



CLASSICAL REVOLUTIONS, PT. 2: FROM CLASSICAL TO ROMANTIC

Meets National Core Arts Standards 7-9, 11

OBJECTIVES

- Perceive and analyze artistic work. (Re7)
- Interpret intent and meaning in artistic work. (Re8)
- Apply criteria to evaluate artistic work. (Re9)
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (Cn11)

MATERIALS

- *Music Alive!* magazines (January 2018)
- *Music Alive!* Classroom Worksheet #5: Music Review Journal (download at musicalive.com)
- Computer or mobile device with Internet access

START

Ask your students to read “Classical Revolutions, Pt. 2: From Classical to Romantic” on pages 6-9. Then, go over the following highlighted words. [This reinforces comprehension and vocabulary.]

VIGOR—effort, energy, and enthusiasm

EMERGENCE—the process of coming into being

PERVADED—spread through every part of

EXPLOIT—to make use of and draw benefit from

PROWESS—skill or expertise in a particular activity or field

DEVELOP

► **1. Play** Ludwig van Beethoven's *Symphony No. 5 in C Minor, Op. 67—3rd Movement: Allegro - Scherzo* (Hear the Music **track 2** on musicalive.com).

ASK

What's the time signature of the song? (Fast 3/4.)

Which instruments introduce the song melody in the first few measures? (Cello.)

How would you describe the opening theme of the piece? (Subjective; dark, moody.)

What instrument comes in with the second theme at around 20 seconds in? (French horn.)

How would you describe this theme? (Subjective; Blaring, aggressive, angry.)

What instruments come in after the French horn introduces the theme? (The rest of the orchestra except for percussion; strings, reeds, and woodwinds.)

When the violin starts playing quick descending minor scales at 1:38, what other instruments chime in, and on which beat? (Reeds and woodwinds, on the third beat of each measure.)

At two minutes in, a new theme is introduced on the cello. How would you describe the feeling of this section? (Happier and more uplifting than the first sections.)

What instrument has a high-pitched solo at the end of this section? (Flute.)

How does Beethoven alter the original theme when it returns at 3:45? (It's a little slower and articulated differently.)

What do you like or not like about this piece of music? (Subjective.)

► **2. Play** Franz Liszt's *Année de Pèlerinage, Suisse, S. 160: Au lac de Wallenstadt* (Hear the Music **track 3** on musicalive.com).

ASK

What is this song's time signature? (3/8.)

How many notes are played by the left-hand bass part in each measure? (The left hand repeats a seven-note rhythmic figure each bar.)

What instrument is featured in this piece of music? (Piano.)

How would you describe the introductory mood of the piece? (Dreamlike, contemplative.)

What interval do we hear at 0:35? (Octaves.)

How does the mood change at 1:05? (The mood becomes a bit darker.)

How does the music change at 2:10? (We hear some more dissonant chords.)

Are the dissonant chords accented? (Only a little—they're more noticeable because of their sound rather than their volume.)

What changes at 2:55? (The right hand begins playing a high-pitched part while the left hand plays long chords.)

How would you describe the overall mood of the piece? (Subjective.)

What do you like or not like about it? (Subjective.)

► **3. Play** Edvard Grieg's “Death of Åse” (Hear the Music **track 4** on musicalive.com).

ASK

What time signature is this song in? (4/4.)

What instruments do you hear? (Strings, ranging from the high-pitched violin to the low-pitched cello.)

What changes at 0:55? (It gets louder.)

Is the tempo slow or fast? (Slow.)

Why would the piece of music be slow, given the title? (The piece is a selection from *Peer Gynt*, and it's meant to illustrate a funeral for the death of a character in the story.)

How would you describe the first half of the song? (The theme is repeated, more dramatically each time.)

What happens at 2:37? (A new, slightly less sad theme is introduced.)

How does the song end? (Very quietly and slowly. The strings play long notes with some vibrato.)

What did you like or not like about this song? (Subjective.)

CLOSE

Have students fill out copies of the Music Review Journal to deepen their understanding of Romantic music.

ASSESS

Did the students read the article?

Did they discuss the three listening selections?

Did they fill out the Music Review Journal worksheets?