Meeting Mozart - the Wunderkind

Understanding the fantastic talents and travels of young Wolfgang Mozart

This unit is designed for students grades Kindergarten through fifth grade; educators are welcome to modify the lessons for younger and older students.

Topics

- How well do you know a little boy named Wolfgang Mozart?
  - A pictorial pre-test for educators to assess prior knowledge of subject
- What did the town of Salzburg look like when Mozart was born?
- What was appropriate dress for a little boy, young girl, mother and/or a performing father?
  - Visual aides set up around the classroom, dolls, pictures, maps, picture books
- Meet Mozart through videos created to be used as storybooks
  - Chapter 1 – Meet Wolfie
  - Chapter 2 – Wolfie begins to perform
  - Chapter 3 – Wolfie meets the royal family
    - Transitions are developed in the movies for educators to pause the movie and expound on an interest or topic
- A citizen of the Holy Roman Empire
  - Research and discussion about court life, palaces, and the influence of a ruling family over its citizens
    - Visual aides used could be – Disney ‘princess’ picture books, pictures of the various palaces in Vienna, pictures of George Washington or other famous Americans in 1770’s.
  - Listening to Austrian folk music, learn a dance
  - Listen to Mozart’s Minuet and Trio and perform the minuet dance in court style.
- What would it be like to be a composer?
  - Kindergarten – Second grade
- Compose a word or sound composition based on provided rhythms and instruments from the music teacher as young Mozart did while traveling.
  - Topics include
    - Horse and carriage sounds
    - Sounds heard in a fancy ball
    - Funny made up or rhyming words
    - A letter written to your pet
  - Third – Fifth Grade
    - Students create and compose their own variation of “Twinkle Twinkle Little Star” after exploring ideas of how to create variations from Mozart’s “Variations on Ah vous dirai-je, Maman”
    - Student groups perform their own theme and variation composition
    - Rubric grading sheet, optional

➢ Now, how well do you know the story of Wolfgang Mozart?
  - A pictorial post-test for educators to assess knowledge of subject explored.

I have created 4 lesson plans designed to work with primary (K-2) and intermediate (3-5) grades, one introductory lesson plan for all grades, a pre & post test, and rubric and composition design for the Theme and Variations composition project. Educators are welcome to tailor the lessons to fit the time allotted for each class and the attention span of each grade level.

**Links to Lesson Plan Pages**
- Introduction Lesson (K-5)
- Lesson 2 (K-2)
- Lesson 2 (3-5)
- Lesson 3 (K-2)
- Lesson 3 (3-5)
- Lesson 4 (K-2)
- Lesson 4 (3-5)
- Pre & Post Test (1-5)
- Listening Map for Eine Kleine Nachtmusik © Dr. Jana Fallin
- Theme & Variation Rubric and Design
Videos
Chapter 1 – Meet Wolfie
Chapter 2 – Wolfie begins to perform
Chapter 3 – Wolfie meets the Royal Family

Staci Horton
NEH participant for Mozart’s Two German Operas
Summer 2010
Lesson Plan 1

<table>
<thead>
<tr>
<th>Grade: 5th 4th 3rd 2nd 1st &amp; KDG</th>
<th>Teacher: Staci Horton</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit: Mozart</td>
<td>National Standards: 8 &amp; 9</td>
</tr>
<tr>
<td>Lesson: 1</td>
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</tr>
</tbody>
</table>

**Objectives:** Students will take a pretest on their knowledge of Mozart.
- Students will watch a 10-minute video introducing them to Mozart’s early years.

**Materials Needed:** Mini-mac, ipod, promethean board, pre-test quiz, “Chapter 1” video, Austrian dolls and bear, Mozart books, Coloring Book, Pictures, The Sound of Austria CD

**Enroll:** While music of Austria CD is playing, I’ll introduce myself. Trac 1-2 And show the younger grades little dolls. I’m here to introduce you to a famous composer who lived when America was just becoming a nation. What do you know of the country Austria?

**Experience:** All students answer this question: If you woke up tomorrow and could play any instrument you wanted perfectly with no practice, what instrument would you choose?

**Learn & Label:** These next two weeks we are going to learn about a famous composer named Wolfgang Mozart. And we have some activities to try that will allow you the opportunity to compose and create your own songs.

**Demonstrate:** I’m curious to know how much you already know about the composer Wolfgang Mozart, so I have a quick 10 question quiz for everyone to take and I would like you to do your best on this. Pass out the expressions and take the quiz and compile the results (DO NOT SHOW ANSWERS!) After test – Power OFF!

**Learn & Label:** Watch Chapter 1 of Video

**Review:** Discuss with your partner (Hand-up, Pair-up) – Austria CD Trac 3
Did you write little songs before you went to Kindergarten?
How many of you knew all the notes and rests before you came to music class?
Do you know the letter names of the lines and spaces of the treble clef?
Did your papa teach them to you or did you learn them in music class?

**Celebrate:** Sound of Austria CD Trac 11 – Movement Activity
Intro - 4

<table>
<thead>
<tr>
<th>Section A</th>
<th>Section B (Grand Right and Left (Gr. 5-3))</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Circle to Right (8)</td>
<td>Pat legs (2) (Gr. K-2)</td>
</tr>
<tr>
<td>Circle Left (8)</td>
<td>Clap hands (2)</td>
</tr>
<tr>
<td>Step in and hands up (4)</td>
<td>Double High 5 Partner’s hand (2)</td>
</tr>
<tr>
<td>Step out and hands down (4)</td>
<td>Clap hands (2)</td>
</tr>
<tr>
<td>Repeat Section A</td>
<td>Repeat Section B 3 times</td>
</tr>
<tr>
<td>Form A-A-B-B-A-B</td>
<td>Find a new partner (8)</td>
</tr>
<tr>
<td>Repeat Section B</td>
<td></td>
</tr>
</tbody>
</table>
## Lesson Plan 2

<table>
<thead>
<tr>
<th>Grade:</th>
<th>Kdg, 1st &amp; 2nd</th>
<th>Teacher:</th>
<th>Staci Horton</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit:</td>
<td>Mozart</td>
<td>Lesson:</td>
<td>2</td>
</tr>
<tr>
<td>National Standards:</td>
<td>8 &amp; 9</td>
<td></td>
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<tr>
<td>Objectives:</td>
<td>Students will create word poems and use words to compose as young Mozart did.</td>
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<td></td>
</tr>
<tr>
<td>Materials Needed:</td>
<td>Mini-mac, ipod, promethean board, “Chapter 1 &amp; 2” videos, Austrian dolls and bear, Mozart books, &amp; Pictures of Mozart</td>
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<td></td>
</tr>
</tbody>
</table>

**Enroll:** Dolls, pictures and books are positioned in room with decorative scarves for visual reminders of the unit.

**Experience:** Review what the students remembered from the first video.

*Possible questions:* Who was the papa, and what was his job?
Who was the sister’s name, and what did she play?
Who was the baby?

**Learn & Label:** Review with video 1, discuss and share during review the names and faces of the family.

*2nd & 1st – Fun with rhyming – Create word poems with bed and mouse*

*Creating instrument sounds to mimic a hic-up*

*KDG – Fun with words – Create funny sounds with the word “School.”*

**Demonstrate:** KDG – Creating the word song with a drum beat.

**Demonstrate:** 2nd & 1st – Choose 3 or 4 students to share their word poem

Pass out egg shaker and wood blocks for students to create their own hic-up or silly song.

**Learn & Label:** Watch Video 2 – *Wolfie begins to perform*

**Review:** Imagine what it would be like to not go to first grade at school, but to spend the year traveling with your papa. Do you think you would like having your papa as your teacher? Do you think you would like riding in a carriage all day and not playing outside? Would you want to practice all day and perform for the governor or even the president? Do you think you would be excited or maybe nervous?

**Review:** Let’s see how well you remember our fun dance from Austria. Review and practice the dance with teacher calling cues.

**Celebrate:** Wolfie loved to create songs from sounds, next time we meet, I’d like to hear from you on a word or sound we could compose with.
# Lesson Plan 2

<table>
<thead>
<tr>
<th>Grade: 3rd, 4th &amp; 5th</th>
<th>Teacher: Staci Horton</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit: Mozart Lesson: 2</td>
<td>National Standards: 8 &amp; 9</td>
</tr>
<tr>
<td><strong>Objectives:</strong> Students will watch videos about Mozart and discuss questions in the video.</td>
<td><strong>Materials Needed:</strong> Mini-mac, ipod, promethean board, “Chapter 2” video, Austrian dolls and bear, Mozart books, Listening Map for <em>Eine Kleine Nachtmusik</em>, &amp; Pictures of Mozart, “Variations on <em>Ah vous dirai-je, Maman</em>” barred instruments, white boards, dry erase markers, team assignments of 4th and 5th grade classes</td>
</tr>
<tr>
<td>• 3rd grade students will actively listen to <em>Eine Kleine Nachtmusik</em> using the provided listening map.</td>
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</tr>
<tr>
<td>• 4th &amp; 5th grade students will actively listen to “Variations on <em>Ah vous dirai-je, Maman</em>” and begin a theme and variation composition</td>
<td></td>
</tr>
</tbody>
</table>

| **Enroll:** Dolls, pictures and books are positioned in room with decorative scarves for visual reminders of the unit. |

| **Experience:** Review what the students remembered from the first video. |
| **Possible questions:** Who was the papa, and what was his job? |
| What was the sister’s name, and what did she play? |
| Who was the baby? |

| **Learn & Label:** Watch Video 2 – Wolfie begins to perform |

| **Learn & Label:** 3rd Grade - Listen to *Eine Kleine Nachtmusik*. |
| **Demonstrate:** Discuss where they have heard the song and determine the meter. |
| Teach students the minuet while sharing important “unwritten” rules of proper conduct in the 1770’s |

| **Learn & Label:** 4th & 5th Grade – Listen to Mozart’s “Variations on *Ah vous dirai-je, Maman*” which is like our *Twinkle Twinkle Little Star*. |
| **Demonstrate:** Have students brainstorm various ways to change the melody |
| Put students in teams of 4-5 and send them to Orff instruments – their task is to figure out how to play “Twinkle Twinkle Little Star” and make sure all members of the team can perform the song. |

| **Review for All:** Where was Mozart born? What was his first instrument? How old was he when he got his violin? Where did the children go on their first performance trip? How old were they? |

| **Celebrate:** Great work everyone, let’s clean up and dance it out! |
# Lesson Plan 3

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</thead>
<tbody>
<tr>
<td><strong>Unit:</strong> Mozart</td>
<td><strong>National Standards:</strong> 8 &amp; 9</td>
</tr>
<tr>
<td><strong>Lesson:</strong> 3</td>
<td><strong>Materials Needed:</strong> Mini-mac, ipod, promethean board, “Chapter 3” video, Austrian dolls and bear, Mozart books, &amp; Pictures of Mozart, drums and wooden instruments</td>
</tr>
</tbody>
</table>

**Objectives:** Students will create rhythmic patterns with words and perform them on instruments in teams. Students will share prior knowledge of Mozart gleaned from first two videos.

**Materials Needed:** Mini-mac, ipod, promethean board, “Chapter 3” video, Austrian dolls and bear, Mozart books, & Pictures of Mozart, drums and wooden instruments

**Enroll:** Dolls, pictures, books and now puzzles are positioned in room with decorative scarves for visual reminders of the unit.

**Experience:** Review what the students remembered from the second video. Possible questions: What were the father, mother, sister, and boy’s formal names? Where was the Imperial city? Who was the Wolfie’s teacher? And what did he study?

**Review:** Let’s see how well you remember our fun dance from Austria. Allow students to demonstrate the dance with you simply watching and enjoying!

**Learn & Label:**
- Creating rhythmic speech patterns in teams.
- Give each team a like instrument, have students practice imitating the teacher various patterns. Allow teams to play at different times so aural appreciation is a focus. Then play a question and answer game with a phrase, and have one team answer you back with a rhythmic phrase that they can say and play.
- Encourage teams to play the game amongst themselves.

**Demonstrate:** Allow teams to create their own “answer” to share with the class. Record each demonstration for later evaluation.

**Learn & Label:** Watch Video 3 – *Wolfie meets the Royal Family*

**Review:** Do you have musical talent that you could use to become famous? Do you think you would like to perform for the President of the United States? Would you be willing to leave school and tour Europe to perform for Kings and Queens as Wolfgang did? Would you miss your family, friends, or maybe your pets? How long would you like to be gone? One week? One month? Three months?

**Celebrate:** Wolfie loved to create to compose and now that you have all created together you are beginning to see the fun it can be to create your own music. (Share high-5’s!)
Lesson Plan 3

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<td>Unit: Mozart</td>
<td>National Standards: 8 &amp; 9</td>
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<tr>
<td>Lesson: 3</td>
<td>Materials Needed: Mini-mac, ipod, promethean board, “Chapter 3” video, Austrian dolls and bear, Mozart books, Listening Map for Eine Kleine Nachtmusik, &amp; Pictures of Mozart, “Variations on Ah vous dirai-je, Maman” barred instruments, drums, accessory instruments, white boards, dry erase markers, team assignments of 4th and 5th grade classes</td>
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Objectives: Students will watch videos about Mozart and discuss questions in the video.
- 3rd grade students will perform the minuet to Eine Kleine Nachtmusik and add in instruments during the trio.
- 4th & 5th grade students will actively listen to “Variations on Ah vous dirai-je, Maman” and continue the theme and variation composition.

Enroll: Dolls, pictures, books and now puzzles are positioned in room with decorative scarves for visual reminders of the unit.

Experience: Review what the students remembered from the second video.
Possible questions: What were the father’s, mother’s, sister’s, and boy’s formal names? Where was the Imperial city? Who was the Wolfie’s teacher? And what did he study?

Learn & Label: Watch Video 3 – Wolfie meets the Royal Family

Review: 3rd Grade - Discuss the “unwritten” rules of proper conduct in the 1770’s
Demonstrate: Adding in instruments to the Trio section, have students demonstrate their understanding of the triple meter and the feel of the dotted half note pulse.

Learn & Label: 4th & 5th Grade – Listen to each group perform the melody of “Twinkle Twinkle Little Star.” Note the drum added to the instruments offered, this is to provide an ostinato for the performance.
Demonstrate: Have students prepare their compositions - Decide who will play each part of the composition
1. Melody (on barred instrument)
2. Ostinato – on Drum, create a good rhythm for the piece
   a. The ostinato must be played during the theme and the variation
3. Variation – on a melody instrument
   a. Remember – It doesn’t have to be complex!
4. Your composition needs to have an introduction and a coda (ending).

Review for All: Do you have musical talent that you could use to become famous? Do you think you would like to perform for the President of the United States? Would you be willing to leave school and tour Europe to perform for Kings and Queens as Wolfgang did? Would you miss your family, friends, or maybe your pets? How long would you like to be gone? One week? One month? Three months?

Celebrate: Great work everyone, let’s clean up & dance it out!
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<tbody>
<tr>
<td>Unit: Mozart Lesson: 4</td>
<td>National Standards: 8 &amp; 9</td>
</tr>
<tr>
<td>Objectives: Students will create rhythmic patterns with words and perform them on instruments alone. Students will share prior knowledge of Mozart gleaned from first three videos.</td>
<td>Materials Needed: Mini-mac, ipod, promethean board, Austrian dolls and bears, Mozart books, &amp; Pictures of Mozart, drums and wooden instruments, video camera &amp; tripod</td>
</tr>
</tbody>
</table>

**Enroll:** Dolls, pictures, books and now puzzles are positioned in room with decorative scarves for visual reminders of the unit.

**Experience:** Review what the students remembered from the third video. Possible questions: Who lived in the Imperial city? Where was the Imperial city? What was the Empress’s name? What did Wolfie do that was NOT good manners?

**Review:** Today is performance day! I will record your Austrian dance with my video camera.

**Learn & Label:** Students may volunteer to answer the teacher’s rhythmic question on a large drum. Back to teams and all students are given instruments and volunteers will now ask the rhythmic (4-beat) question and a team may answer it.

**Demonstrate:** Allow teams to create their own “answer or question” to share with the class.

**Learn & Label:** Read “Mozart” the storybook to students. All this information should be prior knowledge with them, so feel free to ask questions about what should come next in the story to assess them.

**Review:** Set up video camera and invite students to stand on a spot and share their favorite “memories” of Mozart, examples may come from the videos, the instrument games, the visual aides, dancing, etc. Give students time to settle into and enjoy their knowledge of Mozart. They may have more questions about him, like what happens next? Did he ever marry? Have kids? When did he die? Is this a true story?

**Celebrate:** Teach students how Wolfie would say good-bye. *Auf wiedersehen or Tschüss!*
# Lesson Plan 4

<table>
<thead>
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<th>Grade: 3rd, 4th &amp; 5th</th>
<th>Teacher: Staci Horton</th>
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<tbody>
<tr>
<td>Unit: Mozart</td>
<td>National Standards: 8 &amp; 9</td>
</tr>
<tr>
<td>Lesson: 4</td>
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</table>

**Objectives:** Students will watch videos about Mozart and discuss questions in the video.
- 3rd grade students will perform the minuet to *Eine Kleine Nachtmusik*
- 4th & 5th grade students will perform their theme and variation compositions

**Materials Needed:** Mini-mac, ipod, promethean board, “Chapter 4 & 5” video, Austrian dolls and bear, Mozart books, Listening Map for *Eine Kleine Nachtmusik*, & Pictures of Mozart, barred instruments, drums, accessory instruments, white boards, dry erase markers, team assignments of 4th and 5th grade classes, video camera and tripod.

**Enroll:** Dolls, pictures, books and now puzzles are positioned in room with decorative scarves for visual reminders of the unit.

“Today is performance day! I will record dances/compositions today on my video camera!”

**Experience:** Review what the students remembered from the third video.

*Possible questions:* Who lived in the Imperial city? Where was the Imperial city? What was the Empress’s name? What did Wolfie do that was NOT good manners?

**Review:** 3rd Grade – All the partner dancing, instrumentation and what happens when.

**Demonstrate:** Students perform the dance, add instruments and sing along with *Eine Kleine Nachtmusik*.

**Learn & Label:** 3rd Grade – Students watch Chapter 4 – *Wolfie’s travels*

**Review:** Set up video camera and invite students to stand on a spot and share their favorite “memories” of Mozart, examples may come from the videos, the instrument games, the visual aides, dancing, etc.

Give students time to settle into and enjoy their knowledge of Mozart. They may have more questions about him, like what happens next? Did he ever marry? Have kids? When did he die? Is this a true story?

**Review:** 4th & 5th Grade – Who is one which team, does everyone have their correct instruments, what is the next step for your group so you are ready to perform today?

**Learn & Label:** Watch Chapter 4 – *Wolfie’s travels* and Chapter 5 – *Wolfie’s Operas*

**Demonstrate:** 4th & 5th Grade – Teams will be given time to polish up their variation and then they will perform it for the class. (Make sure you set up your camera on a tripod to record their compositions!) Rubric provided for grading assistance.

**Review:** Using video camera, invite students to stand on a spot and share their favorite “memories” of Mozart, examples may come from the videos, the composition project, the visual aides, dancing, opera stories, etc.

Give students time to settle into and enjoy their knowledge of Mozart. They may have more questions about him, like what happens next? Did he ever marry? Have kids? When did he die? Is this a true story?

**Celebrate:** Teach students how Wolfie would say good-bye. *Auf wiedersehen or Tschüss!*
### Mozart’s Theme and Variation Composition Rubric

**Group Members:** _________________________________________________________

<table>
<thead>
<tr>
<th></th>
<th>Basic</th>
<th>1</th>
<th>Proficient</th>
<th>2</th>
<th>Advanced</th>
<th>3</th>
<th>Exemplary</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teamwork</strong></td>
<td>No teamwork evident. Group shared negative comments, no effort was made to create a new variation. No one helped teammates who needed it.</td>
<td>Group tried to work as a whole, but a few downers were present which slowed the creating process down.</td>
<td>Groups mostly worked as a whole, the creating process did get done, but not much help was given to members who needed extra help</td>
<td>Group worked as a whole on creating the variation, listened to all ideas, all members helped each other perform at their best, no downers in the group.</td>
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<tr>
<td><strong>Creativity</strong></td>
<td>No specific variation was chosen, the extra instruments didn’t add a good sound</td>
<td>A specific variation was found and that’s all they had time for.</td>
<td>A variation was chosen, but the group had trouble developing it with extra instruments</td>
<td>A definite variation was chosen and developed, extra instruments were added and I sounded very unique!</td>
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<tr>
<td><strong>Listening to other performers</strong></td>
<td>4 or more members talked while another group was performing</td>
<td>3 members talked while another group was performing</td>
<td>2 members talked while another group was performing</td>
<td>Entire team listened respectfully to other groups performing</td>
<td></td>
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<tr>
<td><strong>Everyone Performed</strong></td>
<td>Students were left out without an instrument</td>
<td>All members had an instrument, but it just sounded like noise, no structure</td>
<td>All members had an instrument and tried to create a good sound</td>
<td>All members of the team had an instrument and added positively to the ensemble</td>
<td></td>
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</tr>
<tr>
<td><strong>Stayed Together</strong></td>
<td>More then one leader, didn’t start together, didn’t end together, no real listening shown</td>
<td>More then one leader, started and ended together</td>
<td>One leader, started and ended together, some members had trouble listening</td>
<td>One leader, everyone listened to group, started and ended together</td>
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</tbody>
</table>

**Comments:**

__________________________________________________________


**Total Score for the Group:** ________________
**What to do:**

1. Figure out the song “Twinkle Twinkle Little Star” on the barred instruments
   a. Work as a group with two students trying on the instruments
   b. You may write down the notes for your teammates, if needed.

2. **All members of the group must successfully play the song before you may create your variation!**

3. Discuss in your group how you want to vary the melody
   a. Play melody backwards
   b. Add more notes
   c. Change keys
   d. Mix up the order of the notes
   e. Leave out every third note, etc.

4. Decide who will play each part of the composition
   a. You need – Melody (on barred instrument)
   b. Ostinato – Instrument of choice
   c. Variation – on a melody instrument
      i. Remember – It doesn’t have to be complex!
      ii. The ostinato must be played during the theme and the variation
   d. Your composition needs to have an introduction and a coda (ending).

5. You may add in instruments to your composition
   a. First come, first served

6. When creating additional rhythms and ostinatos, make sure they don’t over power the theme and variation.
   a. Use word power to remember your new rhythms!

7. Practice the entire piece as a group more then once!
Mozart - Eine Kleine Nachtmusik: 3rd Movement

A

Oh, this Minuets from Mozart's Eine Kleine Nachtmusik

Just point your toe and bow and smile and bow.

A'

Jingle Bells

Just point your toe and bow and smile and bow.

B

Triangle

(Bridge)

B

Triangle

A

Oh, this Minuet's from Mozart's Eine Kleine Nachtmusik

Just point your toe and bow and smile and bow.

A'

Jingle Bells

Just point your toe and bow and bow and bow!