Students will learn:

- The sound of the Classical period was simpler and less fancy than the Baroque period.
- The “question and answer” style – balanced musical phrases.
- The lifestyle and fashions of the Classical period (1750-1820).
- The differences between the Classical orchestra and the Baroque orchestra.
- The most notable composers of the Classical period: Mozart, Beethoven, Haydn, and Clementi.
1 Gwenda is introduced to the balance and simplicity of Classical music. Classical music is organized in balanced and neat musical phrases like in a conversation.

2 The Classical Period Show. An understanding of 18th century culture provides insight into what influences the popular style of music.

3 Great Classical Composers. Some of the greatest works of the period were created by four notable composers: Mozart, Beethoven, Haydn, and Clementi.

4 A performance of Mozart by the Quaver Symphony orchestra. To transform a Baroque orchestra into a Classical orchestra, it’s out with the harpsichord and in with additional instruments.

5 Song: The Classical Period inspired by Mozart’s Rondo Alla Turca. By adding lyrics to several well-known Classical works, Quaver provides a fun way to remember characteristics of the period.

LESSON INTRO Introducing the episode

Select two students to come to the front of the class. Ask them to pretend that they are meeting for the first time and want to get to know each other. As they initiate a conversation, have everyone listen carefully. After two or three minutes, ask students to evaluate how the pair spoke to each other.

Point out that conversations are usually a series of balanced sentences; there is a tendency to answer with the same length of sentence used to ask the question. Otherwise, it would be a very strange conversation. Demonstrate this by having a student ask you a question such as, “What is your name?” to which you respond in a very long-winded way.

Music is like a conversation but with tunes. Sing the song Happy Birthday to You. Point out to students that the song is comprised of four equal phrases that are put together so each phrase builds on the previous phrase. Ask the students to sing it again; this time stop them between the phrases, saying aloud “phrase one” and so on.

This episode looks at how music of the Classical period built neat musical phrases that balanced each other.
Slow Is a Go

Purpose: Appreciating classical music of slow tempo
Use visual aids to assist students in listening to Classical music with slow tempos. As you play *Mozart’s Eine Kleine Nachtmusik, Andante* (Track 1), you might blow bubbles and encourage students to move gently through the room, making no attempt to pop them. Or give each student a silk scarf to move to the music. For *Haydn’s Symphony 101, The Clock* (Track 2), students can make clock movements!

Fast Is a Blast

Purpose: Appreciating classical music of fast tempo
Play *Beethoven’s Symphony No. 6, 1st Movement* (Track 3) and have students keep a steady beat with body movements (pat, pat, clap, clap). Note how long it takes for them to coordinate their movements to the beat. Then play *Mozart’s A Musical Joke, 4th Movement* (Track 4), and using new movements, note how quickly they adapt to the new tempo. Discuss with students how their movements changed.

Ride the Classical Period Train

Purpose: Useful facts about famous composers
Set up four chairs at the front of the room to be the Classical Period Train. Using the Great Composers worksheet, test students’ knowledge of the Classical period by asking a series of questions.
For example:
Which composer gradually lost his hearing? *Beethoven*

When a student answers correctly, he or she gets to ride the train by taking a seat on one of the chairs.

Once the “train” is full, allow the other students to ask questions to specific riders on the train. If an incorrect answer is given, the students swap places.
Style Detectives  Tracks 5, 6, 7, 8, 9 & 10
Purpose: Recognizing music of the Classical period
Ask students to determine whether the following selections are or are not music from the Classical period. Pause between tracks to discuss the reasons for their decisions.

Track 5  Cajun Cousins
Track 6  Beethoven's Symphony No. 6, 2nd Movement - Classical
Track 7  Rock 'n' Roll
Track 8  Bach's Brandenburg Concerto No. 5, 3rd Movement - from the Baroque period (listen for the harpsichord)
Track 9  Mozart's Clarinet Concerto, 1st Movement - Classical
Track 10  Modernism - from the 20th century

VIDEO REPLAY  Tracks 11, 12 & 13
The Classical Period
Purpose: Remembering the basics of the Classical period
Sing along with the closing song of the episode, The Classical Period (Track 11). The instrumental chorus played by the house band is actually a Classical piano piece by Mozart called Rondo Alla Turca (Track 12). The part Quaver sings is part of Mozart's Piano Sonata in C (Track 13). Discuss with students what makes a great melody.

WEB ACTIVITIES
PhoneBox / Time Venues
Although invented in the latter part of the Baroque period, the piano replaced the harpsichord as the instrument of choice during the Classical period. Find out more about this amazing invention by visiting the world of Cristofori. Quick... to the phone box!

PhoneBox / Time Venues
Students can travel back to the Classical period to learn more about Beethoven and his remarkable music. They can also choose from several activities and games to explore his incredible life.
Classical Assessment

As students begin this assessment, play **Mozart’s Symphony No. 40, 1st Movement (Track 14)** to provide a relaxing environment. They should choose from the word bank the items that characterize music of the Classical period, name at least two composers, and jot down a minimum of two facts about each of the composers they name.

The phrase “Classical music” is used in two ways: to describe all orchestral music from any period and to describe one specific period, 1750-1820. Don’t get confused!
Musical Form  
Purpose: How composers use theme and variations
Play the selected variations from Mozart’s 12 Variations on “Twinkle, Twinkle, Little Star” (Track 15), and ask students to describe how Mozart was musically creative with a simple tune. In music, we call this form theme and variations.

Give each student a ball to bounce a few times. Play the track again, asking students to create a new bouncing routine to accompany each variation they hear.

Ode to Joy  
Purpose: How different instruments express the same melody
Listen to Beethoven’s 9th Symphony in D-minor, Ode to Joy (Track 16). Ask students to notice how the famous melody is played by different instruments each time it is repeated. Discuss with students how each instrument adds an unique interpretation to the melody.

Challenge students to learn to play this melody on an instrument such as the recorder, Orff instrument, or piano.

Materials Needed
- Bouncing balls
- A recorder, Orff instrument or piano
TEACHER NOTES

Featured Instruments

- Recorder
- Piano
- Orff Instruments

The Classical Period