

Suggested activities to accompany

Ravel's *Mother Goose Suite: mvt. 4 Beauty and the Beast*

Develop Listening Skills

Play the "Beauty and the Beast" movement from *Mother Goose Suite* for the class.

- Ask students to listen carefully and imagine they are in the world of the story.
- After listening, lead a discussion or have students draw what they imagined while listening. For example, did they imagine the Beast? The castle? Was the music frightening, calm, or magical? What sounds did they hear that made them think of certain parts of the story?
- *Extension:* Ask students to compare the music with scenes from the *Beauty and the Beast* movie. Which parts of the music match the emotions or events in the story?

Creative Movement

Play the "Beauty and the Beast" movement again, this time encouraging the children to move around the room in ways that reflect the mood of the music.

- Ask them to interpret the music as the "Beast" or "Beauty." How might the Beast move? How might Beauty move? What happens when they come together?
- Focus on contrasts: When the music is tense or scary, how does the Beast move? When it is calm or gentle, how might Beauty move?
- Have students work in pairs or groups to create short "dance" interpretations of the music.
- *Extension:* Introduce elements like slow, graceful movements for Beauty and more abrupt or lumbering movements for the Beast.

Character Development

Introduce the characters of Beauty and the Beast. Discuss their personalities using the music as a tool for understanding.

- Play the movement again, and ask students to identify which sections might represent Beauty or the Beast. Does the music sound gentle or fierce? Does it reflect a certain mood or characteristic of the characters?
- Have students draw or describe the characters of Beauty and the Beast based on what they hear in the music.
- *Extension:* Ask students to create a character profile for both Beauty and the Beast, using music as a basis for their descriptions.

Visual Art Skills

After listening to the piece, give students art supplies (colored pencils, crayons, paper, etc.).

- Ask them to create a scene that they feel represents the music—whether it's Beauty and the Beast in the castle, a magical moment, or even a more abstract representation of the emotions the music conveys.
- Encourage them to think about the colors, shapes, and textures they associate with different parts of the music. Is there a section of the music that feels dark? Light? Magical?

- *Extension:* If time allows, have students write a brief description of their artwork, explaining how it relates to the music they heard.

To listen to Ravel's *Mother Goose Suite mvt. 4 "Beauty and the Beast"*

Prague Festival Orchestra

[Mother Goose Suite: IV. Beauty and the Beast \(youtube.com\)](#)