

MOZART, THE COMPOSER

Students' worksheets

Natán Bolívar

October-December 2008

Name	Date
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Explore a composition



- Try to find out all you know about this composition.

Do you know this composition?

Yes

No

When?

Explore (?) Check (☺)

1412	<input type="checkbox"/>	<input type="checkbox"/>
1991	<input type="checkbox"/>	<input type="checkbox"/>
1783	<input type="checkbox"/>	<input type="checkbox"/>
1014	<input type="checkbox"/>	<input type="checkbox"/>

What's the name?

Explore (?) Check (☺)

Clap your hands	<input type="checkbox"/>	<input type="checkbox"/>
Turkish March	<input type="checkbox"/>	<input type="checkbox"/>
Rondino	<input type="checkbox"/>	<input type="checkbox"/>

Where?

Explore (?) Check (☺)

France	<input type="checkbox"/>	<input type="checkbox"/>
Austria	<input type="checkbox"/>	<input type="checkbox"/>
Spain	<input type="checkbox"/>	<input type="checkbox"/>
Russia	<input type="checkbox"/>	<input type="checkbox"/>

Who?

Explore (?) Check (☺)

Beethoven	<input type="checkbox"/>	<input type="checkbox"/>
Vivaldi	<input type="checkbox"/>	<input type="checkbox"/>
Txaikovsky	<input type="checkbox"/>	<input type="checkbox"/>
Mozart	<input type="checkbox"/>	<input type="checkbox"/>

Why?

Explore (?) Check (☺)

To imitate Turkish music bands	<input type="checkbox"/>	<input type="checkbox"/>
To earn a lot of money	<input type="checkbox"/>	<input type="checkbox"/>
To celebrate his Birthday	<input type="checkbox"/>	<input type="checkbox"/>



Memory card game





1770

1756

1840

1678



Germany	Austria
Russia	Italy



<p>9th Symphony</p>	<p>Turkish March</p>
<p>The Nutcracker</p>	<p>The four seasons</p>



















Build a rhythm game

A

B



C



Build “The Turkish March” structure dice game

Did you know the composition?

_____, I did
_____, I didn't

What's the name of the composition?

The name is

GET AN EXTRA GREEN CARD!

Who composed it?

GET AN EXTRA BLUE CARD!

When was it composed?

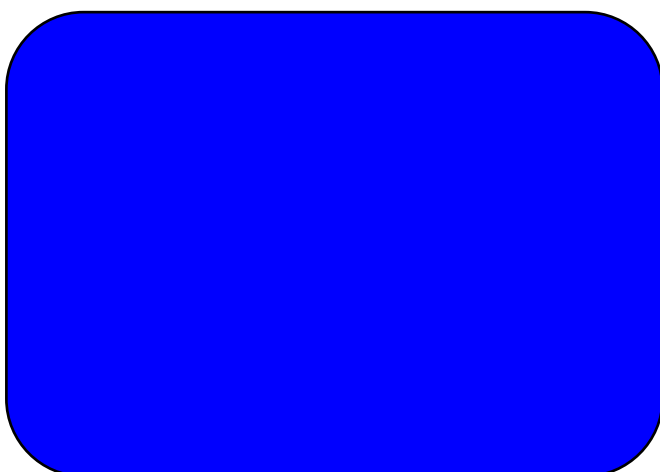
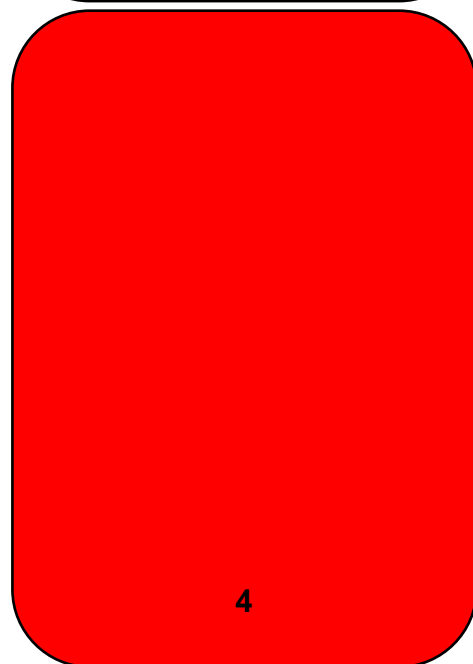
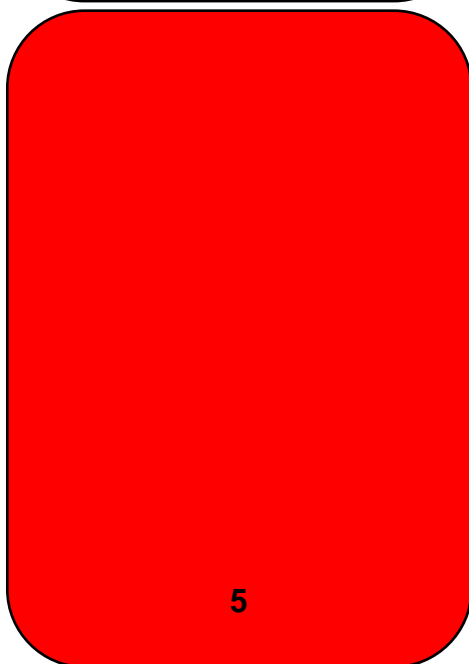
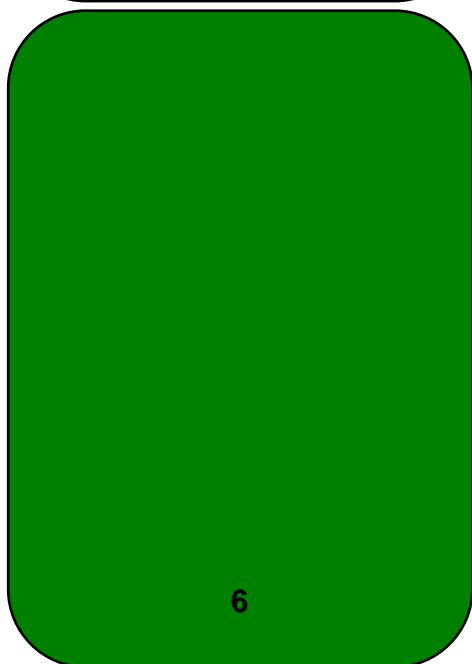
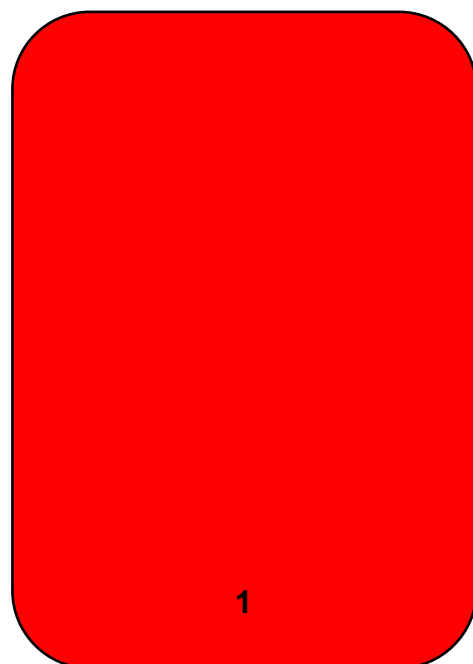
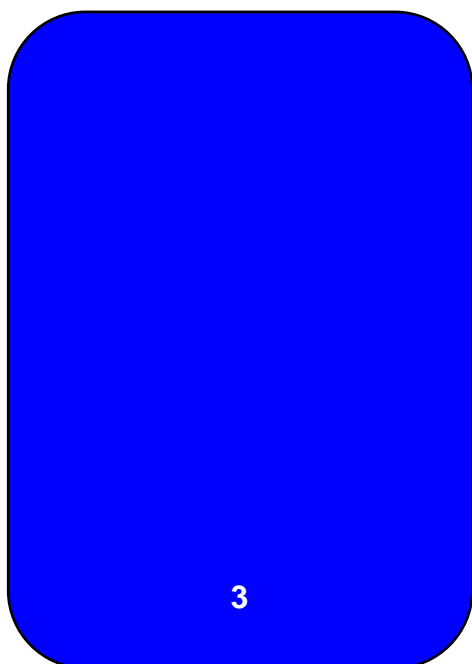
It was composed in

Where was it composed?

It was composed in

Why was it composed?

To _____



Name

Date



How much do you know?



- Think about the features you know and write them down



Harpsichord

•

•

•



Piano

•

•

•

Name

Date



The harpsichord and the piano



- Fill in the gaps to complete the sentences

The harpsichord

It's a _____ instrument

It's an ancestor of the _____

The keys are plucked by _____

It's _____ to make changes in dynamics

The piano

It's a _____ instrument

It's a successor of the _____

The strings are struck by _____

It can make _____ in dynamics

quills keyboard piano changes hammers

harpsichord impossible keyboard

Name

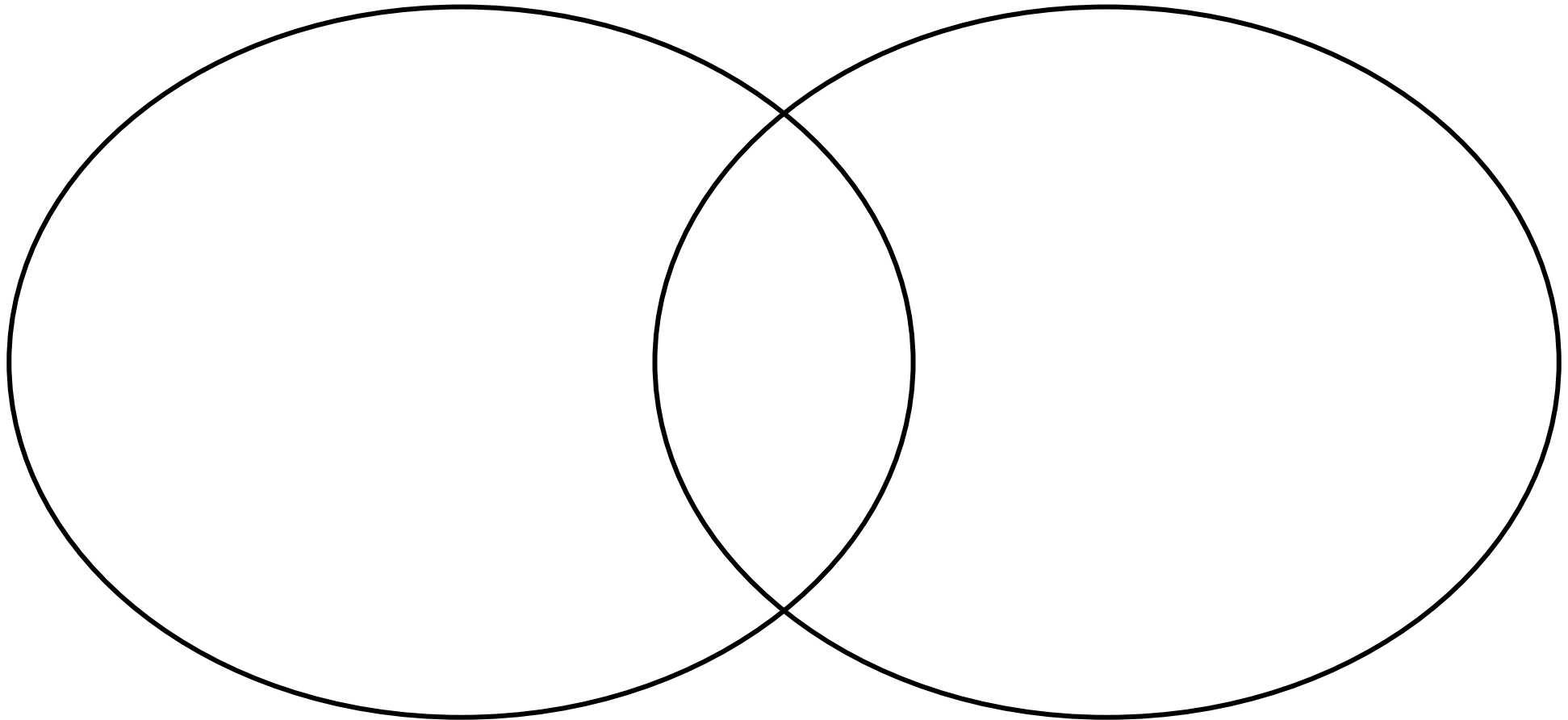
Date



The harpsichord and the piano



- **Classify the features given into the Venn diagram**





The harpsichord and the piano

The keys are struck by hammers

It's an ancestor of the piano

It's a successor of the harpsichord

It can make changes in dynamics

The keys are plucked by quills

It's a keyboard instrument

It's impossible to make changes in dynamics

The keys are struck by hammers

It's an ancestor of the piano

It's a successor of the harpsichord

It can make changes in dynamics

The keys are plucked by quills

It's a keyboard instrument

It's impossible to make changes in dynamics

The keys are struck by hammers

It's an ancestor of the piano

It's a successor of the harpsichord

It can make changes in dynamics

The keys are plucked by quills

It's a keyboard instrument

It's impossible to make changes in dynamics



**Find the missing part of your
word game**

key-

-ills

hum-

-board

impo-

-mers

pia-

-ssible

ma-

-no

harp-

-ke

qu-

-sichord



Fill in the gaps orally

The keys are struck by...

It's an ancestor of the...

It's a successor of the...

Can... changes in dynamics

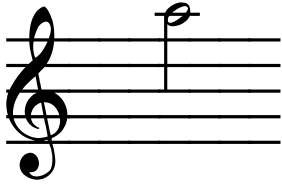
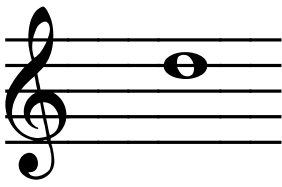
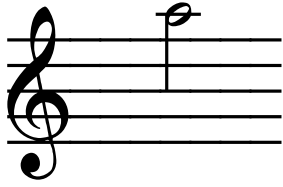
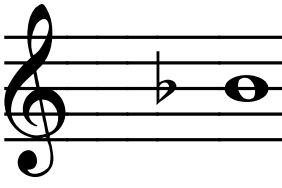
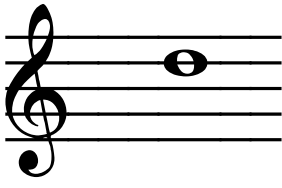
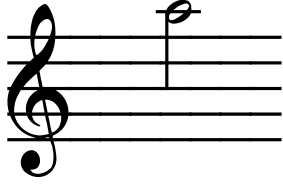
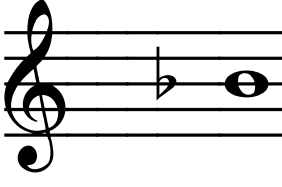
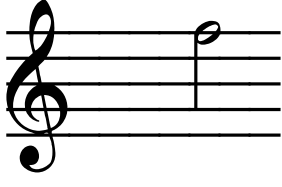
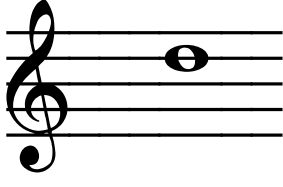
The keys are plucked by...

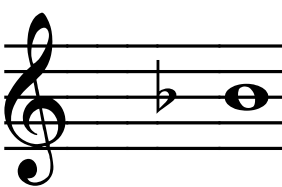
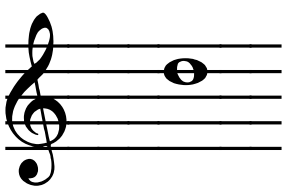
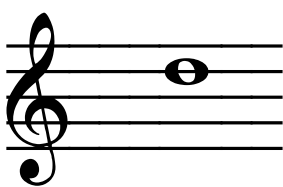
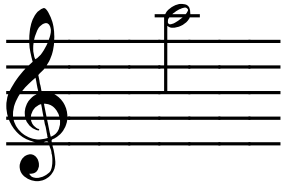
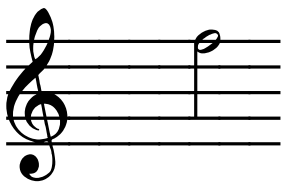
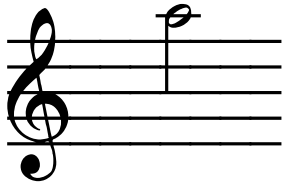
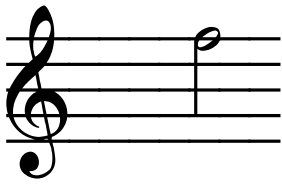
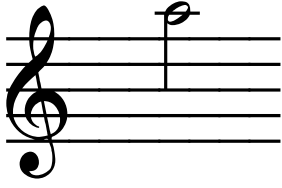
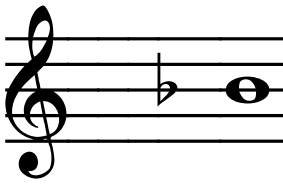
It's a... instrument

It's... to make changes in dynamics



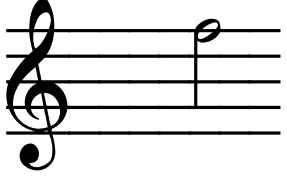
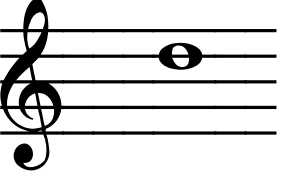
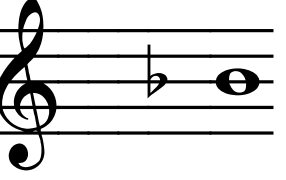
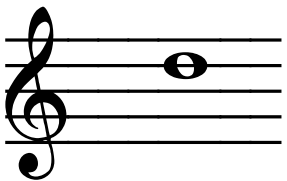
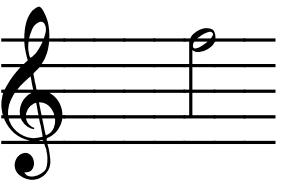
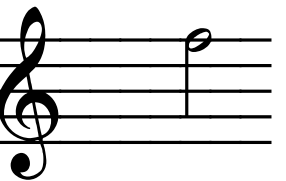
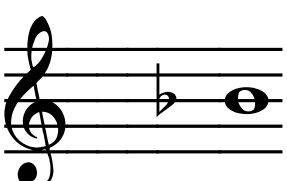
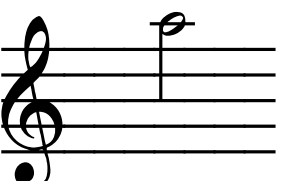
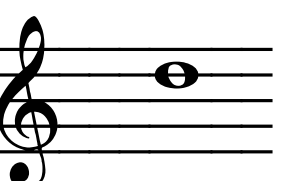
Sib, Re4, Fa4 and La4 Bingo game

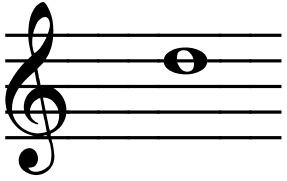
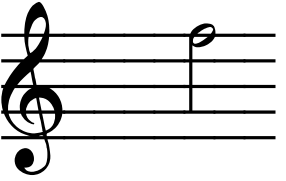
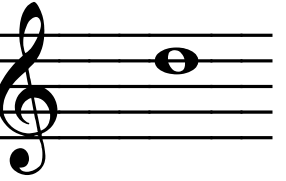
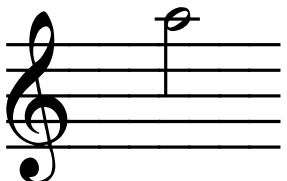
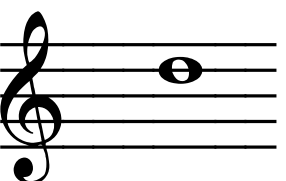
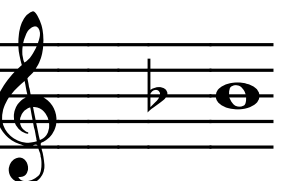
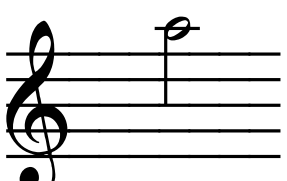
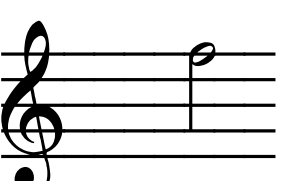
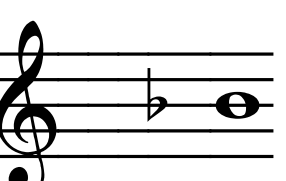
		
		
		



Sib, Re4, Fa4 and La4 Bingo game



Sib, Re4, Fa4 and La4 Bingo game

Sib	Sib	Sib	Sib
Re4	Re4	Re4	Re4
Fa4	Fa4	Fa4	Fa4
La4	La4	La4	La4

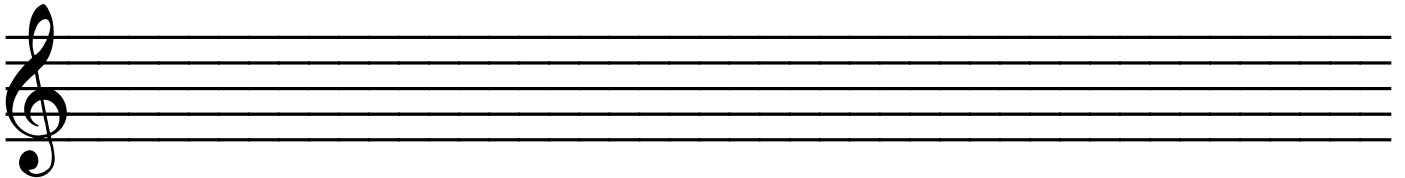
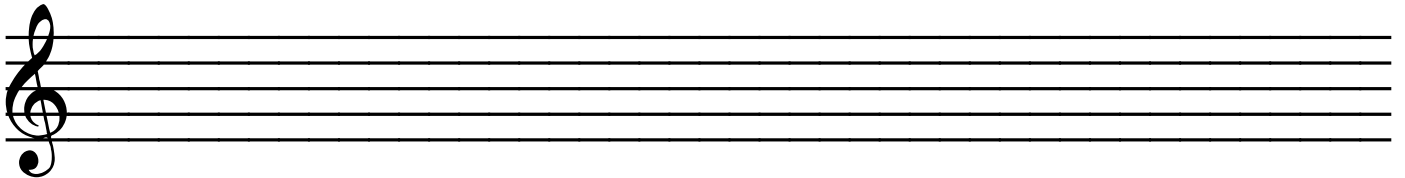
Name	Date
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Minuet F K2 Theme



- Write the Minuet F K2 theme



- Write the name of the keys and practise the Minuet F K2 theme

--	--	--	--	--	--	--	--	--	--	--	--	--

Name	Date
------	------



Describing compositions



- Try to think about three words to describe the four compositions

1

•

•

•

2

•

•

•

3

•

•

•

4

•

•

•



Adjective cards

soft

slow

agitated



resolute

fast

impetuous



restless

lively

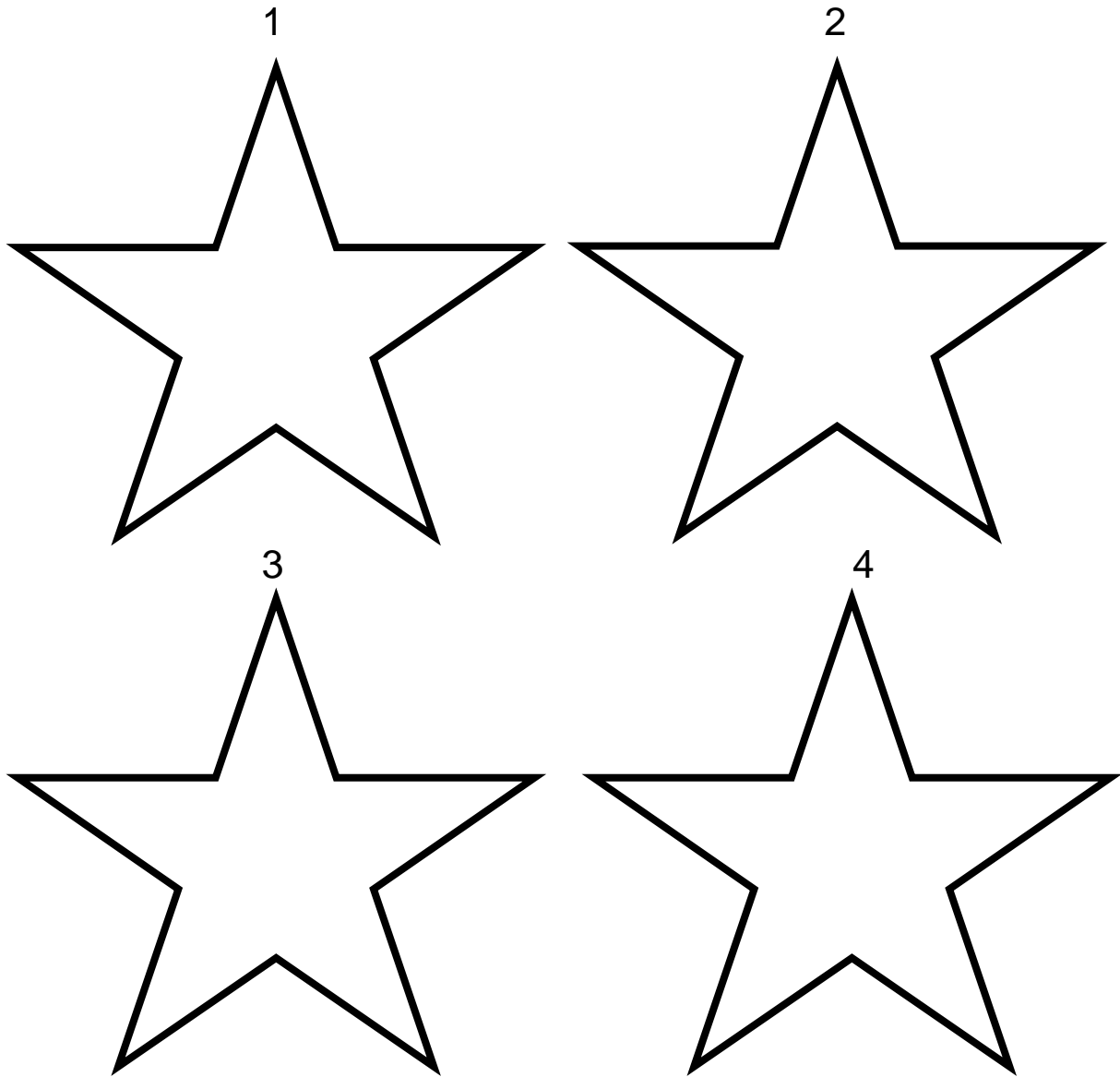
Name _____ Date _____



Describing Variations “Ah vou dirai”



- Describe each composition using the words given



resolute restless fast impetuous
amusing soft agitated slow

- Cut out the stars and stick them on a card



What's the mood of your variation?



2

3

4

3

4

1

4

1

2

1

2

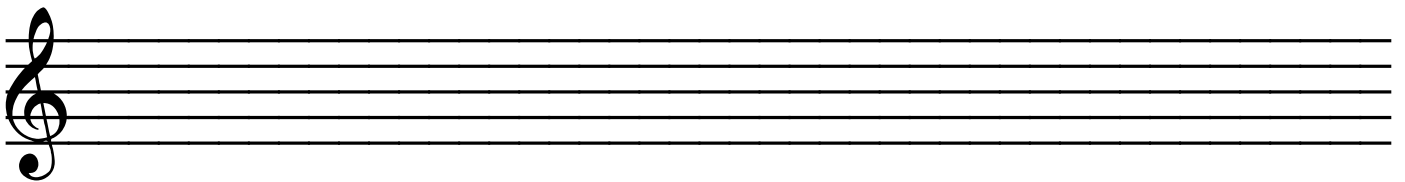
3



Variation Number 1 “Ah vou dirai”



- Write the theme of Variation number 1 from “Ah vou dirai”



- Write the name of the keys and practise the theme of Variation number 1 from “Ah vou dirai”

--	--	--	--	--	--	--	--

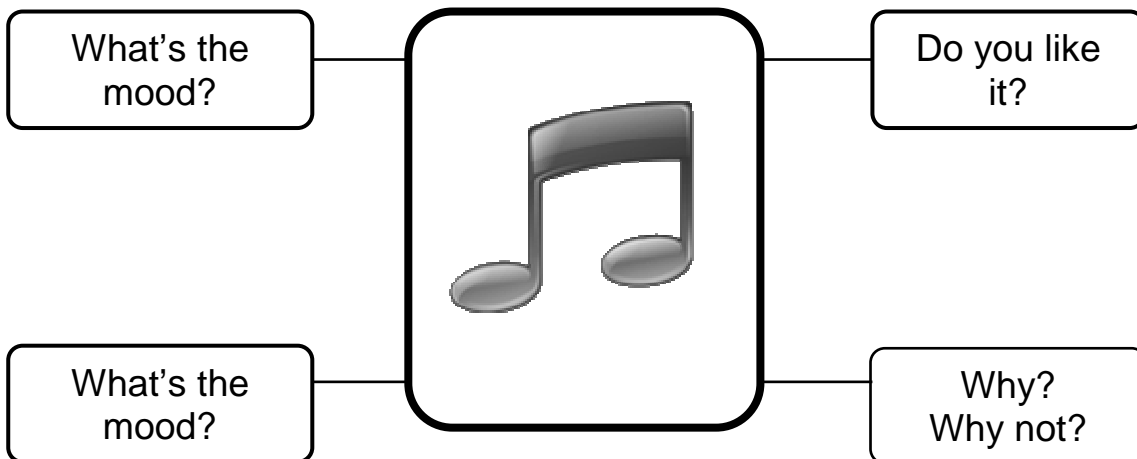
Name _____ Date _____



Describing a composition



- Describe your partner's composition by following these key questions



The mood of the composition is...

It's similar/different because...

I like it because...

I don't like it because

Name	Date
------	------



Describing a sound in Mozart's house



- Describe the violin sound in Mozart's house

- Draw a room in the house where the sound of the violin was heard

Name

Date



Be a music critic



- Listen to your partner's performance and become a Music critic

Good Points 😊

Points to improve

Did he/she play with enjoyment?

Did he/she concentrate all the time?

Did he/she use the instrument confidently?

Did he/she perform expressively?

Did he/she behave like a performer?

Did he/she take performance seriously?

Did he/she play in time?

Did he/she start well?

Did he/she finish well?

Name	Date
------	------



Orchestra facts



Instruments

Sections



ORCHESTRA

Venues

Name

Date



Discovering the orchestra



- Colour in the instruments and see if you can draw a line around each group to separate each section of the orchestra.
- Write the names of the groups beside the instruments.



Instrument cards game

STRING



Violin

STRING



Viola

STRING



Cello

STRING



Double bass

WOODWIND



Flute

WOODWIND



Clarinet



WOODWIND



Oboe

WOODWIND



Bassoon

BRASS



Horn

BRASS



Trumpet

BRASS



Trombone

BRASS



Tuba

PERCUSSION



Glockenspiel

PERCUSSION



Side drum

PERCUSSION



Snare drum

PERCUSSION



Timpani



Name	Date
------	------



Exploring the sections of an orchestra

- Read your text and answer the following questions

Section:

Which instruments belong to this section?

How do the instruments make their sound?

What are they made of?

Section:

Which instruments belong to this section?

How do the instruments make their sound?

What are they made of?

Section:

Which instruments belong to this section?

How do the instruments make their sound?

What are they made of?

Section:

Which instruments belong to this section?

How do the instruments make their sound?

What are they made of?



Exploring the sections of an orchestra

The string section

Instruments such as violins, violas, cellos, double bass and the harp play in this section.

String instruments use vibrating strings to make their sound. The strings can be plucked or played with a bow.

These instruments are made of wood.

The woodwind section

Instruments such as flutes, piccolos, clarinets, oboes, bassoons and double bassoons play in this section.

Woodwind instruments make their sound by blowing air through a very thin piece of shaved wood called reed or across a mouthpiece.

These instruments are made of wood and metal.

The brass section

Instruments such as horns, trumpets, trombones and the tuba play in this section.

Brass instruments create a vibrating column of air inside their tube when the player blows by pressing his or her lips together in the mouthpiece.

This family of wind instruments is made of metal with a cup-shaped mouthpiece.

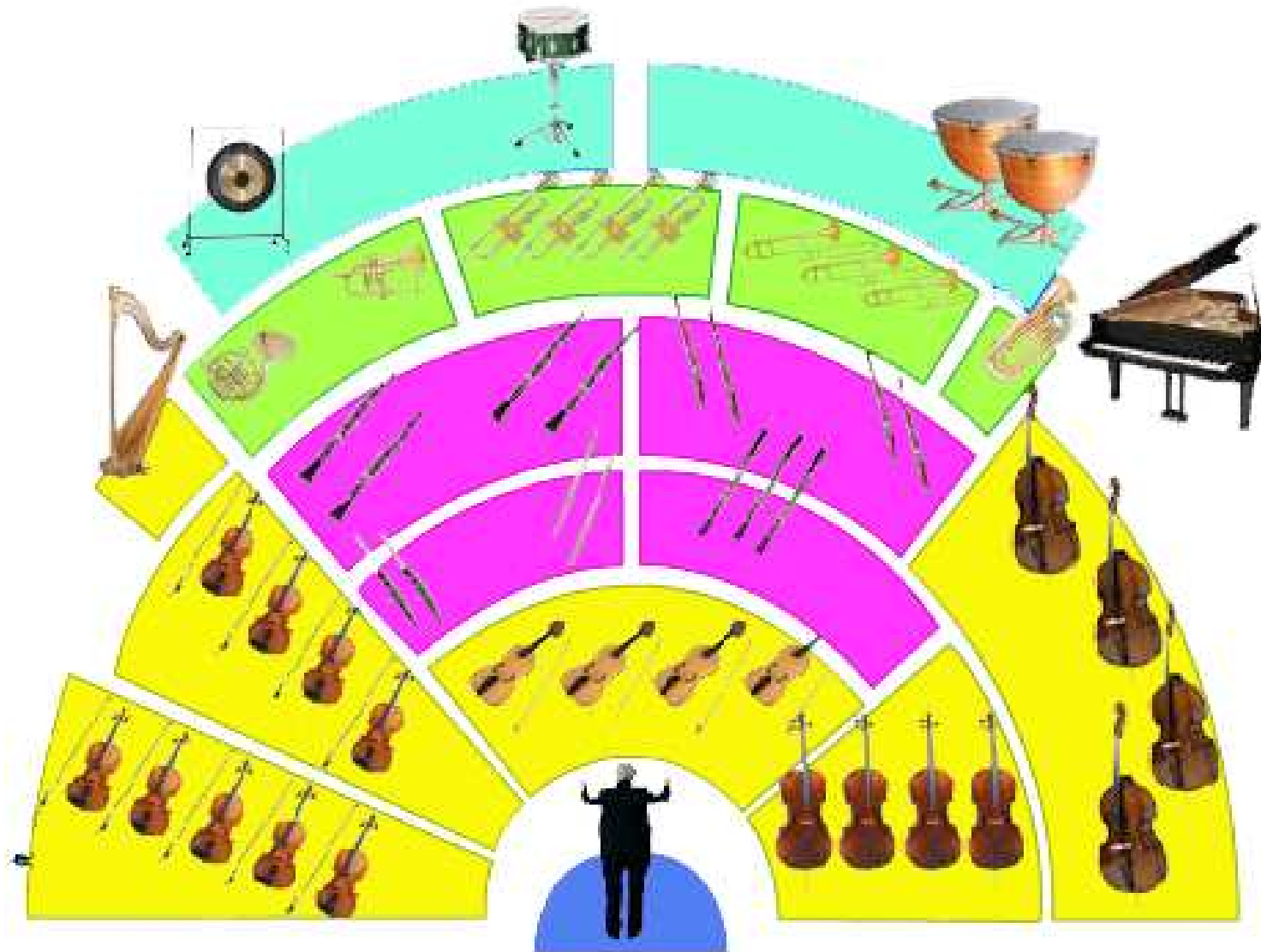
The percussion section

Instruments such as side drums, glockenspiels, snare drums, triangles, cymbals, etc. play in this section.

Percussion instruments make their sound when they are struck or shaken.

These instruments are usually made of wood, metal and leather.

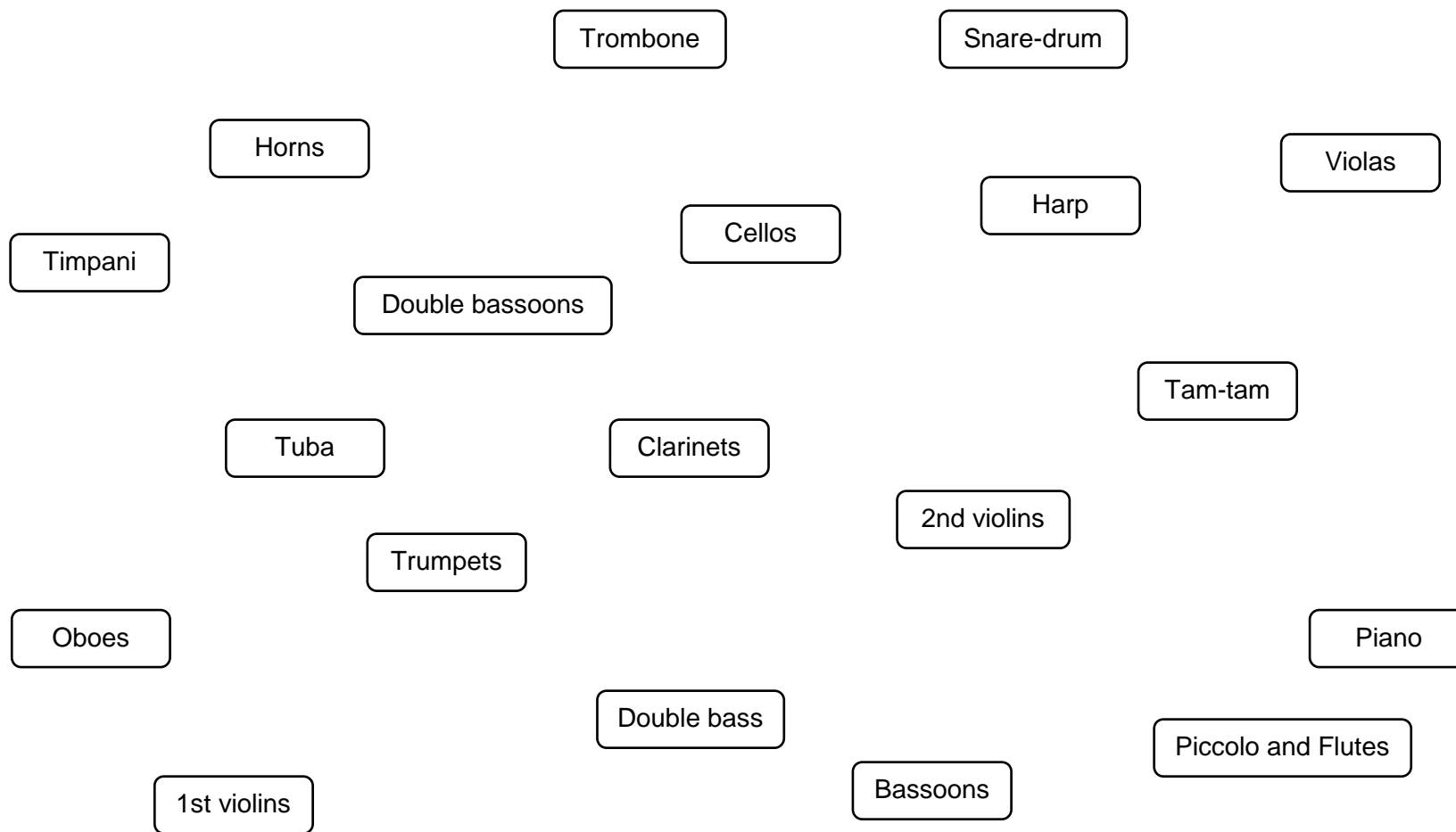
Orchestra puzzle





Where in the orchestra puzzle

- Cut out the labels and match them with the instruments in the puzzle





Exploring eight instruments from the orchestra

It is the highest pitched string instrument.

It has a wooden body, four strings and players normally use a bow to make it sound.

It is a string instrument that is double the length of a violin. It has four strings, is held between the knees, and supported on the floor with a metal peg. Players normally use a bow to make it sound. It makes low sounds.

It is a small, cylindrical woodwind instrument, usually made of silver, which is held sideways to the mouth. Players blow across the mouthpiece to make it sound.

It is a woodwind instrument which has a black cylindrical tube. Players blow across a mouthpiece with a single reed.



Exploring eight instruments from the orchestra

It is a brass instrument with a cup-shaped mouthpiece and a metal tube. Players blow across the mouthpiece to make it sound. It has three valves that change the pitch of the instrument.

It is the largest and lowest brass instrument. Players blow across a mouthpiece to make it sound. It has valves that change the pitch of the instrument.

It is a string instrument that dates back to pre-historic times. The modern harp has a large triangular frame with strings stretched vertically across the triangle. Players pluck the strings with their fingers to make it sound.

It is a percussion instrument with a set of metal bars arranged like the keyboard of a piano. Players use two glockenspiel sticks to make it sound.



Exploring eight instruments from the orchestra

Violin

Trumpet

Cello

Tuba

Flute

Harp

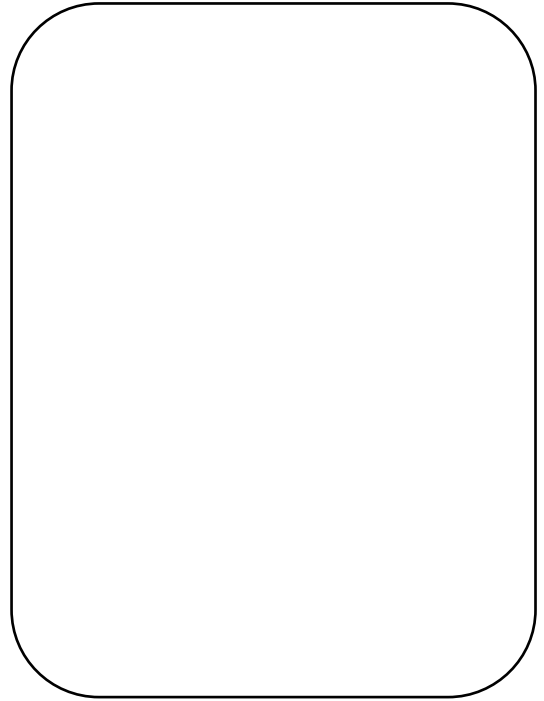
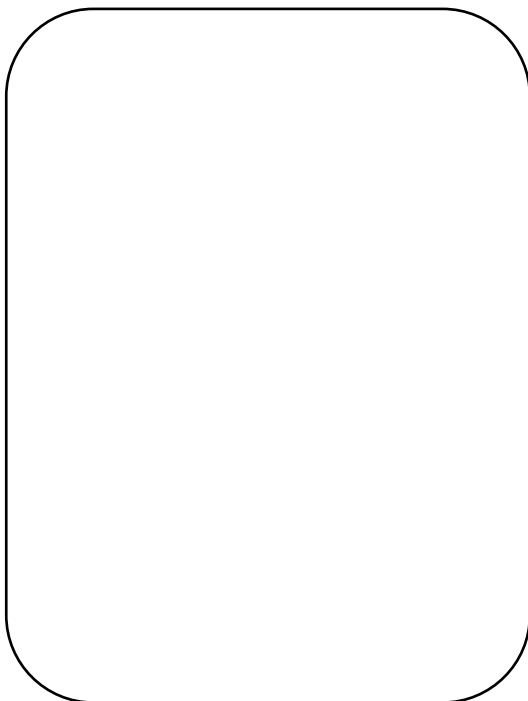
Clarinet

Glockenspiel

Exploring eight instruments from the orchestra



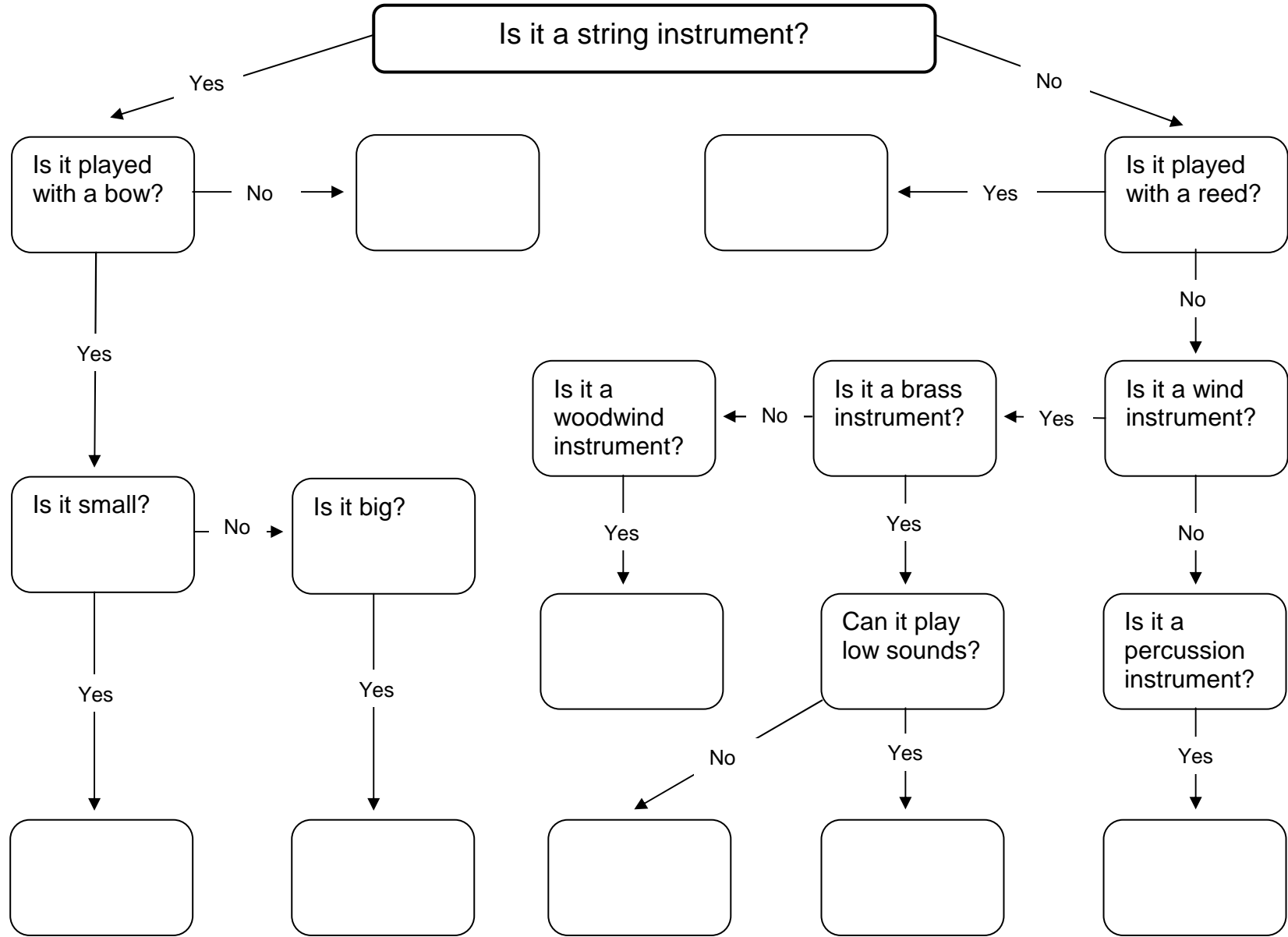
Exploring eight instruments from the orchestra



Name _____ Date _____



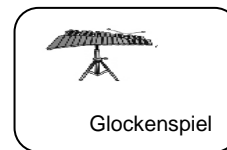
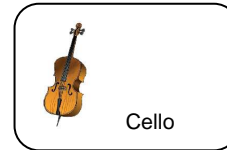
Identifying instruments





Identifying instruments

- Cut out the pictures of instruments and put them in the correct place on worksheet 26



Name	Date
------	------



Who do you agree with?



- Circle the names of the kids you agree with

The clarinet is played with a bow

Sheila

The flute is a brass instrument

Tom

The trumpet can't make low sounds

Ethan

The violin is the highest pitched instrument of the string section

Laia

The tuba is the smallest brass instrument

Mark

The glockenspiel is played with glockenspiel

Joan

Name	Date
------	------



Explore an instrument



- Think about an instrument you like and find out some information

Which section does it belong to?

How does it make sound?

What's it made of?

- Draw or stick a picture of the instrument you described. Label the instrument using words from this unit. Write the name in Catalan, Spanish and English. Are they similar?



Name

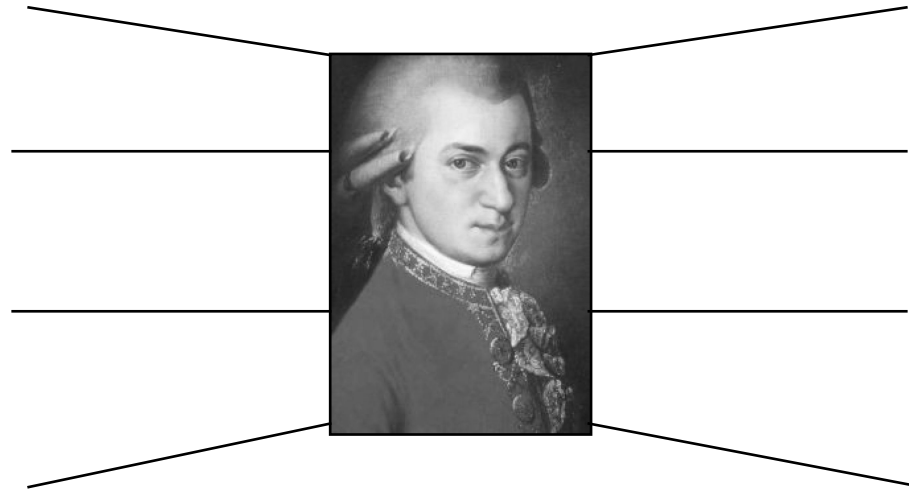
Date



Mozart's life



- What do you remember about Mozart's?





Mozart's biography trio dictation

1. Wolfgang Amadeus Mozart was born in Salzburg, Austria. Wolfgang was a child prodigy.

2. _____

_____, _____
_____.

3. _____,

_____.

A

1. _____
_____, _____
_____.

2. He composed his first piece of music when he was only five years old. He had his first composition published when he was seven, and he wrote his first opera when he was twelve.

3. _____,

_____.

A



Mozart's biography trio dictation

1. _____
_____, _____.
_____.

2. _____
_____, _____.
_____, _____.
_____.

3. By the time Wolfgang was 6, he was an excellent harpsichordist and violinist. He and travelled all over Europe performing for royalty.

A

1. When he grew up, Mozart moved to Vienna, and tried to earn a living as a harpsichordist and composer. But he had a lot of trouble accepting the fact that he was no longer a child prodigy.

2. _____,
_____, _____,
_____.

3. _____,
_____, _____,
_____.

B



Mozart's biography trio dictation

1. _____, _____,

_____.
_____.

2. Mozart was still a musical genius, but after he stopped being a cute kid, people stopped making a big fuss over him.

3. _____, _____,
_____, _____,
_____.

B

1. _____, _____,

_____.
_____.

2. _____, _____,
_____, _____,
_____.

3. Back then, musicians were treated like servants, but Mozart was not, and could not think of himself as a servant.

B



Mozart's biography trio dictation

1. Mozart was only 35 when he died.

2. _____, _____
_____.

3. _____!

C

1. _____.

2. During his short life, he composed in all different musical forms.

3. _____!

C



Mozart's biography trio dictation

1. _____.

2. _____, _____
_____.

3. Today, he is still considered a genius!

C



Mozart's biography trio dictation

A1. Wolfgang Amadeus Mozart was born in Salzburg, Austria. Wolfgang was a child prodigy.

A2. He composed his first piece of music when he was only five years old, he had his first composition published when he was seven, and he wrote his first opera when he was twelve.

A3. By the time Wolfgang was 6, he was an excellent harpsichordist and violinist. He travelled all over Europe performing for royalty.

B1. When he grew up, Mozart moved to Vienna, and tried to earn a living as a harpsichordist and composer. But he had a lot of trouble accepting the fact that he was no longer a child prodigy.

B2. Mozart was still a musical genius, but after he stopped being a cute kid, people stopped making a big fuss over him.

B3. Back then, musicians were treated like servants, but Mozart was not, and could not think of himself as a servant.

C1. Mozart was only 35 when he died.

C2. During his short life, he composed in all different musical forms.

C3. Today, he is still considered a genius!



Mozart's essential facts

- Draw three images from the essential facts about Mozart in your text

A1

A2

A3



Mozart's essential facts

- Draw three images from the essential facts about Mozart in your text

B1

B2

B3



Mozart's essential facts

- Draw three images from the essential facts about Mozart in your text

C1

C2

C3

Name

Date



Mozart's European tours

- Look at the cities Mozart travelled to play his music. Draw lines to see how much he travelled in his life



Name

Date



Plan your own tour around Europe



- Imagine you are a famous musician. Which countries would you like to visit to make your European tour?
Draw the tour you would take.





Order Mozart's life facts

He was born in Salzburg, Austria

He started experimenting at the harpsichord

He created his first compositions

He took his first tour in Germany

He played for the Palace Court in Vienna, Austria

He took his first European tour

He composed "Ah vous dirai"

He composed Symphony number 40 in Gm

He died in Vienna, Austria

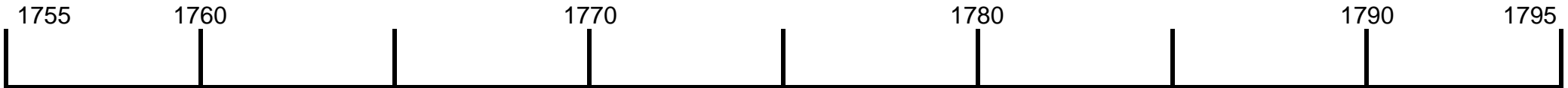
Name	Date
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Mozart's essential life facts timeline



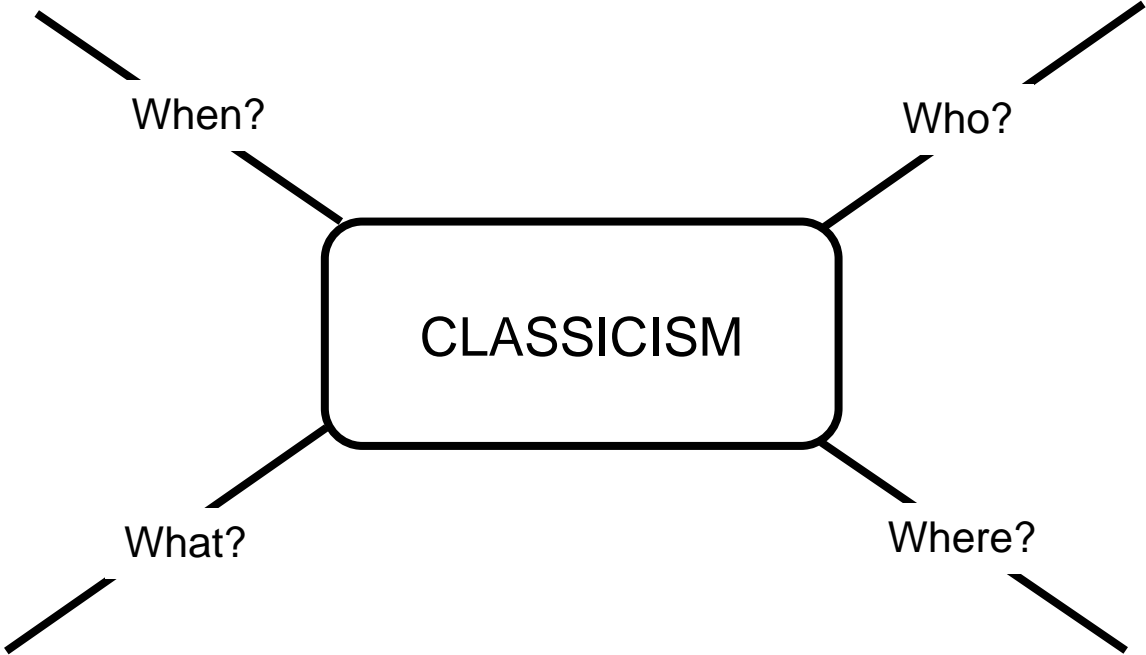
- Place Mozart's essential life facts into their right place in the line



Name	Date
------	------



What do you know about Classicism?



Name	Date
------	------



Creating a classic composition

- Create a 12 bar classic composition in C Major with A B A structure

Handwriting practice area consisting of three sets of four horizontal lines each, intended for writing musical notation.

- Write the instruments you used to create your composition

A	B	A
---	---	---

Name

Date



Unit self-assessment



- Assess yourself by colouring the corresponding face

I can play and read easy Mozart compositions



Yes, I can!



Sometimes



I need to improve

I can listen to different music and analyse its musical elements



Yes, I can!



Sometimes



I need to improve

I've learnt a lot of things about Mozart and his music



Yes, a lot!



Some



Not much, really

My attitude in the class has been great!



Yes, it has!



Sometimes



It needs to improve

Name

Date



Unit self-assessment



- Write some reflections about you and the unit

I've learnt about _____

I've learnt to _____

What I've most enjoyed is _____

I want to improve _____

I liked/didn't like the unit because _____

