

# Reflect, Rewind and Replay

## Consolidate Learning and Perform - Year 4

### Step 3

#### **Classical music**

The term 'Classical music' has come to be known as a term for music that spans the course of hundreds of years, including all Western music from Medieval Church music, to Stravinsky, to the current day.

It is music that has been composed by musicians who are trained in notating their compositions so that other musicians can play them.

Many people are unaware that Classical music is still being composed today, although it is very different from what was created several hundred years ago.

Classical music differs from Pop music because it is not made just to be popular for a short time or just to be a commercial success. It is different from Folk music, which belongs to the people who want to perform it and passed to future generations by listening and copying.

Breadth of listening across ALL genres and styles of music is so important. Children need to understand where music fits into history and to listen to its great composers and musicians. Listening, knowledge and understanding will inform and guide their future listening.

The only way to understand music is to listen to it. There is a whole world of sound waiting to be discovered.

#### **1. Listen and Appraise**

##### **Reflect**

Listen to Moonlight Sonata, it was composed in the summer of 1801, the Romantic period. (See Periods of Classical Music document in the History of Music folder on the unit page.) Stand or sit to find the pulse or just listen to the music.

Use this opportunity to familiarise and build on musical vocabulary. Discuss the music and what you can hear in it.

**The following questions can be seen on-screen:**

**“What can you hear?”**

Encourage the children to verbalise their responses to the music. Build upon knowledge from previous Units using correct musical vocabulary and terminology. Focus the discussion around instruments, texture, tempo and the other interrelated dimensions of music.

**“How does the music make you feel?”**

Everybody will feel differently. Music brings many emotions along with it and often each person feels something different. Perhaps share with each other how the music makes you feel.

**“How old do you think this music is?”**

Ask the children then click on the History tab on the screen to see where this piece fits in time. Moonlight Sonata was composed in the summer of 1801, Beethoven bridged the gap between Romantic and Classical music. (See Periods of Classical Music document in the History of Music folder.)

**“Does the music tell a story?”**

Use your imaginations, remember that music can send your imagination flying. Also, see ‘Fast Facts’.

**“Do you like the music?”**

It doesn’t matter if the children do or don’t, there is no correct answer to this question and they might change their minds as the Unit progresses. Use the question to start a creative discussion!

## **Fast facts**

### **The composer**

- Ludwig van Beethoven (1770-1827) was a German composer. He wrote music for the piano, orchestras and different groups of instruments. His father was a singer, and it was obvious early on that Beethoven was a musical genius. As a child he travelled and performed, and soon started to support his family.

- His best-known works are his third (Eroica), fifth, sixth (Pastoral) and ninth (Choral) symphonies, the eighth (Pathétique) and fourteenth (Moonlight) piano sonatas, two later piano concertos, his opera Fidelio, and also the piano piece Für Elise. When he was a young man, he was a talented pianist. Beethoven was popular with the rich and important people in Vienna, Austria, where he lived.

### The music

- Moonlight Sonata was composed in the summer of 1801 in Hungary, on an estate belonging to the Brunswick family. The composition was published in 1802 and was dedicated to Beethoven's pupil the 17 year old Countess Giulietta Gucciardi.
- A sonata is a way of organising a piece of music, this became popular in the Classical period.
- The piano sonata has three parts
  - I. Adagio Sostenuto
  - II. Allegretto
  - III. Presto Agitato

### The story

- The Sonata is one of the most popular piano sonatas from Beethoven's creation. It was named the Moonlight Sonata by a poet called Ludwig Rellstab who, in 1832, had this inspiration on a moonlit night on the banks of a river.

### Interesting extras

- When he was little, his father forced him to practise the keyboard for hours and hours. His father wanted Beethoven to be like Mozart.
- He demanded that people listen to his music and would stop playing if people started talking.
- He was often quite grumpy and scruffy!
- His music was so original that he started a whole new type of music (called Romantic).
- The first piece of music of this new type was the Symphony No 3. It was so different from anything before that the first audience was shocked.
- His late string quartets are very deep, serious and personal. They are the last major pieces completed by Beethoven. They also started a tradition amongst other composers, which involved writing their most serious music for string quartets.

- As a young man Beethoven moved to Vienna, intending to study under Mozart. He did study with and befriend Haydn, and soon his career as a brilliant pianist, conductor and composer took off. In fact he was the first musician who managed to make a living from his music without being employed by a king or noble and working for the court.
- At age 28, Beethoven began to go deaf, and soon was unable to play the piano or conduct any more. He carried on composing, however, and produced some of his best music after he had lost his hearing completely.
- Beethoven was a difficult, bad-tempered and emotional man but he also had a circle of very close friends who helped him deal with his worst times. In his later years people communicated with him through his ‘conversation books’: they would write to him and he would reply, either by speaking or writing. Although many of the 400 or so books he filled in this way were destroyed, enough remain that we have good insight into his later years.

## History

Look at the on-screen diagram to see where this piece of music sits in history, time and space.

## Rewind and Listen Out!

A listening activity to remember instruments and their sounds.

Using the on-screen listening tool, play the musical extract; you will all have heard it earlier in the year. Ask the children if they have heard it before.

You will be asked the question:

“Which of the following can you hear in this musical extract?”

Listen to the extract and name the instruments/voices that you can hear. Click on the instruments you see in the pictures to hear their sounds. This will help the children familiarise themselves with different instruments and voices.

1. Press the play button to listen to the musical extract.
2. Listen to an example of each instrument or voice by pressing the play button on each picture.
3. Select the instruments that you think are correct and press submit! You will see which instruments you guessed correctly.

The extract you will hear is Libertango by Piazzolla. The answer to the question is: accordion, cello, piano, congas, double bass, violin.

## Reflect

### Composers and Composition

- A. Watch the video “What music are you listening to at the moment?” (About the composer - Zoe Dixon.)
- B. Watch the video “What is the story of The Orford Lighthouse?” (About the Song - Zoe Dixon.)
- C. For more information, video and activities about Zoe Dixon please go to ‘Collaborations’ and then ‘Friday Afternoons 2014’ on the Charanga site.

## 2. Musical Activities

There are a lot of activities here so please do not worry if you don't do them all.

### Composition activity using the Music Explorer resource

The on-screen Music Explorer composition resource will guide you through the following options:

- **Option 1:** A way into composition with your class using glockenspiels and/or recorders.
- **Option 2:** A more differentiated approach to composition in groups using a mix of classroom and band/orchestral instruments. For this approach please use the Music Explorer tool in the Freestyle view in the Creative Apps section.

#### Option 1

- Select ‘3-note set’ to begin (use more notes as you progress or for a differentiated approach).
- Select a backing track
- Select a view to get started - select ‘Pulse’
- Click play then find the pulse together as a class
- Select the button next to the heart button near the bottom of the screen. This button is the Rhythm Grid button. This will bring up eight empty bars on the screen. You can fill in those bars together. Drag and drop four 1's into the first bar and one 1 into the second bar. Repeat this onto the next three lines and click play. Clap along together.
- Select the button next to the Rhythm Grid button which has three notes on it. This button is the Rhythm Notation button and when you click on this, the rhythm you created as a class will turn into rhythmic notation.

- Select the button next to the Rhythm Notation button. This button is the Note Grid button and the rhythm will turn into pitch. You have chosen the 3-note set so only have the choice of those notes only. Click on the notes and the pitch will change. Start with the first note and end with that same note (this is your 'home' note). Start to drag and drop simple rhythm blocks into the bars and then decide upon the pitches.
- Select the button to the right of the Note Grid button. This button is the Notation with Note-names button, and your composition will become formal notation with the note-names written underneath for you all to play! Well done!
- If you select the final button this is the Notation button. Click this and the note names will disappear!
- Perform this together

### **Option 2**

- Work in groups
- Select the appropriate note set to suit your instrumental group
- Select a view to get started - you decide
- Progress to creating an 8-bar composition for your group to play with block notation or formal notation, it's up to you.
- Perform to the class

### **Rhythm Grid work**

Have fun as a class or in groups, creating your own rhythms and clapping or playing them back.

- a. Choose a time signature
- b. Click on 'options' to choose a backing, a preset and/or blobs, notes or symbols
- c. Drag and drop your chosen blobs/notes/symbols into the grid
- d. Play the track
- e. Clap the rhythm
- f. You can listen to your rhythm
- g. You can 'shuffle' your rhythm
- h. You can turn the grid

### **The Language of Music**

Music has its own language which you will get familiar with over time. Watch the cartoons and videos to embed your learning.

### **Rewind and Replay (Revision)**

Revisit any of the songs or activities from this year.

### **3. Perform/Share**

#### **Replay**

Prepare for a performance of songs and activities from the year.