

MOZART, THE COMPOSER

Teaching notes

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UNIT	MOZART, THE COMPOSER		
LESSON	1. Introduction		
SESSION	1. The Turkish March	Timing	90 minutes

INTRODUCTION:	
Start the lesson telling the students that they are going to listen to a composition. Don't tell them too much about what the unit is about, since surprise factor and their feed back is one of the aims of the lesson.	
ACTIVITIES	RESOURCES
Activity 1	
<p>Start power point presentation by showing the first slide. Play "The Turkish March".</p> <p>Start showing power point slides 2 to 7. Read the questions and let them think what the questions are about.</p> <p>Hand out "Explore a composition" worksheet and tell them to tick the multi answer boxes from the exploring column. Once they've finished, tell them to change their worksheet with a partner.</p> <p>Go back to the power point slide 8 and tell them to check the answers by reading the text given.</p> <p>Tell them now briefly what the unit is about and what are they going to learn.</p>	<p>Slide 1</p> <p>"The Turkish March"</p> <p>Slide 2 to 7</p> <p>Worksheet 1</p> <p>Slide 8</p>
Activity 2	
<p>Composers review.</p> <p>Work in fours, threes or couples, the "Multiple match Memory card game". Adapt the material taking into account different levels in the classroom. Colour the cards and ask them to find the different facts from each composer.</p> <p>Let them play for 10 minutes and see which members of each group have been able to match as many cards as possible.</p>	Ws 2
Activity 3	
<p>Show power point slide 3 and play "The Turkish March" again (Only the first part).</p> <p>While they are listening to the composition, follow the rhythm on the slide according to the music structure. (Red=A, Blue=B, Green=C)</p>	<p>Slide 9</p> <p>"The Turkish March"</p>

ACTIVITIES	RESOURCES
Activity 3 (Cont)	
<p>Ask them why you repeated some “colours” and start working the rhythm from each block.</p> <p>Work in 7 groups and hand out the rhythm figures for each group (Build a rhythm game). Print them in red, blue and green coloured paper. Ask them to build the rhythm.</p> <p>Once they’ve finished, ask them to stick the rhythm in a DIN A4 card.</p> <p>Play the first part of “The Turkish March” and ask one of the group members to stick their card on the blackboard as the different themes appear in the composition.</p> <p>Show PP slide 10 to check if they built the structure properly.</p> <p>Finish the activity by asking them how musicians would call the structure.</p> <p>Show the answer AABABAC and talk briefly about the Rondo.</p>	<p>Ws 3</p> <p>Glue, DIN A4 cards</p> <p>Slide 10</p> <p>Slide 11</p>
Activity 4	
<p>Finish the Lesson by remembering what they’ve learnt about “The Turkish March”.</p>	<p>Slide 12</p>
WORKSHEET SOLUTIONS	
WS 1 Explore a composition	
<p>Do you know this composition? Free answer</p> <p>What’s the name? Turkish March</p> <p>Who? Mozart</p> <p>When? 1783</p> <p>Where? Austria</p> <p>Why? To imitate Turkish music bands</p>	
WS 2 Memory card game	
<p>Beethoven, 1770, Germany, 9th Symphony</p> <p>Txaikovsky, 1840, Russia, The Nutcracker</p> <p>Mozart, 1756, Austria, Turkish March</p> <p>Vivaldi, 1678, Italy, The four seasons</p>	
WS 3 Build a rhythm game	
<p>First part of “The Turkish March” music structure: AABABAC</p> <p>See power point slide 9</p>	

UNIT	MOZART, THE COMPOSER		
LESSON	2. Mozart's early years I		
SESSION	1. Minuet F K2 I	Timing	90 minutes

INTRODUCTION:	
Start the lesson showing PPt slide 1. Play "The Turkish March" and talk briefly about what they remember from it.	
ACTIVITIES	RESOURCES
Activity 1	
<p>Tell the students to work in fours. They are going to play "Build the Turkish March structure dice game", a card game where they have to answer questions in order to get all the cards from 1 to 6 and an extra blue to build "The Turkish March" structure. The one who answers all the questions wins.</p> <p>Note that one card collection is needed per student.</p> <p>After playing the game review "The Turkish March" music structure</p>	Ws 4 and a dice
Activity 2	
<p>Show PPt slide 2 and ask them what they know about Mozart.</p> <p>Tell them they are going to study some of the music he composed and some basic personal facts.</p> <p>Show PPt slide 3 and tell them that they are going to play a True/False game. Give them the instructions by telling them to put their left hand up when true and right hand when false.</p> <p>When checking their answers focus on the facts and support it with the image given. Give them a chance to make questions if needed.</p>	<p>Slide 2</p> <p>Slide 3-13</p>
Activity 3	
<p>Play Minuet F K2 by harpsichord and by piano. Follow the instructions in PPt slides 14 to 18 to introduce the harpsichord as an instrument and compare it with the piano.</p> <p>Show slide 19 and ask them what they know about both instruments.</p> <p>Hand out "How much do you know?" Ws and let them think about the two instruments.</p> <p>Talk briefly about their answers and show PPt slides 20 and 21.</p> <p>Work on the features by focusing on the images which support new language.</p>	<p>Slides 14-18</p> <p>Slide 19</p> <p>Ws 5</p> <p>Slides 20 and 21</p>

ACTIVITIES	RESOURCES
Activity 4	
<p>Hand out "The harpsichord and the piano" Ws.</p> <p>Tell them to look at the word bank then fill in the gaps.</p> <p>Work individually and tell them to check the partner's answers.</p>	Ws 6
Activity 5	
<p>Finish the lesson by consolidating understanding of the features of the two instruments.</p> <p>Work in fours or fives and classify the features given by cutting and putting them into the Venn diagram.</p> <p>Tell the learners to explain how they classified the features given and concentrate on the features that the two instruments share.</p> <p>Once it's been corrected, ask them to glue the features into the diagram.</p>	Ws 7
WORKSHEET SOLUTIONS	
WS 4 Build The Turkish March music structure dice game	
<p>Did you know this composition? Yes, I did / No, I didn't</p> <p>What's the name of the composition? The name is The Turkish March</p> <p>Who composed it? Mozart</p> <p>When was it composed? It was composed in 1783</p> <p>Where was it composed? It was composed in Austria</p> <p>Why was it composed? To imitate Turkish music bands</p>	
WS 5 How much do you know?	
Free answers	
WS 6 The harpsichord and the piano	
See PPT slide 20 and 21	
WS 7 The harpsichord and the piano	
<p>Left side:</p> <p>It's an ancestor of the piano</p> <p>The keys are plucked by quills</p> <p>It's impossible to make changes in dynamics</p> <p>Intersection area:</p> <p>It's a keyboard instrument</p> <p>Right side:</p> <p>The keys are struck by hammers</p> <p>It's a successor of the harpsichord</p> <p>It can make changes in dynamics</p>	

UNIT	MOZART, THE COMPOSER		
LESSON	2. Mozart's early years II		
SESSION	2. Minuet F K2 II	Timing	90 minutes

INTRODUCTION:	
Start the lesson showing PPt slide 1. Play Minuet F K2 and ask the students if they remember the composition.	
ACTIVITIES	RESOURCES
Activity 1	
Ask the students which instrument they heard and what other instrument was played in last lesson.	Slides 2 and 3
Activity 2	
Show PPt slide 4 and ask them what they remember from last lesson. Play "Find the missing part of your word" game. Work in two or three groups and tell them they have to find the missing part of their word. Once they've found the missing part of their word, play "Fill in the gaps orally". Tell them you'll read the sentences and if they have the missing word, they must hold up the two parts of it. Analyse each sentence and ask them which features are related to (the harpsichord and the piano).	Slide 4 Ws 8 Ws 8
Activity 3	
Show PPt slide 5. Tell the students to think about what they know about the score. Ask some of them to go on the white board and circle all they know. Start working the elements they don't know of the score by asking them what they think about these elements. Work on scale of F Major and relate the scale with the key signature (sib). Work also on the following notes: (sib, re4, fa4 and la4).	Slide 5 Pen marker
Activity 4	
Play "Sib, re4, fa4 and la4 Bingo game". Work in fives and hand out a bingo card for four students and provide the fifth member of the group with the bingo note balls. Each member of the group should play both roles.	Ws 9, counters and a small cloth bag

ACTIVITIES	RESOURCES
Activity 5	
<p>Tell the pupils to write the Minuet F K2 theme and let them practise it by writing the key notes on the paper harpsichord.</p> <p>Work also with the instruments in the classroom (glockenspiel, xylophone, metallophone).</p> <p>Finish the lesson by encouraging them to practise the theme of Minuet F K2 at home as they'll have to play it next lesson.</p>	<p>Ws 10</p> <p>Glockenspiel, xylophone, metallophones...</p>
WORKSHEET SOLUTIONS	
WS 8 Find the missing part of your word	
<p>keyboard</p> <p>piano</p> <p>quills</p> <p>impossible</p> <p>harpsichord</p> <p>hammers</p> <p>make</p>	
WS 9 Fill in the gaps orally	
<p>The keys are struck by (hammers)</p> <p>It's an ancestor of the (piano)</p> <p>It's a successor of the (harpsichord)</p> <p>Can (make) changes in dynamics</p> <p>The keys are plucked by (quills)</p> <p>It's a (keyboard) instrument</p> <p>It's (impossible) to make changes in dynamics</p>	

UNIT	MOZART, THE COMPOSER		
LESSON	2. Mozart's early years III		
SESSION	3. Variations from "Ah vous dirai" I	Timing	90 minutes

INTRODUCTION:	
Start the lesson by asking the pupils what they did in the last lesson. Remind them they were told to practise the music theme from Minuet F K2	
ACTIVITIES	RESOURCES
Activity 1	
<p>Show PPt slide 1. Encourage the students to play the music theme from Minuet F K2.</p> <p>Show PPt slide 2 and ask the pupils what they remember from the Minuet F K2 score.</p> <p>Tell them that they have to play the melody while listening to it. Work in groups and try to work altogether if possible.</p>	<p>Slides1 and 2</p> <p>Glockenspiels, xylophones and metallophones</p>
Activity 2	
<p>Show PPt slide 3 and ask them what they remember about the True or False game. Play it again.</p>	Slides 3 to 9
Activity 3	
<p>Show PPt slide 10 and play Variation number 1 from "Ah vou dirai". Talk briefly about it, as they probably know it.</p> <p>Play Variations number 2, 3 and 4 and ask them whether they are the same, different or similar.</p> <p>Show PPt slide 17 and ask them to find words to describe the four variations. Hand out "Describing compositions" Ws.</p>	<p>Slide 10</p> <p>Slides 11 to 16</p> <p>Slide 17 and Ws 11</p>
Activity 4	
<p>Show "Adjective cards" and mime them with four daily actions (Typing on a computer, playing a sport, having a shower and eating).</p> <p>Listen to four variations and ask them to describe each composition using the words given in "Describing Variations "Ah vou dirai"".</p> <p>Once they've finished tell them to cut out a star and glue it on a card.</p>	<p>Ws 12</p> <p>Ws 13</p>

ACTIVITIES	RESOURCES
Activity 5	
<p>Show PPT slide 18 and guide them to prepare a speaking activity. Hand out “What is the mood of your variation?” cards and tell them to ask their partners about the variation they’ve got. Note that each card has a number missing. Give each pupil the one with their missing number, so they can complete the information.</p> <p>Report the information by writing it on “Comparing Variations from “Ah vou dirai””.</p>	<p>Slide 18</p> <p>Ws 13</p> <p>Ws 14</p> <p>Ws 15</p>
Activity 6	
<p>Show PPT slide 19 and talk briefly about the score. Sing the melody from the theme.</p> <p>Hand out “Variation number 1 “Ah vou dirai” and tell them to write the theme.</p> <p>Finish the lesson by asking them to name the keys on their paper glockenspiel and encourage them to practise it as they’ll have to play it next lesson.</p>	<p>Slide 19</p> <p>Ws 16</p>
WORKSHEET SOLUTIONS	
WS 11 Describing compositions	
Free answers	
WS 13 Describing Variations “Ah vou dirai”	
<p>Number 1: soft and slow</p> <p>Number 2: agitated and resolute</p> <p>Number 3: fast and impetuous</p> <p>Number 4: restless and lively</p>	
WS 14 What’s the mood of your variation?	
See answers from WS 13 Describing Variations “Ah vou dirai”	
WS 15 Comparing Variations from “Ah vou dirai”	
<p>1-2 Variation number one is <i>soft</i> and <i>slow</i>, but variation number two is <i>agitated</i> and <i>resolute</i>.</p> <p>1-3 Variation number one is <i>soft</i> and <i>slow</i>, but variation number three is <i>fast</i> and <i>impetuous</i>.</p> <p>1-4 Variation number one is <i>soft</i> and <i>slow</i>, but variation number four is <i>restless</i> and <i>lively</i>.</p> <p>2-3 Variation number two is <i>agitated</i> and <i>resolute</i>, but variation number three is <i>fast</i> and <i>impetuous</i>.</p> <p>2-4 Variation number two is <i>agitated</i> and <i>resolute</i>, but variation number four is <i>restless</i> and <i>lively</i>.</p> <p>3-4 Variation number three is <i>fast</i> and <i>impetuous</i>, but variation number four is <i>restless</i> and <i>lively</i>.</p>	

UNIT	MOZART, THE COMPOSER		
LESSON	2. Mozart's early years IV		
SESSION	4. Variations from "Ah vous dirai" II	Timing	90 minutes

INTRODUCTION:	
Start the lesson by asking the pupils what they did in the last lesson. Remind them they were told to practise the music theme from Variation Number 1 "Ah vous dirai"	
ACTIVITIES	RESOURCES
Activity 1	
Show PPt slide 1 and play Variation number 1 from "Ah vous dirai". Ask the students what they remember from the composition.	Slide 1
Show PPt slide 2 and review musical language from the composition. Work briefly on it.	Slide 2
Activity 2	
Show PPt slide 3, and encourage the pupils to play the theme from Variation number 1 "Ah vous dirai". Assess the students by observing them.	Slide 3 Glockenspiel, xylophone, metallophones...
Activity 3	
Show PPt slide 4 and encourage the students to create their own variation. Show PPt slide 5 and tell them they are going to do it by playing a game on the web. Explain briefly how the game works. Pupils have to use the rhythms provided and drag them to the stave. Once they've finished tell them to e-mail it to a classmate.	Slides 4 and 5 Computers www.classicsforkids.com/games
Activity 4	
Show PPt slides 6 to 9 and work on the questions asked.	Slides 6 to 9

ACTIVITIES	RESOURCES
Activity 5	
<p>Hand out “Describing a composition” Ws. Tell them to write their classmate’s composition by following the key questions in the diagram.</p> <p>Work in pairs and finish the lesson by asking the students to give feedback to their classmate’s composition.</p> <p>Ask some of them to tell the class about some compositions.</p> <p>Use this activity as assessment.</p>	Ws 17
WORKSHEET SOLUTIONS	
WS 17	
Free answers	

UNIT	MOZART, THE COMPOSER		
LESSON	3. Mozart's late years		
SESSION	1. Symphony number 40 in Gm	Timing	90 minutes

INTRODUCTION:	
Start the lesson by telling the students they are going to work on Mozart's late years. Ask them what they think they've been working on so far (Mozart's early years).	
ACTIVITIES	RESOURCES
Activity 1	
Show PPt slide 1 and tell them they are going to discover new facts in Mozart's life.	Slide 1
Show PPt slide 2 to 5 and play the true or false game.	Slides 2 to 5
Activity 2	
Show PPt slide 6. Tell the students they are going to see a picture of Mozart's house. Show the picture and tell them to imagine what's behind the door. Think of the furniture, the lights, the floor covering, the paintings and the instruments.	Slides 6 to 8
Hand out a DIN A3 sheet of paper and tell them to draw with a pencil what they think is behind the door. Play Symphony number 40 in Gm K550.	Slide 9 DIN A3 paper
Activity 3	
Ask them what could happen in the house. Let them talk about it.	Slide 10
Tell them to take a different colour pen and think about Mozart's violin sound waves. Tell the pupils to find a place in their drawing for the sound waves and play the Symphony number 40 in Gm K550 again. Tell them to draw the sound waves.	Slide 11
Activity 4	
Show PPt slide 12 and tell the students to describe the sound of the violin.	Slide 12
Show the word bank on PPt slide 13 and hand out "Describing a sound in Mozart's house" Ws. Once they've described the sound, tell them to draw a room in the house where the sound of the violin was heard.	Slide 13 Ws 18
Show the picture of a room in Mozart's house on PPt slide 14 and compare it to the ones they've drawn. Talk about it.	Slide 14

ACTIVITIES		RESOURCES
Activity 5		
Show PPT slides 15 and 16 and tell them they are going to be a music critic. Hand out "Be a music critic" Ws. Work in threes. A and B listen to C, then write their comments about C's performance. Then B and C listen to A, then write their comments about A's performance. Finally C and A listen to B, then write their comments about B's performance.		Slides 15 and 16 Ws 19 Glockenspiel, xylophone, metallophones...
Activity 6		
Show PPT slide 17 and encourage the pupils to play one of the two compositions for the class.		Slide 17 Glockenspiel, xylophone, metallophones...
WORKSHEET SOLUTIONS		
WS 18		
Free answers		
WS 19		
Free answers		

UNIT	MOZART, THE COMPOSER		
LESSON	3. Mozart's late years		
SESSION	2. Symphony number 40 in Gm. The orchestra I	Timing	90 minutes

INTRODUCTION:	
Start the lesson by asking the students what they know about the orchestra. Show PPt slide 1 and let them speak briefly about it.	
ACTIVITIES	RESOURCES
Activity 1	
Hand out "Orchestra facts" Ws. Students work in threes. Tell them to brainstorm what they know about the orchestra.	Ws 20
Show PPt slide 2 and complete the concept map with their answers. If needed ask questions to complete the concept map.	Slide 2
Activity 2	
Show PPt slide 3 and play Symphony number 40 in Gm K550.	Slide 3
Ask the pupils why they think it was played by an orchestra.	Slide 4
Their answers should be: "Because there were a lot of instruments playing", "Because we could hear different sections in the composition".	
Activity 3	
Hand out "Discovering the orchestra" Ws. Tell the students to colour the instruments, to draw a line around each group, and to write the names of the groups beside the instruments.	Ws 21
Activity 4	
Play the "Instruments cards game". Work in fives. The object of the game is to avoid ending with the "noisy card" at the end of the game.	Ws 22
One person shuffles and deals all the cards equally between players. Players look at their cards and if they have a set of two matching cards, they place them face up on the table. The dealer then offers his/her remaining cards face down to the player on his/her right, who takes one. If that player is then able to make a pair, these cards are placed with any others already on the table. If he/she can't make a pair, play moves on to the next player. Play continues in this way until all pairs have been found. Whoever is left with the "noisy card" is the loser.	
Please note that instruments cards need to be printed twice, except for the "noisy" one.	

Activity 5	
Work on the sections of the orchestra by handing out “Exploring the sections of an orchestra” Ws. Work in fours and do a jig-saw activity by handing out the corresponding text to each student. Work in advance on the questions they have to answer to make sure they understand what they’re asked to answer (Section, “Which instruments belong to this section?”, “How do the instruments make their sound?”, “What are they made of?”).	Ws 23
Activity 6	
<p>Cut out the “Orchestra puzzle” and put each piece of the puzzle in an envelope. Work in fours and hand out the puzzle to each group. Tell the students to do the puzzle according to the sections and the positions of the instruments in the orchestra. Once they’ve finished and it’s been checked, tell them to stick the puzzle on a piece of card.</p> <p>Hand out “Orchestra puzzle” labels and tell them to play a “Think link” game. Work in fours and tell them to connect two of the words on the worksheet to make sentences, e.g. <i>The tuba and the trumpet are brass instruments</i>. Write on the whiteboard a substitution table as support.</p>	Ws 24 DIN A4 card Glue
Activity 7	
<p>Tell the pupils to cut out the labels and put them in their places on the “Orchestra puzzle”. Once corrected, tell them to glue them.</p> <p>Finish the lesson by playing “Imagine you play a ...” game. Questions such as “Imagine you play a trumpet, what can you see in front of you?” will be useful to work on the positions of the orchestra. Use the following words for language support: “on the left”, “on the right”, “in front of”, “behind”, “next to”. Ask the following question to concept check “behind”: “... what can you see if you turn round?”</p>	Ws 24 Glue
WORKSHEET SOLUTIONS	
WS 21 Discovering the orchestra	
Check from different resources if needed.	
WS 23 Instrument card game	
Read the cards on Ws 23.	
WS 24 Orchestra puzzle	
Check from different resources if needed.	

UNIT	MOZART, THE COMPOSER		
LESSON	3. Mozart's late years		
SESSION	3. Symphony number 40 in Gm. The orchestra II	Timing	90 minutes

INTRODUCTION:	
Start the lesson by listening to Symphony number 40 in Gm K550. Show PPt slide 1.	
ACTIVITIES	RESOURCES
Activity 1	
Show PPt slide 2. Ask the students whether they know who played it. Talk briefly about what they remember about the orchestra.	Slide 2
Activity 2	
Play the "Instruments card game". Note that the explanation about how to play the game is on Activity 4 from last teaching notes.	Ws 22
Activity 3	
<p>Work on the following words to prepare the next activity: "pitch", "peg", "mouthpiece", "reed", "valve", "stretch" and "bar". Write the words on the board. Cut out the cards from "Exploring eight instruments from the orchestra" game and hand them out. Work in fives and tell the pupils to find the words on the board and underline them on the cards.</p> <p>Hand out the labels of the instruments and tell the pupils to cut them out and match them with the description on the cards.</p> <p>Tell them to match the pictures of the players with the cards. There are two cards which are blank, tell them to leave them at the moment.</p> <p>Use Velcro on the bottom and at the back of the cards, so they can change them if incorrect.</p> <p>Once the activity has been corrected, tell them to draw the pictures for the blank cards.</p>	<p>Ws 25</p> <p>Velcro</p>
Activity 4	
Use the cards from Activity 3 to work on a "loop game". Take the labels off and prepare the cards to develop the activity. Work in sevens, and start the game. To make it more difficult, take the pictures off, so they have to pay more attention to the description given.	Ws 25

Activity 5			
Hand out “Identifying instruments” Ws. Work in pairs and tell them to cut out the pictures of the instruments and put them in the correct place on the “yes/no maze”. Once corrected, tell them to glue the pictures.		Ws 26	
Activity 6			
Hand out “Who do you agree with?” Ws. Assess the students by making them circle the names of the kids on the worksheet they agree with. While correcting it, ask the students why they think some of the kids on the worksheet are wrong.		Ws 27	
Activity 7			
Encourage the students to think about an instrument they like. Tell them to find out some information and write it down on the “Explore an instrument” Ws. Tell them not to choose one of the instruments worked in the lesson. Tell the pupils to draw or stick a picture of the instrument chosen and label it by using words from the unit. Make them think about the name of the instrument by telling them to write it in Catalan, Spanish and English. Ask them whether they are the same, similar or different.		Ws 28	
Activity 8			
Finish the lesson by showing PPt slide 3 and 4. Talk about where and when they think Mozart died.		Slides 3 and 4	
WORKSHEET SOLUTIONS			
WS 25 Exploring eight instruments from the orchestra			
Violin	Cello	Flute	Clarinet
Trumpet	Tuba	Harp	Glockenspiel
WS 26 Identifying instruments			
Harp	Clarinet	Flute	Violin
Cello	Trumpet	Tuba	Glockenspiel
WS 27 Who do you agree with?			
Kids right: Ethan, Laia and Joan Kids wrong: Sheila, Tom and Mark			
WS 28 Explore an instrument			
Free answers			

UNIT	MOZART, THE COMPOSER		
LESSON	4. Mozart's essential facts and Classicism		
SESSION	1. Mozart's essential facts	Timing	90 minutes

INTRODUCTION:	
Start the lesson by telling the students they are going to work on Mozart's essential life facts. Show PPt slide 1.	
ACTIVITIES	RESOURCES
Activity 1	
Show PPt slide 2 and ask the pupils about what they remember about Mozart's life. Let them speak briefly and hand out "Mozart's life" Ws. Work in threes and tell the students to brainstorm all that they remember from the unit about Mozart's life. Once they've finished, show PPt slide 3 and ask them what they wrote. If needed, complete the concept map by asking questions that make the students remember the facts, e.g. <i>Which city in Austria was Mozart born?</i>	Slide 2 Ws 29 Slide 3
Activity 2	
Work in threes. Tell the students they are going to work on a text about Mozart. Divide the class in three groups and hand out "Mozart's biography trio dictation" Ws. Each group has parts of the text about Mozart. To complete it, they fill in their missing sentences by listening to the members of the group who have the other ones. Please note that C text can be used for the slower learners. Once they've finished, hand out "Mozart's essential facts" and tell the pupils to draw three images from the essential facts about Mozart in their text. Cut out the images and stick them on the board in no special order.	Ws 30 Ws 31
Activity 3	
Read the text from "Mozart's biography trio dictation" Ws and tell the students to order the images on the board according to the information from the text.	Ws 30
Activity 4	
Focus on the fact that Mozart started touring for performance when he was only six years old. Ask them whether they can guess how many cities he visited.	

Activity 4 (Cont)	
Show PPt slide 4 and ask them to answer the question to see who was right.	Slide 4
Hand out "Mozart's European tours" Ws and tell them to draw lines between the cities he visited for performances.	Ws 32
Tell the students to work in pairs to describe some of Mozart's tour by supporting them with the word bank on PPt slide 5.	Slide 5
Activity 5	
Tell the pupils to imagine they are a pop star or a very famous musician.	Ws 33
Hand out "Plan your own tour around Europe" Ws and tell them to draw lines to connect the countries or cities they would visit.	Map of Europe
Use a map of Europe so they can check different countries and cities on it.	
Finish the lesson by telling the students to work in threes to describe their own tour. Support them with the word bank from PPt slide 6.	Slide 6
WORKSHEET SOLUTIONS	
WS 29 Mozart's life	
Facts shown on Ws 34.	
WS 30 Mozart's biography trio dictation	
Check "Mozart's biography trio dictation" teacher's text.	
WS 31 Mozart's essential facts	
Check "Mozart's biography trio dictation" teacher's text.	
WS 32 Mozart's European tours	
Check cities from PPt slide 4.	
WS 32 Plan your own tour around Europe	
Free answers.	

UNIT	MOZART, THE COMPOSER		
LESSON	4. Mozart's essential facts and Classicism		
SESSION	2. Mozart and Classicism	Timing	90 minutes

INTRODUCTION:	
Start the lesson by showing PPt slide 1. Ask the students what they remember about Mozart's life.	
ACTIVITIES	RESOURCES
Activity 1	
Work in threes. Cut out the sentences from "Order Mozart's life facts" Ws. Hand them out and tell the students to place them into the right place in "Mozart's essential life facts timeline" Ws. Once they've finished, show PPt slide 2 so they can check their answers. Talk briefly about Mozart's facts.	Ws 34 Slide 2
Activity 2	
Show PPt slide 3 and 4 and ask the students which period they think Mozart's music belongs to. As they'll probably say it's Classical music, explain to them the difference between Classicism as a concrete period and classical music. Work in fours. Hand out "What do you know about Classicism?" Ws and tell the students to brainstorm what they know about it. Concentrate on the key questions (When, what, who, where). Show PPt slide 5 and write the students answers on the board.	Slides 3 and 4 Ws 35 Slide 5
Activity 3	
Show PPt slide 6 and encourage the students to listen to some of Haydn's and early Beethoven's compositions so they can hear different composers' classic music. Allow about 8-10 minutes on the activity.	Slide 6 Haydn music Early Beethoven music
Activity 4	
Work in fours. Hand out "Creating a classic composition" Ws and encourage the students to compose a 12 bar classic composition in C Major with ABA structure according to the features they've been working on through the unit. Tell them also to write the instruments used for each theme. Allow about 35-45 minutes.	Ws 36 Bar and percussion instruments

Activity 5	
Finish the lesson by handing out “Unit self assessment”. Encourage the students to assess themselves and to give their opinion about the unit. Show PPt slide 7 and let them check out two web sites in case they want to learn more about Mozart and other composers.	Ws 37 Slide 7 www.classicsforkids.com www.dsokids.com
WORKSHEET SOLUTIONS	
WS 34 Mozart’s essential life facts timeline	
Check PPt slide 2.	
WS 35 What do you know about Classicism?	
Free answers.	
WS 36 Creating a classic composition	
Free answers.	
WS 37 Unit self assessment	
Free answers.	