

# Scheherazade: A Musical Story of Arabia

**Grade Level:** Grade Three Music

**Written by:** Pauline Soderholm, Twin Peaks Charter Academy, Longmont, CO

**Length of Unit:** Three forty-five minute classes

## I. ABSTRACT

Fascinating, colorful, mysterious and exotic – this was the popular idea of the “Orient” to the people of the 1800s. It was a world of magic carpets, genies in a lamp, hidden treasure and great adventures. This fascination fed all the arts of Europe – literature, painting, fashion, architecture and music. The Russian composer, Nikolai Rimsky-Korsakov, added his suite, *Scheherazade*, to this mix. This three lesson unit introduces students to the world of Scheherazade, the Sultan and Sinbad, the Sailor. It highlights the relationship between the tales of the Arabian Nights and the great musical work, *Scheherazade*, by Rimsky-Korsakov. Along the way, students will increase their listening, music reading and dancing skills.

## II. OVERVIEW

### A. Concept Objectives

1. Understand relationships between music and literature (National Music Standard #8).
2. Students will listen to, analyze, evaluate, and describe music (St. Vrain Valley School Dist. Proficiency, National Music Stand. #6).
3. Students will demonstrate an understanding of pitch and duration using traditional notation as well as an understanding of tempo and dynamics (St. Vrain Valley School Dist. Proficiency, National Music Standard #5).
4. Students will recognize simple musical forms (St. Vrain Valley School Dist. Proficiency, National Music Standard #6).

### B. Content from the *Core Knowledge Sequence*

1. Nikolai Rimsky-Korsakov, *Scheherazade*, part one: “The Sea and Sinbad’s Ship”, page 77
2. Become familiar with brass instruments – French horn, trombone, page 76
3. Become familiar with woodwind instruments – flute; clarinet; oboe, page 77
4. Recognize short and long sounds, page 76
5. Discriminate between differences in pitch; high and low, page 76
6. Discriminate between loud and quiet, page 76
7. Continue work with timbre and phrasing, page 76
8. Geography of the Mediterranean region – North Africa, page 70

### C. Skill Objective(s)

1. Identify ways in which subject matter of literature taught in the school is interrelated with that of music.
2. Listen for contrasts in dynamics, pitch, and duration.
3. Hear the differences in timbre between violin, French horn, trombone, flute, clarinet, oboe and timpani.
4. Follow the icons on a music map of “The Sea and Sinbad’s Ship.”

5. Respond through purposeful movement to selected prominent music events while listening to music.
6. Play a simple rhythm.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. Instrument families – string, woodwind, brass, percussion.
  2. Ability to correctly identify by sound – violin, French horn, trombone, flute, oboe, clarinet, timpani.
  3. All other necessary information is included in the Appendices.
  4. Teacher should listen to the music with the music map as many times as it takes to become very familiar with this piece.
- B. For Students
  1. Experience in moving responsively to music.
  2. Familiarity with half notes and quarter notes.
  3. Experience with the concepts of loud/soft, high/low, short/long.
  4. Four families of the orchestra.
  5. A composer is someone who writes music.

### IV. RESOURCES

- A. For Teachers
  1. Cavendish, Marshall. *Great Composers II: Their Lives and Times*. Freeport, NY: Marshall Cavendish Corp., 1990. 1-85435-303-9 (vol)
  2. “Rimsky-Korsakov”. *The New Grove Dictionary of Music and Musicians*, Vol 21. NY: Grove’s Dictionaries Inc.: 2001. 1-56159-239-0
  3. Rimsky-Korsakov, *Scheherazade*, Op. 35. CD Naxos 8.55076 (from Core Knowledge music collection).
- B. For Students
  1. Dolch, Edward, Dolch, Marguerite, Jackson, Beulah. *Famous Stories for Pleasure Reading*. USA: SRA, 1955. No ISBN number.
  - 2.. Fletcher, Susan. *Shadow Spinner*. NY: Atheneum. 1998. 06898 1852 1

### V. LESSONS

#### Lesson One: Scheherazade I

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Understand relationships between music and literature.
    - b. Students will listen to, analyze, evaluate, and describe music.
  2. Lesson Content
    - a. Nikolai Rimsky-Korsakov, *Scheherazade*, part one: “The Sea and Sinbad’s Ship”
    - b. Become familiar with brass instruments – French horn, trombone
    - c. Become familiar with woodwind instruments – flute; clarinet; oboe
    - d. Recognize short and long sounds
    - e. Discriminate between differences in pitch; high and low
    - f. Discriminate between loud and quiet

- g. Continue work with timbre and phrasing
  - h. Geography of the Mediterranean region – North Africa, Bosphorus, Black Sea, Istanbul, Red Sea, Persian Gulf, Indian Ocean
3. Skill Objective(s)
- a. Listen for contrasts in dynamics, pitch, and duration.
  - b. Hear the differences in timbre between violin, French horn, trombone, flute, clarinet, oboe and timpani.
  - c. Follow the icons on a music map of “The Sea and Sinbad’s Ship.”
  - d. Identify ways in which subject matter of literature taught in the school is interrelated with that of music.
- B. *Materials*
- 1. Rimsky-Korsakov, *Scheherazade*, Op. 35. CD Naxos 8.55076 (from Core Knowledge music collection).
  - 2. *Famous Stories for Pleasure Reading*, Edward Dolch. “Sinbad the Sailor” or *Sinbad: From the Tales of the Thousand and One Nights*, by Ludmial Zeman
  - 3. Appendix A – Music map for “The Sea and Sinbad’s Ship,” one copy for each student and an overhead transparency
  - 4. Appendix B – Student background for *Scheherazade*.
  - 5. Instrument pictures for violin, French horn, trombone, flute, clarinet, oboe, and timpani
  - 6. Overhead projector
  - 7. CD player
  - 8. World map
  - 9. Student bag for each student; each bag contains crayons, hard surface to write on
  - 10. Arabic veil (optional)
- C. *Key Vocabulary*
- 1. Scheherazade – beautiful and clever daughter of the vizier in the Sultan’s court
  - 2. Sultan – ruler of an Arabian land
  - 3. Sinbad – an Arabian sailor, who sailed all around the world
  - 4. Music map – a way of showing with pictures, what we hear in music
- D. *Procedures/Activities*
- 1. Play CD of *Scheherazade*, Op. 35, as students enter to a darkened room to sit on the floor.
  - 2. Teacher tells the story of Scheherazade (Appendix B). Teacher could wear a veil to suggest an Arabian court.
  - 3. Teacher reads the story of “Sinbad,” from *Famous Stories*, by Dolch.
  - 4. Teacher shows location of the following places on the map:
    - a. Mediterranean Sea
    - b. North Africa
    - c. Turkey
    - d. Bosphorus
    - e. Black Sea
    - f. Istanbul

- g. Red Sea
  - h. Persian Gulf
  - i. Indian Ocean
  - j. Baghdad – capital of the Sultan’s dynasty
5. Teacher explains that there are many ways to tell a story – from memory, read it from a book, show it on a video, dance it, and sing it. Russian composer, Rimsky-Korsakov, has written a piece for orchestra that tells the story of Scheherazade with music alone. The first part of this famous piece is called “The Sea and Sinbad’s Ship” It lasts for 9 minutes and 13 seconds.
  6. Put the transparency of the music map on the overhead.
  7. Teacher should show and display instrument pictures of posters for the following instruments – violin (string family), French horn, trombone (brass family), flute, clarinet, oboe (woodwind family) and timpani (percussion family). Refer to the music map icons as each picture is shown.
  8. Teacher explains that different musical ideas stand for the characters in the story:  
Invite students to listen for these sounds as the music plays.
    - a. Low brass sounds represent the Sultan
    - b. High solo violin represents Scheherazade
    - c. A broken chord in triplets represents the ship and the sea. Opt: Teacher could demonstrate this triplet pattern on the piano or classroom xylophone.
  9. Play the CD (Track #1) and follow the map with a pointer as the children listen.
  10. Pass out a student bag and music map (Appendix A) for each student.
  11. Remind students to put their names on their papers.
  12. Play “The Sea and Sinbad’s Ship” again while students follow on their own music map. They may color the icons as they listen. Keep the transparency on the overhead for reference. Teacher could silently indicate the correct instrument picture as the sound is heard. (No talking while the CD is playing.)
  13. Have students return their supplies to the bag. Collect the music maps.
- E. *Assessment/Evaluation*
1. Teacher assessment of the student’s ability to follow the music map. (Mastery is not necessary after this first lesson.)
  2. Teacher assessment of students’ recognition of instruments and instrument families.
  3. Teacher may record these assessments on the form in Appendix G.

**Lesson Two: Scheherazade II**

A. *Daily Objectives*

1. Concept Objective(s)

- a. Students will demonstrate an understanding of pitch and duration using traditional notation as well as an understanding of tempo and dynamics.
  - b. Students will recognize simple musical forms.
  - c. Understand relationships between music and literature.
  - d. Students will listen to, analyze, evaluate, and describe music.
2. Lesson Content
- a. Nikolai Rimsky-Korsakov, *Scheherazade*, part one: “The Sea and Sinbad’s Ship”
  - e. Become familiar with brass instruments – French horn, trombone
  - f. Become familiar with woodwind instruments – flute; clarinet; oboe
  - g. Recognize short and long sounds
  - h. Discriminate between differences in pitch; high and low
  - i. Discriminate between loud and quiet
  - j. Continue work with timbre and phrasing
  - k. Learn that the composer of *Scheherazade* is Nikolai Rimsky-Korsakov
3. Skill Objective(s)
- a. Respond through purposeful movement to selected prominent music events while listening to music.
  - b. Identify ways in which subject matter of literature taught in the school is interrelated with that of music.
  - c. Identify the sounds of a variety of instruments.
  - d. Listen for contrasts in dynamics, pitch, duration and timbre.
- B. *Materials*
- 1. CD – *Scheherazade*, Op. 35
  - 2. CD player
  - 3. Instrument Name cards (Appendix F)
  - 4. Beanbag
  - 5. Scarves for dancing (at least one scarf is necessary)
  - 6. Small treasure chest (Optional)
  - 7. Overhead projector
  - 8. Transparency of music map
  - 9. Instrument posters for violin, flute, oboe, clarinet and French horn
  - 9. Student bags – each bags contains crayons and a hard surface
  - 10. Appendix D – Picture of Rimsky-Korsakov to color
- C. *Key Vocabulary*
- 1. Question and answer – melodic conversation between instruments
- D. *Procedures/Activities*
- 1. Play “The Sea and Sinbad’s Ship” from the *Scheherazade* CD while students enter. Pass out student bags and two worksheets (Appendix F and Appendix A) for later use.
  - 2. Review characters and story of Scheherazade, using the following vocabulary:
    - a. Scheherazade – high, solo violin
    - b. Sultan – low, loud brass

- c. Sinbad, the Sailor – rocking motion
3. Teacher explains concept of question and answer in the following way:
  - a. When we have a conversation with a friend, we take turns speaking – I speak and my friend speaks.
  - b. In a musical conversation, instruments take turns playing - passing the melody from one instrument.
  - c. In our music map, look for the two lines with three pairs of instruments.  
Can you find these two lines? These are the two places where you can hear the question/answer or conversations between instruments.
  - d. To practice the musical conversations: Have students sit down. Choose four students. Have each put on a sign: French horn, flute, oboe and clarinet. (Appendix F) Put the French horn on one side. Line up the other three in this order (flute, oboe, clarinet), facing French horn. Give a beanbag or small item to the French horn. He tosses it to the flute, which tosses it back. French horn tosses it to the oboe, which tosses it back. French horn tosses it to the clarinet, which keeps it. If the students are enjoying this activity, choose four other students and repeat.
  - e. For the second conversation: choose four other students. This time, use the violin sign instead of the French horn. Set the students up with the violin facing the other three in the following order: clarinet, oboe, and flute. Repeat once if desired. Refer to music map line that shows these “conversations.”
4. Teacher plays “The Sea and Sinbad’s Ship” while students follow on the music map on the overhead, paying extra attention to the “conversations.”
5. Have students take out crayons, book and composer picture (Appendix D).
6. Instruct students to put their names on the paper. Students color the picture of Rimsky-Korsakov as teacher talks about his life (Appendix E). Put away supplies and collect the colored pictures.
7. Teacher reviews the meaning of the following icons, using the overhead.
  - a. Sultan – low brass played forte (loudly)
  - b. Scheherazade – high violin played piano (softly)
  - c. Ship – rolling rhythm
  - d. Birds – staccato woodwind sounds
  - e. Timpani – timpani roll
  - f. Treasure chest – long notes
8. Teacher introduces the concept of dancing the story of the music. “We will learn the motions of this dance, one character at a time.”
  - a. The Sultan – Ask students for ideas on how to move like a ruler. Try out several ideas and choose your favorite.
  - b. Scheherazade – Ask for student ideas of scarf movements to represent her. The movement should be smooth, flowing, high.
  - c. There are five long notes that could represent the opening of a curtain for our story. Choose two students to stand facing each

- other. At each of the long notes, have them take a large step backwards. (This is to represent the opening of a stage curtain.) On the last of the long notes, have another student step forward between them, pretending to hold a treasure chest (opt).
- d. To represent the rolling sea, have all students make wave motions with their hands. Instruct them to change levels by bending their knees. They could make large or small waves depending on the music.
  - e. Ask for student ideas to represent the birds – high, short, woodwind sounds. In the music there are two short phrases – one for each bird.
9. Assign parts for the entire dance. You will need the following parts:
    - a. Sultan
    - b. Curtain openers – two curtain pullers, one treasure chest holder (opt.)
    - c. Scheherazade
    - d. Two birds
    - e. Five instrument dancers – French horn, flute, oboe, clarinet, violin
    - f. Other students are the waves.
  10. Listen to “The Sea and Sinbad’s Ship” with overhead. Guide students to think about the movements that will occur during each section.
  11. Position students around your space. Play the CD and do the movements. First time through will probably be rough. Each time through the piece will cement the sounds in the students’ ears.

E. *Assessment/Evaluation*

1. Teacher evaluation of students’ participation in the movements and memory of the order of events.
2. A completed picture of Rimsky-Korsakov

**Lesson Three: Scheherazade III**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understand relationships between music and literature.
  - b. Students will listen to, analyze, evaluate, and describe music.
2. Lesson Content
  - a. Half note equals 2 beats
  - b. Quarter note equals 1 beat
  - c. Scheherazade by Rimsky-Korsakov
  - d. Brass instruments
  - e. Woodwind instruments
3. Skill Objective(s)
  - a. Respond through purposeful movement to selected prominent music events while listening to music.
  - b. Identify ways in which subject matter of literature taught in the school is interrelated with that of music.
  - c. Identify the sounds of a variety of instruments.

- d. Listen for contrasts in dynamics, pitch, duration and timbre.
- e. Play a simple rhythm with body percussion.

B. *Materials*

- 1. CD of *Scheherazade*, Op. 35
- 2. CD player
- 3. Student bags (Crayons and hard surface to color on)
- 4. Rhythm cards – two of rhythm #1, two of rhythm #2 (Appendix C)
- 4. Instrument posters – violin, French horn, trombone, flute, clarinet, oboe, timpani
- 5. Transparency of Music map for “The Sea and Sinbad’s Ship”
- 6. Overhead projector
- 7. Stapler
- 8. Appendix I – Cover sheet

C. *Key Vocabulary*

- 1. Half note – a note receiving two beats
- 2. Quarter note – a note receiving one beat

D. *Procedures/Activities*

- 1. Students enter the room while “The Sea and Sinbad’s Ship” is playing. Students should recognize the music this time.
- 2. Review characters from the *Scheherazade* story (Sultan, Scheherazade, Sinbad, the Sailor).
- 3. Review the name of the composer, Rimsky-Korsakov, and the exact name of the piece, “The Sea and Sinbad’s Ship.”
- 4. Review instruments with the instrument posters (violin, French horn, trombone, flute, clarinet, oboe, timpani). Make sure these pictures are visible during the class time.
- 5. Ask, “What is a half note?” Elicit student responses. (Note equals two beats.)
- 6. Ask, “What is a quarter note?” Elicit student responses. (Note equals one beat.)
- 7. Ask students to echo the following rhythm clapped by the teacher.

Do it several times.  (clapped)

- 8. Ask the students to echo the following rhythm clapped by the teacher.

Do it several times.  (clap on , patsch on )

- 9. Mix up these two patterns, instruct students copy the pattern each time.
- 10. Display Rhythm card #1. Ask, “Can you clap this pattern?” Choose one student to demonstrate. If student is correct, praise him and ask students to copy him. If incorrect, model the correct response and have all students repeat.
- 11. Repeat the procedure with Rhythm card #2.
- 12. Set up all six cards (on a bulletin board, floor or chalkboard tray) in the following pattern: Two #1s and then four #2s. It should look like this.



13. Starting at the left side, clap the pattern together for all six cards. Repeat several times as needed. Teacher could follow notes with a pointer from left to right. Small groups of students could try it alone (all girls or all boys, etc.)
  14. Teacher should tell students that this rhythm pattern is very important in “The Sea and Sinbad’s Ship.” Referring to the music map on the overhead, ask, “Where does this rhythm happen on our music map?”(The two lines where the Sultan is on the far left.) Choose one to point it out on the overhead. Ask, “What instruments play this pattern?” (Trombone and timpani are correct answers.)
  15. Ask students to indicate by a raised hand when they hear this pattern in the music. Play the opening section of “The Sea and Sinbad’s Ship” until line #6 of the music map.
  16. Review the movements for the dance (see Lesson Two).
  17. Choose parts for the dance. Practice the individual parts.
  18. Perform the dance. Remember each time through the piece takes nine minutes and thirteen seconds!
  19. Pass out student bags and Appendix I (cover sheet). Student should draw a picture to illustrate the story. Make sure the student has his/her name on the cover sheet. Pass out the two sheets from Lesson One and Two. Staple three sheets together to take home.
- E. *Assessment/Evaluation*
1. Teacher evaluation of student ability to clap the given rhythm.
  2. Teacher evaluation of class dance.
  3. *Scheherazade* booklet for each student.

## VI. HANDOUTS/WORKSHEETS

- A. Appendix A: Music Map for “The Sea and Sinbad’s Ship”
- B. Appendix B: The Story of Scheherazade
- C. Appendix C: Patterns for rhythm cards
- D. Appendix D: Coloring page of Nikolai Rimsky-Korsakov
- E. Appendix E: Student biography of Rimsky-Korsakov
- F. Appendix F: Instrument name tags
- G. Appendix G: Assessment Rubric and Evaluation Form
- H. Appendix H: Teacher background information
- I. Appendix I: Cover sheet

## VII. BIBLIOGRAPHY

- A. Arnold, Denis, Editor. “Rimsky-Korsakov.” *The New Oxford Companion to Music*, Vol. 2. NY: Oxford University Press. 1983. 0-19-311316-3
- B. Cavendish, Marshall. *Great Composers II: Their Lives and Times*. Freeport, NY: Marshall Cavendish Corp., 1990. 1-85435-303-9 (vol)
- C. Downes, Edward. *The New York Philharmonic GUIDE TO THE SYMPHONY*. NY: Walker and Co. 1976. 0-8027-0540-5
- C. Dolch, Edward, Dolch, Marguerite, Jackson, Beulah. *Famous Stories for Pleasure Reading*. USA: SRA, 1955. No ISBN number.

- D. Fletcher, Susan. *Shadow Spinner*. NY: Atheneum. 1998. 06898 1852 1
- E. Lattimore, Deborah Nourse. *Arabian Nights: Three Tales*. NY: Harper Collins Children's Books. 1995. ISBN 0060245859
- F. Rimsky-Korsakov, Nikolai. *Scheherazade*, Op. 35. CD. Philharmonic Orchestra, London. Enrique Batiz, conductor. Germany: Naxos 8.550726. 1992.
- G. "Rimsky-Korsakov". *The New Grove Dictionary of Music and Musicians*, Vol 21. NY: Grove's Dictionaries Inc.: 2001. 1-56159-239-0
- H. Slonimsky, Nicolas. "Rimsky-Korsakov." *Baker's Biographical Dictionary of Musicians*. NY: Schirmer Books, Eighth Edition. 1992. 0-02-872415-1
- I. Zeman, Ludmila. *Sinbad: From the Tales of the Thousand and One Nights*. Toronto, Canada: Tundra Books. 1999. ISBN 088764606

**Appendix A-Scheherazade: A Musical Story of Arabia**  
**SCHEHERAZADE Op.35**  
**Rimsky-Korsakov**  
**Music Map for *The Sea and Sinbad's Ship***

Name \_\_\_\_\_

The music map is organized into seven horizontal rows. The first row is a header with a 'Name' line and various icons: a jinn, a tuba, five treasure chests, a dancer, a harp, and a drum. The subsequent rows contain musical notation and icons representing different elements of the story: ships, waves, seagulls, and instruments like trumpets, flutes, and drums. The map is divided into sections by horizontal lines, with some sections containing musical notes and others containing only icons.

## The Story of Scheherazade

The Sultan Shakhriar, a famous ruler in the Arabian capitol of Baghdad, was tricked by his wife. He became very angry and had her killed. He was still angry so he decided to take his revenge on all the beautiful women in his kingdom. Night after night he married a beautiful, young girl and in the morning had her killed. The people of his kingdom became more and more afraid for their daughters. Because he was the Sultan, a ruler with absolute power, no one could stop him.

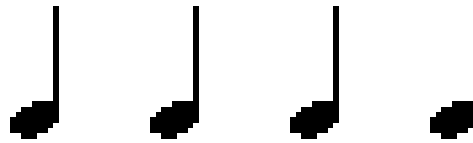
Scheherazade, the clever and beautiful daughter of the Sultan's vizier (his advisor), came up with a plan to stop the Sultan. Despite her father's disapproval, she volunteered to marry the Sultan. Knowing that the Sultan loved a good story, she began, on the night of their wedding, to tell fantastic, exciting tales. Just as she was coming to the climax of the story, the light of dawn broke over the city. Devoured by curiosity to hear the end of the story, the Sultan asked Scheherazade to return to finish the story. She finished the tale the next evening and started another one. This continued for 1001 nights, more than 21/2 years! The Sultan continued to put off her execution and finally completely abandoned his intention to have her killed.

Scheherazade told the Sultan of Sinbad's many voyages at sea, of evil genies, of Ali Baba and the forty thieves, of Aladdin and his magic lamp, of the magic carpet, and of the flying horse. A thousand years ago, these stories were already famous as the *Thousand Nights and a Night*. Before that, they had been heard in Persia and the marketplaces of Egypt. Possibly they were known in India before that. In the 1700s, a French version of these tales was published – story-by-story for over fourteen years. We still hear these stories today in 2001.

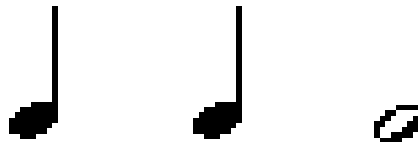
Appendix C-Scheherazade: A Musical Story of Arabia

Appendix C

RHYTHM CARD #1



RHYTHM CARD #2



Appendix D-Scheherazade: A Musical Story of Arabia

# Rimsky-Korsakov

Russian Composer

Born 1844

Died 1908



## Appendix E-Scheherazade: A Musical Story of Arabia

### Student Biography of Nikolai Rimsky-Korsakov

Nikolay Andreyevich Rimsky-Korsakov was born on March 18, 1844 in the small town of Tikhvin, Russia (near St. Petersburg). His father was 60 years old, retired and married to his second wife. Rimsky had one stepbrother, an officer in the Russian Navy, who was 22 years old when he was born.. Rimsky was home-schooled in this very musical family. He started playing the piano when he was five. After he learned the names of the notes, he liked to play a game. He would stand in another room and call out the names of the notes when they were played.

In July 1856, Rimsky left his little town for the first time and entered a school in St. Petersburg, to learn to be an officer in the Russian Navy. Friends of his family introduced him to opera and soon he spent all his extra money on tickets to performances. His brother became commander of a ship and for two summers Rimsky spent time on board under his brother's supervision. During the winter, he studied composition in addition to his studies at the school. He started to write his first symphony.

On Nov. 2, 1862, Rimsky set sail on a two and one-half-year cruise aboard the clipper *Almaz*. The first stop was England, where they stayed for four months to fix the sails. He continued work on his first symphony, playing it on a piano in a local pub. His ship was sent to Poland and then on to the United States, which was in the midst of the Civil War. Rimsky visited Chesapeake Falls, Washington D.C., and Niagara. Continuing their cruise to the Mediterranean Sea, the ship finally returned to Russia in 1865.

Rimsky's first symphony was performed when he returned to St. Petersburg. He looked very handsome in his naval uniform, conducting the orchestra. He became good friends with four other young composers. This group was often called "The Five". They used Russian folk music in their compositions. Rimsky was asked to teach music theory at the St. Petersburg Conservatoire, the large music school, in 1871. He taught himself about music theory and composition to stay ahead of his students. He became one of the world's greatest music theorists.

He married a beautiful, young pianist, Nadhezhdha Purgold, in 1872. He and his wife had three children – Andry, Masha and Savchik. The two younger children died in 1892-1893. Rimsky wrote many pieces during these years and helped his friends with their compositions.

In the early 1900s, life was very hard in Russia. There was increasing talk of a revolution. In 1905, Rimsky's students gave a concert, which turned into a political rally. Rimsky supported his students and he was fired from his job at the music school. He continued to teach and write his music on his own.

In March and April of 1908, he suffered severe chest pains. In June 1908, he suffered a final heart attack and died. After a service in the school where he taught so many years, he was buried in a monastery cemetery. He was 64 years old.

**Appendix F-Scheherazade: A Musical Story of Arabia**

**Instrument Name Tags**

**VIOLIN**

**FLUTE**

**CLARINET**

**OBOE**

**FRENCH HORN**

## ASSESSMENT RUBRIC AND CHECKLIST

### Five areas of evaluation

#### 1. Music Map

- + Listened with no talking. Attempted to follow map.
- ☒ Listened with some talking
- Difficulty listening

#### 2. Dance

- + Participates gladly in dance. Offers suggestions
- ☒ Participates in dance.
- Refuses to dance (Makes a joke of it)

#### 3. Composer Picture

- + Neatly colored completed picture
- ☒ Completed picture
- No coloring

#### 4. Rhythm Clapping

- + Able to clap rhythm from cards
- ☒ Partially successful in performing rhythm
- Unable to clap rhythm

#### 5. *Scheherazade* booklet

- + Completed booklet. Well-done.
- ☒ Booklet completed
- Missing pages from booklet

SCORING KEY
+ = 3 pts.
☒ = 2 pts.
- = 1 pt.

**Appendix G, page 2-Scheherazade: A Musical Story of Arabia**

**Teacher** \_\_\_\_\_

Student Name	Music Map	Dance	Comp. Picture	Rhythm	Scheher. Book	Total
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						

## Appendix H-Scheherazade: A Musical Story of Arabia

### Scheherazade Teacher Information

Date of composition: 1888

First Performance: November 9, 1888

Published: (with Russian and French title: Scheherazade d'apres Mille et une nuits. Suite symphonique pour orchestre). Leipzig: Belaieff, 1889 (fs and piano duet arr. By composer)

This piece is score for the following instruments:

2 flutes, 2 oboes, 2 clarinets, 2 bassoons, contrabassoon, 4 horns, 2 trumpets, 3 trombones, timpani and strings

The piece has four movements:

- I. The Sea and Sinbad's Ship (9:13)
- II. The Kalendar Prince (11:09)
- III. The Young Prince and the Young Princess (9:52)
- IV. Festival at Baghdad – The Sea (11:19)

Sultan's theme



Scheherazade's theme



# SCHEHERAZADE

Rimsky-Korsakov

Name \_\_\_\_\_