

Lesson Plan Series: I Heard That! Listening to Classical Music

This streaming of *I Heard That! Listening to Classical Music* and series of lesson plans is brought to you by a generous grant by the Claude Moore Foundation.



Video streaming featuring the Virginia Chamber Orchestra can be found at
http://www.virginiachamberorchestra.org/vid_listening.html

Lesson Plan Title: *I Heard That! Listening to Classical Music -- Background Information and ACCENTS and LEGATO*

(Note: Lesson Plan 1 provides background information and will be new information for some students. For others, it will be a review. Some of the information in Lesson Plan 1 will be new to all of your students.

Although this lesson is most beneficial to students in grades 3-7, it will serve as a adaptable lesson for students in grade 2.)

Lesson Plan #1 of 5

Objectives:

- 1. The students will learn about the role of the conductor, concert master and orchestra members.**
- 2. The students will learn the meaning of overture, become familiar with the term opera.**
- 3. The students will learn how a musical score appears to the conductor and will be able to identify the instruments used in the overture.**
- 4. The students will learn the definitions of accents and legato and be able to identify the accented and legato passages when listening to a performance by the Virginia Chamber Orchestra.**
- 5. The students will become familiar with the tone colors of individual instruments and families of the orchestra.**
- 6. Tell the students they will learn about the composer and conductor named Wolfgang Amadeus Mozart.**

Materials Used:

- 1. *I Heard That! Listening to Classical Music* streaming activity**
- 2. *I Heard That! Listening to Classical Music* Powerpoint, Chapter 1**
- 3. Laptop**
- 4. LCD**
- 5. Whiteboard or Blackboard**
- 6. Speakers**

Prior Knowledge and Experiences/Curriculum Content:

- 1. None needed.**

Connections to the National Standards of Music:

- 5. Reading and notating music**

6. Listening to, analyzing, and describing music
9. Understanding music in relation to history and culture

Procedures: To be used with the *I Heard That! Listening to Classical Music Powerpoint*

1. Show a photo of the Virginia Chamber Orchestra and have the students identify the conductor and the concertmaster and what role they play.



1. Concertmaster 2. Conductor

2. Ask the students to look at the photo of the Virginia Chamber Orchestra. Show them the conductor standing in the middle.
3. Ask the students if they know what a conductor does.
4. Reiterate how the conductor makes sure everyone stays together and performs according to how the composer wanted his/her music to be performed.
5. Have the students count the number of musicians in this photo of the Virginia Chamber Orchestra. (34 musicians)
6. Ask the students if they know what the concertmaster does.
7. Explain that concertmaster is the leader of the first violins and assistant to the conductor of an orchestra
8. Show the students the first page of the *Overture to the Marriage of Figaro, K. 492* by Wolfgang Amadeus Mozart. Show them how a conductor must read the musical score vertically and horizontally at the same time.
9. Ask the students what they know about the term opera. (a drama told with singing)

10. Ask the students to name the instruments for whom Mozart wrote the the *Overture to the Marriage of Figaro* (flute, oboe, clarinet, bassoon, French horn, trumpet, timpani, violin I, violin II, viola, cello, string bass)
11. Ask the students to point out specifics about the score. (e.g. key signatures, time signature, rest, clefs, notes, rests, etc.)
12. Show the students Mozart's portrait and ask them when he lived. Ask them if they are aware of any of his American contemporaries. (Students will know some of these facts, dates and persons.)

1756 -- French and Indian War begins between Britain and France

1763 -- Treaty of Paris ends French and Indian War & Mason-Dixon Line is drawn

1770 -- Boston Massacre occurs

1773 -- Boston Tea Party

1776 -- United States issues *Declaration of Independence*

1781 -- Cornwallis surrenders to the American forces at Yorktown

1782 -- Benjamin Franklin presides over preliminary peace talks between England and American

American revolutionaries

1783 -- American Revolution ends with the signing of The Treaty of Paris

1789 -- Washington is inaugurated as the first President of the U. S. & The Bastille is stormed in

Paris, initiating the French Revolution

1790 -- Washington, D.C. is founded as the permanent federal capital of the U.S.

1791 -- The first *Ten Amendments to the United States Constitution*, the *Bill of Rights*, are ratified

13. Ask the students if they are aware of any other music events during Mozart's lifetime. (Students will most likely know some of the composers, some facts and dates)

1755- Austrian composer Franz Joseph Haydn composes his first string quartet

1756 - *Violinschule*, a book written by Leopold Mozart on playing the violin, is published

1759 - English composer, George Frederick Handel dies (born in 1685)

1762 - *Orpheus and Eurydice*, an opera by Gluck, is performed

1770 - German composer Ludwig van Beethoven is born in Bonn, Germany

1773 - The waltz becomes fashionable in Vienna

1790- The first musical competition in the United States takes place

1791- Haydn's "Surprise" Symphony No. 94 in G premieres

14. Ask the students what they know about the string family instruments -- can they name an instrument, can they pantomime the way the instrument is played or imitate its tone color.

15. Tell the students the string family consists of the violin, viola, cello and string bass.

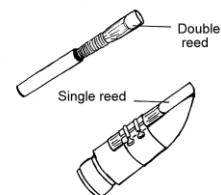
16. Explain or model how their sound is made by rubbing a bow across or plucking a string. (A sound clip can be found here and in the following sites.)

<http://www.beginband.com/sndclips/viola.mp3>

17. Explain that the viola is slightly larger and slightly lower in pitch than the violin.

<http://www.beginband.com/sndclips/viola.mp3>

18. Explain that the cello is much larger and pitched lower than the viola. Tell them it is so much larger that the cellist needs to place the instrument between his/her knees..
<http://www.beginband.com/sndclips/cello.mp3>
19. Explain that the string bass is the lowest pitched and largest string instrument. Explain how the performer must stand or sit on a tall stool to perform.
<http://www.beginband.com/sndclips/bass.mp3>
20. Ask the students what they know about the woodwind family instruments -- can they name an instrument, can they pantomime the way the instrument is played or imitate its tone color.
21. Tell the students the woodwind family consists of the flute, clarinet, oboe, English horn, and bassoon. You may wish to have your students identify the bass clarinet, piccolo and various saxophones, but explain that these instruments are not used in the featured music in this streaming lesson.
22. Explain or model how the woodwinds' sounds are made by blowing over the top of a flute, and by blowing into the reed of the other woodwind instruments.
23. Ask the students how the flute is a woodwind when the instrument is made of metal. (This may spark an interesting discussion.)
24. Explain or model how the flute is played and talk about how the flute sounds.
<http://www.beginband.com/sndclips/flute.mp3>
25. Explain that the clarinet was a newly added to the orchestra by Mozart. Clarinets were not used in the Virginia Chamber Orchestra's performance of *The Marriage of Figaro*.



26. Explain that the oboe, English horn and bassoon are double reed instruments.
27. The English horn is larger than and its pitch lower than the oboe. Play the sound clips for the English horn. <http://www.dsokids.com/listen/InstrumentDetail.aspx?instrumentID=26>
28. The bassoon is a double reed instrument that is larger than the oboe and English horn. It usually plays in the lower register like a tenor or bass would sound.
<http://www.dsokids.com/listen/InstrumentDetail.aspx?instrumentID=26>
29. Ask the students if they know what classical music means? Give them your definition.
30. Tell the students that one of Mozart's most popular opera is *The Marriage of Figaro* and that this streaming video will set up the opera with "fast notes" which will help set the scene with "lots of crazy running around in the opera", "running around," "mistaken identities," people dressed in other peoples' clothing," "running around in gardens at night," and one character even jumps from a window to avoid being identified."

31. With your instrument of choice, play this leit motif or theme for them. Tell them to listen for it in the streaming video.



32. Ask or tell the students about the role of the accent. (the stress or emphasis on a note)

33. Have the students listen for accents in this timpani passage and tell them the quarter note on the second measure (shown here) will be accented or stressed. There will also be frequent accents performed on the timpani or kettledrums throughout the *Overture to the Marriage of Figaro*.



34. Tell the students the streaming video will focus on this rhythmic pattern and accents.
35. Ask the students if they know the meaning of legato. (smooth without any break between the notes or flowing from one note to another)
36. Introduce the seven statements about Mozart that the students will see in the streaming video.
1. Mozart's musical ability became apparent when he was about three years old. He was composing by the age of six.
 2. Mozart's musical ability became apparent when he was about three years old. He was composing by the age of six.
 3. The bassoon is a double reed instrument that is larger than the oboe and English horn. It usually plays in the lower register like a tenor or bass would sound.
 4. Mozart could write down his musical ideas at meals, while gossiping with friends and even while playing pool.
 5. Mozart loved animals. He sent his dog, Bimperl, greetings from all over Europe.
37. Inform the students that at the end of the concert the conductor will ask the orchestra to stand, everyone will take a bow and the conductor shake the concertmaster's at the end of the concert.
38. Show the introduction and first section of the streaming video *I Heard That. Listening to Classical Music*.

Indicators of Success:

- 1. The students will learn to be able to discuss, know the timbre of the instruments in a chamber of orchestra, explain the roles of the conductor and concertmaster, recall important historical facts, be able to explain what an opera, overture, accent and legato mean and they sound in *Overture to the Marriage of Figaro* and other music.**

Assessment:

A subjective, Informal Assessments in this lesson will be based on your discussion on what the students are able to recall and add to the discussion.

A formal Objective Assessment will be following the fifth lesson series.

Comments and Additional Material:

You may wish to consider your own assessment at any time during this lesson series. You have permission to save, make changes and adapt *I Heard That! Listening to Classical Music* Powerpoint and lesson plans to best meet your students' needs.

A sample score and portrait of Mozart are included on the last three pages of this lesson plan.

***Part 1, Accents and Legato* will end at 8:48 on your counter below the streaming screen.**

This lesson and Powerpoint were written by Debra Kay Robinson Lindsay, an author, composer, arranger, children's choral conductor and music teacher in Fairfax County Public Schools in Virginia and Secretary of the Virginia Chamber Orchestra. Any questions about this lesson can be sent to DebraK.Lindsay@fcps.edu .

Mozart
Overture to
The Marriage of Figaro
K. 492

Presto.

Flauti.

Oboi.

Clarineti in A.

Fagotti.

Corni in D.

Trombe in D.

Timpani in D.A.

Violino I.

Violino II.

Viola.

Violoncello.

Basso.

2.

pp

p

pp

pp

pp

pp

pp



This system of musical notation consists of ten staves. The first four staves are vocal parts: Soprano, Alto, Tenor, and Bass. The last six staves are piano accompaniment, divided into three pairs of grand staves (treble and bass clef). The key signature is one sharp (F#), and the time signature is 4/4. The system contains 16 measures. The vocal parts feature various melodic lines, including some with grace notes and slurs. The piano accompaniment includes chords, arpeggiated figures, and moving bass lines. A '2.' (second ending) is marked in the final measure of the Bass vocal line.



This system of musical notation continues the piece with ten staves, following the same vocal and piano arrangement as the first system. It contains 16 measures. The vocal parts continue their melodic development, with some measures featuring rests. The piano accompaniment provides harmonic support with chords and rhythmic patterns. The system concludes with a final measure where all parts end on a sustained chord.



Wolfgang Amadeus Mozart
1756-1791