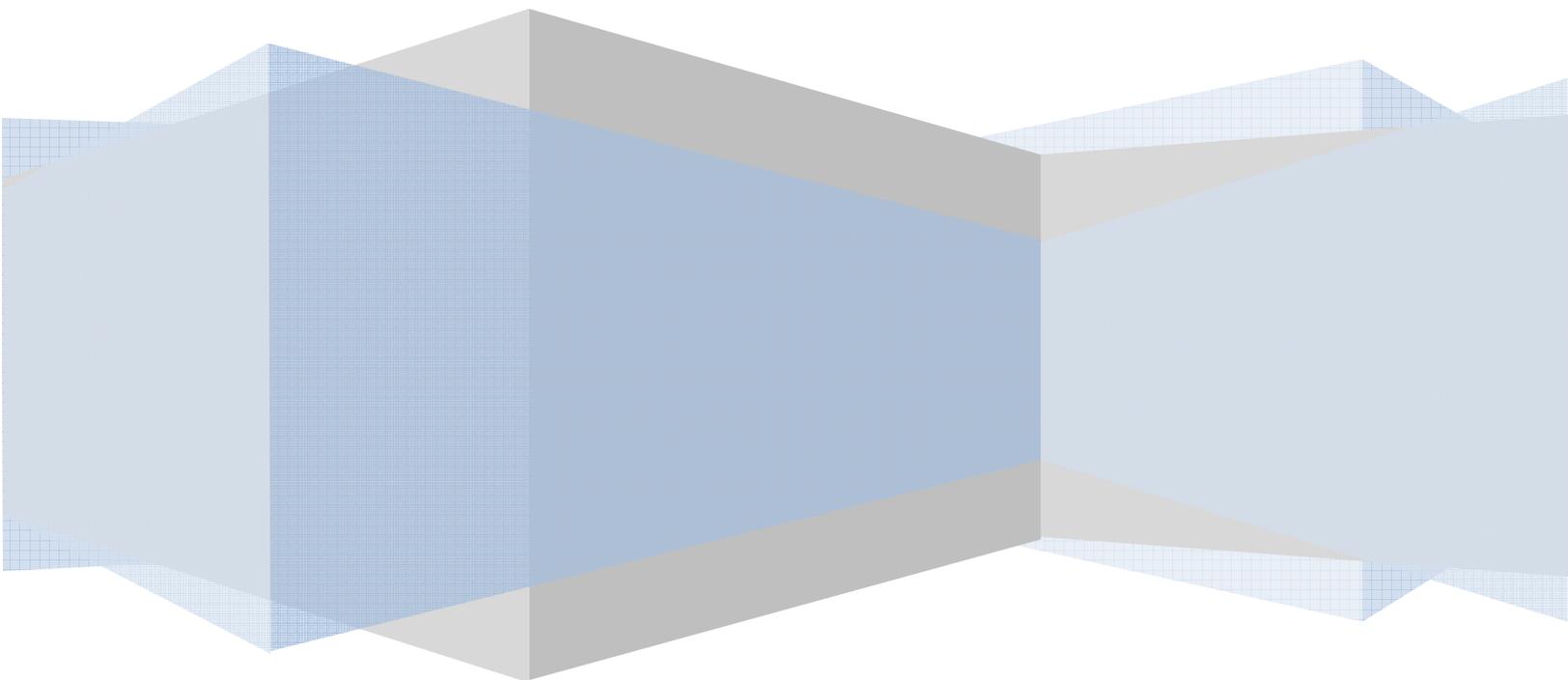


# Classical Composer Study

Haydn, Mozart and Beethoven

by Dawn Keckley



# Haydn

Fill in this timeline as we study.

<http://freeology.com/wp-content/files/horizontaltimeline.pdf>

Locate and color in composer's place of birth and where he lived. Include a key if necessary.

[http://www.eduplace.com/ss/maps/pdf/eur\\_countrynl.pdf](http://www.eduplace.com/ss/maps/pdf/eur_countrynl.pdf)

Fill in this biography sheet as we study.

<http://www.makingmusicfun.net/pdf/worksheets/composer-employment-application-worksheet.pdf>

Print coloring page and include in binder.

<http://www.makingmusicfun.net/pdf/worksheets/haydn-coloring-page.pdf>

Listen to audio show "About Franz Joseph Haydn" (6 min) here:

<http://www.classicsforkids.com/shows/showview.asp?ID=16>

Listen to *Boys of Grit Who Changed the World* (CD, Jim Hodges) Track 10 (13 min.)

A biography suitable for children can be read for free on pp. 57-70 of this online book:

[http://books.google.com/books?id=4bUAAAAAYAAJ&printsec=frontcover&dq=Stories+of+great+musicians+By+Katherine+Lois+Scobey&hl=en&ei=i7ZvTv62KsersALc88HGCQ&sa=X&oi=book\\_result&ct=result&resnum=1&ved=0CC8Q6AEwAA#v=onepage&q&f=false](http://books.google.com/books?id=4bUAAAAAYAAJ&printsec=frontcover&dq=Stories+of+great+musicians+By+Katherine+Lois+Scobey&hl=en&ei=i7ZvTv62KsersALc88HGCQ&sa=X&oi=book_result&ct=result&resnum=1&ved=0CC8Q6AEwAA#v=onepage&q&f=false)

Read *Joseph Haydn: Merry Little Peasant* and listen to any CD selections (book and CD, Opal Wheeler)

Ch. 1, pp. 7-27

Ch. 2, pp. 29-46

Ch. 3, pp. 49-66

Ch. 4, pp. 67-95

## **The Creation**

Introduce term "**oratorio**" (A piece of music for vocal soloists, chorus, and orchestra, that is usually based on a religious story, often with text from the Bible).

Listen to this famous oratorio sample (from Handel's Messiah):

<http://www.classicsforkids.com/terms/terms.asp?id=223>

Listen to "The Heavens are Telling" from his oratorio *The Creation*:

<http://www.youtube.com/watch?v=c-Jkktpp9QI>

The oratorio depicts and celebrates the creation of the world as described in the biblical *Book of Genesis* and in John Milton's *Paradise Lost*.

Watch a wonderful performance here:

<http://www.youtube.com/watch?v=Q5RHDwdaanQ>

## **Symphony No. 94 in G Major "Surprise," second movement**

Listen to audio show "Father of the Symphony" (6 min.): <http://www.classicsforkids.com/shows/showview.asp?ID=16>

Introduce the term "**symphony**" (A composition for orchestra, made up of (usually) four movements, each with a different mood and tempo.)

Complete the lesson plan on pp. 6-7 of this guide:

[http://www.delawaresymphony.org/pdfs/Tubby\\_the\\_Tuba\\_Teacher\\_Guide.pdf](http://www.delawaresymphony.org/pdfs/Tubby_the_Tuba_Teacher_Guide.pdf)

Terms to learn:

**Pizzicato** (Italian for "pinched." To pluck, instead of bow, the strings of an instrument.) Hear a sample here:

<http://www.classicsforkids.com/terms/terms.asp?id=242>

**pianissimo (pp)** (very soft)

**fortissimo (ff)** (very loud)

Introduce the concept of a listening map using this one:

<http://www.classicsforkids.com/teachers/lessonplans/pdfs/haydn/HaydnSurpriseFootprintsK-2.pdf>

*Surprise Symphony* can be heard here:

[http://www.classicsforkids.com/music/music\\_view.asp?id=26](http://www.classicsforkids.com/music/music_view.asp?id=26)

Introduce the following terms:

A **theme** is an important melody that is heard several times throughout a piece of music.

A **variation** repeats the theme but changes it in some important way.

Complete "Theme and Variations" lesson plan pp. 3-5 (skip # 7 – percussion score).

Ask Closure Questions on p. 5: <http://www.classicsforkids.com/teachers/lessonplans/pdfs/haydn/Haydn3-5.pdf>

Learn this song on the piano using this sheet music:

[http://makingmusicfun.net/pdf/sheet\\_music/surprise-symphony.pdf](http://makingmusicfun.net/pdf/sheet_music/surprise-symphony.pdf)

### ***Symphony No. 45 "The Farewell Symphony"***

Read *The Farewell Symphony* ( Anna Harwell Celenza) and listen to CD

Use pp. 42-43 and 46 to re-emphasize the history of the *Farewell Symphony*.

<http://www.minnesotaorchestra.org/education/curricula/Meet%20the%20Orchestra%20Complete%20Curric.pdf>

Listen to audio show "The Farewell Symphony" (6 min.): <http://www.classicsforkids.com/shows/showview.asp?ID=16>

Print and use this handout: <http://www.classicsforkids.com/activitysheets/January2010.pdf>

Read more about his "Farewell Symphony" on p. 12 of this guide:

[http://artsalive.ca/pdf/mus/guide/LetsGoMozart\\_NACOConcert.pdf](http://artsalive.ca/pdf/mus/guide/LetsGoMozart_NACOConcert.pdf)

Use listening guide on pp. 44-45 of the Minnesota Orchestra pdf file while listening to CD from Anna Celenza's book.

See how the musicians leave the stage here: <http://www.youtube.com/watch?v=AFntc0VWpLQ>

Listen to audio show "Minuets" (6 min.): <http://www.classicsforkids.com/shows/showview.asp?ID=16>

[Since the third movement of the "Farewell" Symphony is a minuet]

Introduce term "**minuet**" (An old dance in triple time that started in the French court. Later, it became used in purely instrumental compositions.)

Have students compose their own minuet using the cards on p. 11 of this guide:

[http://www.osm.ca/pdf/Guide\\_Mozart2010\\_An.pdf](http://www.osm.ca/pdf/Guide_Mozart2010_An.pdf)

**Symphony No. 90 in C major**

Watch Haydn employ his humor here with the finale of his Symphony No. 90  
<http://insidetheclassics.myminnnesotaorchestra.org/2010/05/haydns-head-fake/>

“Essentially, Haydn wrote a false ending into the symphony – a climactic flourish followed immediately by four empty bars in which no one plays anything, after which the strings sneak back in and keep going. It’s a clear attempt to trick the audience into applauding before the piece is over, and it pretty much never fails. You can’t avoid the joke even if you wanted to, since Haydn wrote in the exact number of beats he wanted to be silent after the head fake.”

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**Symphony No. 101 in D major (Andante or “The Clock” movement)**

Listen to recording here: <http://www.youtube.com/watch?v=JOyAgimtxiU>

Ask students how they think the movement got its name.

This video visualizes the clock movement: <http://www.youtube.com/watch?v=dktrFkGCwOO>

**Piano Concerto in D Major (Hob. XVIII: 11)**

Introduce students to term “concerto” (A concerto is a musical composition, usually in three movements, in which a solo instrument performs a solo part accompanied by a full orchestra.)

Learn about the concerto and use listening guide on pp. 19-20 and 22-23 from this guide:  
<http://www.minnesotaorchestra.org/education/curricula/Musical%20Tales%20Curriculum1.pdf>

Use these recordings:

Mvt 1-2: [http://www.youtube.com/watch?v=mASstZ8AvOWw&feature=watch\\_response\\_rev](http://www.youtube.com/watch?v=mASstZ8AvOWw&feature=watch_response_rev)

Mvt 3: [http://www.youtube.com/watch?v=GzMuKSBWJuc&feature=watch\\_response](http://www.youtube.com/watch?v=GzMuKSBWJuc&feature=watch_response)

**Use in car or during free time:**

*The Best of Haydn* (CD, Naxos, B0000014HJ)

Listen to *Papa Haydn’s Surprise: The Life of Haydn Set to His Own Music* (audio download, Ann Rachlin).

[http://www.amazon.com/Papa-Haydns-Surprise/dp/B001AQH3KI/ref=sr\\_1\\_3?ie=UTF8&qid=1310440651&sr=8-3](http://www.amazon.com/Papa-Haydns-Surprise/dp/B001AQH3KI/ref=sr_1_3?ie=UTF8&qid=1310440651&sr=8-3)

# Mozart

Fill in this timeline as we study.

<http://freeology.com/wp-content/files/horizontaltimeline.pdf>

Locate and color in composer's place of birth and where he lived. Include a key if necessary.

[http://www.eduplace.com/ss/maps/pdf/eur\\_countrynl.pdf](http://www.eduplace.com/ss/maps/pdf/eur_countrynl.pdf)

Fill in this biography sheet as we study.

<http://www.makingmusicfun.net/pdf/worksheets/composer-employment-application-worksheet.pdf>

Print coloring page and include in binder.

<http://www.makingmusicfun.net/pdf/worksheets/haydn-coloring-page.pdf>

Read any of these books which focus on Mozart's childhood.

*Amadeus Mozart* (Ibi Lepsky)

*Young Mozart* (Rachel Isadora)

*Wolferl: The First Six Years in the Life of Wolfgang Amadeus Mozart* (Lisl Weil)

*Boyhoods of Great Composers: Book 1* (Catherine Gough) (pp. 9-18, Mozart)

Read these two books, the first from Maria Mozart's (Wolfgang's sister) perspective and the second about her.

*Mozart: Scenes from the Childhood of the Great Composer* (Catherine Brighton)

Read *For the Love of Music: The Remarkable Story of Maria Anna Mozart* (Elizabeth Rusch)

Introduce early keyboard instruments using p. 7 of this curriculum guide:

<http://www.elizabethrusch.com/LinkClick.aspx?fileticket=XibMfEXF4qQ%3d&tabid=284>

and these audio/visual samples:

clavichord here: <http://www.youtube.com/watch?v=lf4DiMD-vk8>

harpsichord here: <http://www.youtube.com/watch?v=71iUAFFQ8ik>

18th century fortepiano here: <http://www.youtube.com/watch?v=iUDUmWaus3Q>

Discuss importance of primary source documents after reading letters found on pp. 9-12 of this curriculum guide:

<http://www.elizabethrusch.com/LinkClick.aspx?fileticket=XibMfEXF4qQ%3d&tabid=284>

Listen to audio show "About Wolfgang Amadeus Mozart" (6 min.):

<http://www.classicsforkids.com/shows/showview.asp?ID=27>

Read *Wolfgang Amadeus Mozart* (Getting to Know the World's Greatest Composers, Mike Venezia)

To locate the countries Mozart toured, complete the mapping exercise on p. 67 of this guide:

[http://www.bslopera.com/images/Magic\\_Flute\\_Study\\_Guide.pdf](http://www.bslopera.com/images/Magic_Flute_Study_Guide.pdf)

Fill in timeline from p. 63 of this guide. Events from Mozart's life are placed with events involving the American

Revolution: [http://www.bslopera.com/images/Magic\\_Flute\\_Study\\_Guide.pdf](http://www.bslopera.com/images/Magic_Flute_Study_Guide.pdf)

A great explanation of what was going on in the world in Mozart's time can be found on pp. 10-11 of this guide:

[http://www.operalyra.ca/media/Tab-Learn/OLO\\_MF\\_E\\_web.pdf](http://www.operalyra.ca/media/Tab-Learn/OLO_MF_E_web.pdf)

Read any of these humorous excerpts of Mozart:

*Lives of the Musicians* (Kathleen Krull) (pp. 18-23, Mozart)

*Why Beethoven Threw the Stew* (Steven Isserlis) (pp. 28-52, Mozart)

<p>A biography suitable for children can be read for free on pp. 33-56 of this online book:  <a href="http://books.google.com/books?id=4bUAAAAAYAAJ&amp;printsec=frontcover&amp;dq=Stories+of+great+musicians+By+Katherine+Lois+Scobey&amp;hl=en&amp;ei=i7ZvTv62KsersALc88HGcQ&amp;sa=X&amp;oi=book_result&amp;ct=result&amp;resnum=1&amp;ved=0CC8Q6AEwAA#v=onepage&amp;q&amp;f=false">http://books.google.com/books?id=4bUAAAAAYAAJ&amp;printsec=frontcover&amp;dq=Stories+of+great+musicians+By+Katherine+Lois+Scobey&amp;hl=en&amp;ei=i7ZvTv62KsersALc88HGcQ&amp;sa=X&amp;oi=book_result&amp;ct=result&amp;resnum=1&amp;ved=0CC8Q6AEwAA#v=onepage&amp;q&amp;f=false</a></p>
<p>Read <i>Mozart: Wonder Boy</i> and listen to any CD selections (book and CD, Opal Wheeler)  Ch. 1, pp. 11-24  Ch. 2, pp. 27-36  Ch. 3, pp. 39-52  Ch. 4, pp. 55-74  Ch. 5, pp. 77-92</p>
<p>Read <i>Who Was Wolfgang Amadeus Mozart?</i> (Yona Zeldis McDonough)  Intro and Ch. 1, pp. 1-30  Ch. 2,-3 pp. 31-66  Ch. 4-6, pp. 67-103</p>
<p><b>Variations on “Ah vous dirai-je, maman</b></p> <p>Mozart composed this when he was around 25 years old. This piece consists of twelve variations on the French folk song "Ah! vous dirai-je, Maman". The French melody first appeared in 1761, and has been used for many children's songs, such as "Twinkle Twinkle Little Star", "Baa, Baa, Black Sheep" and the "Alphabet Song".</p> <p>Original French lyrics and translation can be printed from this guide:  <a href="http://www.classicsforkids.com/teachers/lessonplans/pdfs/mozart/English_Translation.pdf">http://www.classicsforkids.com/teachers/lessonplans/pdfs/mozart/English_Translation.pdf</a></p> <p>Listen to/watch the harpsichord playing it here: <a href="http://www.youtube.com/watch?v=3izeEp3JKwc">http://www.youtube.com/watch?v=3izeEp3JKwc</a>  Listen to/watch an 11 year old playing it here: <a href="http://www.youtube.com/watch?v=YjXEeA-8FBE">http://www.youtube.com/watch?v=YjXEeA-8FBE</a></p> <p>Complete the “Theme and Variations” lesson plans from this guide:  <a href="http://www.classicsforkids.com/teachers/lessonplans/pdfs/mozart/Mozart3-5.pdf">http://www.classicsforkids.com/teachers/lessonplans/pdfs/mozart/Mozart3-5.pdf</a></p> <p>I have condensed the lesson below.</p> <ol style="list-style-type: none"> <li>1. Remind students of the terms “theme” and “variations” (these were introduced in Haydn study).  A <b>theme</b> is an important melody that is heard several times throughout a piece of music.  A <b>variation</b> repeats the theme but changes it in some important way.</li> </ol> <p>Introduce the term “<b>coda</b>” (The concluding passage of a movement or composition)</p> <p>Here is a website that does a great job in reinforcing the concept of theme and variations:  <a href="http://www.empire.k12.ca.us/capistrano/Mike/capmusic/form/theme%20and%20variations/themeand.htm">http://www.empire.k12.ca.us/capistrano/Mike/capmusic/form/theme%20and%20variations/themeand.htm</a></p> <ol style="list-style-type: none"> <li>2. Play 0:00-1:02 from this recording: <a href="http://www.classicsforkids.com/music/music_view.asp?id=24">http://www.classicsforkids.com/music/music_view.asp?id=24</a>  pausing at the end of the main theme. Ask students to repeat the term for the main melody (<i>theme</i>); ask what the term is for changing the theme (<i>variation</i>).</li> <li>3. Continue the recording and listen to the first variation (1:06-2:00). Ask students to describe how Mozart changed the main theme (lots of sixteenth notes in the right hand, embellishing the melody).</li> <li>4. Next, listen to the ending (3:11-3:22). Ask if anyone in the class knows the musical term for a special ending (<i>coda</i>). Listen to the entire variation (or the entire recording) one last time.</li> </ol>

5. Ask these closure questions:

What is the term for the main melody or musical idea of a piece of music? (*theme*)

What is the term for a version of the main theme but with changes made to it? (*variation*)

What is the term for the special ending a composer might write? (*coda*)

What famous composer wrote the variations we listened to today? (Wolfgang Amadeus Mozart)

For fun, listen to variations on Twinkle, Twinkle, Little Star here:

<http://www.cduniverse.com/productinfo.asp?pid=1154821&BAB=E>

<http://www.cduniverse.com/productinfo.asp?pid=1041430&BAB=E>

<http://www.cduniverse.com/productinfo.asp?pid=1135257&BAB=E>

<http://www.cduniverse.com/productinfo.asp?pid=1119223&BAB=E>

<http://new.music.yahoo.com/swingle-singers/tracks/ah-vous-dirais-je-maman-twinkle-twinkle-little-star--1587148>

Even the Indigo Girls used it in a bridge in their song *World Falls* (2:33)

<http://www.youtube.com/watch?v=sdFLsPNYHiw>

### ***Piano Sonata in A Major, K. 331***

Listen to audio shows “Janissary Music” and “What's a Rondo?” (both 6 min.):

<http://www.classicsforkids.com/shows/showview.asp?ID=27>

Use listening map for the Turkish Rondo from this sonata on p. 1 this activity sheet:

<http://www.classicsforkids.com/activitysheets/March2011.pdf>

More of the sonata can be heard here: [http://www.classicsforkids.com/music/music\\_view.asp?id=6](http://www.classicsforkids.com/music/music_view.asp?id=6)

Introduce the term “**sonata**” (A sonata is a piece of music, usually in three or four movements, for a solo instrument or a solo instrument accompanied by a piano – for example, a flute and piano.)

Read more about this sonata on p. 12 of this guide:

[http://artsalive.ca/pdf/mus/guide/LetsGoMozart\\_NACOConcert.pdf](http://artsalive.ca/pdf/mus/guide/LetsGoMozart_NACOConcert.pdf)

Learn to play this on the piano using sheet music on p. 19 of this guide:

[http://artsalive.ca/pdf/mus/guide/LetsGoMozart\\_NACOConcert.pdf](http://artsalive.ca/pdf/mus/guide/LetsGoMozart_NACOConcert.pdf)

### ***Serenade No. 13 for strings in G major, K. 525 (“Eine kleine Nachtmusik”)***

Watch “Eine kleine Nachtmusik” Allegro (A Little Night Music):

[http://www.youtube.com/watch?v=Qb\\_jQBgzU-I&feature=related](http://www.youtube.com/watch?v=Qb_jQBgzU-I&feature=related)

*A Little Night Music* is a serenade for strings—violins, violas, cellos, and double basses. The piece was written in August 1787, a few months following the death of Mozart’s father. Playful and lively, the first movement is perhaps the composer’s best known melody. (taken from [http://www.osm.ca/pdf/Guide\\_Mozart2010\\_An.pdf](http://www.osm.ca/pdf/Guide_Mozart2010_An.pdf))

Introduce term “**serenade**” (A serenade is a musical composition generally performed in the evening, in someone’s honour. In the Middle Ages and the Renaissance, this type of work was written by a lover to play under the window of his lady. Think of Romeo under Juliet’s balcony, declaring his love for her. During the Baroque period, the serenade was performed out of doors to entertain guests. Because it was played in the open air, they could use instruments such as trumpets, drums, and horns that would be too loud in a small room. In the Classical period, when Mozart was

composing, it would be known as a divertimento, a lighthearted work, intended to entertain. It would be scored for small ensembles of between ten to twenty instruments at most. (taken from [http://www.osm.ca/pdf/Guide\\_Mozart2010\\_An.pdf](http://www.osm.ca/pdf/Guide_Mozart2010_An.pdf))

Ask these questions (taken from this link: [http://makingmusicfun.net/htm/f\\_mmf\\_music\\_library/homeschool-music-lessons-for-wolfgang-amadeus-mozart.htm](http://makingmusicfun.net/htm/f_mmf_music_library/homeschool-music-lessons-for-wolfgang-amadeus-mozart.htm))

- 1) What is the tempo of this piece? a) Allegro (Fast) b) Andante (Walking Speed) c) Largo (Very Slow)
- 2) Symphony orchestras are large music ensembles that average approximately 90 performers. This orchestra is a chamber orchestra. How many musicians are performing in this chamber orchestra?
- 3) Which of the following instruments perform in this video: Violin, Viola, Cello, String Bass, Flute, Viola, Trumpet or Tuba

***Piano Concerto No. 17 in G Major K. 453***

Read *Mozart Finds a Melody* (book and tape, Stephen Constanza). This book is about Mozart's *Piano Concerto No. 17*.

Remind students of term "**concerto**" (A concerto is a musical composition, usually in three movements, in which a solo instrument performs a solo part accompanied by a full orchestra.)

Watch performance of this concerto here: <http://www.youtube.com/watch?v=cTO77dwm6uk>

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***Piano Concerto No. 21 K. 467 - I. Allegro maestoso***

Read about the concerto form on p. 8 of this guide: [http://www.osm.ca/pdf/Guide\\_Mozart2010\\_An.pdf](http://www.osm.ca/pdf/Guide_Mozart2010_An.pdf)

To better appreciate the dialogue between the soloist and the orchestra, listen to the concerto's first movement, the *Allegro maestoso* (lively and majestic) (download music here: [http://www.amazon.com/Piano-Concerto-No-Major-467/dp/B000S4D0G4/ref=sr\\_1\\_1?ie=UTF8&qid=1310433061&sr=8-1](http://www.amazon.com/Piano-Concerto-No-Major-467/dp/B000S4D0G4/ref=sr_1_1?ie=UTF8&qid=1310433061&sr=8-1))

Follow listening guide on p. 8 of this guide: [http://www.osm.ca/pdf/Guide\\_Mozart2010\\_An.pdf](http://www.osm.ca/pdf/Guide_Mozart2010_An.pdf) while listening to this concerto.

***Symphony No. 41 in C major, K. 551 (later nicknamed Jupiter)***

This was the last symphony he composed.

Introduce the term "**symphony**" (A composition for orchestra, made up of (usually) four movements, each with a different mood and tempo.)

Read more about the symphony on p. 6 of this guide: [http://www.osm.ca/pdf/Guide\\_Mozart2010\\_An.pdf](http://www.osm.ca/pdf/Guide_Mozart2010_An.pdf)

Watch and listen to 4<sup>th</sup> movement of Symphony No. 41 in C Major (nicknamed Jupiter) <http://www.youtube.com/watch?v=Fcly8-RGhw>

Read more about this symphony on p. 11 of this guide: [http://artsalive.ca/pdf/mus/guide/LetsGoMozart\\_NACOConcert.pdf](http://artsalive.ca/pdf/mus/guide/LetsGoMozart_NACOConcert.pdf)

## ***The Magic Flute***

\*\*\* Depending on amount of time willing to spend on *The Magic Flute*, choose from the following activities.

Listen to audio show "*The Magic Flute*" (6 min.): : <http://www.classicsforkids.com/shows/showview.asp?ID=27>

Read and listen to *The Magic Flute* (Ann Gatti)

Watch these musical highlights:

Papageno's "Der Vogelfänger bin ich" (I am the Bird Catcher)

<http://www.youtube.com/watch?v=GBsPKRWoln0>

The Queen of the Night's "O zittre nicht" and "Der Hölle rache" (The Rage of Hell)

<http://www.youtube.com/watch?v=DvuKxL4LOqc>

Tamino's "Dies Bildnis ist bezaubernd schön" (This portrait is beautiful)

<http://www.youtube.com/watch?v=jldlvnnaRTA>

Pamina's aria "Auch, ich fühl's" (Ah, I sense his love fading)

<http://www.youtube.com/watch?v=78s1UotLyp4&feature=related>

Watch BBC animation of *The Magic Flute*

<http://www.youtube.com/watch?v=O7Wp3p3did4>

<http://www.youtube.com/watch?v=27wGTorcgvI>

[http://www.youtube.com/watch?v=G\\_rR6fdpMZc](http://www.youtube.com/watch?v=G_rR6fdpMZc)

Print out the chart "What Makes an Opera?" on p. 7 of this guide:

<http://sfopera.com/SanFranciscoOpera/media/SiteAssets/Guild/MagicfluteStudyGuide.pdf>

Read more about opera on pp. 21 and 31-34 of this guide:

[http://www.bslopera.com/images/Magic\\_Flute\\_Study\\_Guide.pdf](http://www.bslopera.com/images/Magic_Flute_Study_Guide.pdf)

Read more about opera and also read a short synopsis on p. 7 of this guide:

[http://www.osm.ca/pdf/Guide\\_Mozart2010\\_An.pdf](http://www.osm.ca/pdf/Guide_Mozart2010_An.pdf)

Read about operatic voices on pp. 12-14 of this guide:

<http://sfopera.com/SanFranciscoOpera/media/SiteAssets/Guild/MagicfluteStudyGuide.pdf>

For reference, the libretto can be found on pp. 35-47 of this guide.

[http://www.bslopera.com/images/Magic\\_Flute\\_Study\\_Guide.pdf](http://www.bslopera.com/images/Magic_Flute_Study_Guide.pdf)

Read about librettos on p. 24 of this guide:

<http://www.manitobaopera.mb.ca/learn/documents/MagicFluteStudyGuide.pdf>

A great synopsis including visual cues can be found on pp. 13-17 of this guide:

[http://www.operalyra.ca/media/Tab-Learn/OLO\\_MF\\_E\\_web.pdf](http://www.operalyra.ca/media/Tab-Learn/OLO_MF_E_web.pdf)

The character list on p. 43 may help:

<http://www.manitobaopera.mb.ca/learn/documents/MagicFluteStudyGuide.pdf>

**For a more thorough study of *The Magic Flute* (if you watch the entire opera), complete the following:**

Read history from pp. 29-30 of this guide: [http://www.bslopera.com/images/Magic\\_Flute\\_Study\\_Guide.pdf](http://www.bslopera.com/images/Magic_Flute_Study_Guide.pdf) (through “the role of women.”).

Use any discussion questions from pp. 62, 64, 69-71, of this guide: [http://www.bslopera.com/images/Magic\\_Flute\\_Study\\_Guide.pdf](http://www.bslopera.com/images/Magic_Flute_Study_Guide.pdf)

After watching opera, complete this “Who’s Who” with your students (p. 37 of this guide): [http://www.operalyra.ca/media/Tab-Learn/OLO\\_MF\\_E\\_web.pdf](http://www.operalyra.ca/media/Tab-Learn/OLO_MF_E_web.pdf)

Use discussion questions on pp. 8-9 of this guide: [http://www.lyricopera.org/uploadedFiles/Education/Children\\_and\\_Teens/neighborhoods\\_Teacher\\_Guide.pdf](http://www.lyricopera.org/uploadedFiles/Education/Children_and_Teens/neighborhoods_Teacher_Guide.pdf)

This guide contains more discussion questions, student worksheets, and even a printable game: <http://sfopera.com/SanFranciscoOpera/media/SiteAssets/Guild/MagicfluteStudyGuide.pdf>

### ***The Marriage of Figaro***

Read *Mozart Tonight* (Julie Downing)

Introduce *The Marriage of Figaro* by listening to “Mozart’s Operas” (0:00 – 3:56) from this audio show: <http://www.classicsforkids.com/shows/showview.asp?ID=27>

Listen to *Marriage of Figaro* on *The World’s Very Best Opera for Kids – in English!* (Naxos) CD

Watch excerpts from *Marriage of Figaro*

Sull'aria: <http://www.youtube.com/watch?v=BLtqZewjwgA>

Overture: <http://www.youtube.com/watch?v=oKU94kxv-o>

Learn on the piano using this sheet music:

[http://makingmusicfun.net/pdf/sheet\\_music/marriage-of-figaro-piano.pdf](http://makingmusicfun.net/pdf/sheet_music/marriage-of-figaro-piano.pdf)

### **Use in car or during free time:**

*Mozart's Magnificent Voyage* (CD, Classical Kids)

*Mozart's Magic Fantasy: A Journey through the Magic Flute* (CD, Classical Kids)

*The Best of Mozart* (CD, Classical Kids)

*The Best of Mozart* (CD, Naxos, B0000014H4)

*The World’s Very Best Opera for Kids – in English!* (Naxos) CD

[*Marriage of Figaro*, tracks 3, 11, 16, 19; *The Magic Flute*, tracks 4, 7, 17]

*The Classical Child at the Opera* (CD, Sophia Sounds)

[*Magic Flute*, tracks 4, 5, 6]

*Mozart the Musical Maestro: The Life of Mozart Set to His Own Music* (audio download, Ann Rachlin)

[http://www.amazon.com/Mozart-the-Miracle-Maestro/dp/B001AQFKU8/ref=wl\\_it\\_dp\\_o?ie=UTF8&coliid=I3SZLZQ8X6S50P&colid=2PBD8KKG4OQNU](http://www.amazon.com/Mozart-the-Miracle-Maestro/dp/B001AQFKU8/ref=wl_it_dp_o?ie=UTF8&coliid=I3SZLZQ8X6S50P&colid=2PBD8KKG4OQNU)

Mozart's Magic Flute: The Music Game (computer software, Music Games International)

# Beethoven

Fill in this timeline as we study.

<http://freeology.com/wp-content/files/horizontaltimeline.pdf>

Locate and color in composer's place of birth and where he lived. Include a key if necessary.

[http://www.eduplace.com/ss/maps/pdf/eur\\_countrynl.pdf](http://www.eduplace.com/ss/maps/pdf/eur_countrynl.pdf)

Fill in this biography sheet as we study.

<http://www.makingmusicfun.net/pdf/worksheets/composer-employment-application-worksheet.pdf>

Print coloring page and include in binder.

<http://www.makingmusicfun.net/pdf/worksheets/haydn-coloring-page.pdf>

Listen to *Ludwig van Beethoven: Young Composer*

(cassette, Troll Associates, Narrated by Peter Thomas) approx. 43 min.

Read *Boyhoods of Great Composers: Book 2* (Catherine Gough) (pp. 11-20, Beethoven)

Read *Beethoven* (Great Names, Anna Carew-Miller)

Listen to audio shows "About Ludwig van Beethoven," Beethoven the Pianist, Roll Over Beethoven (each 6 min.):

<http://www.classicsforkids.com/shows/showview.asp?ID=20>

Read *Ludwig van Beethoven* (Getting to Know the World's Greatest Composers, Mike Venezia)

Study timeline to see what was happening in the world at the same time as events in Beethoven's life.

[http://www.minnesotaorchestra.org/education/curricula/beethoven5/beethoven\\_part2.pdf](http://www.minnesotaorchestra.org/education/curricula/beethoven5/beethoven_part2.pdf)

Read more about life during Beethoven's time on pp. 14-16 of this guide:

[http://artsalive.ca/pdf/mus/guide/Teacher\\_Study\\_Guide\\_BRAVO\\_BEETHOVEN\\_April\\_2009.pdf](http://artsalive.ca/pdf/mus/guide/Teacher_Study_Guide_BRAVO_BEETHOVEN_April_2009.pdf)

An excellent biography can be found on pp. 11-13 and 17-18 of this guide:

[http://artsalive.ca/pdf/mus/guide/Teacher\\_Study\\_Guide\\_BRAVO\\_BEETHOVEN\\_April\\_2009.pdf](http://artsalive.ca/pdf/mus/guide/Teacher_Study_Guide_BRAVO_BEETHOVEN_April_2009.pdf)

Read any of these humorous excerpts of Beethoven:

*Lives of the Musicians* (Kathleen Krull) (pp. 24-29, Beethoven)

*Why Beethoven Threw the Stew* (Steven Isserlis) (pp. 53-71, Beethoven)

A biography suitable for children can be read for free on pp. 71-91 of this online book:

[http://books.google.com/books?id=4bUAAAAAYAAJ&printsec=frontcover&dq=Stories+of+great+musicians+By+Katherine+Lois+Scobey&hl=en&ei=i7ZvTv62KsersALc88HGQC&sa=X&oi=book\\_result&ct=result&resnum=1&ved=0CC8Q6AEwAA#v=onepage&q&f=false](http://books.google.com/books?id=4bUAAAAAYAAJ&printsec=frontcover&dq=Stories+of+great+musicians+By+Katherine+Lois+Scobey&hl=en&ei=i7ZvTv62KsersALc88HGQC&sa=X&oi=book_result&ct=result&resnum=1&ved=0CC8Q6AEwAA#v=onepage&q&f=false)

Read *Ludwig Beethoven and the Chiming Tower Bells* and listen to any CD selections (book and CD by Opal Wheeler)

Ch. 1, pp. 9-31

Ch. 2, pp. 33-66

Ch. 3, pp. 69-101

Ch. 4, pp. 103-145

Listen to audio show "About Beethoven's Symphonies" (6 min.):

<http://www.classicsforkids.com/shows/showview.asp?ID=20>

Remind students of the term "**symphony**" (A composition for orchestra, made up of (usually) four movements, each with a different mood and tempo.)

Read more about the symphony on p. 6 of this guide: [http://www.osm.ca/pdf/Guide\\_Mozart2010\\_An.pdf](http://www.osm.ca/pdf/Guide_Mozart2010_An.pdf)

### ***Symphony No. 1 in C major, Op. 21***

Use the following Youtube recording and the instructions and listening map on pp. 11 and 12 of this guide to follow along: [http://artsalive.ca/pdf/mus/map/MAPAlbertaBeethoven\\_en.pdf](http://artsalive.ca/pdf/mus/map/MAPAlbertaBeethoven_en.pdf)

Recording: [http://www.youtube.com/watch?v=si\\_5Fb47uV8](http://www.youtube.com/watch?v=si_5Fb47uV8)

### ***Symphony No. 3 in E flat major, Op. 55*** (also known as the Eroica, Italian for "heroic")

Read *The Heroic Symphony* (Anna Harwell Celenza) and listen to CD

### ***Symphony No. 5 in C minor, Op. 67***

Listen to/watch Beethoven's 5<sup>th</sup> Symphony, First Movement:

<http://www.youtube.com/watch?v=MXAt35-yd0g>

Have students describe the mood, tempo and dynamics of the music. Remember:

**dynamics** - the term for the relative volume level in music. The most common Italian terms are:

- pianissimo (pp) - very soft
- piano (p) - soft / quiet
- mezzo-piano (mp) - somewhat soft
- mezzo-forte (mf) - somewhat loud
- forte (f) - loud / strong
- fortissimo (ff) - very loud

Music can change its dynamic level in the middle of a piece. Growing softer is called diminuendo; growing louder is called crescendo

**tempo** - the speed of the music. Some common labels are:

- adagio - slow
- andante - walking speed
- moderato - moderate
- allegro - fast
- presto - very fast

Music can change its tempo in the course of a piece. Growing faster is called accelerando; growing slower is called ritardando.

Now, use the same Youtube recording and the instructions and listening map on pp. 13 and 15 of this guide to follow along: <http://www.mcsk12online.net/aoti/ci/art/docs/units/2011ReduceReuseRecycle.pdf>

Next, perform another listening guide activity using pp. 17-21 of this guide:

[http://www.minnesotaorchestra.org/education/curricula/beethoven5/beethoven\\_complete.pdf](http://www.minnesotaorchestra.org/education/curricula/beethoven5/beethoven_complete.pdf)

and this recording (choose this recording to ensure timing matches up):

[http://www.amazon.com/Beethoven-Van-Symphonies-Minnesota-Orchestra/dp/B002QM4NIK/ref=tmm\\_msc\\_title\\_0](http://www.amazon.com/Beethoven-Van-Symphonies-Minnesota-Orchestra/dp/B002QM4NIK/ref=tmm_msc_title_0)

Learn how to play on the piano using this sheet music:

[http://makingmusicfun.net/pdf/sheet\\_music/beethoven-fifth-easy-piano.pdf](http://makingmusicfun.net/pdf/sheet_music/beethoven-fifth-easy-piano.pdf)

**Symphony No. 7 in A major, Op. 92 (3<sup>rd</sup> Movement)**

Use the following Youtube recording and the instructions and listening map on pp. 12-15 of this guide to follow along: <http://www.atlantasymphony.org/aso/asoassets/downloadcenter/ASOteacher0304.pdf>

Recording: <http://www.youtube.com/watch?v=syVfOaQvRkw>

**Symphony No. 8 in F Major, Op. 93** (Beethoven fondly referred to it as "my little Symphony in F")

Use this activity sheet: <http://www.classicsforkids.com/activitysheets/January2011.pdf> while listening to this symphony: [http://www.classicsforkids.com/music/music\\_view.asp?ID=13](http://www.classicsforkids.com/music/music_view.asp?ID=13)

**Symphony No. 9 in D minor: Choral, Op. 125**

This is the first example in music history of a composer using the human voice on the same level with instruments in a symphony. Symphony No. 9 in D minor is sometimes called the "Choral Symphony" referring to the vocal end of the piece. When his Symphony No. 9 premiered Beethoven appeared on stage to help conduct. He was completely deaf by this time in his life and at the end when the orchestra stopped, he was still conducting. One of the singers had to turn him around to receive his applause from the audience. The audience gave him five standing ovations and included handkerchiefs in the air, hats, and raised hands so that Beethoven could see the applause he could not hear. (taken from Knoxville Symphony Guide)

In addition to learning more about this symphony, students will learn about Beethoven as a musical hero within historical context.

I have condensed one of the lesson plans from the following document as follows:

[http://www.bsomusic.org/bsokids/res/pdf/MFY\\_1\\_Beethoven\\_lesson\\_2\\_Beethoven\\_and\\_the\\_Common\\_Man.pdf](http://www.bsomusic.org/bsokids/res/pdf/MFY_1_Beethoven_lesson_2_Beethoven_and_the_Common_Man.pdf)

Beethoven, Goethe, and the Rise of the Common Man

1. Say, "Beethoven's Ninth Symphony was the first symphony to include a chorus. He had long admired the poem "Ode to Joy" by writer Friedrich Schiller and had wanted to set the poem, which expressed the themes of freedom and brotherhood, to music."

2. Read aloud the account of Beethoven and Goethe's meeting (on p. 6 of guide) and then discuss the *Pre-reading question* and *Post-reading discussion questions* (on p. 7 of guide)

3. Hand out the Student Handout *Beethoven vs. Goeth* (on p. 8-9 of guide). Using what they heard in the read-aloud, have students imagine what Beethoven and Goethe might have actually said to each other during the "incident" and fill in the cartoon bubbles accordingly.

4. Using the student handout *Understanding the Expression*, complete the pre-listening portion at the top of the handout (on p. 10) After speculating about how a composer could express the "heroism of the common man" through music, listen to *Symphony No. 9 in D Minor, Op. 125, Fourth Movement: Allegro assai* here <http://www.youtube.com/watch?v=4pbMUEHvoAo> so that lyrics can be read at the same time. Then, help students complete the handout. Possible answers are on p. 11.

5. Listen to piece again using this recording: <http://www.youtube.com/watch?v=fvkRRNgIkXQ>

6. Note, this is different than the modern hymn found here: <http://www.cyberhymnal.org/htm/j/o/joyful.htm>

Learn how to play on the piano using this sheet music:

[http://makingmusicfun.net/pdf/sheet\\_music/ode-to-joy-sheet-music.pdf](http://makingmusicfun.net/pdf/sheet_music/ode-to-joy-sheet-music.pdf)

**Use in car or during free time:**

*Animated Hero Classics: Beethoven* (video, Nest Entertainment) [30 min.]

*Beethoven Lives Upstairs* (DVD, Classical Kids) [51 min.]

*The Best of Beethoven* (CD, Classical Kids)

*The Best of Beethoven* (CD, Naxos, B0000014H2)

*Happy Birthday, Mr. Beethoven: The Life of Beethoven Set to His Own Music* (audio download, Ann Rachlin)

[http://www.amazon.com/Happy-Birthday-Mr-](http://www.amazon.com/Happy-Birthday-Mr-Beethoven/dp/B001AQDUSM/ref=wl_it_dp_o?ie=UTF8&coliid=IT0WWSS31PF7N&colid=2PBD8KKG4OQNU)

[Beethoven/dp/B001AQDUSM/ref=wl\\_it\\_dp\\_o?ie=UTF8&coliid=IT0WWSS31PF7N&colid=2PBD8KKG4OQNU](http://www.amazon.com/Happy-Birthday-Mr-Beethoven/dp/B001AQDUSM/ref=wl_it_dp_o?ie=UTF8&coliid=IT0WWSS31PF7N&colid=2PBD8KKG4OQNU)