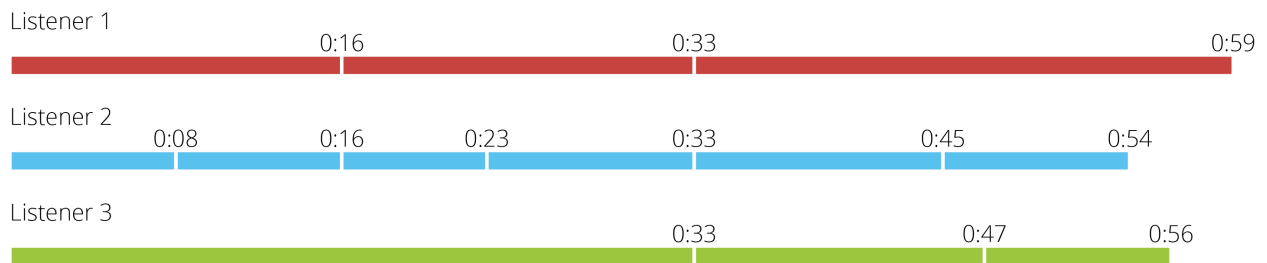


Listening Assignments

Lesson Idea 1: Tracking While Listening

This lesson idea can be scaffolded and adapted for students age 8–18. Give your students some listening assignments with a focus on **segmentation**—the way in which we divide music into units over time. This is an important musical skill to develop and can be a good way to develop community for students who are interacting remotely. While it’s not necessary to teach students to segment in a particular way, making them aware of the process and showing them multiple methods will help empower them as listeners. When students can break up what they hear, they’ll be able to find form, describe what they experience, and sequence musical events over time.

Here is an example of for Beethoven Symphony No. 5, IV. Allegro–Presto, Simon Rattle and the Vienna Philharmonic which you can hear in [Strategies for Engaged Listening](#).



We recommend using a short musical selection (three minutes or less). Create a video or a written document that models your own process of segmenting a piece by explaining, drawing, and then annotating your decisions.

Materials: audio or video player, audio or video of your chosen musical excerpt, recording, timer, paper, pencil

Note: Make sure to clarify that students will need to see the timer on their audio or video player while they do this work.

Invite your students to try it for themselves using the following steps:

1. Listen once while watching the timer. Take in all of the music—feel it soak into your ears.
2. Listen a second time and tap your knee, snap, or make another gesture to indicate for yourself when you feel a stop/start in the music. *Note: These stops/starts don’t have to coincide with actual pauses in the music, but rather moments where the music seems to wrap up and restart. And remember, there’s no right answer—it’s your own opinion!*
3. Listen multiple times and write down the timings for the stops/starts in the music. It may be helpful to pause the music so you can write down the timings.
4. Begin to create a “timeline” to show all of your stop/start timings.
5. Write down some reasons for your decisions:
 - What did you hear?
 - What were you thinking?
 - What made it sound like a stop? Like a beginning? Like a restart?

Juilliard

This could be done one-on-one with a student, or you could have students compare ideas in an online forum. Additionally, this could be an exercise for younger students to do with their family members to help document their ideas.

Here are some public links to Juilliard performances:

- Duke Ellington's *Chinoiserie*
<https://www.youtube.com/watch?v=RhqR7qpcZbc>
- Barber's Piano Concerto, Mvt. 2
<https://www.youtube.com/watch?v=8NNq9CrRUok>
- The Juilliard Orchestra, Itzhak Perlman & Lawrence Foster: Friedrich SEITZ Schüler-Konzert No. 2, Op. 13: II. Adagio (2:12) & III. Allegro moderato (2:49)
II. Adagio: <https://music.apple.com/us/album/schüler-konzert-no-2-op-13-ii-adagio/1025538364?i=1025539222&app=music>
III. Allegro moderato: <https://music.apple.com/us/album/schüler-konzert-no-2-op-13-iii-allegro-moderato/1025538364?i=1025539337&app=music>
- Juilliard String Quartet, DUTILLEUX *Ainsi la nuit*: II. Miroir D'espace (1:39)
<https://music.apple.com/us/album/ainsi-la-nuit-for-string-quartet-ii-miroir-despace/320855188?i=320855264>
- Juilliard String Quartet, SCHOENBERG String Trio, Op. 45: 2nd episode (bar 180) (2:44)
<https://music.apple.com/us/album/string-trio-op-45-1946-2nd-episode-bar-180/261726954?i=261727057&app=music>