ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Music UNIT: Beethoven and Mozart TERM: Autumn 1 YEAR GROUP:3

THE BIG QUESTION	
What were the achievements of Beethoven and Mozart?	
END OF UNIT OUTCOME	Performances inspired by Beethoven and Mozart pieces of music
OBJECTIVES	• Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand Staff and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and great composers and musicians. • To develop an understanding of the history of music.
CONCEPT: achievement	Looking at the achievements of the composers Beethoven and Mozart
Beethoven	
LESSON 1 QUESTION	**What is a graphic score?**
KEY KNOWLEDGE	**Ludwig van Beethoven (1770 - 1827)** • German composer and pianist • Transformed music by adding an extra layer of drama and emotion to classical structures • Was deaf from the age of about 26 so didn't actually hear most of his greatest works **Symphony No 5, movement 1** ▪ First performed in 1808 ▪ A symphony is a large work for orchestra usually in 4 sections or movements ▪ Has one of the most famous beginnings in all of orchestra music
RICH TASK	Introduce The Big Question - Annotate big question with what children already know? Stick in title page Watch the introductory film about Beethoven and discuss: - Did you like the music? - How do you think Beethoven would have felt not being able to hear his own music? Go through background information about Beethoven and Symphony No 5

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<table>
<tr><td></td><td colspan="3">Give out A4 sheets of paper and a variety of coloured pens and ask children to have their paper landscape and fold the paper in half lengthwise (across) so they have 2 sections.
- Children to listen, without images, to the opening 45 seconds of Beethoven's 5th symphony famous first phrase (da-da-da-duh!) and ask your children to choose a colour that they think matches the sound of the music, listen again and using the chosen colour children to draw a shape that represents the music in the top section
- Now listen to the music that comes after the horns at 0'45 and encourage your class to choose a different colour to match this contrasting section and again draw a shape that matches the music in the bottom section

(should be a jagged shape on top and smooth shape on bottom)
Listen to the rest of the music adding more jagged and smooth shapes when they hear them in the music – discuss that if the music is loud the shapes should be bigger and quiet music means smaller shapes (model this)
Explain their artwork is a graphic score
graphic score - it is a graphic (diagrammatic) representation of the music and could be used to make more music.
Stick the graphic scores into books</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – read the information and explain unfamiliar vocabulary
- Model the graphic score activity to ensure understanding

C – write a definition of what a graphic score is to explain to a friend</td></tr>
<tr><td>KEY VOCABULARY</td><td>Beethoven
Symphony
Music
Graphic score
representation</td><td>RESOURCES</td><td>Ludwig Van Beethoven - Symphony No. 5 (1st movement) - BBC Teach
PowerPoint with background information (ten pieces pp)
Paper
Colouring pencils</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 2 QUESTION</td><td colspan="3">Can you use the correct notes to play the beginning tune of Symphony No.5?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Symphony No5 introduction (jagged part)
Who was Beethoven
Play tunes on instruments and using given notes to play</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Retrieval activity - cops and robbers task about Beethoven and Symphony No 5 and graphic score</td></tr>
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	- Children to write down all the information they can remember from last lesson and then will be given time to 'steal' information from others in their class. Play a game of copy me The children must copy whatever you do until you say 'stop'. Once the children have the idea of the game say 'Beethoven 5!' loudly using the opening rhythm from his piece and encourage the class to copy you. Then, **split the circle into two groups** and try this **-** **You: Beethoven 5….** Class: Beethoven 5…. **You: Beethoven 5** Grp 1: Beethoven 5 Grp 2: Beethoven 5 **You: Beethoven 5** Grp 1: Beethoven 5 Grp 2: Beethoven 5 **You: Beethoven 5** Class: Beethoven 5 **You: Beethoven 5** Class: Beethoven 5 **All: Beethoven. 5, 5, 5!** We just performed the exact opening of Beethoven 5 and your children will now be really familiar with its iconic rhythm! Split children into groups Show children how to play this on he Xylophone (notes are on the powepoint) - Give children time to play the tune Each group to perform to the class and receive feedback
SUPPORT AND CHALLENGE	S – model the game and go through a few times until children understand - Model how play the tune and give children enough time to practise - - group work

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	C – using the given notes, can you come up with you own jagged tune		
KEY VOCABULARY	Symphony No5 Beethoven graphic score Xylophone Musical piece Gentle and smooth Tune Music notes	**RESOURCES**	Cops and robbers activity. Ten pieces powerpoint Xylophones
LESSON 3 QUESTION	**Can you create a short piece of music inspired by Symphony No.5?**		
KEY KNOWLEDGE	Symphony No5 introduction and the gentle part Who was Beethoven Play tunes on instruments and using given notes to play		
RICH TASK	Retrieval practice activity – talk about these things from last lesson with a partner - Jagged tune from Symphony No5 - What notes did we use? - What instruments did we use? Introduce key question - **Can you create a short piece of music inspired by Symphony No.5?** Recap the Beethoven 5 (copy me game) to remind children on the tune Remind children of their graphic score and the smooth part (play this part of the tune) Show children the tune on a Xylophone (notes are on the powerpoint) Split the class back into groups and ask each group to invent their own twisty tune and make a short piece using it – use the same notes from the demonstration. Remind them their piece must be gentle and smooth in complete contrast to the jagged sounds from the beginning of the tune. Bring the class back together and hear each group separately. Ask the class to give feedback. Get children to put the Beethoven 5 section with their twisty tune and get children to perform again (record on ipad)		

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SUPPORT AND CHALLENGE	S – children to have the notes displayed and modelled by teacher, group work C – put two groups together and challenge them to be able to put their tunes together.		
KEY VOCABULARY	Symphony No5 Beethoven graphic score Xylophone Musical piece Gentle and smooth Tune Music notes	**RESOURCES**	Ten pieces powerpoint Xylophones
LESSON 4 QUESTION	**What is the structure of Mozart's Horn Concerto No.4?**		
KEY KNOWLEDGE	**Wolfgang Amadeus Mozart (1756 – 1791)** • Austrian composer, pianist, child genius! • Mozart and his sister (Nannerl – also a composer), were famous all over Europe as children • Wrote his first pieces aged just 5! **Horn Concerto no 4, movement 3** ▪ Written in 1786 for his friend Joseph Leutgeb ▪ This is one of four horn concertos written by Mozart. (The third movements are all surprisingly similar!) ▪ Concertos from this time were often written with three sections (called movements)		
RICH TASK	Retrieval activity - retrieval quiz 1. What is a graphic score? 2. Write down 2 facts about Beethoven 3. What is the famous introduction of his symphony No.5 piece of music? 4. What is the name of the large group of musicians that play Beethoven's tune? 5. What instruments did we use to play the tune? Watch the introductory film about Mozart and discuss any similarities and differences between Mozart and Beethoven. Discuss that there are several technical terms in this piece (Horn Concerto, Movement 3, rondo, Cadenza)		

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	Play this simple game to help get the terminology clear – Stand in a circle and tap your fingers on the top of your head, stop and shout 'MOZART!' Ask the children to copy *Ask for a gesture for when you shout 'Mozart' and choose the best one.* Tap your shoulders and say ' HORN CONCERTO'. *A concerto is a piece with a soloist so ask one child to rush into the centre of the circle and mime playing a French horn. Point at them as you say 'concerto'. Ask the children in the circle to copy* Tap your tummy and say 'MOVEMENT 3' *A movement is a section, show this by making a small box shape with your hands and then showing the number 3. Children copy* Tap your knees and say 'RONDO' *A rondo is a piece with a returning idea. Point to yourself , then someone else, then yourself, then someone else etc. Children copy* Finally, tap your feet and say 'CADENZA' *A cadenza is a showing off moment for the soloist. Do something spectacular like spinning around, dancing, standing on one leg. Children copy* Now try performing all of this at the same time as your children, like this: Tap head: "Mozart!" gesture Tap shoulders: "Horn concerto" point at soloist Tap tummy "Movement 3" gesture Tap knees "Rondo" point at self, away, self, away etc Tap feet "Cadenza" show off! Explain that as this piece is a 'rondo'; there is one tune that keeps returning. Watch the first 10 seconds of the full orchestral performance. Explain that this jaunty theme on horn is the idea that will keep returning, sometimes played by horn alone, sometimes played by the full orchestra. Watch the full orchestral performance and this time, ask your children to stand up every time they hear that opening theme, when the music is different they must sit down. *The tune appears at 0'00 1'07, 1'58, 3'17, 3'36*

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<table>
<tr><td></td><td colspan="3">Play the recording again, they must stand every time they hear the theme, this time if it is played by the horns they must mime playing the horn, if it is played by violins, mime violins.

Play the recording again this time in addition to the above, when they hear the ‘cadenza’ – a showing off moment for the horn - they must move (dance) in the same way as the music sounds so if it is jumpy, they must jump, if it is smooth perhaps they can sway smoothly (it is smooth!)

Listen to the piece of music one final time and explain we are going to use letters to represent the different parts

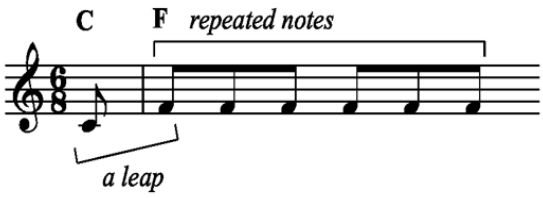
As a class write down the structure of Mozarts piece of music

A – B – A – C – A – D Cadenza – A – Coda*

Coda meaning ending</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – whole class work, repeat the task explanation to ensure everyone is following
C – Children to come up with their own way to teach Horn Concerto, Movement 3, rondo, Cadenza similar to the first activity we did as a class</td></tr>
<tr><td>KEY VOCABULARY</td><td>Horn Concerto
Movement 3
Rondo
Cadenza
Coda
Mozart</td><td>RESOURCES</td><td>Wolfgang Amadeus Mozart - Horn Concerto No. 4 (3rd movement) - BBC Teach

Ten pieces powerpoint</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 5 QUESTION</td><td colspan="3">Can you create a piece of music using a leap and repeated notes?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Mozart’s horn concerto tune
Tune starts with a leap then uses repeated notes
What is a hunting call?</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Retrieval activity – match the word with its definition
Horn Concerto, Movement 3, rondo, Cadenza, coda

Explain that Mozart’s main theme (the one that keeps returning) has a very distinctive shape. It starts with a jump upwards and then several repeated pitches. It is quite easy to play the beginning on a xylophone. After this</td></tr>
</table>

	iconic opening it moves on in a twisty direction but keeps repeating some notes over and over.  Demonstrate playing the beginning of the tune on a xylophone - Challenge a few children to come forward and have a go at Mozart's theme, - their tune must begin with a leap and then a series of repeated notes. Can they invent a twisty ending for it? Discuss that Mozart's theme is similar to a hunting call. Traditionally horns (made from actual animal horns) were used by hunters on horseback. They would play simple phrases (calls) to each other as a way to communicate. Split the class into small groups (3 groups is an ideal amount but you could have as many as you like). Set the following task - each group must make a short 'hunting call' piece using: A tune with a leap and a series of repeated notes **Challenge -** can you add anything else to make it sound like a hunting call (horses hooves, a pulse etc.) *You can use whatever instruments you have available for this. If using percussion you need every group to have at least one pitched percussion instrument alongside lots of unpitched. If your children are learning orchestral instruments, feel free to adapt the pitches above to suit the level of your learners* Explain that this is section A Listen to each groups hunting call and ask for other children to provide feedback

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SUPPORT AND CHALLENGE	S – teach demonstration, group work C –can you add anything else to make it sound like a hunting call (horses hooves, a pulse etc.)		
KEY VOCABULARY	Theme Tune Leap Xylophone Repeated notes Hunting call	**RESOURCES**	Ten pieces powerpoint Xylophones and other instruments
LESSON 6 QUESTION	**Can you create your own piece of music which contrasts section A?**		
KEY KNOWLEDGE	Mozart's horn concerto tune Section A Tune starts with a leap then uses repeated notes What does contrasting mean?		
Rich task	Retrieval activity – children to play their section A through a couple of times to make sure they can remember it. Explain that today you are going to make new sections of music called 'episodes'. These need to contrast with the A section they have already made. Working in the same groups**,** with the same instruments, ask each group to write down three words to describe the piece they made last week. *For example: loud, fast, bouncy* Now ask each team to write three words that are the opposite of their list (or are very different) *For example: quiet, slow, flat* Each group must make a piece that is contrasting in every way to the one they made last week. The three words they have just written down should inspire them. (check if children are still using the same notes or can use any notes) Each group to tell the rest of the class the three words for their piece of music and then perform the episodes section and others to give feedback about if they created music that sounds like their three words		

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SUPPORT AND CHALLENGE	S – time to practise the section A teach to support remembering of tune, group work C – write an explanation about how the tune created represents the 3 chosen words.		
KEY VOCABULARY	Episodes Perform contrast	**RESOURCES**	Ten pieces powerpoint Xylophones and other instruments