



CLASS ACTIVITY: FOUR CORNERS TEMPO CHALLENGE

OVERVIEW

In this activity, students will work to recognize and respond to different tempos in music.

SPACE CONSIDERATIONS: Students will need a cleared space in which they are free to move around.

MATERIALS: Four signs labeled “presto,” “allegro,” “andante,” and “largo.”

INSTRUCTIONS

Start by reviewing the definitions of “presto,” “allegro,” “andante,” and “largo” with the class. Use the [Classics for Kids Musical Dictionary](#) as a reference. For this activity’s purposes, we will simplify each term’s meaning to:

Presto – very fast

Allegro – fast

Andante – “walking” tempo

Largo – very slow

After reviewing, put one of the tempo signs in each of the corners of the room. Have all students start by standing in the middle of the room. You will play one of the pieces linked below, and the students will move to the corner of the room that represents the tempo they believe that piece is in. Encourage students to choose the answer they think is correct, instead of just following the group. Once students have decided on a corner to stand in, have students discuss why they believe their tempo corner is the correct one. Repeat with as many pieces as desired.

PRESTO

[VIVALDI *The Four Seasons: Summer: III Presto*](#)

[RIMSKY-KORSAKOV *The Tale of the Tsar Saltan, Act III: The Flight of the Bumblebee*](#)

[KHACHATURIAN *Sabre Dance from Gayane*](#)

ALLEGRO

[MOZART *Eine kleine Nachtmusik I. Allegro*](#)

[BACH *Brandenburg Concerto No. 3 in G major, BWV 1048: Allegro*](#)

[HAYDN *Symphony No. 45 “Farewell” – I. Allegro Assai*](#)



THE CLIBURN

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ANDANTE

[BEETHOVEN Piano Concerto No. 4, II Andante](#)

[MOZART Piano Concerto No. 21 in C major, K. 467: II. Andante](#)

[GRIEG Peer Gynt Suite No. 1 op. 46: Morning Mood](#)

LARGO

[DVORAK Symphony No. 9 in E Minor, op. 95, "From the New World": II. Largo](#)

[CHOPIN Piano Sonata No. 2 in B-flat Minor, Funeral March](#)

[BACH Concerto for 2 Violins in D Minor, BWV 1043: II, Largo ma non tanto](#)