

# **MOZART, THE COMPOSER**

## **Lesson Plans**

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October-December 2008

<b>UNIT:</b>	Mozart, The Composer
<b>LESSON:</b>	1 and 2. Mozart's early years

<b>AIMS</b>
To know of Mozart's early years life facts and some of his compositions.

<b>CONTRIBUTION TO COMPETENCES</b>
<b>Communicative:</b> Expressing and interpreting thoughts and feelings through the analysis of Mozart's early compositions and the classmates' music creations.
<b>Artistic and cultural:</b> Understanding and valuing Mozart's early years life facts and some of his compositions.

<b>TEACHING OBJECTIVES</b> What it is planned to teach	<b>LEARNING OUTCOMES</b> What learners will be able to do at the end of the lesson
<ul style="list-style-type: none"> <li>- To develop knowledge of Mozart's life, context and some of his compositions.</li> <li>- To develop knowledge of two different instruments: the harpsichord and the piano.</li> <li>- To develop knowledge of sib, re4, fa4 and la4 notes.</li> <li>- To develop knowledge of four variations.</li> <li>- To create their own variation by using IT resources.</li> </ul>	<p>Will know:</p> <ul style="list-style-type: none"> <li>- Some Mozart's life facts and relate them to some of his compositions.</li> <li>- The differences between the harpsichord and the piano.</li> </ul> <p>Will be able to:</p> <ul style="list-style-type: none"> <li>- Differentiate and classify harpsichord and piano features.</li> <li>- Read and write sib, re4, fa4 and la4 notes.</li> <li>- Play Minuet F K2 theme on bar instruments.</li> <li>- Analyse, describe and compare different moods from "Ah vous dirai" Variations</li> <li>- Play the theme of Variation number 1 "Ah vous dirai".</li> </ul> <p>Will be aware of:</p> <ul style="list-style-type: none"> <li>- The value of other's performances and compositions.</li> </ul>

<b>CONTENT</b>
<ul style="list-style-type: none"> <li>- Mozart's early years life facts and compositions.</li> <li>- The harpsichord and the piano.</li> <li>- Minuet F K2.</li> <li>- Sib, re4, fa4, la4 notes.</li> <li>- "Ah vous dirai" Variations.</li> <li>- Responsibility in the use of the instruments in the classroom.</li> </ul>

<b>COGNITION</b>
<ul style="list-style-type: none"> <li>- Differentiating and classifying harpsichord and piano features.</li> <li>- Reading and writing sib, re4, fa4 and la4 notes.</li> <li>- Playing Minuet F K2 theme.</li> <li>- Describing different moods in variations.</li> <li>- Playing the theme of Variation number 1 "Ah vous dirai"</li> <li>- Generating their own ideas to create a composition.</li> <li>- Expressing an idea through music.</li> </ul>

<b>CULTURE</b>
<ul style="list-style-type: none"> <li>- Respect ideas and opinions of other people.</li> <li>- Interest in knowing and valuing works of art of different people (composers and classmates).</li> </ul>

**COMMUNICATION****Of learning**

## Vocabulary

The harpsichord and the piano: *harpsichord, quills, keyboard, changes, hammers, successor, ancestor, string, dynamics, struck.*

Instruments: *harpsichord, glockenspiel, xylophone, metallophone.*

Moods: *mood, soft, slow, agitated, resolute, fast, impetuous, restless, lively.*

Others: *Minuet, variation, theme.*

## Structures

Present simple: *It's..., the mood of the composition is..., it's similar/different because..., I like it/I don't like it because...*

Past simple tenses: *He was born..., he started experimenting..., he created his first composition..., he took his first tour..., he played for the Palace court..., he began his first tour..., he composed...*

Passive forms: *The keys are plucked by..., the strings are struck by... He was born*

Contrasting conjunctions: *Variation number "X" is..., but variation number "Y" is...*

Suggesting: *Let's...*

**For learning**

- Explaining somebody's composition.
- Describing a composition.
- Expressing preferences

**Through learning**

- The use of dictionaries for vocabulary extension.
- Language through activities.
- Questions that are raised in the sessions.

**ASSESSMENT CRITERIA**

Can the students...?

- Differentiate and classify harpsichord and piano features.
- Read and write sib, re4, fa4 and la4 notes.
- Play Minuet F K2 theme on bar instruments.
- Analyse, describe and compare different moods from "Ah vous dirai" Variations.
- Play the theme of Variation number 1 "Ah vous dirai".

**ACTIVITIES**

- Comparing the harpsichord and the piano.
- Classifying the harpsichord and the piano features.
- Recognising new notes.
- Writing Minuet F K2 theme.
- Playing Minuet F K2 theme.
- Describing compositions.
- Comparing Variations from "Ah vous dirai".
- Writing Variation number 1 "Ah vous dirai" theme.
- Playing Variation number 1 "Ah vous dirai" theme.
- Composing a new variation for "Ah vous dirai".

<b>UNIT:</b>	Mozart, The Composer
<b>LESSON:</b>	1 and 3. Mozart's early years

<b>AIMS</b>
To know of Mozart's key facts and some of his compositions.

<b>CONTRIBUTION TO COMPETENCES</b>
<b>Communicative:</b> Expressing and interpreting thoughts and feelings through the analysis of Mozart's late compositions and the classmates' music creations.
<b>Artistic and cultural:</b> Understanding and valuing Mozart's key facts and some of his compositions.

<b>TEACHING OBJECTIVES</b> What it is planned to teach	<b>LEARNING OUTCOMES</b> What learners will be able to do at the end of the lesson
<ul style="list-style-type: none"> <li>- To develop knowledge of Mozart's life, context and some of his compositions.</li> <li>- To develop knowledge of the orchestra, its sections and their position, and eight instruments.</li> <li>- To develop knowledge the Turkish March.</li> <li>- To develop knowledge of Symphony number 40 in Gm K550.</li> </ul>	<p>Will know:</p> <ul style="list-style-type: none"> <li>- Some Mozart's key and relate them to some of his compositions.</li> <li>- The orchestra as a music grouping</li> </ul> <p>Will be able to:</p> <ul style="list-style-type: none"> <li>- Give a critic about a classmate performance.</li> <li>- Describe sound waves in Mozart's house.</li> <li>- Describe the sections of an orchestra and their positions in it.</li> <li>- Recognise and classify instruments of the orchestra.</li> <li>- Recognise music structure in the Turkish March.</li> </ul> <p>Will be aware of:</p> <ul style="list-style-type: none"> <li>- The value of other's performances and compositions.</li> </ul>

<b>CONTENT</b>
<ul style="list-style-type: none"> <li>- Mozart's key facts and compositions.</li> <li>- The Turkish March and its music structure.</li> <li>- Symphony 40 in Gm K550.</li> <li>- The orchestra and its sections.</li> <li>- The violin, the cello, the harp, the flute, the clarinet, the trumpet, the tuba and the glockenspiel as a instruments of the orchestra</li> <li>- Responsibility in the use of the instruments in the classroom.</li> </ul>

<b>COGNITION</b>
<ul style="list-style-type: none"> <li>- Describing sound waves in Mozart's house.</li> <li>- Describing the sections of the orchestra and their positions in it.</li> <li>- Recognising and classifying eight instruments of the orchestra.</li> <li>- Recognising music structure in the Turkish March.</li> <li>- Evaluating others performance.</li> <li>- Expressing an idea through music.</li> </ul>

<b>CULTURE</b>
<ul style="list-style-type: none"> <li>- Respect ideas and opinions of other people.</li> <li>- Interest in knowing and valuing works of art of different people (composers and classmates).</li> </ul>

<b>COMMUNICATION</b>
<b>Of learning</b>
Vocabulary
<p><i>Composition, imitate, music band, music structure, music critic, pitch, peg, mouthpiece, reed, valve, stretch, bar.</i></p> <p><i>Soft, loud, slow, fast, agitated, resolute, impetuous, restless, lively.</i></p> <p><i>Up, down, through, between, around, on the left, on the right, in front, behind.</i></p> <p><i>The orchestra and instruments: orchestra, symphony, venues, cello, double bass, flute, bassoon, double bassoon, horn, trumpet, trombone, glockenspiel, side drum, snare drum, timpani, strings, woodwind, brass, percussion.</i></p>
Structures
<p>Present simple tenses: <i>It belongs to, it makes sound, it's, it can.</i></p> <p>Past simple tenses: <i>He composed..., he died..., he played..., he concentrated..., he used..., he performed..., he behaved..., he took..., he started..., he finished...</i></p> <p>Passive forms: <i>it's made of, it's played with.</i></p> <p>Suggesting: <i>Let's...</i></p>
<b>For learning</b>
<ul style="list-style-type: none"> <li>- Evaluating somebody's composition.</li> <li>- Describing sounds.</li> <li>- Expressing preferences</li> </ul>
<b>Through learning</b>
<ul style="list-style-type: none"> <li>- The use of dictionaries for vocabulary extension.</li> <li>- Language through activities.</li> <li>- Questions that are raised in the sessions.</li> </ul>

<b>ASSESSMENT CRITERIA</b>
Can the students...?
<ul style="list-style-type: none"> <li>- Give a critic about a classmate performance.</li> <li>- Describe sound waves in Mozart house.</li> <li>- Describe the sections of an orchestra and their positions in it.</li> <li>- Recognise and classify instruments of the orchestra.</li> <li>- Recognise music structure in the Turkish March.</li> </ul>

<b>ACTIVITIES</b>
<ul style="list-style-type: none"> <li>- Describing sounds in Mozart's house.</li> <li>- Evaluating and suggesting improvements to other's performance.</li> <li>- Analysing the orchestra and instruments features.</li> <li>- Classifying and identifying sections and instruments in the orchestra.</li> <li>- Analysing a text about sections and instruments in the orchestra.</li> <li>- Evaluating their knowledge about the instruments worked.</li> <li>- Searching information about an instrument.</li> <li>- Listening to Mozart's compositions.</li> </ul>

<b>UNIT:</b>	Mozart, The Composer
<b>LESSON:</b>	3. Mozart's essential facts and the Classicism

<b>AIMS</b>
To know of Mozart's essential facts and the Classicism

<b>CONTRIBUTION TO COMPETENCES</b>
<p><b>Communicative:</b> Expressing and interpreting thoughts, feelings and facts about Mozart life as a composer and the Classicism as a musical period.</p> <p><b>Artistic and cultural:</b> Applying their basic knowledge of Mozart as a composer to appreciate his work.</p>

<b>TEACHING OBJECTIVES</b> What it is planned to teach	<b>LEARNING OUTCOMES</b> What learners will be able to do at the end of the lesson
<ul style="list-style-type: none"> <li>- To develop knowledge of Mozart's life and Classicism</li> <li>- To develop knowledge of the Classicism as a musical period.</li> <li>- To create a classic composition according to the features worked along the unit.</li> </ul>	<p>Will know:</p> <ul style="list-style-type: none"> <li>- Some key facts about Mozart and relate them to a time line.</li> <li>- The basic features of the Classicism as a musical period.</li> <li>- How to compose an easy classic composition.</li> </ul> <p>Will be able to:</p> <ul style="list-style-type: none"> <li>- Describe some Key facts about Mozart and ordering them in a time line.</li> <li>- Describe some basic features of the Classicism.</li> <li>- Give reasons why a composition is classical.</li> <li>- Create an easy classic composition.</li> </ul> <p>Will be aware of:</p> <ul style="list-style-type: none"> <li>- The value of other's performances and compositions.</li> </ul>

<b>CONTENT</b>
<ul style="list-style-type: none"> <li>- Key facts about Mozart.</li> <li>- The Classicism as a musical period.</li> <li>- Haydn and early Beethoven as a Classical composers.</li> <li>- ABA music structure.</li> <li>- Responsibility in the use of the instruments in the classroom.</li> </ul>
<b>COGNITION</b>
<ul style="list-style-type: none"> <li>- Describing some key facts about Mozart and ordering them in a time line.</li> <li>- Describing some basic features of Classicism.</li> <li>- Giving reasons why a composition is classical.</li> <li>- Creating a basic classic composition.</li> <li>- Expressing an idea through music.</li> <li>- Evaluating themselves.</li> </ul>
<b>CULTURE</b>
<ul style="list-style-type: none"> <li>- Respect ideas and opinions of other people.</li> <li>- Interest in knowing and valuing compositions of different people (composers and classmates).</li> </ul>

<b>COMMUNICATION</b>
<b>Of learning</b>
Vocabulary
<i>First, then, later, finally, Classicism.</i>
Structures
Present simple: <i>I can play, read, listen, analyse..., I want to...</i> Past simple: <i>he started..., he created..., he took..., he played..., he composed..., he died..., he went..., he visited..., he stayed..., I did like..., I didn't like...</i> Past Perfect: <i>I've learnt..., I've enjoyed..., my attitude has been...</i> Conditional: <i>If I was going around Europe, I'd go to...</i> Passive form: <i>He was born...</i>
<b>For learning</b>
<ul style="list-style-type: none"> <li>- Explaining somebody's composition.</li> <li>- Describing a composition.</li> <li>- Expressing preferences (Let's)</li> </ul>
<b>Through learning</b>
<ul style="list-style-type: none"> <li>- The use of dictionaries for vocabulary extension.</li> <li>- Language through activities.</li> <li>- Questions that are raised in the sessions.</li> </ul>

<b>ASSESSMENT CRITERIA</b>
Can the students...?
<ul style="list-style-type: none"> <li>- Describe some key facts about Mozart and ordering them in a time line.</li> <li>- Describe some basic features of the Classicism.</li> <li>- Give reasons why a composition is classical.</li> <li>- Create an easy classic composition.</li> </ul>

<b>ACTIVITIES</b>
<ul style="list-style-type: none"> <li>- Remembering facts about Mozart's life learnt during the unit.</li> <li>- Analysing a text and completing it by listening to a classmate.</li> <li>- Creating and ordering drawings according to a text.</li> <li>- Describing Mozart's European tours.</li> <li>- Planning a tour round Europe and explaining their tour.</li> <li>- Ordering Mozart's facts in a time line.</li> <li>- Brainstorming Classicism features.</li> <li>- Creating a 12 bar classic composition</li> <li>- Self assessment.</li> </ul>