



Focused Listening

Learning Objective

Students will improve their listening skills through guided use of a listening map.

Resources and Materials

- Recording of Mozart's Overture to the Abduction of the Seraglio (track 6 on the accompanying cd)
- Printed listening map on page 24

Vocabulary

Musical form - the overall structure or plan of a piece of music, for example ABA or AABA

Listening map - a unique visual map that illustrates the flow of music

Teaching Sequence

1. Ask students to close their eyes and sit quietly while they listen to every sound in their classroom for 2 minutes.
2. At the end of the time, ask each student what they heard. Encourage the lists to be as long as possible, including everything from sounds made by other students to air-conditioning noise. (In a few days, you can play the game a second time and compare how listening skills have improved.)
3. Listen to Mozart's Overture to the Abduction of the Seraglio, track 6 on the provided CD.
4. Ask students to describe the music they heard. How did the music make them feel? Why? Did the music make them think of a certain person, place, or thing? Why? What was the mood of the music?
5. Ask students to listen again and pay special attention to the form. What instruments did they hear with the melodies? See if they can determine the general form of the piece (ABA).
6. Hand-out copies of the attached listening map to the students. Play the piece again while following along with the listening map. Ask them to use their finger to show where the different sections are happening during the music. Why does the map use ballet shoes for some parts? What do the boots represent? Could they hear the change from section A to section B?

Pre-Assessment

Ask students to describe what they expect to hear when they listen to music. List students' responses on the chalkboard.



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Culminating Activity

Hand-out copies of the attached listening map to the students. Play the piece again while following along with the listening map. Ask them to use their finger to show where the different sections are happening during the music. Why does the map use ballet shoes for some parts? What do the boots represent? Could they hear the change from section A to section B?

Extension Activity

Have students get into three small groups and use movement or dance to show the different sections of the Overture. They can get creative to choreograph a representation of the A, B, and A sections.

Evaluation

Did the students' listening skills show improvement?

TEKS Connection

FA A.4.2B,
FA.M.4.b.3.C,
FA.M.4.b.6B,D,E
English Language
Arts and Reading:
K.11A

