

THE GOOD AND THE BEAUTIFUL ELECTIVE

GRADES  
3-8

# MUSIC

## Appreciation

# 2



# ABOUT THIS COURSE



## FOR STUDENTS

**I**n this course you will be exploring the wonderful world of music through interactive video lessons, beautifully illustrated living stories, and a variety of fun activities.

### How to Use This Course

This course is student led, which means you will be able to complete the lessons independently using the video lessons and Student Book. Basic school supplies such as pencils, crayons, or colored pencils are needed, as well as a coin (used in Lesson 5). Just play the video lesson each day and complete the activities as directed. Complete the lessons in the order they appear in your Student Book. Some lessons will be music appreciation lessons, and some will be hymn lessons.

As you prepare to complete your lessons, follow the steps outlined below:

1. Open your Student Book to the correct lesson.
2. Access the lesson video on the Good and Beautiful Homeschool app, which can be downloaded by scanning the QR code to the right or by visiting [goodandbeautiful.com/apps](https://goodandbeautiful.com/apps). On the Good and Beautiful Homeschool app, go to Homeschool App > Electives > Music > Music Appreciation 2. Alternatively, the lesson videos can be found by going to [goodandbeautiful.com/music-appreciation](https://goodandbeautiful.com/music-appreciation).
3. Use the three-digit access code listed in the instructions at the beginning of each lesson to gain access to the lesson video. Press play and follow the instructions in the video lesson.
4. Enjoy learning!



Some lessons include a narrated living story. If so, the lesson video will instruct you to turn to the living story in the Student Book and follow along with the pictures. There will be a chime sound that tells you when to move to the next picture. Three chimes will play at the end of the story. Follow the video instructions to complete the activities in your Student Book. Make sure you complete each activity before the answer key displays on the screen. If you need more time to complete an activity, just press pause while you finish and press play when you are ready to check your answers.



## FOR PARENTS

**T**his course, which consists of 21 lessons, is designed to be student led and can be completed independently by your child. However, you are always welcome to enjoy watching the videos and learning right alongside your child if you so desire!

### How to Use This Course

The following components are needed to complete the course:

1. **Video Lessons:** Lessons can be accessed on the Good and Beautiful Homeschool app with the three-digit codes listed in the instructions at the beginning of each lesson. Alternatively, the lesson videos can be accessed by going to [goodandbeautiful.com/music-appreciation](http://goodandbeautiful.com/music-appreciation).
2. **Student Book:** This book includes the text and illustrations for living stories as well as the student activities.

Set your child up for success by ensuring they understand how to complete the lessons and activities. To complete each lesson, your student should open their Student Book to the correct lesson and play the video on the Good and Beautiful Homeschool app using the unique three-digit code listed in the instructions at the beginning of each lesson. Basic school supplies such as pencils, crayons, or colored pencils are needed, as well as a coin (used in Lesson 5).

The video will lead your child through the lesson and direct them when to follow along with the narrated living story and complete the Student Book activities.

Many activities have provided answer keys that will display on the screen. Ensure your student knows to complete the activity before the answer key is displayed.

Some activities are “What Do You Think?” prompts and require individual responses, so there is no answer key. You may wish to read through your student’s responses to these activities.



# SONGS WITHOUT WORDS



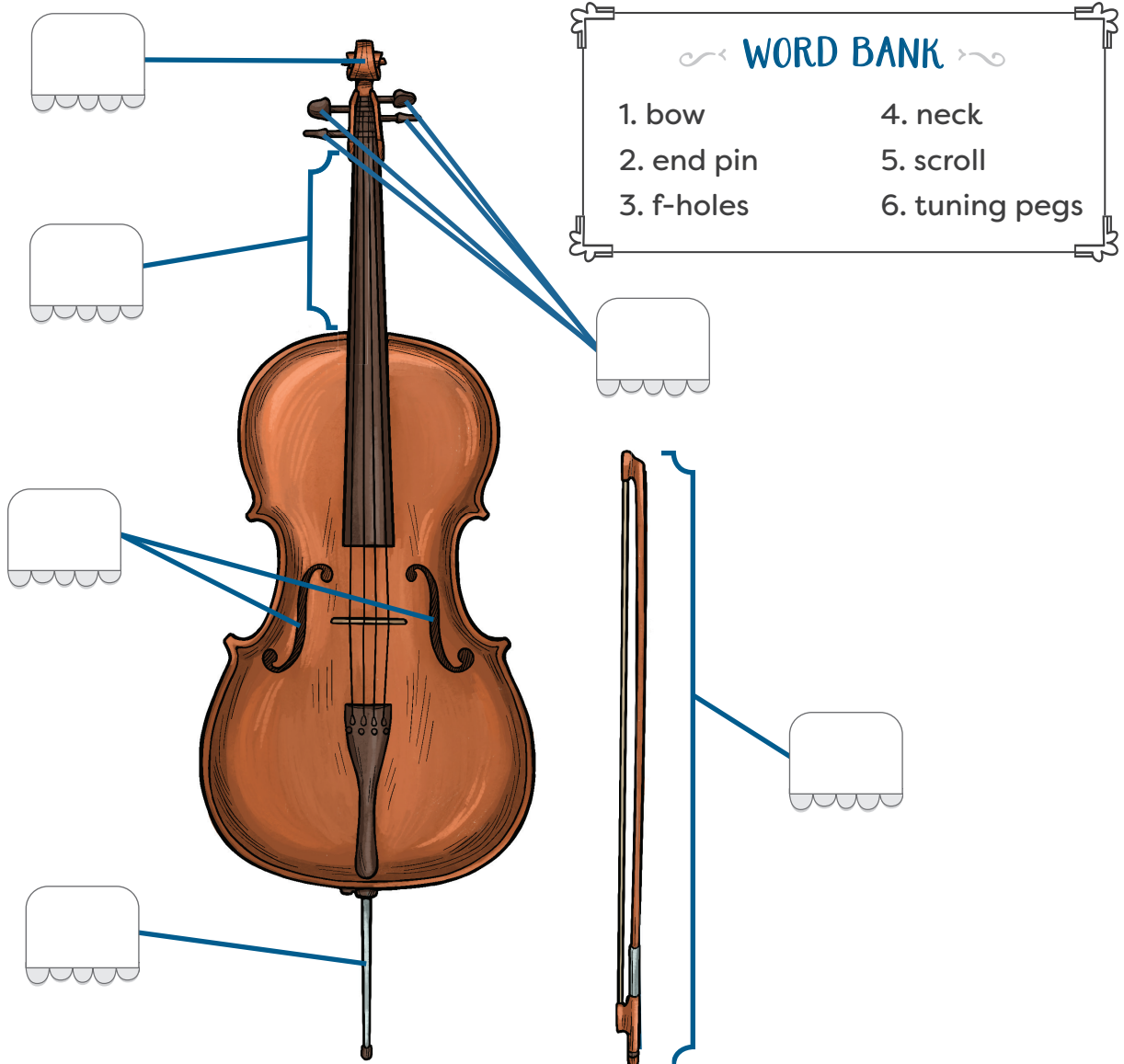
Start the video for this lesson in the Good and Beautiful Homeschool app, using code . This lesson contains a living story. When prompted, turn to page 28 to follow along with the narration.



## SECTION A

### Parts of a Cello

Using the word bank below, label the parts of the cello by writing the number (1–6) of each part.





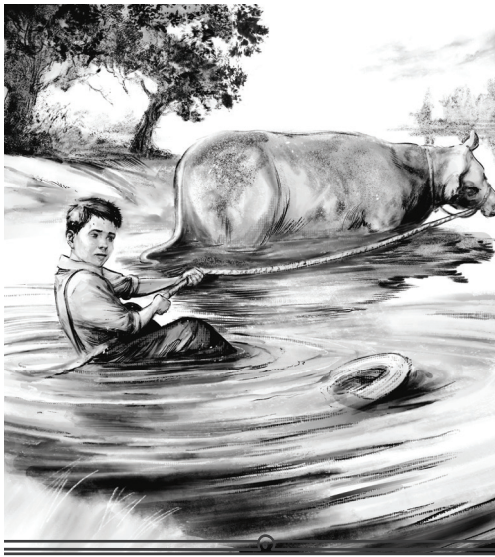


## LESSON 15

# DVOŘÁK'S HOMELAND HARMONIES

Based on a True Story

By Jacosa Ainuu

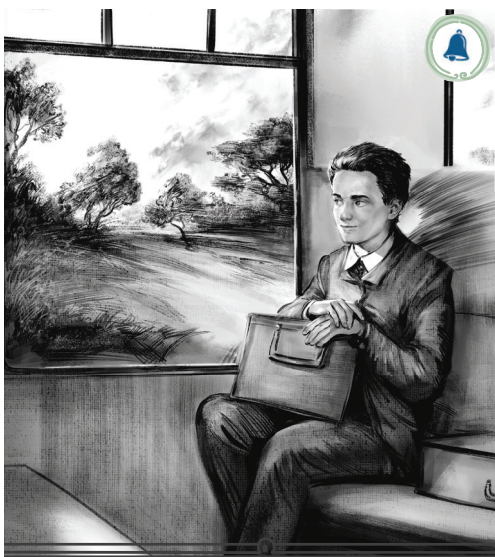


One bright and sunny morning, little Antonín herded an unruly cow through the village toward his home. His father was a butcher and was training the boy to follow in his footsteps. It was a respectable profession and one that would provide for his future family, but Antonín's heart was not in it.

He walked along, listing off all the things he'd rather be doing.

Suddenly, the rope he was holding gave a tug, and the cow on the other end of it started off in a different direction. Unwilling to let go, Antonín pulled as the cow dragged him closer and closer to a nearby lake until, splash! The cow ran straight in, pulling Antonín in as well.

By the time he got home, he was soaking wet from head to toe. "I will NEVER be a butcher!" he exclaimed with a sob.

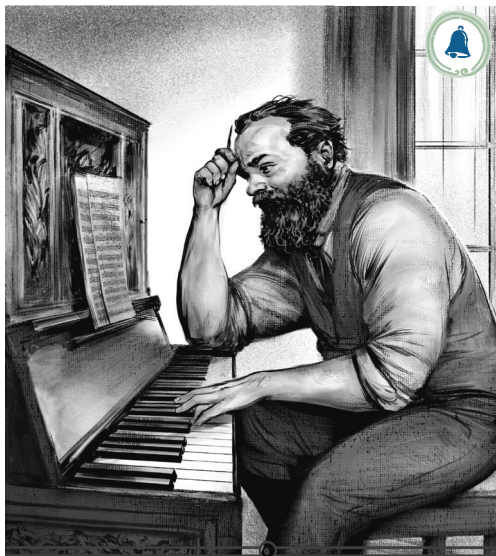


A few years later, 16-year-old Antonín gripped the bag that held all his earthly possessions and looked out the train window toward the beautiful landscape. He was eager to embark on a new adventure. His parents had always encouraged his music studies, even though they hoped he would one day take over the family business.

Fortunately, one of his teachers had convinced them to allow Antonín to pursue music, and he was finally off to school.

As he headed toward Prague, he watched the sun peek over the horizon, and he smiled. He was determined to work hard and prove to his parents that a career in music was worth pursuing. Hopeful, he wondered if this sunrise would be the dawning of a brilliant new chapter in his life.





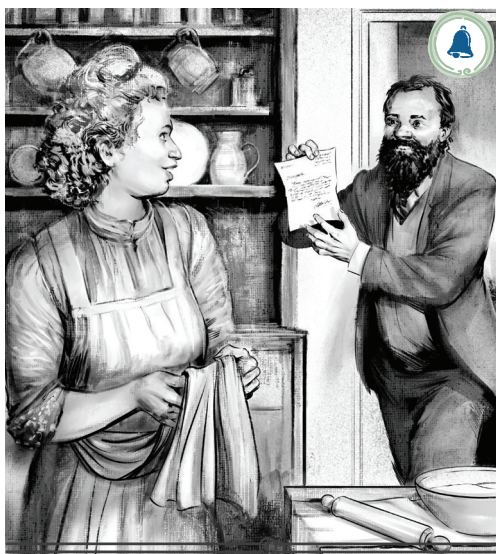
But that new chapter brought many challenges. As a now-older Antonín sat at his piano, he felt overwhelmed with sadness. He worked tirelessly as a struggling composer, but it was more difficult now. While he was happily married, he and his wife, Anna, had suffered the loss of all three of their children in a very short time span. Antonín wondered how he could go on in the midst of such deep grief.

But he remembered a poem about the grieving Mary when Christ died, and as he pondered the words, he knew he was not alone. The poem gave him strength and relit his fire of faith.

Picking up an incomplete musical score from the piano, Antonín began scribbling down the notes that poured into his mind. He had tried to set this poem to music years before, but now he had the inspiration to finish it.

“Antonín, are you all right?” Anna asked, walking into the room.

“I will be, Anna. I will be,” Antonín smiled.



“Anna! Anna, where are you?” Antonín joyfully shouted as he burst through the door.

Anna rushed out of the kitchen, wiping her hands on her apron. “What is it?” she asked, amused at her husband’s excitement.

“Johannes Brahms has recommended me to his publisher, and the publisher wants me to write for him!”

Anna’s eyes widened in surprise as Antonín swept her up in his arms.

Antonín wanted to start immediately, but what would he compose? Lately, he’d been greatly influenced by German composers and had adopted some of their styles. Should he continue following in their footsteps, or should he try something new?



One of Antonín’s musical contemporaries, Bedřich Smetana, had helped him truly appreciate his native Bohemian folk music. Antonín’s mind traveled back in time to all those happy evenings in his childhood when he played the traditional Slavic folk songs on his fiddle with his family. *Yes, he decided. It is time to celebrate my homeland by composing music showcasing the lovely melodies of Bohemia.*

Months later, Antonín sat rocking his new baby girl. He gently adjusted her blanket, snuggling her in closer. He could hear Anna bustling about in the kitchen and smiled.

This was the dream. His Slavonic Dances were gaining notice, his family was thriving, and he had a beautiful, healthy baby girl. After a very dark time, the sun was shining brightly, and Antonín was ready to embrace the warmth of it.

RETURN TO PAGE 50 TO FINISH THE LESSON.



# DVOŘÁK & THE NEW WORLD SYMPHONY



Start the video for this lesson in the Good and Beautiful Homeschool app, using code . This lesson contains a living story. When prompted, turn to page 56 to follow along with the narration.



## SECTION A

### Dvořák's Travels

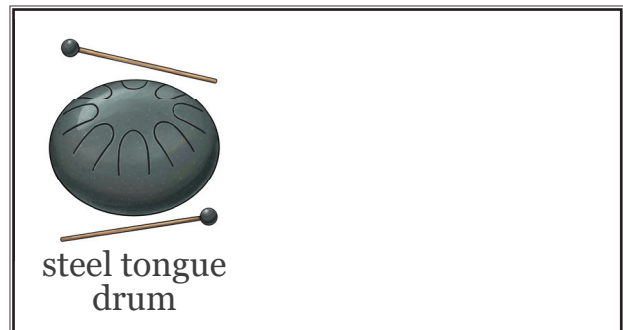
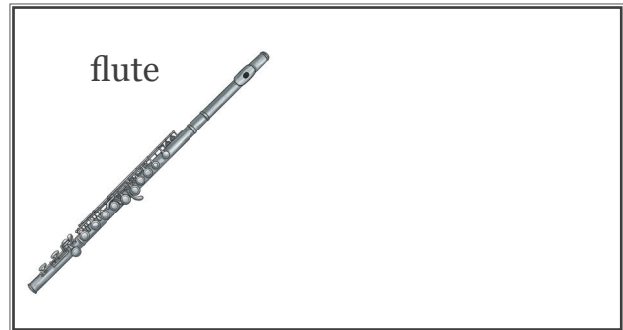
Color Dvořák's home country of Bohemia (now called the Czech Republic, or Czechia) red. Color the state of New York yellow. Then trace the line showing the journey from Bohemia to New York.



## SECTION B

### Instrument Timbre

For each instrument you hear, write two or three words that describe how it sounds to you. This will help you identify the timbre of the different musical instruments. If desired, choose from these words: smooth, metallic, deep, light, warm, rich, muffled, humming, calm.



## SECTION C

### Musical Multiple Choice

Circle the correct answer for each of the following questions based on information you learned in the lesson.

- Where was Dvořák's new job in America?
  - Boston
  - New York City
  - Chicago
- What kinds of music did Dvořák learn about from Harry T. Burleigh?
  - Jazz
  - Broadway musicals
  - African American spirituals
- What made Spillville, Iowa, so similar to Dvořák's home village in the Czech Republic?
  - He worked as a butcher.
  - The landscape looked the same as the Czech Republic.
  - Many Czech people lived there.
- What is timbre?
  - How fast or slow the music is
  - The quality of an instrument's tone
  - A percussion instrument



# HYMN LESSON:

## HIS EYE IS ON THE SPARROW



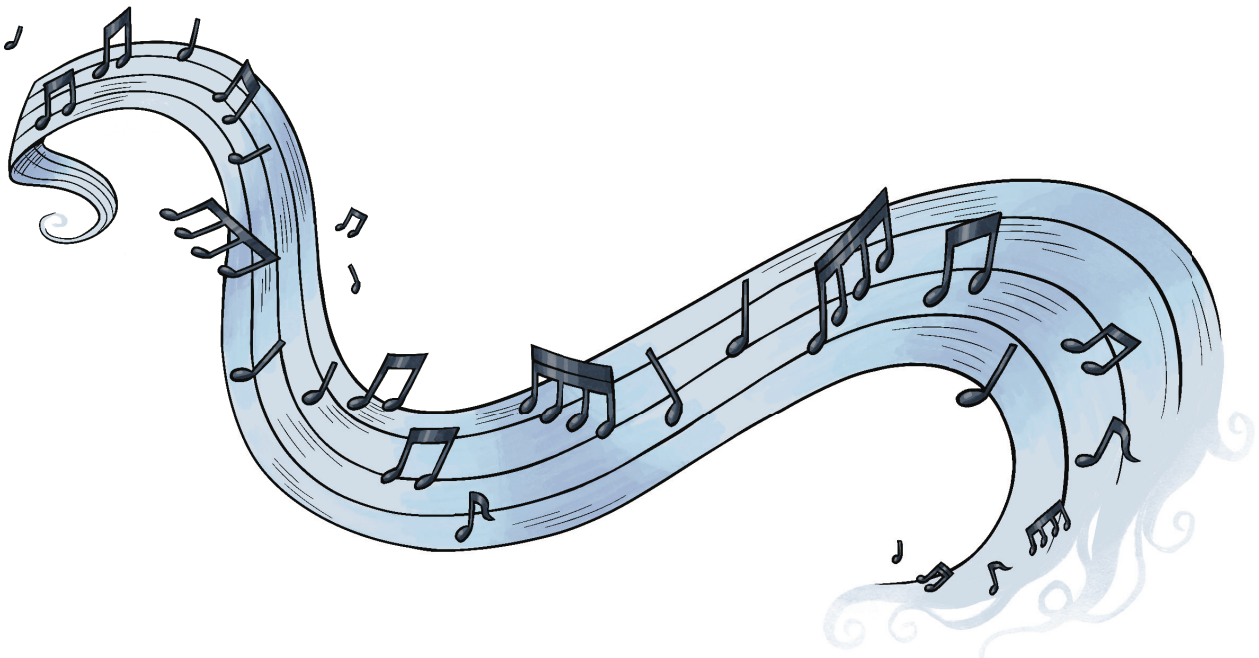
Start the video for this lesson in the Good and Beautiful Homeschool app, using code .

LYRICIST: Civilla D. Martin

LYRICIST'S BIRTH YEAR: 1866

LYRICIST'S BIRTHPLACE:  
Jordan Falls, Nova Scotia, Canada

HYMN PUBLICATION DATE: 1905



Why should I feel discouraged?  
 Why should the shadows come?  
 Why should my heart be lonely  
 And long for heav'n and home,  
 When Jesus is my portion?  
 My constant Friend is He:  
 His eye is on the sparrow,  
 And I know He watches me;  
 His eye is on the sparrow,  
 And I know He watches me.

I sing because I'm happy—  
 I sing because I'm free—  
 For His eye is on the sparrow,  
 And I know He watches me.

Whenever I am tempted,  
 Whenever clouds arise,  
 When songs give place to sighing,  
 When hope within me dies,

I draw the closer to Him;  
 From care He sets me free:  
 His eye is on the sparrow,  
 And I know He watches me;  
 His eye is on the sparrow,  
 And I know He watches me.

I sing because I'm happy—  
 I sing because I'm free—  
 For His eye is on the sparrow,  
 And I know He watches me.





# THE WALTZ KING



Start the video for this lesson in the Good and Beautiful Homeschool app, using code . This lesson contains a living story. When prompted, turn to page 62 to follow along with the narration.



## SECTION A

### Danube River Map Activity

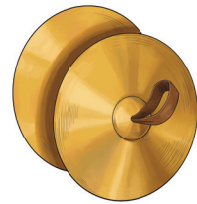
The Danube River flows from the Black Forest to the Black Sea. Trace the path of the Danube River in blue. Color the Black Forest green. Color the Black Sea purple. The Danube River passes along the border of or through 10 countries. Circle the names of those countries.



## SECTION B

### Instrument Scenes

What kind of instruments would you use for these sights and sounds? Draw a line between each picture to the instrument or group of instruments that you think sounds similar or best fits each scene.



## SECTION C

### Danube River Coloring

Optional: Color this image of the Danube River while you listen to part of "The Blue Danube."

