

Listening: Melody- 'Ode to Joy

Beethoven's 9th Symphony- 4th Movement

National Curriculum links:

- ♣ Singing: using the voice creatively and expressively with increasing accuracy, fluency, control and expression
- ♣ Play and perform in solo and ensemble contexts; playing musical instruments with increasing accuracy, fluency, control and expression
- ♣ Improvise and compose music for a range of purposes using the inter-related dimensions of music
- ♣ Use and understand staff and other musical notations
- ♣ Develop an understanding of music drawing from different traditions, composers and musicians.
- ♣ Listen with attention to detail and recall sounds with increasing aural memory.

KS2 skills:

Sing in unison, in tune with increasing awareness of pitch.

To listen with focus and recall sounds with increasing accuracy.

Recognise how inter-related dimensions of music can be used together to compose music (pitch.melody)

Learn about different purposes of music throughout history and in other cultures.

- What is melody? Defining melody as 'movement of pitches'; the part of music that we 'hum' along to...
- Background information: This is famously one of the most recognised melodies in classical music.
 - First large scale work for full orchestra to include a choir
 - Lyrics based on a poem that celebrates joy and hope and the unification of mankind
 - Beethoven's last complete Symphony (he started number 10, but died before its completion); it took him over 10 years to complete and was completely deaf when he composed it.
- Whilst listening, use hand movements to demonstrate changes in pitch: melody written around 5 pitches, mainly moving in steps, ascending and descending patterns (only once deviates by jumping to lower 5th tone).
- Use visual graphic score to illustrate the melody movement- follow whilst listening to various points of the movement; note the changes in instrumentation, dynamics and tempo.

Follow Up: classes with boomwhackers or bells can use the attached colour coded music to 'Connect' with the melody and each other by playing along with the melody. They can play it quietly (*p- piano*) to begin and crescendo to a great big (*f- forte*) finale.

School with CHARANGA- possible activity: Creative App 'Music Explorer': the melody can be input for display (both graphic and standard notation).

Composition: Making melodies using no more than 5 tones. Improvising new rhythmic patterns for the melody.

Symphony No. 9 mvt. 4

music by Ludwig van Beethoven

The image displays the first two staves of musical notation for the fourth movement of Beethoven's Ninth Symphony. The notation is presented in a simplified, educational style. Each staff begins with a treble clef and a 4/4 time signature. The notes are represented by vertical stems with colored circular heads. The first staff contains eight notes: two yellow notes on the first line, two green notes on the second line, two green notes on the second space, and two orange notes on the third space. The second staff contains seven notes: two red notes on the first space, one orange note on the second space, one yellow note on the second line, one yellow note on the first space, one orange note on the first space, and one orange note on the first space. The third and fourth staves mirror the first and second staves, respectively, indicating a two-measure phrase structure.