

CLASSICAL MUSIC AND COOL COMPOSERS

UNIT OVERVIEW

Did you know that when he was a child, Wolfgang Amadeus Mozart fainted whenever he heard a brass instrument? Did you know that Johann Sebastian Bach fathered twenty children? The interesting and intriguing world of classical music and its most famous composers comes alive in this highly motivating unit. **Part I - Core Lessons** focuses on five famous composers including Bach, Mozart, Beethoven, Chopin and Tchaikovsky in a structured, information-based section. Each lesson has a detailed biography, related activities and accompanying student notes in **Part II**. **Part III - Optional Lessons** adds flexibility to the unit with possible homework or enrichment activities. This unit is sure to please and a must in any middle years music class.

PART I - CORE TEACHING LESSONS

- Lesson #1 - **Introduction - *Classical Conundrum!***
- Lesson #2 - **Bach (Baroque Period) - *Don't Fix It If It Ain't Baroque***
- Lesson #3 - **Mozart (Classical Period) - *Amadeus***
- Lesson #4 - **Beethoven (Classical Period) - *Imagery Activity***
- Lesson #5 - **Chopin (Romantic Period) - *Concert Poster***
- Lesson #6 - **Tchaikovsky (Romantic Period) - *Classical Mystery***
- Lesson #7 - **Musical Forms - *Musical Forms Worksheet***
- Lesson #8 - **Musical Terms - *Classical Cartooning***
- Lesson #9 - **Review - *Review Crossword***
- Lesson #10 - **Exam**

PART II - STUDENT NOTES FOR OVERHEAD

Students write down notes from overhead transparencies. These notes provide the information base for the unit and give students material from which to study.

PART III - OPTIONAL LESSONS

This collection of activities is excellent for homework or enrichment.

- | | |
|--|---|
| 1) Classical Music Forms Wordsearch | 2) Classical Music II Wordsearch |
| 3) Composer Riddles | 4) Biography of Modern Composer |
| 5) Classical Class | 6) Other Famous Composers |
| 7) Opera Or Ballet Field Trip | 8) PBS Video Biography |
| 9) Hooked On Classics | 10) Thumbs Up Or Thumbs Down |

MUSIC FOR THE UNIT

It is best to try to play classical music every day during this unit. The music can play while all of the students enter the classroom in the morning, or during independent project time. Try to expose students to as many different composers and styles as possible.

Some classical pieces are quite lengthy. Included in this unit are the approximate times needed to listen to a specific piece. (Most CD's have the length of the pieces listed.) If time constraints make it impossible to listen to an entire piece, listen to the piece on your own beforehand and select a certain part to share with the class. (Ideally, the main theme is the best passage to play because it is the most popular and recognizable to the students.)




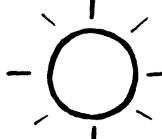






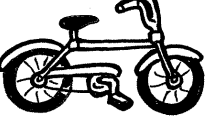
For locating the music for these lessons, Public Libraries and the internet are great resources.

CLASSICAL CONUNDRUM

Name: _____

Instructions: Use the clues to solve these difficult puzzles.

overture harpsichord Beethoven etude	Chopin classical fugue Mozart	piano Bach Handel sonata	Baroque ballet pipe organ
---	--	-----------------------------------	---------------------------------

-  + C +  + D
-  + 2 + DUH
-  +  + A
-  + OK
-  + S + 
-  + & + O
-  + 

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JOHANN SEBASTIAN BACH (1685-1750)

Bach is considered to be the greatest composer of the Baroque Era. Although he came from several generations of talented musicians (ranging from his grandparents to his own children), he is the most famous family member. Not only was he a talented musician (playing the violin, organ and harpsichord) but he was also a gifted singer. This range of talents and abilities allowed him to create both choral and instrumental masterpieces. Ultimately, Bach is remembered for giving the dull music of the time harmony and expression, as well as depth and meaning.



All 65 years of Bach's life were spent in Germany, moving from city to city obtaining paying positions in music. (Unlike many classical musicians, he did not solely pursue his love of composing. Rather, he preferred the stability of a government job that provided a steady salary, and then composed in his spare time.) His first move was at the age of 9 after the death of his parents. He moved to a nearby city to live with his older brother, who happened to be the organist there. During the next four years, Bach's talent for the organ was revealed. When he turned 14, he moved to a bigger city to learn more.

Bach worked as an organist for some time. He became known as a master of the pipe organ, as well as having great technical knowledge about it. In fact, many musicians and technicians would travel from nearby cities to consult him about the pipe organ. His mastery of the organ and the harpsichord was also demonstrated by his ability to improvise. Once, he was invited to visit the King, Frederick II. During a weekly palace concert, the King decided to play his own piece for the well-respected Bach. Upon completion, he turned to Bach and asked him to continue the song. Bach humbly accepted and proceeded to improvise a beautiful piece right then and there, which was later entitled, *The Musical Offering*.



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CLASSICAL MYSTERY

Name: _____

Instructions: Do the math questions below to solve the mystery.

$$\begin{array}{r} 257 \text{ (S)} \\ \times 32 \\ \hline \end{array} \quad \begin{array}{r} 385 \text{ (M)} \\ \times 24 \\ \hline \end{array} \quad \begin{array}{r} 157 \text{ (P)} \\ \times 25 \\ \hline \end{array} \quad \begin{array}{r} 191 \text{ (G)} \\ \times 29 \\ \hline \end{array}$$

$$\begin{array}{r} 327 \text{ (I)} \\ \times 18 \\ \hline \end{array} \quad \begin{array}{r} 149 \text{ (A)} \\ \times 27 \\ \hline \end{array} \quad \begin{array}{r} 267 \text{ (N)} \\ \times 28 \\ \hline \end{array} \quad \begin{array}{r} 198 \text{ (H)} \\ \times 47 \\ \hline \end{array}$$

$$\begin{array}{r} 282 \text{ (B)} \\ \times 26 \\ \hline \end{array} \quad \begin{array}{r} 258 \text{ (E)} \\ \times 29 \\ \hline \end{array} \quad \begin{array}{r} 132 \text{ (C)} \\ \times 48 \\ \hline \end{array} \quad \begin{array}{r} 421 \text{ (O)} \\ \times 17 \\ \hline \end{array} \quad \begin{array}{r} 251 \text{ (D)} \\ \times 34 \\ \hline \end{array}$$

In Russia, one dark and spooky night in 1894, a music teacher and his wife heard strange sounds outside. They threw open the shutters and peered out the window of their two story house. It seemed as if the bizarre piano music was coming from the graveyard which was located a block or so away. They quickly dressed and went out into the cool, foggy night following the sounds all the way to the cemetery. And what sounds they were! The man, being a well-known music teacher, was able to determine that the music was the famous 1812 Overture - except that it was being played in reverse! They traced this oddly-sounding, backwards music all the way to a tombstone - the grave of Peter Ilych Tchaikovsky who had died not more than a year before. The man gasped to his wife, "What on earth could this be?" The wife replied, "oh there is nothing to worry about - it was just Tchaikovsky. . ."

8534 7482 6336 7157 9240 3925 7157 8224 5886 7476 5539

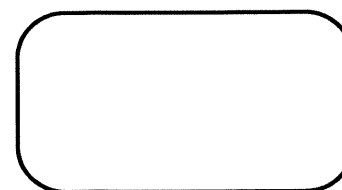
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CLASSIC CARTOONS

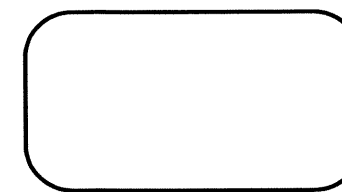
Name: _____



Accelerando
(getting faster)



Allegro
(lively, bright)



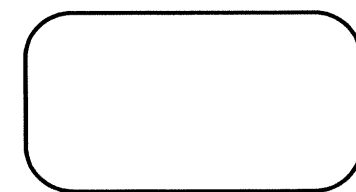
Andante
(slowly)



Crescendo
(getting louder)



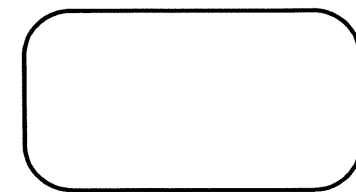
Decrescendo
(getting softer)



Forte
(loud)



Fortissimo
(very loud)



Legato
(smoothly)

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III Short Answer - Answer In Full Sentences - Be sure to explain your answer.

1. Describe music of the Baroque Period.

2. Describe music of the Classical Period.

3. Which piece of classical music did you enjoy the most? Explain why.

4. Which piece of classical music did you enjoy the least? Explain why.

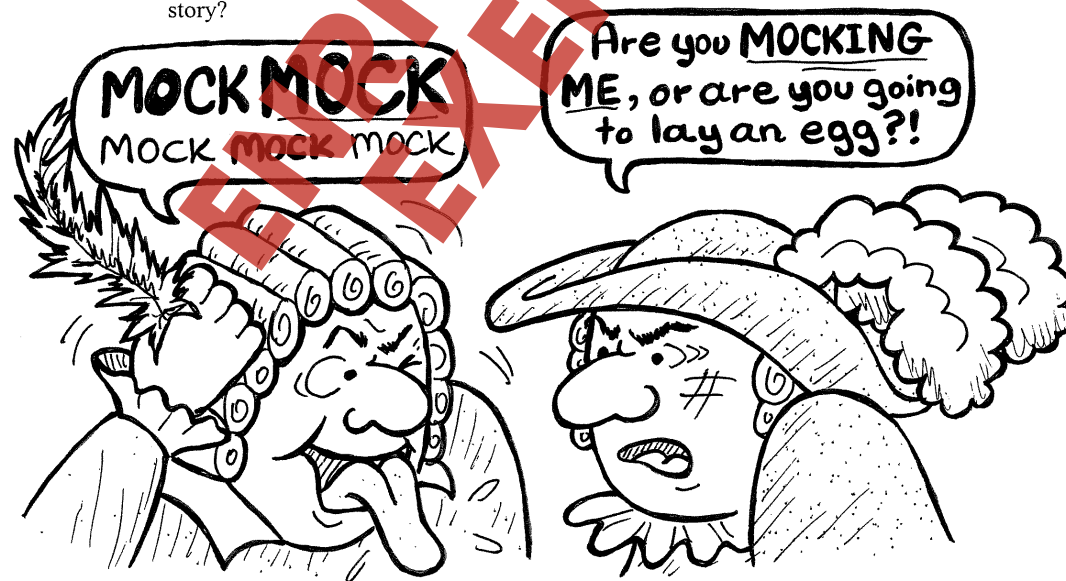
Extension Activity: Canons were very popular in the Baroque Era. Play the popular *Pachelbel's Canon*, for the students. How many know it? Discuss how simple the music is as it repeats itself over and over with each new instrument echoing the one before it.

OPTIONAL LESSON #12 - Enrichment (Mozart)

Listening Activity - Review the definition of a concerto. Explain to the students that a concerto usually has three parts, called movements. Each movement has a specific purpose and style. Usually, the first and third are quick and lively, while the second is slow and smooth. *Piano Concerto No. 21 in C Major* is a good example of the traditional concerto. Before playing it for your students, write the tempo (or speed) of the three individual movements on the board: 1 - Allegro, 2 - Andante, and 3 - Allegro vivace assai. Have the students look at these musical terms and guess what they might mean. (Sometimes musical terms sound like what they mean.) Allegro means lively, brisk and rapid. Andante means moderately slow. Allegro vivace assai means much more lively, brisk and rapid than Allegro. This concerto has a slow movement sandwiched between two fast movements. Have them listen for the speeds while it is being played. Also, remind them that a concerto spotlights a soloist. Listen to how the piano and orchestra interplay throughout. (Allow 25 minutes for the entire piece.) Many students will recognize the familiar melody heard very strongly in the second movement.

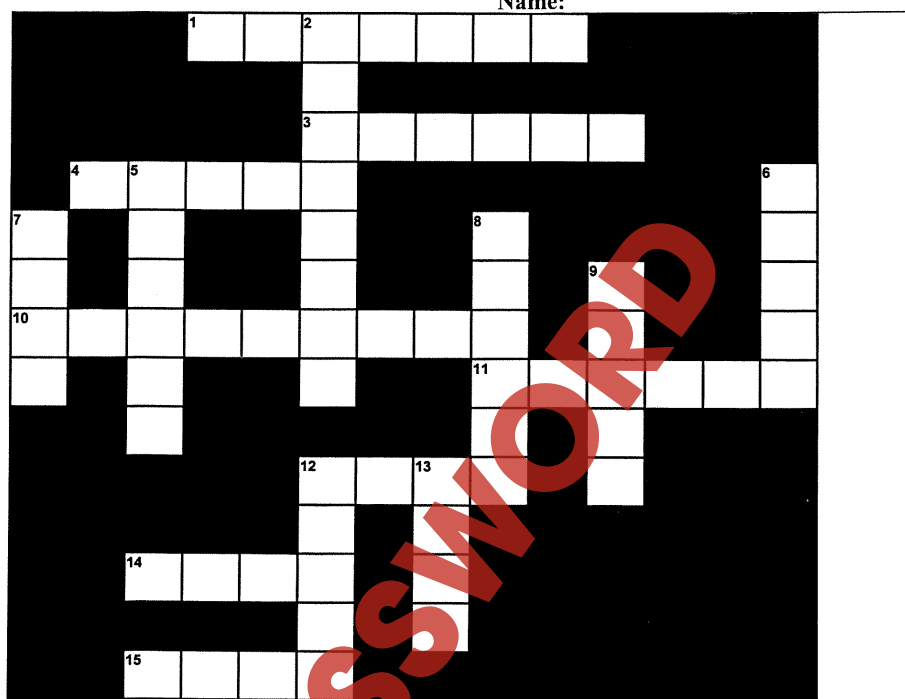
Lyrics Activity - *The Marriage of Figaro (Le nozze di Figaro)* is a comic opera. It uses humor and wit to tell a musical story. A copy of the words for one of the songs in the opera, *Act I: No. 10 Aria*, is included - along with a brief summary. Read through the summary to help the students understand the basis for this particular song. (Although the song is sung in Italian, play the music for the students to listen to after this activity - approximately five minutes in length.) After reading through the song, ask the following questions:

- How do the lyrics (or words to the song) express humor?
- Can you find any satire (or mockery) in the lyrics?
- If you had not read the summary first, does the song give enough information to tell the story?



CLASSICAL MUSIC CROSSWORD

Name: _____



Across

- 1) The popular instruments of this musical period include the pipe organ and harpsichord.
- 3) He began his music career early as a child prodigy.
- 4) A performance in which singers tell stories through songs.
- 10) Mozart and Beethoven were composers during this period.
- 11) The musical term for smooth.
- 12) Allegro.
- 14) Beethoven was able to compose many famous works late in his career, in spite of the fact that he could not do this.
- 15) Swan _____ - one of Tchaikovsky's most famous ballets.

Down

- 2) Music of this period had the most emotion and expression than the two earlier periods.
- 5) Chopin was born here.
- 6) The musical term for soft - also an instrument.
- 7) Famous composer of the Baroque Period.
- 8) A performance in which dancers interpret a musical story through movement only.
- 9) Bach wrote in this type of form often.
- 12) Loud.
- 13) Andante.



CLASSICAL MUSIC AND COOL COMPOSERS

Name: _____

I Match the terms.

- | | |
|--------------------|-----------------------|
| 1. ___ forte | a) slow |
| 2. ___ legato | b) soft, quiet |
| 3. ___ pianissimo | c) medium loud |
| 4. ___ piano | d) loud |
| 5. ___ allegro | e) separate, detached |
| 6. ___ sforzando | f) smoothly |
| 7. ___ staccato | g) getting louder |
| 8. ___ mezzo forte | h) very soft |
| 9. ___ andante | i) explosively |
| 10. ___ crescendo | j) fast |



II Fill in the blanks with the correct terms found at the bottom of the page.

1. A small choral work for a few singers and instruments. _____
2. A piece in which musicians repeat each other one after another and then overlap melodies. _____
3. A smaller symphony usually written for two instruments. _____
4. A piece with three or four varied parts (movements) on a theme with full orchestra. _____
5. A ballroom dance song for couple dancing. _____
6. (Night music) a short, elegant piece. _____
7. (Study) finger exercises for pianists. _____
8. A short piece played by an orchestra before an opera or ballet performance. _____
9. A performance in which dancers interpret a musical story through movement only. _____
10. A performance in which singers tell stories through song. _____

- | | | | | |
|----------|-------|----------|---------|--------|
| overture | opera | fugue | sonata | ballet |
| nocturne | waltz | symphony | cantata | etude |

CLASSICAL MUSIC FORMS WORDSEARCH
Name: _____

E V L C S Z
 V U S A U P H Y D R
 Q H G K I N K L M C I K
 O J S U C N A O L B O P E R A N
 L Q C F M J X N C Z S G H F Z P O
 T E D N E O I R O T A R O B F U O
 K A S I D C A O N L U I N A Q U O
 N S C U M T K C A O R Y L B G
 B A L L A D E W R P N L B
 O V E R T U R E D U T E G
 G R Q N A T A N O S T
 P T A A O C M Z V
 C T O I U
 U C X
 F

- | | | | |
|----------|----------|-----------|----------|
| BALLADE | ETUDE | ORATORIO | SONATA |
| BALLET | FUGUE | OVERTURE | SYMPHONY |
| CANTATA | NOCTURNE | POLONAISE | WALTZ |
| CONCERTO | OPERA | PRELUDE | |

ANSWER

CLASSICAL LESSON #1 - Classical Music Forms Wordsearch

Students are familiarized with vocabulary in this "time-filler" activity. (The educational value of this activity is quite suspect but it probably is better than colouring.)

Solution

E V L C S Z
 V U S A U P H Y D R
 Q H G K I N K L M C I K
 J S U C N A O L B O P E R A N
 Q C F M J X N C Z S G H F Z P O
 E D N E O I R O T A R O B F U O
 A S I D C A O N L U I N A Q U O
 N S C U M T K C A O R Y L B G
 B A L L A D E W R P N L B
 O V E R T U R E D U T E G
 G R Q N A T A N O S T
 P T A A O C M Z V
 C T O I U
 U C X
 F

CLASSICAL LESSON #2 - Classical Music Wordsearch

A wordsearch focussing on terms and other vocabulary relating to classical music.

Solution

classic music III

V A H Y K S V O K I A H C T S
 F I N C C P U D R C I V R J F
 O H V D A Q E N C L E G A T O
 R G A A A B E E T H O V E N R
 T K T R C N L C V Z O O Z P Z
 I P I O P E T S I U D P K Q A
 S O I N R S T E T R O F I P N
 S S J A R X I R N A L D I N D
 I F N I N D J C O E C P K H O
 M D L P C I Z E H F E C J W Q
 O I W O U E S D T O O S A F D
 T R A Z O M C S R R R Z R T I
 K J T Z D Z Z G I J Q D Z B O
 O R G E L L A X H M D K L E G
 X Q H M A N D E U Q O R A B M