A close-up photograph of piano keys, showing a row of black keys and a row of white keys. The keys are slightly out of focus, creating a sense of depth. A light blue curved line separates the image from the text below.

Using Gustav Mahler's *Symphony No. 1*: "i. Langsam. Schleppen" to Teach Elementary Level Emotions

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Gustav Mahler

Life of the Composer



Life of Mahler

- 1860-1911
- Austria
- Work spanned the Romantic and Modern musical time periods
- Symphonies and songs
- Post Wagner, associated with modernism of Strauss
- Much more popular posthumously

(Franklin 1)

Life of Mahler, continued

- Studied at conservatory in Vienna
 - Piano with Julius Epstein
 - Harmony with Robert Fuchs
 - Composition with Franz Krenn
- Royal Music and Choral Director in 1883 at Kassel
- Also conducted in Prague, Leipzig, Budapest, etc.
(Franklin Parts 4 and 5).
- Converted to Roman Catholicism so he could accept offer of directorship of the Vienna Opera (“Gustav Mahler (Composer, Arranger)”)

Symphony No. 1: "Movement 1"

Analysis of the Piece

Analysis of *Symphony No. 1*'s "Movement 1"

- Introductory movement of Mahler's *Symphony No. 1*
- *Symphony No. 1* underwent numerous revisions
- "Movement 1"
 - Evokes nature imagery
 - "impulsive forward momentum continues to increase" (Fischer 159)
 - Builds to a "breakthrough" that is indicative of the coming "formal structure" (Fischer 159)
 - Harmonics (string touching, not plucking)
 - "shimmering and flickering" (Fischer 159)
 - "quintessentially Mahlerian" (Fischer 159)
 - Reminiscent of but far from Beethoven's *Ninth Symphony* and Wagner's *Siegfried*

Analysis of *Symphony No. 1*'s "Movement 1," continued

- Spans seven octaves
- "begins 'like a sound of nature,' with fanfares [brass] and bird calls sounding from the distance [flutes, piccolos] over the gentle hum of the universe" (Huscher 2 and "Gustav Mahler – Symphony No.1 "Titan" 2).
- Cuckoo sets pastoral tone (Huscher 2); "celebrates the great outdoors" (Quinn 1)
 - Following cuckoo, folksong enters/themes develop for rest of movement ("Gustav Mahler – Symphony No.1 "Titan" 2)

4 Elements of Music – *Symphony No. 1*'s “Movement 1”

- Rhythm
 - Tempo changes drastically throughout; sometimes very calm or eerily slow, other times very fast and “busy”
- Harmony
 - Both consonant and dissonant
- Melody
 - Homophonic
- Tone Color
 - Brass (trombones, tubas, trumpets, horns, etc.)
 - Woodwinds (clarinets, flutes, piccolo, etc.)
 - Percussion (drums, triangle, etc.)
 - Strings (violins, viola, etc.)

Connecting “Movement 1” to Elementary Emotions Lesson

- Program music
 - Musical representation of a story
- Program music typically has program notes
- Mahler excluded most program notes from performances of *Symphony No. 1* (O’Connell 298-300).
- Goal: to allow audience to feel what they wanted to feel, not what they suppose the composer wanted them to feel
 - Relates directly to lesson plan on classical music and feelings/emotions

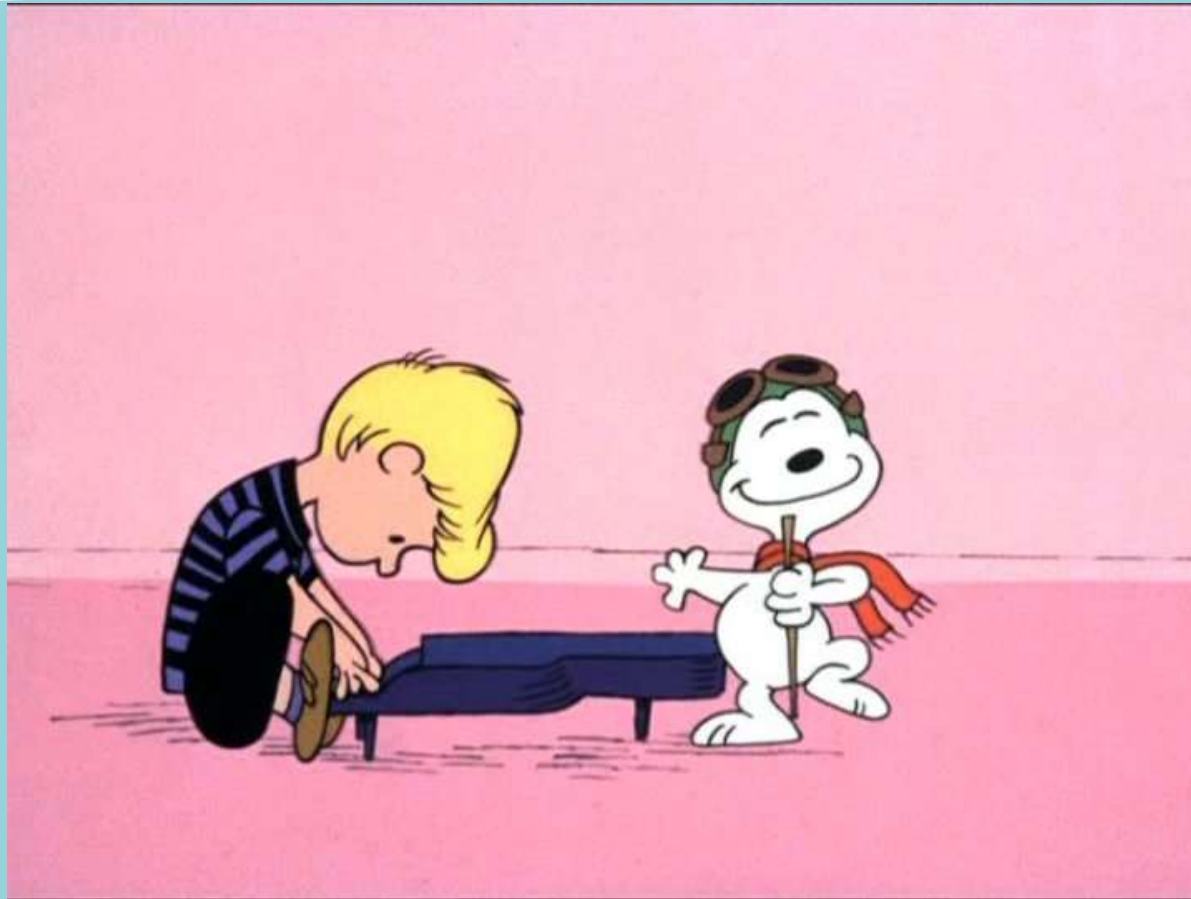
Using Mahler's *Symphony No. 1*: "Movement 1" to Understand Emotion

An Elementary Level Lesson Plan

Objective

- The students will understand:
 1. What emotions are and what kinds exist
 2. What pitch and tempo are
 3. That the same musical piece can have different parts that evoke different emotions
 4. How music can be used to cope with emotions they experience from day to day

Grabbing the Students' Attention [pre-lesson]



http://peanuts.wikia.com/wiki/Schroeder's_piano

Main Lesson Activities [minutes 0-13]

- Talk about emotions
 - What they are
 - What kinds there are
- Talk about tempo
 - How fast or slow music is
- Talk about pitch
 - How high or low music is
- Teacher plays Schroeder, students play Snoopy
 - Listen to First Movement of Mahler's *Symphony No. 1*

Main Lesson Activities [minutes 0-13], continued

- Play different portions of Mahler's piece
 - Some portions evoke positive emotions
 - Some portions evoke negative emotions
- Talk about how “Movement 1” makes the students feel
- Talk about how tempo and pitch play into it
- Brief mention of tone color
 - “voices” of instruments




Closure [minutes 13-15]

- Discuss how classical music can be used in day to day lives
 - Understand/cope with emotions
 - Cheer up friends
 - Set tone for TV shows and movies

Taking it a Step Further (Especially for Gifted Ed)

- Teacher should ask follow-up questions using references to students' favorite songs
- Teacher should give an example where a muted cartoon clip is played, then a piece of music (which is actually what was supposed to be played if the cartoon clip were un-muted) is played, then the two are played simultaneously, and the students discuss if the muted clip alone made them experience the same emotions as the music alone before they were put together. (See Lesson Plan for detailed instructions.)

Homework – Listen to Radio, Record Emotions

Tempo	Feeling	Pitch	
slow	 sad	low	Name of Song "Wasting All These Tears"
Medium	 okay	low	
fast	 confident	high	

See Lesson Plan for detailed instructions.

Please See “Script”
Handout for Works Cited