

Name _____ Period _____ Date _____

Peter at the Exhibition: Tell Me a Story

Part I: Vocabulary

1. **Romantic Art:** Music, literature and art that praised _____ and tried to evoke/feel _____. (It had nothing to do with relationships...)
2. **Program Music:** Music that is intended to convey an impression of a series of images or events. The musical lines _____ the story. It allows listeners to use their _____ or register/feel _____.
3. **Movement:** A musical _____; a small piece of a larger composition.
4. **Promenade:** A leisurely _____; a type of dance; music for walking.
5. **Theme and variations:** A composition in which the main _____ (theme) is played once, then “dressed up” several times (variations).
6. **Rondo:** A form with the main _____ returning many times, in between new melodies.
7. **Leitmotif:** A theme recurring throughout a musical or literary composition associated with a particular _____, idea, situation, or _____.

Part II: *Pictures at an Exhibition*

Modest Mussorgsky was a Russian composer. His friend Victor _____ was an artist and architect. After Hartmann died in 1873, about 400 of his works were placed on display (an “**exhibition**”) at the St. Petersburg Society of Architects. After Mussorgsky saw the **exhibition**, he wrote a piano _____ (a composition with several short movements), inspired by ten art pieces he saw. In 1922, composer Maurice _____ **orchestrated** the **suite** (wrote parts for many more instruments). Even though we still have the original **piano suite** and the **orchestration** today, most of the paintings are either damaged beyond repair, or they have completely _____ or lost...

Part III: Listening to *Pictures at an Exhibition*: Listen to the examples. Discuss what you hear, what you imagine, what you think. Then, write down some of your ideas!

“The Great Gate of Kiev”: _____

How did the music change for each of the “Promenade” movements? _____

“Ballet of the Unhatched Chick”: _____

Part IV: *Peter and the Wolf*

1. How did the composer use the music to “tell” the story? Write at least one sentence explaining why. Use examples from the music and story.
2. Which instrument/character theme, or part of the story, was your favorite? Write at least one sentence explaining why. Use examples from the music and story.

Part V: Name That Tune!

Can you guess any of the themes/leitmotifs played in class?

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Part VI: Tell Me a Story!

Directions: Listen to the music two times.

1. During the first time, jot down images that come to mind as you listen.
2. During the second time, answer these questions:

1. Who is the music about? _____

2. What is he/she doing? _____

3. Why is he/she doing that? _____

4. Where is he/she while they are doing that? _____

5. Is anyone else with him/her? _____

6. How will he/she/they solve their problem? _____

Extra Credit: Use this Story Starter to write a complete story! Write 5-10 paragraphs (3-5 sentences for each paragraph) telling the story. Include at least one illustration. You must have at least 3 characters. You must have a complete story (beginning, rising action, climax, resolution, ending)—no “to be continued” stories!