

# “Finale” to *William Tell Overture* by Gioachino Rossini 1792-1868

Lesson Ideas by Susan Kenney, UMEA 2017

Early Childhood Music Day: Exploring Early Childhood Music Literacy

- Materials:**
- William Tell Overture Finale: you tube Milwaukee Symphony, Edo de Waart, conductor
  - Picture score chart
  - Chopstick batons (optional)
- Vocabulary:**
- conductor, orchestra, Rossini, theme, introduction, coda, Wm. Tell Overture, trumpet, trombone, French Horn, violin, triangle, other?
- The Texts:**
- Music (sound patterns)
  - Teacher Model
  - Gestures and movements that emphasize rhythm, form, dynamics, timbre
  - Picture score of the music
  - video of orchestra
- The Literacies:**
- Ability to move, hear and see patterns of pitches, rhythms, formal structures, dynamics
  - Ability to read (imitate) the model
  - Ability to coordinate heard music with movement
  - Ability to read icon symbols left to right, top to bottom
  - Ability to make meaning of symbols in relation to sound
  - Ability to coordinate written symbols with music sound
  - Ability to conduct music

## I. LESSON INTRODUCTION

### A. Introduce Composer and Music

1. Rossini: born in Italy over 200 years ago.
2. Composed the *William Tell Overture* for large orchestra

### B. Explore the Picture Guide to the Music

1. Show guide which is NOT the music but can help us get ready to listen.
  - “What do you notice?” I
  - Invite predictions as to how it will sound.
2. Discuss introduction, the part that tells us to get ready for what is going to happen.
3. Discuss main section of the music (3 themes).
  - First theme, fast, feels like galloping.
    - Notice double bars with double dots which mean repeat.
  - Second theme different, maybe body could do zigzag motion to show difference.
    - Notice double dots again.
  - Third theme different music, maybe gently rub arms from shoulder to fingers.
    - Notice no repeat.
  - First theme again.
4. Discuss the Coda, the section of music that comes at the end.
  - Only part of the beginning theme is heard.
  - Tiny footsteps for quick tiptoe movement—I wonder what this part will sound like?
  - Crescendo in music is represented by jumping body pictures getting bigger.
  - Notice double bar and double dots to repeat this section
  - Stop sign (pause in music).
  - Picture of conductor inviting us to conduct the music until the end.

### C. Get ready to listen. ALL MUSIC BEGINS IN SILENCE!

## II. LISTENING TO THE MUSIC

### A. First Listening

“Read” the icon score, maybe using small in-place movements. Point to the pictures on the score, emphasizing the repeated sections. At the same time, lead the children in gentle in-place movements. Announce the *William Tell Overture* by Rossini before playing.

### B. Second Listening

Invite the children to find a spot in the room and get ready to move. You may want to practice galloping steps, zigzag motions and jumps that reach high and spread legs. Allow the children to move to the different sections of the music as suggested. At the end, pretend to hold batons and conduct the music to the end with a big “cut off” and freeze. Invite a child to announce the *William Tell Overture* by Rossini before playing.

### C. Third Listening

Invite the children to watch a real orchestra play. Encourage them to look for many different instruments. At the end, suggest that some of them may want to be in an orchestra when they grow up. Some may even want to be a conductor. Ask them what instruments they might like to play. Invite a child to announce the *William Tell Overture* by Rossini before playing.

### D. Fourth Listening

Play the music one more time and encourage all the children to conduct from their imaginary podium on the floor. Think of the movements they did, like galloping, and jumping, but this time all the movements are felt inside as the body stays in one spot. Their arms and body can move, but not their feet, just like a real conductor. Explore the high, low and wide spaces that the body can move even when the feet are stuck to one spot. Consider giving each child a chop stick for a baton. Don't forget to conduct with the children. Freeze as the last sound dies out. Invite a child to announce the *William Tell Overture* by Rossini before playing.

## III. LESSON CODA

### A. Reflect with the Children

- If you work hard, you can be a composer
- If you work hard, you can play in an orchestra
- What instrument would you like to play?
- Music sounds can tell stories & express ideas without using words
- Who composed this music?
- What ideas did the music bring to your mind?

### B. Share with the Home

- Tell the children they can listen to this music at home on you tube, if they remember the title of the music, *William Tell Overture*, and the composer's name, Rossini.
- Consider sending a handout home telling the parents what has happened in music and giving them you tube information.

## IV. ENCORE

### A. Joy

View three-year-old Jonathan Conducting Beethoven 5th Symphony, Movement 4. As you watch, think of the literacies this child has already gained by exposure to hours of recorded music. Enjoy! You may or may not want to show the children. If you do, tell them this music is by the composer Beethoven.

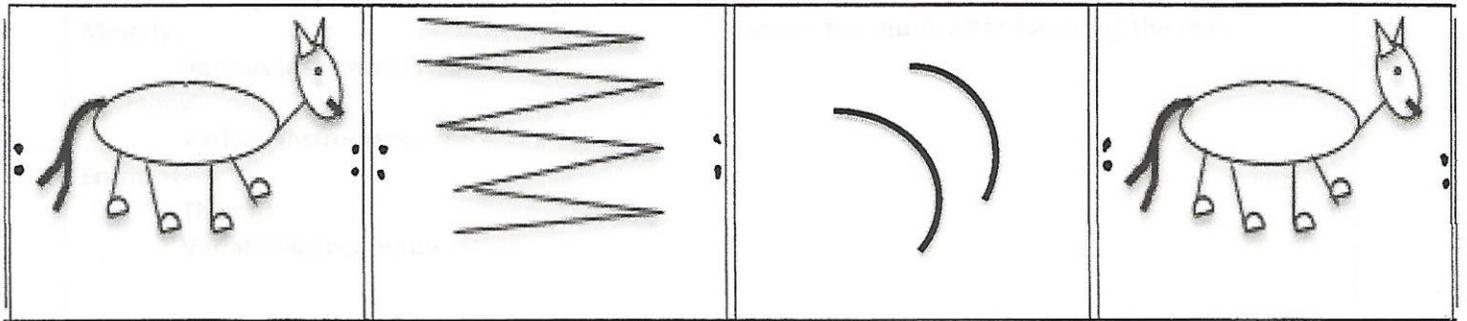
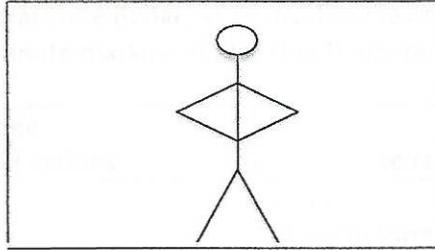
### B. Talent vs. Literacy

While some may say this child is a genius, any child who is exposed to classical music as much as Jonathan must have been, will be able to do the same. Consider how many times we repeat words and sentences and read the same books over and over in order for children to learn to read. A few more repetitions of great music in children's lives would build their listening and moving literacies and create a whole country full of three-and four-old conductors. Imagine the future!

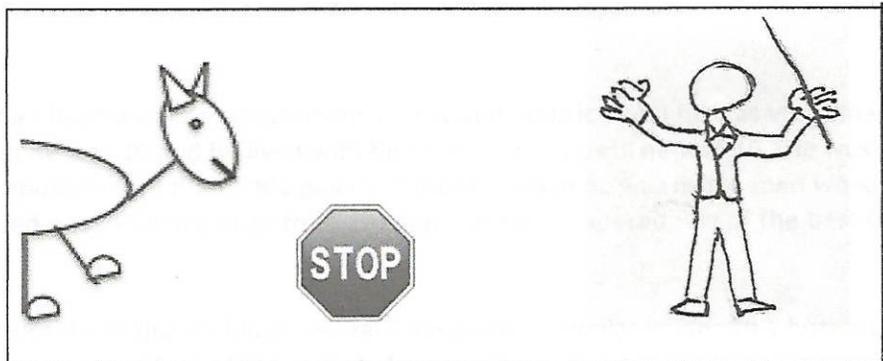
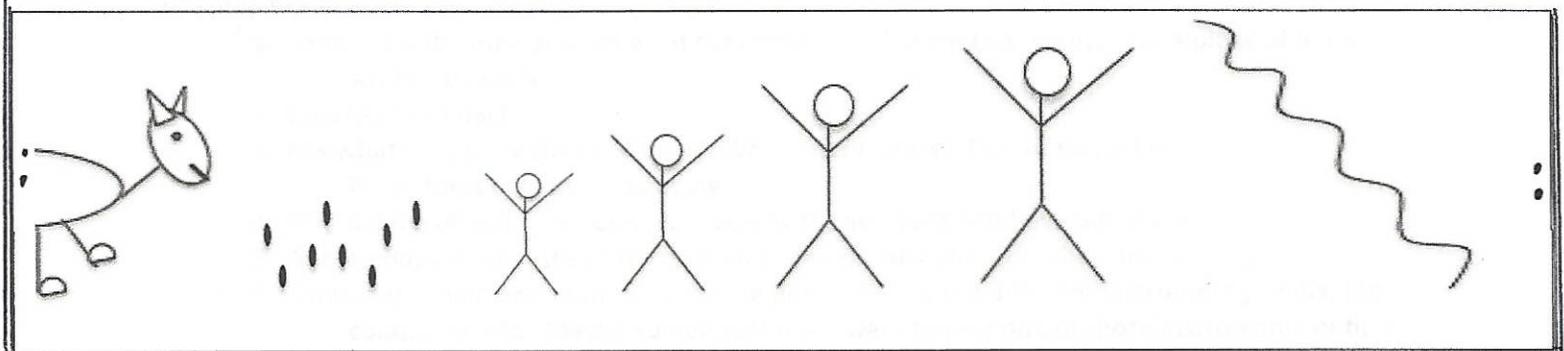
# Rossini: William Tell Overture Finale\*

Score by Susan Kenney

## Introduction



## Coda



\*NOTE: Use with Milwaukee Symphony Orchestra version (Edo de Waart, conductor) on you tube