

KS3 Scheme of Work

Great Composers and Musicians
Romantic Music

zigzageducation.co.uk

POD 8768

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Teacher's Introduction

Six lesson plans provide a broad overview of the music of the Romantic period. Each lesson lasts an hour and is divided into starter, main, plenary and homework sessions. For some students, 'classical' music is outside their regular experience and this resource aims to show its relevance and beauty.

This resource effectively helps students to meet many of the aims and objectives set out in the National Curriculum, such as:

- Building on skills and knowledge through performing, composing and listening
- Using staff notations accurately and appropriately
- Developing a deepening understanding of music and its history

Lesson plans are designed for 60-minute lessons, each containing:

- A starter activity
- A main session
- A plenary session
- Homework

For each of these, worksheets are provided for the students.

At the beginning there is a scheme of work overview, so that teachers can see at a glance how the resource is structured, the aims and the equipment needed.

The resource begins with a cross-curricular approach to life in the nineteenth century and an overview of the main composers, as well as an introduction to their music.

An important aim of this resource is to allow student to experience Romantic music before formally describing it and naming the characteristics.

A chapter on instruments shows the growth of the orchestra and the new instruments that were incorporated.

The resource deals in turn with orchestral music, vocal music and piano music – introducing students to the main composers of the genres and some of their best-known works.

Activities are designed to build an awareness and appreciation of Romantic music and to encourage personal responses. Composition and music-making tasks are fun and non-threatening.

Activities include:

- Using imagination
- Guided listening
- Group performances
- Composition within safe boundaries
- Simple reading of music notation

A web page containing all the links listed in this resource is conveniently provided on ZigZag Education's website at zzed.uk/8768

You may find this helpful for accessing the websites rather than typing in each URL.



- Use of YouTube, where performances can be watched as well as heard
- Conscious linking of material across the six lessons

A class quiz at the end may be used competitively in class or as a test to consolidate what has been learnt.

Answers are provided for tests and tasks, where necessary.



December 2018

Scheme of Work Overvie

Lesson 1: Romantic Composers

Aim:

To provide a general introduction to Romantic music to bugh listening and

Resources:

- YouTube
- Instruments where
- Access 10 to suite and internet OR music dictionary

Worksheet

- 1A: Consider life in Romantic era
- 1B: Research and listening on 12 Romantic composers
- 1C: Group performance of Mendelssohn's 'Wedding March'
- 1D: Own impressions of unknown work

Lesson Plan:

Starter	Consider life in the Romantic era, aided by some photos ar
Main	Simple research in pairs, integrated with listening. Works different composers, at the teacher's discretion. Reporting important for an overview of these composers.
Plenary	Performance of the opening of Mendelss hn's 'Wedding N
Homework	Choose a Romantic composer as or to an unknown work

Lesson 2: Rom : a La Instruments

Aims:

- To und Education and the orchestra inherited from the Classical era
- To introduce the new instruments of the Romantic era

Resources:

- VouTube
- Piano or keyboard (or use a keyboard app)

Worksheets:

- 2A: Identify instruments aurally and visually
- 2B: Introduction to new instruments
- 2C: Introduction to piano
- 2D: Composing task (plus Extension task)

Lesson Plan:

Starter	Listen/watch exact Mozart Symphony No. 40 and ide and aural
Main 79	nt cación to the main instruments added during the Romand listening. Percussion identification exercise.
Plenary	Introduction to the piano, and a keyboard activity.
Homework	Composing task based on Plenary session. Extension task for

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Lesson 3: Vocal Music in the Romantic Period

Aims:

- Introduction to Romantic vocal music
- Some interaction with *lieder* and operatic music

Resources:

- Piano or keyboard (or use a keyboard Access to computer suite

Worksheets

- 3A: Si omantic song
- 3B: Impressions and observations of opera
- 3C: Write own words to Romantic melody
- 3D: Questions on 'Die Forelle'

Lesson Plan:

Starter	Learn a simple Romantic song, 'Heidenroslein' by Schubert
Main	Watch some operatic scenes in groups as decided by the team and observations.
Plenary	Learn the melody of 'Chorus of the Hebrew Slaves' and write tune.
Homework	Listen to 'Die Forelle' by Schubert and answer given questi

Lesson 4: Orchestral Musical Le Romantic Period

Aims:

- To introduce stuck that the wide sweep of orchestral music of the Ror
- To dif 79 iat Deween concertos, symphonies and tone poems
- To den Edu ate the growth that took place

Resources:

- YouTube
- Any available instruments or sound sources

Worksheets:

- 4A: Romantic solo concerto (and extension listening)
- 4B: Romantic symphony: aural and responsive drawing
- 4C: Romantic tone poem (and extension listening)
- 4D: Listening and music analysis

Lesson Plan:

Starter	Introduce concept of the Pom pric solo concerto, whilst coinstruments of I concept of the Pom pric solo concerto, whilst coinstruments of I concept of the Pom pric solo concerto, whilst coinstruments of I concept of the Pom pric solo concerto, whilst coinstruments of I concept of the Pom pric solo concerto, whilst concept of the Pom pric solo concerto concept of the Pom pric solo concerto concept of the Pom pric solo concept
The symphony: Responsive drawing to Berlioz's	
Plenary	The tone poem: creative music-making and performing
Homework	Listening and music analysis task



Lesson 5: Piano Music in the Romantic Period

Aims:

- Introduction to piano music of the Romantic period
- Development of the piano
- New possibilities for composers

Resources:

- YouTube
- Sibelius, Musescore or other notation of logramme if available
- Multiple pianos, keyboard app)
- Access to a company of the

Workshee

- 5A: Experimental composing for piano
- 5B: Musical elements in a Romantic character piece
- 5C: Group performance
- 5D: Assessing and rating virtuoso performances

Lesson Plan:

Starter	Experimental composing for piano
Main	Application of musical elements to Mendelssohn's Gondol
Plenary	Group performance of a piano piece
Homework	Watch three of the most difficult piano pieces, assess the di

Lesson 6: Nationalism

Aim:

• Introduction to nationalism in a some famous works

Resources:

- YouTi²
- Sibelit pescore or other notation programme if available
- Access available instruments
- Recording equipment, e.g. computer, mobile, etc.

Worksheets:

- 6A: Listening and class discussion
- 6B: Reflection on three works
- 6C: Creative music-making
- 6D: Own composition

Lesson Plan:

Starter	Listen to Elgar's 'Land of Hope and Glory' and discuss the elements in given questions Extension listening activity
Main	Group or individual verse effection on three nationalistic
Plenary	Creative raking based on Grieg's 'In the Hall of the
Homew 719	Dry composition reflecting mood of a particular place

709 Jugotion

Class Quiz

- Can be done as an extra activity to consolidate the whole topic.
- Questions may be used as a quiz or a test.

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Lesson 1: Romantic Compose

Lesson Plan

Aims	To provide a general intro	oduction to permit of busic through listen
Resources	 Access to YouTube Instruments wher Access to 2 (1p) 3 Workshap 	ail Le (or parts can be sung) suite and internet OR music dictionary
Starter		Romantic era, aided by some photos and in
	ksheet 1B Simple research in p composers, at the te overview of these co • Put students in pairs Composers and works for Group 1: Chopin,	airs, integrated with listening. Worksheet eacher's discretion. Reporting back to the emposers. The each group (use some or all of these): https://www.youtube.com/watch?v=d3/k
	Group 2: Wagner, Group 3: Tchaikovsky,	https://www.youtube.com/watch?v=_O_ https://www.youtube.com/watch?v=Xd2 and https://www.youtube.com/watch?v=
Main	Group 4: Grieg,	https://www.youtube.com/watch?v=pPL and https://www.youtube.com/watch?v=
session	Group 5: Elgar, Group 6: Schumann,	https://www.youtube.com/watch?v=R2- https://www.youtube.com/watch?v=Uod
	Group 7: Verdi, Group 8: Dvořák,	https://www.youtuhc.com/watch?v=XttF https://www:b.com/watch?v=wVy
	Group 9: Brahms,	https://www.rabe.com/watch?v=Nzo
	Group 11: Bachma of	/www.youtube.com/watch?v=Vm ps://www.youtube.com/watch?v=4QE
	Group 12: 'is '	https://www.youtube.com/watch?v=MD
	yur 🔝 🗁 Zeini.	https://www.voutube.com/watch?v=C4Z
9	up 14: Mendelssohn,	https://www.youtube.com/watch?v=00
· ·	up 15: Schubert,	https://www.youtube.com/watch?v=wid
	Worksheet 1C	
		opening of Mendelssohn's 'Wedding Marc
Plenary		top and bottom parts are easier and suited
	music easily and can The two middle part	is are suited to those with more notation e
	accidentals and mor	
Extension/	Worksheet 1D	
homework	Choose a Romantic composer, listen to an unknown work and	
	All students will be introduced to music of the Romantic period	
Success	short piece.	•
criteria		rasp something of nineteenth-century life
	 Some students will be 	pegin to comprehend the Romantic style.

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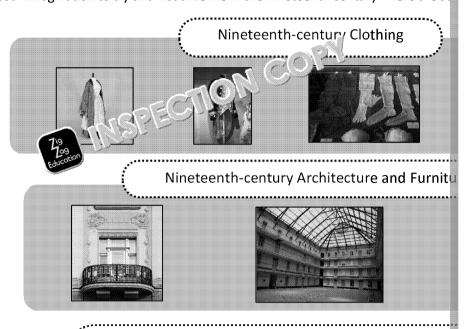


Timing: 60 La lesson

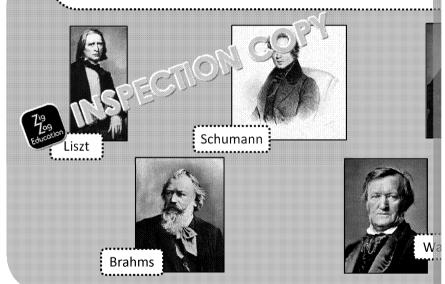
F	0.00	109 J
	0:00	ter: discussion around pictures
	0:10	Main: work in pairs (research and listening) and report back
	0:30	Plenary: learn a piece in parts and perform it
	0:50	Homework explained and handed out

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Use your imagination to try and visualize life in the nineteenth century. Here are sor



Here are some famous Romantic composers. Look at the their hair/beards and the photographic style.



Discussion: looking at the pictures above is as what life was like a the things that had not yet been discovered and how different your life is

Why is it called the in the period?

The word r. The word r. The used for the literary and artistic outpouring of the first has famous Engleween mantic poet) called it 'the spontaneous overflow of powerful fe Romantic poet) described it as 'depicting emotional matter in an imaginative form

In the 1800s the word *romantic* meant an individual, spontaneous, free, emotion myths and feelings. This is different from the present-day understanding of *roma* two people.







Working in pairs, research some basic facts about different composers and Report back to the class, using the fact sheets provided below.

Name of composer:

719 We : Just Tirst name?		
What was his nationality?		
Give his birth and death dates.		
	1.	
Find out two interesting facts	208 ^N	
about his life.	ON COPY	
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What did you like/dislike about the piece you listened to?	UN COSA	
What did you like/dislike about the piece you listened to?		
Educar		

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A Worksheet Ic

NATEC ECY COR



Learn a piece of Romantic music!

A Romantic composer called **Y** and **North** wrote some music to accomp A Midsummer Night' Sear Some part has become famous and is often

Le 79 pl.) the opening of Mendelssohn's 'Wedding March' on whater picture yboard, marimba, any orchestral instrument or recorder. Or you arranged for four different parts, so can be played in groups.

Learn each part separately and then put it all together.

Here is the full score:



Here is the top part, which plays a type of fanfare:







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Choose one of the composers discussed in the learning and search on You that you have never heard before.
Fill in the sheet below.
Work chosen for listening:
YouTube link to this piece:
 Write down your observations and impressions of this piece of music. Co The melody or tune – what do you like about it? The sound – can you identify the instrument/s? Any rhythms you notice, or changes in the rhythm. The dynamics – which is the loudest part? Which is the softest part?
The mood of the piece – how does it make you feel?
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Lesson 2: Romantic Era Instru

Lesson Plan To understand the orchestra inher cec. fr hathe Classical era and t Aims instruments of the Roma (In) Resources a piano or keyboard (OR use phone or tablet keybo rksheet 2A Starter Listen/watch extract from Mozart Symphony No 40 and identify in Worksheet 2B Main Introduction to the main instruments added during the Romantic session listening. Percussion identification exercise. Worksheet 2C Introduction to the piano – teacher to give short demo on the pian The arrangement of black and white keys How to find middle C **Plenary** How each pedal works How pressing a key activates hammer to hit string Plus keyboard activity. Extension / Worksheet 2D Composing task based on Ple s y wion. Extension task for more homework All student and realise the e the in the ce of the piano. Success students will appreciate the new tone colours and capal criteria **Some** students will understand the world of possibilities brou

Timing: 60-minute lesson

instruments.

0:00	Starter: listen/watch and identify instruments
0:10	Main: examine the new instruments
0:30	Plenary: the piano and keyboard activity
0:50	Homework: composing task – begin in and finish at home Extension exercise: composing task – begin in and finish at home
1	INSPECTION .



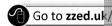
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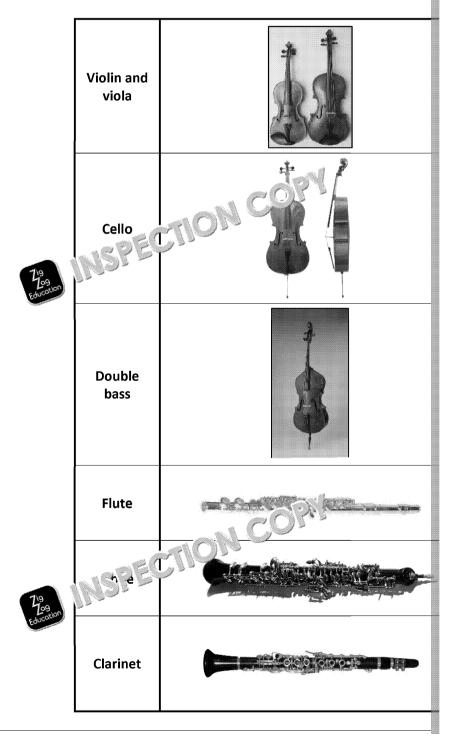
At the beginning of the Romantic period, the symphony orchestra had bee years.

Look at this short extract of Simon conducting Mozart's famous Symbolie ring tone). This man is most of the instruments of the standard of the

httr 719 vv Stabe.com/watch?v=0sGqkMU-mGQ



Below is a list of instruments, with pictures to help you identify them. Sor and some do not. Tick off the ones you see and hear.





	1
Bassoon	Experience of the second of th
Trumpet	
French horn	The COPY
Trombone	Education of the control of the cont
Tuba	78.9
Timpani	Edication
Piano	79



Look at the instruments that were added during the Romantic period:

Wind instruments:

Due to the great improvements in the manufacture of instance, wind instrume capable of wider ranges and increased expression

This table gives the names, pictures a condTube links for hearing these instrume



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Brass instruments:

The trombone and the tuba were included as part of the Romantic orchestra

Trombone

A metal slide shortens or lengthens the vibrating tube of air, creating the different notes.

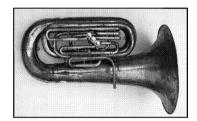


?v= Th de

htt



The largest and lowest brass instrument.



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Percussion:

The biggest expansion took place in the percussion section of the orchestra with t chimes, rattles and shakers of various sorts and sizes, as well as:



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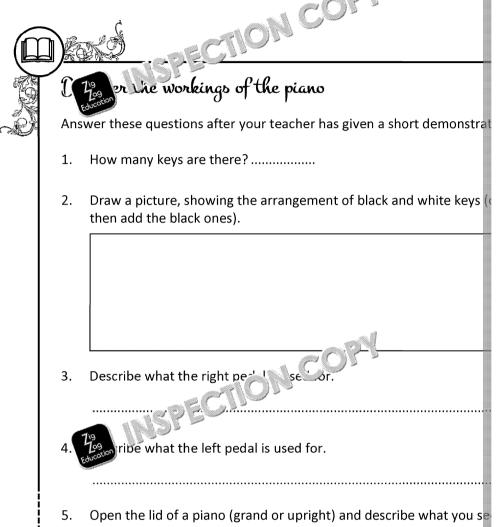
Watch this lively performance on: https://	www.youtube.com/watch?v=5
There are nine different percussion instrur	ments in this video (some appe
List them.	

1.		6.	•••••
2.		7.	
3.	79 Eduration	8.	
4.		9.	

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Probably the most significant instrument to gain immense popularity in the Roma Although 'invented' around 1700, the early instruments did not have the power of modern piano. Its full name is **pianoforte** or **fortepiano**, meaning 'soft-loud' or 'locapable of far more dynamic shading than its predecessor. harpsichord.





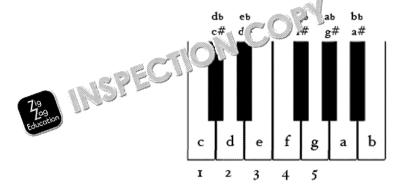


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Do this keyboard activity

Here is the layout of a small section of a piano keyboard. Focus on the



Here are the same notes written in music notes:







Morksheet 2d

Here are the keyboard, music notation and rhythm images again:



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Lesson 3: Vocal Music in the Roman

Lesson Plan

Aims	Introduction to Romantic vocal music and terrection with some lies	
	Access to YouTube	
Resources	Access to a pi- Coard (OR use accompaniment on You	
	• Comry July	
	or 1 33A	
Starter	rn a simple Romantic song, 'Heidenroslein' by Schubert.	
500.00	se the discussion questions to help students thinks about the voc	
	music and help them apply the elements of the melody, tempo, dy	
	Worksheet 3B	
	If necessary, first work through the given table, explaining how to	
	music. Organise students into groups of three or four to watch ope	
	worksheet to record impressions and observations.	
	Group 1: 'Nessun Dorma', from Turandot by Bizet https://www.youtube.com/watch?v=suj-2sbSFKs	
	Group 2: 'Habanera' from Carmen by Bizet	
	https://www.youtube.com/watch?v=KJ_HHRJf0xg	
	Group 3: 'Ride of the Valkyries', from Die Walküre by Wagner	
Main	https://www.youtube.com/watch?v=xeRwBiu4wfQ	
session	Group 4: 'La Donna è Mobile', from <i>Rigoletto</i> by Verdi	
	https://www.youtube.com/watch?v=wレゥヘ、ら、HbB8	
	Group 5: 'Triumphal March', from 470. F) Verdi	
	https://www.youtube <pre>https://www.youtube <pre>call the state of th</pre></pre>	
	Group 6: 'E Luc on le Siene', from Tosca by Puccini	
	https:// \ \ \ \ \ uve.com/watch?v=EjPvj-1WHIc	
	p pu). Che Gelida Manina', from <i>La bohème</i> by Puccini	
Ec	s://www.youtube.com/watch?v=1tlM9arIzZc	
***************************************	Group 8: 'Un Bel Di, Vedremo', from Madame Butterfly by Puccini	
https://www.youtube.com/watch?v=IOp7VLBYK3s		
Plenary	Worksheet 3C	
F	Learn the melody of 'Chorus of the Hebrew Slaves' and write your	
Extension/	Worksheet 3D	
homework	Listen to 'Die Forelle' by Schubert and answer the given questions.	
Success	All students will experience some different Romantic vocal sty	
Success criteria	Most students will be able to express their opinions of the vo- aspecially the opera.	
l Cilleila	especially the opera.Some students will enjoy and appreciate a style of music they	
	Some students will enjoy and appreciate a style of music they	

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Timing: 60-minut Elin

0:00	rte-sing a song
0:10	wain: opera scenes
0:30	Plenary: write own words to operatic melody
0:50	Homework: answer questions on 'Die Forelle'

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Learn a Romantic song!

These types of songs, called **lieder** were very popular in the Romantic ethem. They were solo songs, we lith piano accompaniment and set expressed love of ration of luman emotions.

The specific short and simple. On one level, it is about a boy who level is hurt by a woman. The German text is given, but the English t given below. You may sing it in English or German either with live piano to the YouTube recording on https://www.youtube.com/watch?v=ZPuZo

The German text is given on the score on the next page, but here is the

Once a boy a Rosebud spied,
Heathrose fair and tender,
All array'd in youthful pride,—
Quickly to the spot he hied,
Ravished by her splendour.
Rosebud, rosebud, rosebud red,
Heathrose fair and tender!

Said the hand on pick thee,
I the major and tender!"

Cathe rosebud, "I'll prick thee,
So that thou'lt remember me,
Ne'er will I surrender!"

Rosebud, rosebud, rosebud red,
Heathrose fair and tender!

Now the cruel boy must pick
Heathrose fair and tender;
Rosebud did her best to prick,—
Vain 'twas 'gainst her fate to kick—
She must needs surrender.
Rosebud, rosebud, rosebud red,
Heathrose fair and tender!

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Some questions for Live un:

What feat: 1000 e melody make it sound bright and happy?

H 730 s to tempo make it sound fun and carefree?

Ho the dynamics in the second line help the song build to a climax?

How do the pauses in bars 10 and 12 affect the mood of the song?

Heidenroslein









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Preparatory activity for those who need practice in descri

It helps to ask these questions:

Speed	The correct tempo. Is it for a low? Does it change speed?
719 729 Education e	The correct word is melody . Are the notes joined (legato) or detached (staccato)? Are there repeated notes? Does it move mainly by step or does it have leaps?
Rhythm	Is it relaxed? Is it busy? Is it energetic? Does it have repeated patterns? Is it constantly char
Volume	The correct word is dynamics Is it loud? Is it soft? Does it get louder/softer? Does it changing?
Instruments / voice	The correct word is sonority or timbre . What instrument/s are heard? What combinations can you hear? What voice types can you hear?
Mood	How does the music make you for ? Are there external factor as scenery, costumes mood?
Accompaniment	What mis to make support the soloist/s?

Get into groups as decided by your teacher. Each group will watch a diff scene. Use the form below to record your impressions and observations

Nan	ne of opera and composer:
(a)	Describe the scenery, costumes, action, props, etc.
(b)	Describe the mood of this extract.
(c)	How do the singers and it is the accompaniment help crea
	19

(d) State what you like or do not like about this extract.





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The Romantic composer Verdi wrote a beautiful in the law in his opera <i>Nat</i> Hebrew Slaves' . It is the poignant, sad so g concessed people who ha				
You can listen to the will get of the opening melody [0:00–1:58]. The Top ly is an below:				
5				
Listen to it until you are familiar with the tune and rhythm. Then write you melody. You can choose to portray any scene, situation or emotion.				
- COPY				
To INSPECTO				
TON COLA				

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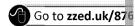
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Listen to another famous song by Schubert, called 'Dia Forelle' ('The Trou fisherman catching a trout.

https://www.youtube.com



ells of a fisherman standing on the bank of a stream and w

Verse 2

The fisherman continues to watch the trout and realises he will not be ab remains so clear.

Verse 3

The fisherman becomes tired of waiting, so he disturbs that water to make the fish. The stream continues to flow, but without the trout.

Answer these questions:

1.	How does the piano introduction set the scene?
	-023
	- AL CO'S
2.	What is the mood of the first verses?
	79
3.	this mood expressed in the music? Consider these aspects:
	• The dynamics – soft or loud
	 The articulation – notes joined (legato) or separated (staccato)
	 The melody – the 'shape' of the tune and how the notes rise ar
	• The rhythm – do you hear any repeated patterns?
4.	How does the mood change in the third verse?
	-31010
5.	How is this more estation the music? Consider the same aspects a
	719 Education





Lesson 4: Orchestral Music in the Row



(B) Lesson Plan

Aims	To introduce students to the id weep of orchestral music of to concertos, symples in the ground poems, demonstrating the ground poems.	
Resource 79	ny available instruments or sources of sound for 4C	
Starter	Worksheet 4A Introduce concept of the Romantic solo concerto, whilst consolid Lesson 2. Watch virtuoso performance. Further listening activities as extension material or for more able	
Main session	Worksheet 4B The symphony: aural exercise on 'Ode to Joy' theme Programme symphony: Responsive drawing to Berlioz's Symphony	
Plenary	Worksheet 4C The tone poem: creative music-making and performing, self asse	
Extension / homework	Worksheet 4D Listening and music analysis task Further listening activities as extension to ial or for more able	
Success criteria	 All students will experience of orchestrate period. Mort will understand the difference between the form a symphonic work. Some students will appreciate how the new instruments an Romantic style. 	

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Timing: 60-minute lesson

0:00	Starter: Romantic solo concerto		
0:10	Main: the symphony		
0:30	Plenary: the tone poem		
0:50	Homework: musical analysis – star 1a & finish at home		
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A Worksheet 4a &

One of the most exciting genres of Romantic music was the solo concerto, where plays with the orchestra. The solo concerto idea was used in the Classical and ever were innovations:

- A much larger orchestra, exploiting the drama between bloist and orchestra
- Difficult, demanding music for the soloist
- Soloists became famous and wers in a point
- The showy, virtuosic solo and edit cadenza was fully notated by the compositions



Watch the third movement of Mendelssohn's Violin Concerto in E minor. solo part: https://www.youtube.com/watch?v=78q-jbzk-Vg [20:18–21.25, permits].

Go to zzed.uk/8768



Extension

Further suggested listening (may be used as homework or project wor

Beethoven's 'Emperor' Piano Concerto, third movement: https://www.youtube.com/watch?v=wilwgFwEvEQ

Rachmaninoff's Secretary ancerto, second movement: https://www.ca.da.com/watch?v=rEGOihjqO9w [watch from 11:38]



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A Worksheet 46 Par

A symphony is a large-scale work for orchestra, often in four movements with con

A **movement** is a self-contained part of a bigger work. It can be performed alone work.

Romantic composers continued writing sometimes on from the Classic additions:

- Larger orchestras
- Longer 70 m
- More expressive harmonies
- More freedom of form and structure

Harmonies refer to the way composers use chords and follow one chord with ano

Form refers to the way a piece is structured – repeated/new sections, links, etc.

Beethoven took the bold step of introducing vocal soloists and an enormomovement of his ninth and last symphony. It is based on the famous 'Ode

Listen to various instruments of the orchestra play this well-known theme https://www.youtube.com/watch?v=ljGMhDSSGF sten to 2:29–5:18]

Then listen to 7:00–8:26 of the same where first the soloist and the theme.

Try this aural as the code to Joy' melody is written out below, but we full the name of the stave. Can you supply the missing notes, must be the grain or your teacher can play the theme for you if you need to listen to see if they are the same, or higher, or lower than the preceding the same of the same o



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Another major symphonic development in the Romantic period was the **program** symphonies are *absolute music*, i.e. music for its own sake without reference to a symphony is built on a non-musical idea, such as a story, and often has a musical twhole symphony.

Berlioz wrote a famous programme symphony called *Symphonie Fantastique*, base below. Berlioz wanted these notes given out at every per pance so that the aunarrative aspect. Berlioz himself was in love with promain he had never mobetween his feelings and the story.

He created a theme (he circulated fixe') which represents the woman and vin each movement.

Read this in groups, as dramatically as you can.

First movement:

He remembers first the uneasiness of spirit, the indefinable passion, the n aimless joys he felt even before seeing his beloved; then the explosive lov his delirious [feverish] anguish, his fits of jealous fury, his returns of tende [hopes].

Second movement:

He meets again his beloved in a ball during a glittering fête.

Third movement:

One evening in the countryside he hears two his perds in the distance ditogether] with their 'ranz des var his pestoral duet, the setting, the swind, some causes for his perfect in has recently conceived [believed in], heart an unaccity of a pang of anguish [emotional pain] and painful though bethe him... One of the shepherds resumes his simple melody; the other sum sees... distant sound of thunder... solitude... silence...

Fourth movement:

He dreams that he has killed his beloved, that he is condemned to death a procession advances to the sound of a march that is sometimes sombre [or brilliant and solemn [serious], in which a dull sound of heavy footsteps for or break] the loudest outbursts. At the end, the idée fixe reappears for a love interrupted by the final blow.

[One group listened to this movement in Lesson 1.]

Fifth movement:

He see himself at a witches' sabbath [holy dav¹ is in midst of a hideous [witches] and monsters of every kind who nate together for his functional outbursts of laughter; distant s't are joint seem to be answered by more appears once more, his low is not its noble and shy character; it is no retrivial and grote is a [u y]; it is she who is coming to the Sabbath... Roar joint law [evil] orgy... The funeral knell [bell] tolls, the burlesque of when the dance of the witches. The dance of the witches combined

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This is the opening of the theme that Berlioz composed as his idée fixe, the most b It is slow, soaring and expressive, representing his love.



This is how he transformed it is the first movement into something trivial and uglestyle rhythm and players as squeaky high clarinet, representing a witch.





Having read the story, listen to the fifth movement on https://www.you

Note the following:

- The slow, dark menacing opening
- The size of the vast orchestra
- The use of the tone colours of the different instruments
- The prominence of the wind and brass sections
- The use of the serious bell
- At 1:35, the idée fixe heard in its grate que form
- At 3:15, the 'Dies irae' a leck in the tuba
- The different
 If playing the string instruments

Private (1)

Pizzicato – plucking the strings with the finger

At 8:16, the bows are turned over and the wood bounces on \oplus

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Another orchestral genre that emerged during the Romantic era was the **tone poo** the programme symphony, the tone poem has non-musical associations – such as Unlike the programme symphony, the tone poem only has **one movement**, but who be changes of key, tempo or mood.

One of the most dramatic openings in the openings in the opening of Also German composer, Richard Strays. Opening recognise it as the soundtrack of 20 Watch it on: https://www.ande.com/watch?v=Szdziw4tl9o

Group activity

Using any available instruments/noises or sound devices, create a dramat You do not need to write it down, simply create sound effects. Be inspired from a celebrity, a film or a news item.

If possible, record it on a phone or tablet and play it to the class.

Rate yourself: give yourself a mark out of 10 using the grid below.

Marks [10]	Choice of instruments/sounds	Achievement of	Creati
8-10	An approprision of the interest of the interes	The cudents achieve a sound which is dramatic and engaging	A variety of show creati thought and
5-7	A selection of instruments/ sounds, some of which are suitable	The students attempt to achieve a dramatic sound with partial success	Evidence of and plannin final result altogether satisfactory
1-4	The instruments/ sounds are not suited to the task	The students do not understand or cannot achieve anything dramatic	Minimal the effort has be applied

Extension / Further Listenin

(May be done as homewed (A) but work for more interested/able

Time will nit instening to a whole tone poem in class, but here go wonderful music:

of preludes which leads to our death?' and it explores some of life happiness, love, peace and turmoil. It is not a sad or gloomy work

2. Don Juan by Richard Strauss: based on the story of Don Juan and

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Do some musical analysis!

Listen again to the fourth movement of 5 / 6z Symphonie Fantastique https://www.youtube.com/wat / 6z / Go to zzed.uk/87

There are two main the shat are used interchangeably throughout the downward the shat are used interchangeably throughout the downward the shat are used interchangeably throughout the shat are used in the shat are used in





Call this Theme 1

The second is a march theme with a distinctive dotted rhythm, which los





For the timings on the YouTube video and state which theme you he answer is shown as an example.

0:39	Theme 1	
0:52		
1:06		
1:18		
1:50		
2:02		
2:21	(This one is only partial.)	
2:32	393	
2:43		
3:02	(This is a second partial.)	
Zig Zog dicatio		
3:50	Describe what happens to the tempo here.	
3.30		
4:20	Which instrument plays a solo here?	



Lesson 5: Piano Music in the Roman

(Lesson Plan

Aims	An introduction to piano music of the Romati period and how the opened up many new possibilities for corposers					
Resources	 Access to YouTube Access to Sile (us, Vascore or another notation programme Access to YouTube Access to					
Starter 79 rk 5 A Starter 79 rimental composing for piano, using computer software						
Main session	Activity to consolidate musical elements and their meanings Play Mendelssohn's 'Venetian Gondola Song' https://www.youtube to the class and demonstrate the application of music elements to					
Plenary	Worksheet 5C Group performance of a piano piece					
Extension / homework	Worksheet 5D Watch three of the most difficult piano pieces, assess the difficultie					
Success criteria	 All students will gain a perspective of Romantic piano music. Most students will understand the impact of the development opportunities it afforded composers. Some students will appreciate how the style of Romanticism medium of the piano. 					

))

Timing: 60-minute lers n 3013

0:00	Starter: crass the piano
0:10	air work, listening and reflecting
0:30	na.y: group performance
0:50	omework: listening and appraising (explain in class, complete fo

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Try some composing!

You might have access to a musical ticorogramme called Sibelius, o programmes such as My s it whis is a computer programme where pitch and rhyth noice. You can play it back to hear how it sou n. 👈 💎 add details such as dynamics, articulation (how the no truments.

We will start with the piano.

In Sibelius, you click Quick Start - New Score - Create. This will give you of C major, so you need not worry about sharps or flats.

Experiment with different note values and pitches and write anything you the piano so you need to put notes on both staves, i.e. for right hand an

If you do not have access to one of these programmes, try writing some You can get a musician to play it for you.



Extension

For those who know the basics of music notation, you can experiment top of the screen.



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Most Romantic piano composers wrote **character pieces**, which were relatively shexpressing some non-musical idea such as a scene, an aspect of nature, a mood of were given descriptive titles such as *Soldier's March, The Poor Orphan*, etc. Some such as *Nocturne, Impromptu*, etc. Many pieces in dance of soldiers also abounded, such as *Nocturne, Impromptu*, etc.

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8	de 200 n by joining the boxes with a pencil.		
	dynamics	the emotion create	
	tempo	the volume, how lo	
	register	the tune and its sh	
	rhythm	how high or low it	
	mood	the speed, how fas	
-	melody	the nulse and the c	

er. Shoer the words you use to describe music? Match up the

M COS

ele 79 s à la character piece.
Gerourselves into groups of three, listen to the piece as your teacher
and then report back to the class.
Title of piece
Composer
Describe the mood of this piece
How does the music portray the title? (Use at least four of the musical
1
1
2
3. 73
edication

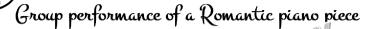
Listen all togeth a learn residual togeth and learn

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Morksheet 5c

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You can play this on pianos, keyboards, room is on any other keyboard lines of music, each of which can be a lay of by a separate student. Learn then put it all together.

It is an arrange to the first part of *Knight Rupert* by Schumann, adaptive sten to the piece on *https://www.youtube.com/watch?v=Umxi*

Here are all three parts:









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Really difficult piano music!

The Romantic era was a time of famous pianists and composers who wrote difficupieces which impressed and dazzled audiences.

Even if you are not a pianist, you will be amazed at so to esse work



Watch three operformances and for each one, say what **you** thin Till 1990 at the first, second and third according to your own preference and the control of the control of

You might want to mention things such as:

- Very fast playing
- Hands performing big leaps on the keyboard
- Playing big chords (lots of notes at the same time)
- Complex rhythms
- Playing from memory

Performance No. 1: Liszt: Campanella (meaning 'Bell')

https://www.youtube.com/watch?v=-hCNkp97I30

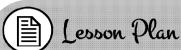
This piece is an **etude**, which is a concert study – a piece that targets a to concert performance.

Challenging aspects
TON CO.
Performance N Revolutionary Etude
ht: Joyun , Jucube.com/watch?v=Gi5VTBdKbFM
An educated etude – watch the pianist's left hand.
Challenging aspects
Payformance No. 2: Payol. Cornerd do la puit. (Scarba' /based on a Fra
Performance No. 5: Ravei: Gaspard de la nuit: Scarbo (based on a Fre
https://www.youtube.com/watch?v=VBgwk98ZPul
https://www.youtube.com/watch?v=VBgwk98ZPuI
·
https://www.youtube.com/watch?v=VBgwk98ZPuI
https://www.youtube.com/watch?v=VBgwk98ZPuI
https://www.youtube.com/watch?v=VBgwk98ZPuI Challenging aspects
https://www.youtube.com/watch?v=VBgwk98ZPuI Challenging aspects
https://www.youtube.com/watch?v=VBgwk98ZPuI Challenging aspects
https://www.youtube.com/watch?v=VBgwk98ZPuI Challenging aspects Your rating: first, second and third 1st 2nd
https://www.youtube.com/watch?v=VBgwk98ZPuI Challenging aspects Your rating: first, second and third 1st
Challenging aspects Your rating: first, second and third 1st

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Lesson 6: Nationalism



Aims	Introduction to national in the land some famous w		
Resources	 Access is follower. eling winsescore if available computer suite Access to available instruments Recording equipment e.g, computer, mobile etc 		
Starter	 Worksheet 6A Listen to Elgar's Land of Hope and Glory and discuelements in the given questions Extension listening activity 		
Main session	Worksheet 6B Group or individual work: reflection on three nationalist The following nationalistic music works can be studied teacher's discretion: • Glinka: Patriotic song (Russian): https://www.youtube.com/watch?v=i7_nKhkfX0N • Smetana: Má Vlast, 'Moldau' (meaning My Count on https://www.youtube. watch?v=kdtLuyW. • Sibelius: Finlandia (main mel 19915] on https://www.youtube.		
Plenary	ert 5e earve music-making based on Grieg's 'In the Hall of		
Extension, Education work	Worksheet 6D Own composition reflecting mood of a particular place		
Success criteria	 All students will be introduced to the concept of notes. Most students will understand the link between the heritage of different countries. Some students will understand how nationalistic remains a style. 		

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Timing: 60-minute lesson

0:00	Starter: lists a Conscussion
0:10	s vin . enationalistic works
0:30	nary: group music-making
0:50	Homework: own composition

A Worksheet 6a R

Nationalist music was popular in the Romantic period, when Europe was different countries were struggling to create and maintain their independence, identity and folk music and dances of their native countries and created music with a national

Start with something families y instending to Elgar's *Pomp and Circumsta* the famous 'Lagran's peand Glory'. Elgar wrote the music, and the lyright

https://www.youtube.com/watch?v=R2-43p3GVTQ (This is the complete well-known melody on 1:55–3:30, first played by the orchestra and then

Here are the lyrics:

Land of hope and glory, Mother of the free, How shall we extol thee, who are born of thee? Wider still and wider shall thy bounds be set; God, who made thee mighty, make thee mightier ye God, who made thee mighty, make thee mightier ye

Discuss some of these questions:

- 1. Elgar said that this melody was 'a tune 'or once in a lifetime memorable and stirring?
- 2. There has been discuss the trans song should replace Britain's na think about the
- 3. Dayon to sentiments are outdated or still relevant today?
- 4. 19 ly, is nave been described as 'jingoistic', meaning that they expanded agree with this?
- 5. Do you think the words could be politically or religiously offensive t



Extension (to be done in own time)

Research the background to Parry's *Jerusalem*, which you can watch of https://www.youtube.com/watch?v=-XfbEOFLqPE

Discuss the nationalistic/patriotic elements in this song.



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(1)) Far (1)

Listen to the pieces below and use the given table to record your impres

To give you some vocabulary, you may vail to ask yourself some questi

- Is the music dramatic or some
- Is the music emrii nal hearing feeling?
- What ins in ands out? How does the sound of the instrume
- 79 fa ! 51 slow, or does the tempo change? How does this affect t
- Rate of the dynamics loud or soft or constantly changing? What effect
- Are there any folk-like melodies that might be associated with a part
- Are there any fanfares or characteristics that make it sound grand or
- 1. Glinka: Patriotic song (Russian): https://www.youtube.com/watchi

Give three descriptive words that apply to this piece of music.	
What elements give it a grand/epic sound?	
What do you like/dislike about this work?	COBA

2. Smetana: Má V' s ('M') lau' (meaning My Country) (Czech): Lister https://www.pbs.com/watch?v=kdtLuyWuPDs

1		
L d	Give three descriptive words that apply to this piece of music.	
	What elements give it a grand/epic sound?	
	What do you like/dislike about this work?	

3. **Sibelius:** *Finlandia* (Finland): Watch the dramatic introduction [0:00 [6:09–8:15] on *https://www.youtube.com/rachine.co*

Give three description with that apply to pion a or music.		
what elements give it a grand/epic sound?		
What do you like/dislike about this work?		
	what elements give it a grand/epic sound? What do you like/dislike about	what elements give it a grand/epic sound? What do you like/dislike about

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Grieg was a strongly nationalistic composer who emphasised and revived the mus music with his country's history, legends, folk music and scenery.

He wrote music to accompany a play by Henrik Ibsen — the scalled **incidental mu** peasant named Peer Gynt, who abducts a bride of the velding day and then abardventure. One of the well-known sections his work is called **'In the Hall of th** watch it on https://www.youtube con vecch?v=pPLXNmKvLBQ

The simple

thi have ive and memorable melody is notated below.

Theme 1:



Theme 2 (similar but starting on a different note):



Note how the themes are heard softly at the beginning and ten get louder and and percussion added.

C. The themes can be played on any instrument (or sung) and you other sound effects as the music builds to a climax. Make sure the last repowerful and majestic!

Record your rendition.





A Worksheet 6d

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	Ċ
() J	

Choose a place that means something to you – it e you have visited, own home town. Compose a melody that to be less something of the ess

You can compose on so npule, using Sibelius or Musescore, or you can Give your pieces with the four remember to add suitable dynamics.



1 ((0)		
110.		



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Class Quiz

These quiz questions can be done competitively in teams or may be used as a class learning of this resource.

1.	Which of the following are R	omantic composers?	ne the correct ans
	Mozart Wa	gne:	Chopin
2.	What nationality A to bere	Schumann?	
3.	What weducation t's first name?		
4.	Which of these instruments answer/s.	was added to the orches	stra during the Romanti
	cello tro	mbone	piccolo
5.	Name five percussion instrur	ments used in Romantic	music
6.	How many pedals are found	on a piano?	
7.	Name this note:		
8.	What is a lied? Circle the co	rrect definition.	
	German song with piano accompaniment	ht son organ acco	g with mpaniment
9.	Name or alice muser	of Romantic opera	
10.	How material movements are t	here in a tone poem?	
11.	Give a short definition of a cl	naracter piece	
12.	Name a composer who wrot	e Norwegian nationalist	ic music
13.	Complete the table below, ti	cking 'ves' for Romantic	characteristics.

More quiet and compact than music of previous centuries

Highly emotional expression

Narrow range of dynamics

Rigid in structure/form

Descriptive of rature, somes, emotions

Mร่าวไร่ re memorable

Mclodies have a narrow range

There is more freedom of rhythm than in previous centuries

The harmony is more adventurous than before

There were major changes to the string section of the orchestra

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Answers

Lesson 1

Worksheet 1b

Group 1: Chopin

What was Chopin's first name?	Frédéric	
What was Chopin's nationality?	Polish (ive lost of his life in France)	
Give his birth and death dates		

Give his birth and death dates	
Group 2: Wagner	
What 79 ag. () rirst name?	Richard
What w Education gner's nationality?	German
Give his birth and death dates.	22/5/1813–13/2/1883

Group 3: Tchaikovsky

y	
What was Tchaikovsky's first name?	Peter (Pyotr)
What was Tchaikovsky's nationality?	Russian
Give his birth and death dates.	7/5/1840–6/11/1893

Group 4: Grieg

What was Grieg's first name?	Edward (Edvard)
What was Grieg's nationality?	Norwegian
Give his birth and death dates.	15/6/1843–4/9/1907

Group 5: Elgar

Group 5: Elgar	
What was Elgar's first name?	Edward
What was Elgar's nationality?	3. h
Give his birth and death day	<u>/</u> 6/1857–23/2/1934

Group 6: Schann

What w. 109 mann's first name?	Robert
EAUCE	German
Give his birth and death dates.	8/6/1810–29/7/1856

Group 7: Verdi

What was Verdi's first name?	Giuseppe
What was Verdi's nationality?	Italian
Give his birth and death dates.	10/10/1813–27/1/1901

Group 8: Dvořák

What was Dvořák's first name?	Antonin
What was Dvořák's nationality?	Czech
Give his birth and death dates.	8/9/1841-1/5/1904

Group 9: Brahms

What was Brahms' first nam	Lannes	
What was Brahms'	German	
Give bitte that dates.	7/5/1833–3/4/1897	
400		10000

Group 10: B Education

What was Berlioz's first name?	Hector
What was Berlioz's nationality?	French
Give his birth and death dates.	11/12/1803-8/3/1869

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Group 11: Rachmaninoff

What was Rachmaninoff's first name?	Sergei	
What was Rachmaninoff's nationality?	Russian	
Give his birth and death dates.	1/4/1873–28/3/1943	

Group 12: Liszt

What was Liszt's first name?	Franz
What was Liszt's nationality?	Hunga raf.
Give his birth and death dates.	/1811–31/7/1886

Group 13: Puccini

_			
	What 719 cc 1 2 arst name?	Giacomo	011
Г	What w come cini's nationality?	Italian	
Г	Give his birth and death dates.	22/12/1858–29/11/1924	

Group 14: Mendelssohn

What was Mendelssohn's first name?	Felix
What was Mendelssohn's nationality?	German
Give his birth and death dates.	3/2/1809–4/11/1847

Group 15: Schubert

±	
What was Schubert's first name?	Franz
What was Schubert's nationality?	Austrian
Give his birth and death dates.	31/1/1797–19/11/1828

Lesson 2

Worksheet 2a

Violins and violas	✓
Cellos	✓
Double basses	
Flu 79	- ر بو
Obo Education	✓
Clarinet	~
Bassoon	✓
Trumpet	✓
French horn	✓
Trombone	
Tuba	
Timpani	
Piano	

Wo ke sec

) whing and Listening:

- Í. Snare drum (or drum)
- 2. Xylophone
- 3. Chimes
- 4. Timpani
- 5. Castanets
- 6. Glockenspiel
- 7. Cymbals
- 8. Tambourine
- 9. Triangle

Worksheet 2c

The piano:

1. 88 keys

88 K
 1. 88 K





- 3. Lifting education pers allows the strings to vibrate freely, without stopping the so
- 4. Hammers hit strings with less force, making a softer sound
- 5. Rounded hammers made of compressed felt hit the metal strings

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Lesson 3

Worksheet 3d

The Trout:

- The intro is calm and gentle; the rippling piano theme sounds like the river fle rhythmic/melodic musical motive in the accompaniment.
- 2. The mood is peaceful and calm; a quiet day's fishing.
- The rippling motif continues, reminding us of the in the theme is happy rhythm and gentle dynamics. The melody ut 52, aggio movement as well at legato and staccato articulation.
- The mood changes to shape ear and restlessness.
- The melody and the become more agitated and irregular, with sudden ac minor

Lesson 4

Worksheet 4b

Ode to Joy:



Worksheet 1

VVOINS	anec.
0:39	Ti Zogo
0:52	Theducar
1:06	Theme 1
1:18	Theme 1
1:50	Theme 2
2:02	Theme 2
2:21	(This one is only partial.) Theme 1
2:32	Theme 2
2:43	Theme 2
3:02	(This one is also only partial.) Theme 1
3:23	Theme 1
3:50	Describe what happens to the tempo here.
3.30	It gets faster
4:20	Which instrument plays a solo here?
	Clarinet
	To INSPECTION



Lesson 5

Worksheet 5b

Title: Venetian Gondola Song **Composer**: Mendelssohn **Mood**: Calm, peaceful, relaxing

Possible answers:

Dynamics; generally quiet with gradual swells (= 100, ent of the boat)

Melody: Peaceful, gentle (=gentle mc'; 1 (0) } Looat)

Tempo: fairly slow beat (=slow - bv'; Jooat and canal)

Register: RH molody decange of the piano, LH gentle accompaniment (=waRhythm: 6/ 2) =r using motion), many repeated rhythmic patterns (=repetitive

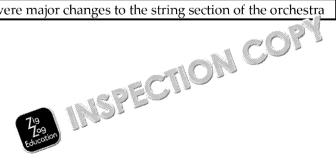
All work together to create calm, peaceful, gentle mood.

Lesson 6

Class Quiz

- 1. Chopin, Wagner, Verdi
- 2. German
- 3. Franz
- 4. Trombone, piccolo
- 5. Drums, bells, glockenspiel, xylophone, celesta, castanets, gong, cymbals, etc. (Accept other relevant answers.)
- 6. Two or three
- 7. F
- 8. German song with piano accompaniment
- 9. Verdi, Puccini, etc. (Accept other releva to new /s.)
- 10. One
- 11. Short piano piece expression, story or mood
- 12. Grieg
- 13.

	Yes	No
More quiet and compact than music of previous centuries		✓
Highly emotional expression	✓	
Narrow range of dynamics		✓
Rigid in structure/form		✓
Descriptive of nature, scenes, emotions	✓	
Melodies are memorable	✓	
Melodies have a narrow range		✓
There is more freedom of rhythm than in previous centuries	✓	
The harmony is more adventurous than before	✓	
There were major changes to the string section of the orchestra		√



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