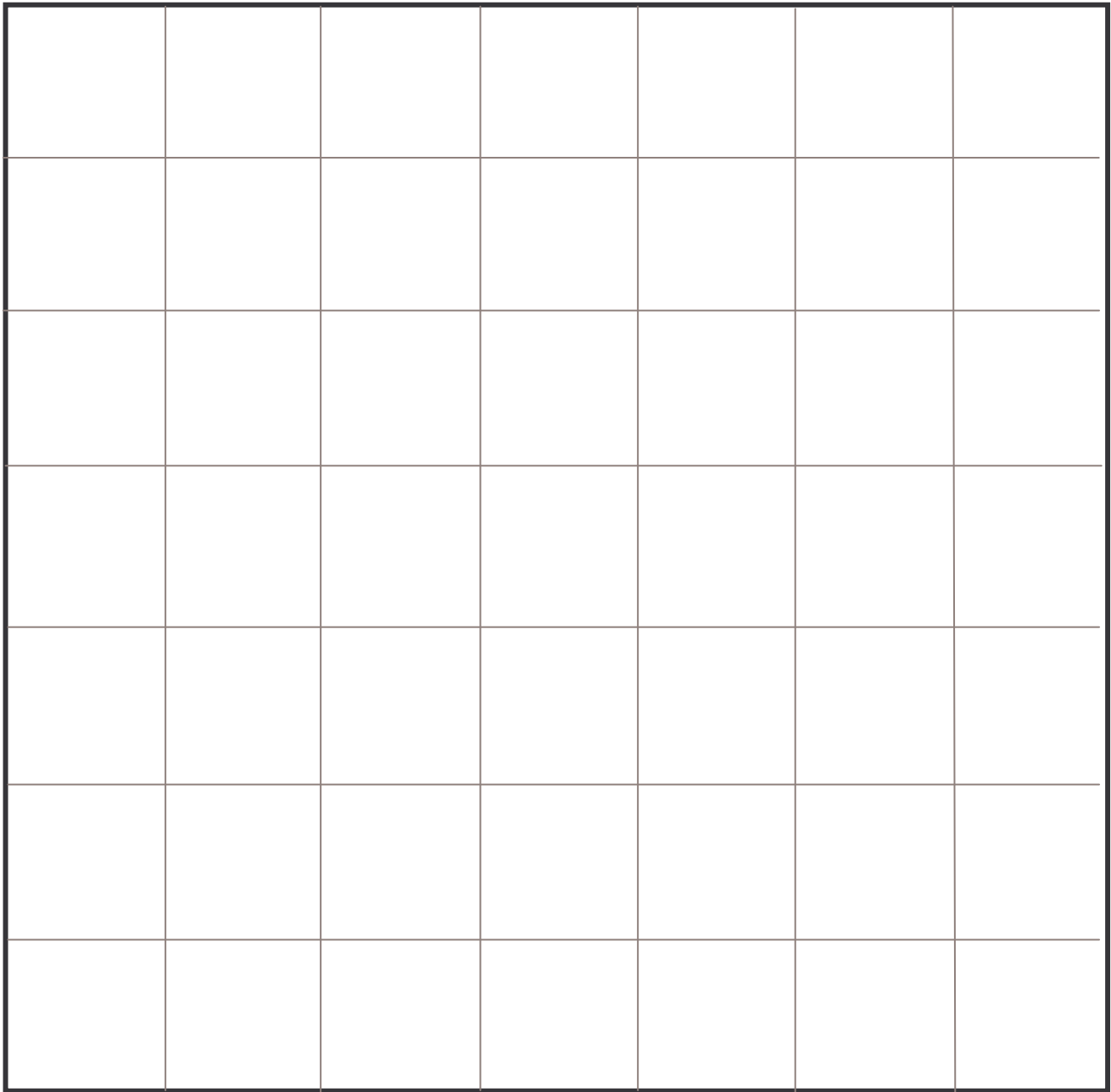
Bedrich Smetana was one of many nationalist composers that gain recognition by using folk song themes from their homeland as the inspiration for great works. Smetana’s inspiration centered around the life of the Vltava (in German-Moldau) River. This river is 270 miles long and flows through the Czech Republic.

# Individual Project #5:

## A River Runs Through My Town!

After listening to “The Moldau” by Bedrich Smetana you can see that rivers do talk. Pretend that a river like the Vltava flows through your town. Create a map of at least the size of this paper. Create a legend to measure the distance of your river and the events or places of interest. Identify the following points of interest along the river that flows through your town. Remember, rivers don’t flow in a straight line.

**Essay:** Write a 100 word essay about the life of the river. What will we see? Describe the places you observed on your journey down the river. Be sure to include your starting place, a historical place, a social place, a religious place, and educational place, and an ending place. Attach your essay.



1"=10 miles

1"=25 miles

1"=50 miles

1"=100 miles

# Lesson Plan – A River Runs Through . . .

**Objective:** The student will be able to identify the musical, and historical elements in their town like those that helped to develop and shape the song “The Moldau” by Bedrich Smetana.

**Motivation:** Students need to open their eyes and ears to the opportunities for music in their own community.

**Materials:** Recording of “The Moldau” by Bedrich Smetana  
Call Chart hand-out on “The Moldau”  
A map of your town/city (hopefully scaled down to fit paper)

**Procedure:**

1. Point out that the facts of the era and the musician’s life.
2. Play music for the students.
3. Draw pictures on the board of the places that Smetana is describing
4. Ask the children what these pictures
  - a. It will be humanizing to let the students see that you are a poor artist as well.
  - b. You could also have the students draw what place they think the music is describing.
5. Discuss the places in town that this music could be describing.
6. Ask how many students know if their grandparents lived in this town and how may the town have changed over the past 25 years? 50 years? 100 years?
7. Have the students describe how the music reminds them of places in town/city.

**Closing summary:** The students should have time to reflect upon the history and musical elements that were presented. Have the students write a 8-10 sentence reaction about the life their grandparents or how the town/city has changed. Present the map of the river that flows through the town/city and identify the points of interest in town.

**Assessment:** You are looking for personal connections in a student’s reaction. These maps can be formal(collected) or informal(shared quietly with a partner). The dynamics of the student responses to the presentation should be an indication of a student’s personal connection with the material presented.

**Additional Ideas :** This would be a great place to bring the Social Studies teacher on board, teaching the students about maps and legends. You could create a town scavenger hunt and have the students look for clues. This could be done in a bus tour around town. This could also be used in Physical Education in a mini-unit on orienteering.