

Vose & Sons  
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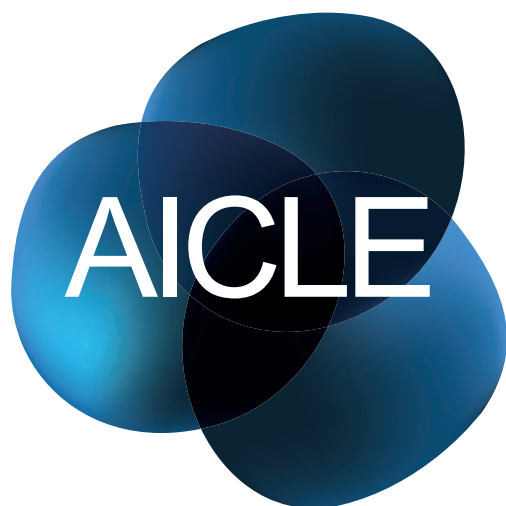
# Música

Secundaria



JUNTA DE ANDALUCIA

Inglés



## Identificación del material AICLE

<b>TÍTULO</b>	Classical Music
<b>NIVEL LINGÜÍSTICO SEGÚN MCER</b>	A2.1
<b>IDIOMA</b>	Inglés
<b>ÁREA / MATERIA</b>	Música
<b>NÚCLEO TEMÁTICO</b>	Historia de la Música
<b>GUIÓN TEMÁTICO</b>	La unidad pretende introducir al alumnado en el conocimiento de la música del clasicismo, trabajando sus características principales, los géneros vocales e instrumentales de la época y los compositores más destacados.
<b>FORMATO</b>	Material didáctico en formato PDF
<b>CORRESPONDENCIA CURRICULAR</b>	2º de Educación Secundaria
<b>AUTORÍA</b>	Almudena Viéitez Roldán
<b>TEMPORALIZACIÓN APROXIMADA</b>	6 sesiones.
<b>COMPETENCIAS BÁSICAS</b>	<p>Competencia lingüística:</p> <ul style="list-style-type: none"> <li>- Adquisición de vocabulario</li> <li>- Elaborar y formular preguntas al compañero</li> <li>- Discusión y puesta en común en voz alta de aspectos concretos del tema</li> <li>- Elaboración de textos</li> <li>- Lectura comprensiva</li> <li>- Fomento de las destrezas orales</li> </ul> <p>Competencia cultural y artística:</p> <ul style="list-style-type: none"> <li>- Conocimiento de música de otras épocas, inculcando una actitud de respeto hacia la misma</li> </ul> <p>Competencia para aprender a aprender:</p> <ul style="list-style-type: none"> <li>- Extraer características a partir de audiciones</li> <li>- Extraer información de textos y ordenarla cronológicamente</li> <li>- Establecer similitudes y diferencias entre diversos tipos de obras</li> </ul>
<b>OBSERVACIONES</b>	Se recomienda completar la unidad con la interpretación vocal o instrumental de alguna pieza de música del clasicismo; también sería recomendable el visionado de un fragmento de alguna ópera clásica.

# Tabla de programación AICLE

<b>OBJETIVOS</b>	<ul style="list-style-type: none"> <li>- Comprender y expresarse en una o más lenguas extranjeras de manera apropiada</li> <li>- Conocer, valorar y respetar los aspectos básicos de la cultura y la historia propias y de los demás, así como el patrimonio artístico y cultural</li> <li>- Aprender a apreciar la creación artística y comprender el lenguaje de las distintas manifestaciones artísticas, utilizando diversos medios de expresión y representación</li> </ul>	
<b>CONTENIDOS DE CURSO / CICLO</b>	<p>Bloque 4: La música en la cultura y en la sociedad.          Conocimiento de las manifestaciones musicales más significativas del patrimonio cultural occidental y de otras partes del mundo.</p>	
<b>TEMA</b>	<ul style="list-style-type: none"> <li>- Música del Clasicismo</li> <li>- Características de la música del Clasicismo</li> <li>- Música vocal del Clasicismo: la ópera cómica</li> <li>- Música instrumental: estructuras musicales, formas instrumentales: sinfonía, sonata y concierto</li> <li>- Compositores del Clasicismo: Mozart y Beethoven</li> </ul>	
<b>MODELOS DISCURSIVOS</b>	<ul style="list-style-type: none"> <li>- Referir hechos de un período histórico</li> <li>- Inquirir sobre datos históricos</li> <li>- Describir rasgos de piezas musicales</li> <li>- Identificar palabras e imágenes</li> <li>- Clasificar audiciones según sus características</li> <li>- Identificar términos musicales a través de sus definiciones</li> </ul>	
<b>TAREAS</b>	<ul style="list-style-type: none"> <li>- Tablas de características</li> <li>- Audiciones de música del clasicismo</li> </ul>	
<b>CONTENIDOS LINGÜÍSTICOS</b>	<p><b>FUNCIONES:</b></p> <ul style="list-style-type: none"> <li>- Expresar opiniones</li> <li>- Expresar contrastes</li> <li>- Secuenciar información en el pasado</li> </ul> <p><b>LÉXICO:</b>          balanced, imbalanced, clarity, regular, equality, sudden, Classical, ornamented, Neoclassicism, symmetric, simple, clear, uniformity, gradually, court, wealth, comic, libretto, technique requirements, spread, resembled, operatic, buffa, intermezzi, rondo, variations, sonata, ternary, exposition, development, recapitulation, symphony, communal grave, debts, buried, deaf, childhood.</p>	<p><b>ESTRUCTURAS:</b>          was performed, was used, was composed he used to...</p>
<b>CRITERIOS DE EVALUACIÓN</b>	<ul style="list-style-type: none"> <li>- Reconoce las principales características de la música del clasicismo</li> <li>- Diferencia la música del Clasicismo de la de la época barroca</li> <li>- Identifica las diferentes partes de una sinfonía</li> <li>- Conoce los datos más relevantes de los principales compositores del clasicismo</li> <li>- Conoce el vocabulario específico relativo a la música del Clasicismo</li> <li>- Conoce la evolución que sufrió la orquesta en el clasicismo</li> </ul>	

# CLASSICAL MUSIC



## CONTENTS

1. Introduction
2. Classical music
  - 2.1. Vocal music
  - 2.2. Instrumental music
  - 2.3. Classical composers
3. Review activity
4. Project

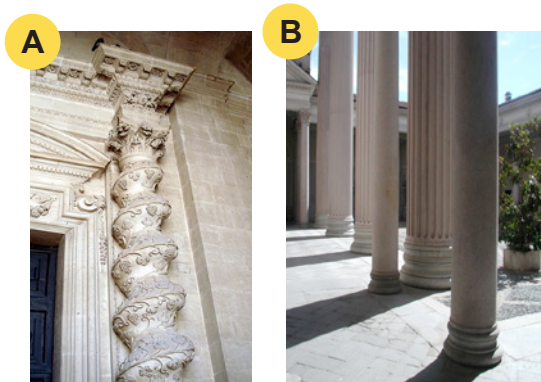
# 1. INTRODUCTION

1. Work in pairs. Look at the following pairs of images. They show the same objects but there are many differences between them. Talk about these differences with a partner. Use comparatives (more ....., less ....., -er), as in the example.

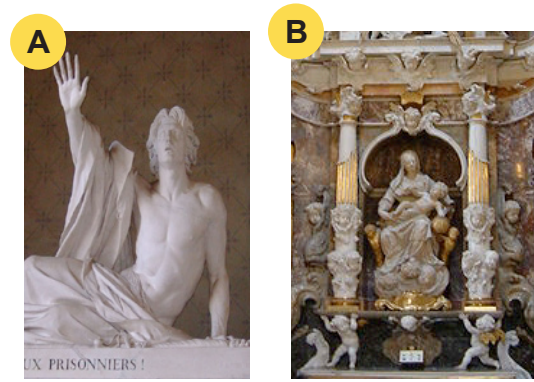


**Example:** Pair 1 are columns. In picture B the columns are **simpler** than in picture A.

Pair 1



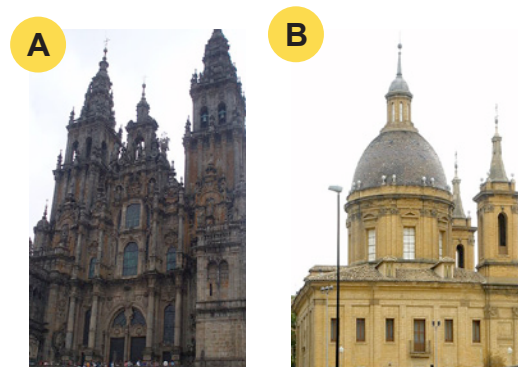
Pair 2



Pair 3



Pair 4



2. Organize the following words in pairs of opposites. Write the pairs in the parchment below.



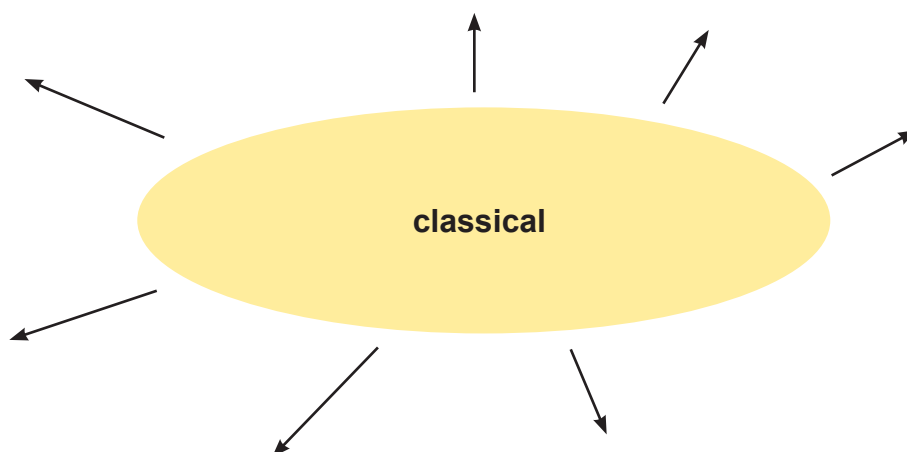
3. Compare your answers with your partner. Ask him/her the opposite of some words, as in the example:



Example: What's the opposite of .....

## 2. CLASSICAL MUSIC

1. Which words/ideas do you associate with the word "classical" (in general and related to music)? Write your ideas in this mind map. You may need to add some arrows.



2. Compare your ideas in groups of three. Explain your mind map to the rest of your group.



Expressions to use:

To me, classical means..... because....

It also involves....

I agree with you in that .....

I see your point, but I don't think that.....



3. (In the same groups). Is there a difference between “classical music” and “Classical music”? Discuss. Write your conclusions in this table.



CONCLUSIONS	
classical music	
Classical music	

2. Read the following text about the Classical era and Classical music, and underline the main ideas. Then, complete the chart with a list of the ideas you underlined.



Classical music is the music composed during the Classical era (1750-1820 approximately). This period involved a dramatic change from the Baroque era. Arts in general moved away from the ornamented and complicated features of the Baroque to a simpler and clearer style. Classical architecture was inspired by ancient Greek and Roman art, creating the Neoclassicism movement. Music imitated the architectural style in that it used balanced and symmetric structures, and simple, clear, and regular melodic phrases. The music was more uniform than Baroque music. New instruments were added to the symphony orchestra.

Classical period and Classical music	
--------------------------------------	--

### 3. What is the main difference between Classical music and Baroque music?



Answer: \_\_\_\_\_

4. Work with your partner. Here are some sentences which describe features of Baroque music and Classical music. Cut the sentences up with a pair of scissors and organize them into two groups (the “Baroques” and the “Classicals”). (You can write B or C beside each sentence if you don’t have scissors).



Music used simple melodies

Music used basso continuo texture (a melodic part with an accompaniment of chords played by a keyboard instrument)

There is a new instrument – the harpsichord – which provides the harmonies

Changes in dynamics happened gradually throughout the musical pieces

Music was performed by an orchestra based on string instruments

Opera was born

The symphony orchestra includes new instruments such as clarinets and bassoons

There is a lot of contrast in dynamics throughout the musical pieces

The organ was very popular

The character of the music is the same throughout the piece

Music used ornamented melodic parts – this means that the melody was not simple but “decorated” with many notes

Changes in dynamics happened suddenly throughout the pieces

Music followed clear and balanced structures

The main composers were Vivaldi, Handel and Bach

The main composers were Mozart and Beethoven

## 2.1. VOCAL MUSIC

1. Match the words on the left with the definition on the right.



- |                          |  |
|--------------------------|--|
| - courts                 | - unnatural  |
| - Baroque                | - the text of an opera                               |
| - dramatic               | - the place where kings and queens live              |
| - wealth                 | - with lots of action/emotion                        |
| - Classical              | - related to opera                                   |
| - compositional styles   | - specific needs of a field                          |
| - artificial             | - 1750-1820  |
| - comic                  | - parts in which operas are divided, (usually three) |
| - acts                   | - funny  |
| - libretto               | - extend   |
| - technical requirements | - be similar   |
| - spread                 | - the personal way that composers create their work  |
| - resembled              | - 1600-1750  |
| - operatic               | - riches   |

2. You are going to hear a text about vocal music during the Classical era. Fill in the gaps with words from the previous activity.



At the end of the ..... era, operas were spectacular, ..... shows performed in ..... to demonstrate royal and aristocratic power and ..... In the ..... period composers decided to change their ..... to make serious opera less artificial. The composer who started this reform was Gluck.

Meanwhile, the lower social classes had their own musical theatre, with ..... scenes between ..... These scenes, called intermezzi, developed into a new form of opera: the comic opera, also named opera buffa. It involved a comic ....., and less ..... for singers. This new style ..... over Europe very soon, adopting different names and forms in different countries. Mozart and Rossini composed buffa.

Religious music ..... operatic music. In fact, most of the composers who wrote church music were also opera composers.

2. Write four TRUE/FALSE questions based on the text. Give your questions to a partner, and answer their questions.



1.

2.

3.

4.

## 2.2. INSTRUMENTAL MUSIC

Instrumental pieces followed certain structures in the Classical era.

Listen carefully. You are going to hear about different forms of music. Write down the plan of each form: use capital letters for the different themes (A, B, C,...); numbers for theme variations (A<sub>1</sub>, A<sub>2</sub>, A<sub>3</sub>,...); and pictures for certain sections (eg. bridge:  )

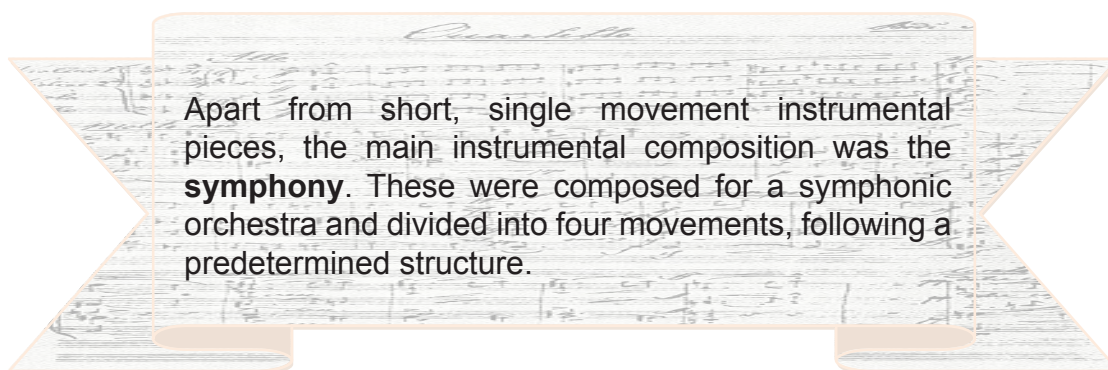


RONDO FORM		
THEME AND VARIATIONS		
TERNARY FORM		
SONATA FORM	EXPOSITION	
	DEVELOPMENT	
	RECAPITULATION	

2. You are going to listen to an example of each form. Work in groups of three. Complete the table below. Use the plan you copied for each form in the previous exercise while listening to the music. Talk to your partners. Does the piece match the plan or is there any variation? Write down the plan for each piece.



	TITLE	COMPOSER	FORM NAME	FORM PLAN
PIECE 1				
PIECE 2				
PIECE 3				
PIECE 4				



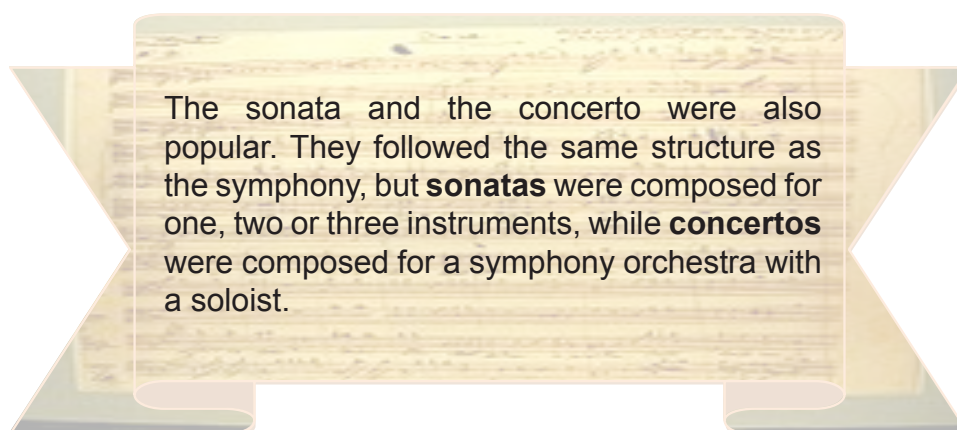
Apart from short, single movement instrumental pieces, the main instrumental composition was the **symphony**. These were composed for a symphonic orchestra and divided into four movements, following a predetermined structure.



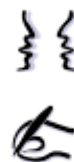
3. Work in groups of four. Each student will read ONE of the following texts, and complete their part in the chart below. Then, share your information with the rest of your group, explaining your text while they make notes about the main information.

SYMPHONY	
TEXT 1: first movement	
The first movement has a fast tempo. It is usually written in sonata form which has three sections – the exposition, the development and the recapitulation.	
TEXT 2: second movement	
The second movement has a slow tempo. Composers used different forms, but the most popular were the ternary form and the theme and variations.	
TEXT 3: third movement	
The third movement can have either a fast or a slow tempo. It often follows a ternary structure (minuet-trio-minuet)	
TEXT 4: fourth movement	
The fourth movement has a fast tempo. It used different forms, including the sonata form or the rondo form.	

MOVEMENT	FIRST	SECOND	THIRD	FOURTH
TEMPO				
FORMS				



4. Work in pairs. Listen to three pieces of music. What type of piece is each? (Sonata, concerto or symphony?) Your teacher will tell you the composer and the title.



	TYPE OF PIECE	COMPOSER	TITLE
PIECE 1			
PIECE 2			
PIECE 3			

A background image of a musical score with a text box overlaid. The text box is a light-colored, irregular shape with a drop shadow, containing the following text:

The orchestra started to change during the 18th century. New instruments were introduced.

5. Listen to a text about the orchestra in the Classical period. Work in pairs. One of you has to make notes about the strings and the brass section, while the other concentrates on the woodwind and percussion sections. Then share your information with your partner, and complete the chart.



STRINGS	WOODWIND	BRASS	PERCUSSION

## 2.3. CLASSICAL COMPOSERS



**W. A. Mozart**

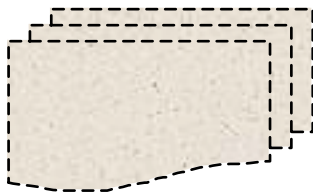


**L. van Beethoven**

Mozart and Beethoven were composers in the Classical period. Check what you already know about them and learn something new about their lives.



1. Work alone. Choose one of these two composers. On small pieces of paper, write down anything you know about your composer – his nationality, his date of birth and death, his works, etc.



2. Form groups of three/four students with the same composer. Share your notes. Eliminate the repeated ones. Now your teacher will give you a separate sheet with information about Mozart or Beethoven. Cross out the sentences which provide information you already have.



3. Now, order the information chronologically and develop a biography of your composer. Once you have your biography, compare it with the other groups with same composer. Add the pieces of information that you didn't have in your biography.

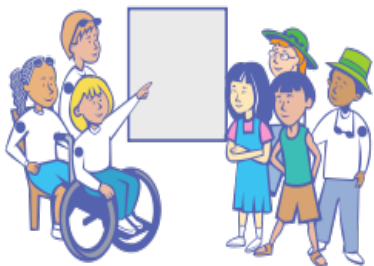


**Structures to use:**

- ..... was born in...
- When he was a child.....
- He composed.....
- One of his most famous compositions is .....
- At the end of his life.....

A large sheet of paper with handwritten musical notation. The top part shows a treble clef and some notes. Below that, there are several blank musical staves with horizontal lines, intended for students to write their biographies. The background of the paper is faintly visible, showing more musical notation.

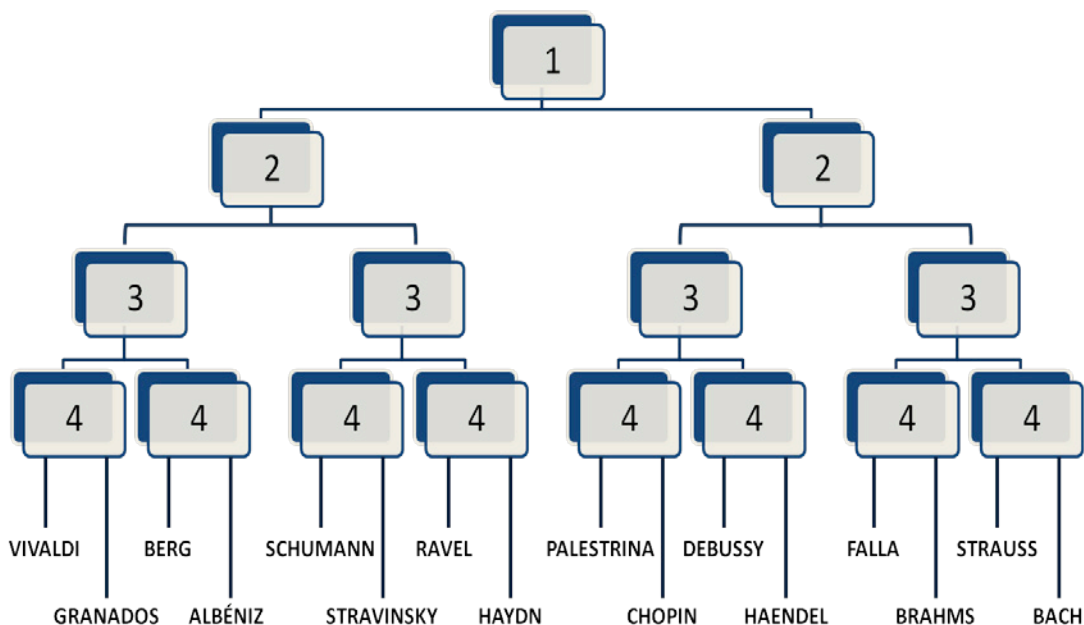
4. Now, work in two big groups, one formed of students who did Mozart and the other with the ones who did Beethoven. Design a poster with the biography of each composer. Write short sentences, one sentence each student. Use different colors and make your poster attractive. You can stick pictures on it. We will display the posters in the music room.



### 3. REVIEW ACTIVITIES

1. Labyrinth. At every number, answer the question and turn left/right according to your answer (the questions are on the next page). If you get the questions right, you will finish at the name of a Classical composer. Otherwise, you will end up in a composer of another period!!

#### START OF JOURNEY



1) A musical form with three parts: exposition, development and recapitulation.

**Sonata**  
(turn left)

**Rondo**  
(turn right)

2) Place where Mozart was born.

**Viena**  
(turn left)

**Salzburg**  
(turn right)

3) Instrument in the woodwind section of the orchestra.

**French horn**  
(turn left)

**Clarinet**  
(turn right)

4) Name of comic opera.

**Symphonic**  
(turn left)

**Buffa**  
(turn right)

Use the link below to see if your final composer was from the Classical period. If it is not a Classical composer, start the entire journey over again. When you get a Classical composer, find out about his contribution to the Classical period.

<http://www.notablebiographies.com/>

**2. Walk around the class, and see who can answer the following questions (try to find a different person for each question). Write down the answer and the name of the student who answered it.**



Find someone who...

1) knows the name of Beethoven's only opera

.....

2) can explain the structure of a rondo

.....

3) knows who composed "The Magic Flute"

.....

4) knows the difference between a symphony and a concerto

.....

5) can name two opera buffa composers

.....

6) can explain the main differences between Baroque and Classical music

.....

7) knows about changes to the orchestra during the Classical era

.....

8) can name three Classical composers of the Classical period

.....

## 4. PROJECT

In the Classical era, composers began to write compositions for public concerts. However, most of them still worked as court musicians. This involved being employed by royalty or emperors and composing pieces that they would like.

Work in groups. Choose one of the countries below (each group is going to work with a different country). Find out about your country in the Classical era. Make sure you look for:



- where the court was
- kings/queens/emperors in power
- where they lived
- musicians that worked in the court during that period

### COUNTRIES

Kingdom of Spain  
Kingdom of Prussia  
Empire of Austria  
Kingdom of France  
United Kingdom of Great Britain

Now, create a power point presentation with the information you found, including pictures. Decide who is going to explain each slide, and show your presentation to the rest of the class.



## AFTER THIS UNIT....



I CAN...	Distinguish between Baroque and Classical music	YES	NO	NOT YET
	Identify the different parts in a musical piece and recognize the structure it follows	YES	NO	NOT YET
	Classify a Classical musical piece in its appropriate genre	YES	NO	NOT YET
	Identify the main structural forms of a piece of Classical music	YES	NO	NOT YET
	Extract information from texts	YES	NO	NOT YET
	Communicate in English to do group activities	YES	NO	NOT YET

I KNOW...	The main features of Classical music	YES	NO	NOT YET
	How opera developed in the Classical period	YES	NO	NOT YET
	What the different movements of a symphony are like	YES	NO	NOT YET
	Some of the most famous Classical musical pieces	YES	NO	NOT YET
	The difference between sonata form and a musical piece called a sonata	YES	NO	NOT YET
	The instruments that perform a symphony, a sonata and a concerto	YES	NO	NOT YET